SELPA Colusa County SELPA **Fiscal Year** 2020-21

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

January 2020

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B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The Colusa County SELPA Local Plan area covers the fours school districts in Colusa County. The four school districts are: Colusa Unified School District, Maxwell Unified School District, Pierce Joint Unified School District, and Williams 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 four school districts (Colusa Unified School District, Maxwell Unified School District, Pierce Joint Unified School District, and Williams Unified School District) in Colusa County have agreed to have the Colusa County Office of Education implement and operate this local plan. This designation was based on size and scope considerations, including the low incidence of exceptional children and geographical factors. The Colusa County Office of Education has the dual role of being the Responsible Local Agency and providing all special education services.

Each district shall assist the Colusa County Office of Education in carrying out this plan. A three tiered governance structure was designed to facilitate implementation while eliciting input from Board Members and parents. The first tier is an Executive Committee, the second tier is a SELPA Council, and the third tier is the Colusa County Board of Education.

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:

The Colusa County SELPA's regional policy making process is conducted through its three tiered governance structure. The responsibilities of superintendents, district boards and the Colusa County Board of Education and their relationship to this tiered governance structure are defined below.

The participation of each local education agency superintendent is essential to

supporting the operation of the Special Education Local Plan Area. The superintendents will participate through monitoring the policies and procedures to carry out the special education programs and services and participating in the Executive Committee and SELPA Council.

EXECUTIVE COMMITTEE

The local education agency governing boards of Colusa County SELPA agree to provide representation to the Executive Committee. Representatives from each agency shall include the superintendent from each district, the county superintendent, and SELPA Director. The functions of the Executive Committee are delineated in the Procedures.

PROCEDURES: EXECUTIVE COMMITTEE

The Executive Committee of the SELPA Council was established to: (1) provide guidance for the administration and implementation of the special education programs and services; (2) problem-solve situations arising in the program; and (3) make recommendations to the SELPA Council when recommended action involves budget or policy changes.

The Executive Committee is composed of the following members:

(1) District Superintendent from each school district (one vote each)
(2) County Superintendent (one vote)
(3) SELPA Director (non-voting)

RESPONSIBILITES OF THE EXECUTIVE COMMITTEE:

(1) Review and make recommendations on the Local Plan for Special Education to the SELPA Council.

(2) Recommend priorities for special education services.

(3) Advise the Administration on the deliverance of services.

(4) Formulate and review policies on the provision of special education services, including transportation.

(5) Review and make formal recommendations to the SELPA Council.

(6) Elect chairperson for two year term in July or August. The chairperson shall chair meetings and review agenda items with the SELPA Director. The chairperson will also act as the SELPA Council chairperson. The committee could elect to rotate the chairperson in the following manner: Williams, Colusa, Pierce, Maxwell.

(7) Participate in special education programs and services evaluations. Meetings are scheduled monthly or as needed. Meetings will usually be scheduled so

school employees can attend. The meetings are open to the public. In the event that a Superintendent cannot attend a meeting, he/she should notify the chairperson of his/her pending absence and may appoint a designee, if appropriate, with full voting rights and privileges.

A quorum shall be a minimum of three voting members. A minimum of three votes shall be required to enact decisions of the SELPA Executive Committee. If only three members are in attendance all decisions will require a unanimous vote.

Members of the SELPA Council will be invited to attend all Executive Committee meetings as non-voting members.

SUPERINTENDENTS' RESPONSIBILITIES:

Superintendents are responsible for contacting the Assistant Superintendent-Special Education/SELPA Director when a potential legal issue arises. The superintendents, working with the SELPA Council, are responsible for providing appropriate space at school sites for special education programs and services.

The Executive Committee will review projected student enrollment and analyze available classrooms by April each year. The Executive Committee will determine facilities needs to be completed prior to the opening of school the following year. Classroom eligibility for the County Office of Education/Special Education enrollment will be included in the analysis.

SELPA COUNCIL BOARD MEMBERS AND SELPA EXECUTIVE COMMITTEE:

The SELPA Council was established to provide a vehicle for the interests and concerns of each of the districts and its constituents to be heard.

It is imperative that all stakeholders are represented in the planning and review of special education programs and services in Colusa County. The SELPA Council is designed to provide county wide representation through the following policies, procedures and responsibilities.

POLICY: SELPA COUNCIL

The local education agency governing boards of Colusa County SELPA agree to provide representation to the SELPA Council. Representatives shall include the superintendent from each district, the county superintendent, the SELPA Director, a member of the Community Advisory Committee for Special Education or their designee, and a Board member or designated representative from each school district board and the County Board of Education.

PROCEDURES: SELPA COUNCIL

The SELPA Council was formed to assist the Colusa County Office of Education in providing appropriate special education programs and services to individuals with

exceptional needs who are found eligible by Federal and State laws and regulations.

The SELPA Council is composed of the following members:

(1) District Superintendent from each school district (one vote each)
(2) County Superintendent (one vote)
(3) Board Member or designated representative from each school district board and County Board of Education (one vote each)
(4) SELPA Director (non-voting)
(5) COMMUNITY ADVISORY COMMITTEE (CAC) member or designee (non-voting)

RESPONSIBILITIES OF SELPA COUNCIL:

(1) Review and approve special education budget for final approval by the Colusa County Board of Education.

(2) Develop, review and approve special education policy.

(3) Resolve conflicts among local education agency governing boards or their representatives concerning special education issues.

Meetings shall be open to the public and held at least two times a year or more as needed . A quorum consists of 6 of the 10 voting members. A member can send a proxy or a designated person to vote. Proxies are counted in determining the existence of a quorum. A designee can be part of the quorum. No officer, agent, or employee of any other entity entitled to a Council vote may be appointed as a proxy by any other entity entitled to a SELPA Council vote. Each entity entitled to a SELPA Council vote shall be limited to a maximum of two proxies. In any case the Chairperson of the Executive Committee shall act as the Chairperson of the SELPA Council.

Voting shall be a majority vote for all issues except budget.

A unanimous vote of member's present shall be required for action related to the budget. For purpose of this paragraph "members present" includes voting members of SELPA Council defined as the 5 Superintendents or selected alternate, the board representative for each district or the selected board member alternate, i.e. District Business Official or other board member. If a unanimous vote cannot be achieved, then the item shall be placed on each of the five board agendas at the next regular scheduled board meeting. The item would need a majority vote by each local board to pass the budget. If passed by all the local boards the SELPA Council would reconvene to officially approve the SELPA budget. If not passed by all local boards, it will go back to the SELPA Council for a vote. A super majority vote of 80% of member's present shall be required for passage. If a super majority vote cannot be achieved, then the item shall be placed on each of the five board agendas at the next regular scheduled board meeting. The item would need a majority vote by each local board to pass the budget. If passed by 4 out of the 5 local

boards the SELPA Council would reconvene to officially approve the SELPA budget. If not passed by 4 out of the 5 local boards the SELPA Council will reconvene to continue discussion. This process would continue until a compromise is reached and the items are resolved.

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:

GOVERNING BOARD: COUNTY BOARD OF EDUCATION

The governing boards for each participating local education agency have designated the Colusa County Board of Education as the board to provide guidance for the implementation of the Local Plan.

POLICY: GOVERNING BOARD

The local education agency governing boards in Colusa County SELPA designate the Colusa County Board of Education as the governing board for the responsibilities and procedures below.

PROCEDURES: GOVERNING BOARD

The County Board of Education serves as the governing body for special education programs and services. Its duties include the following:

(1) Approve the Local Plan for Special Education before submission to the State.
(2) Review the policy relative to the provisions of special education services in the county, after the recommended policy has been reviewed by the SELPA Council.
(3) Make recommendations concerning the operation of special education programs and services.
(4) Approve the special education budget after reviewing recommendations from the SELPA Council.

The County Office of Education is designated as the Responsible Local Agency for special education services. The responsibilities include, but are not limited to:
(1) Receiving regionalized service funds.
(2) Coordinating the implementation of the plan.
(3) Implementing policies for due process decision.
(4) Maintaining fiscal services for special education.

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

All Charter Schools within the member districts of the Colusa County SELPA are given the opportunity to become a member of the Colusa County SELPA if they are located within the member district boundaries. Students who are voluntarily enrolled in these Charter Schools may receive special education services from the Colusa County SELPA using the same qualifying criteria used for all other students in Colusa County. Any charter school petition granted by the State Board of Education (SBE) in which oversight responsibilities have been assigned to a district within the SELPA follow the same procedure (EC 47605.S(k)(1). As students enrolled in charter schools are entitled to special education services provided by State and Federal funding, the charter schools will comply with all requirements of state and federal law regarding provision of special education services (EC 56000 et seq., Individuals with Disabilities Education Act (20 U.S.C. Chapter 33). Children with disabilities and their parents shall retain all rights under the IDEA.

POLICY: SERVICES TO CHARTER SCHOOLS

Special Education and related services shall be offered and made available to all eligible individuals under the jurisdiction of the Colusa County SELPA in accordance with this Local Plan. Students enrolled in charter schools chartered by member districts shall receive special education and designated instructional services in the same manner as other similarly situated students (EC 47646(a)). No governing board shall grant a charter unless the charter includes assurances that special education instruction and/or services are made available to all eligible students, enrolled in the charter school, in accordance with the Individual Education Plan and the Colusa County SELP A Local Plan.

Special education services and participation in the governance structure shall be based on the categorization of the individual charter school. Education Code section 47613.5, allows a charter school to be deemed a Local Education Agency (LEA). Charter schools which do not meet the requirements of EC 4764l(a) by including in its charter or otherwise providing written and verifiable assurance of participation as an LEA in the SELPA will be deemed a public school of the LEA that granted the charter (EC 47641(b), 47641 (c).

PROCEDURES: APPROVAL AND RENEWAL OF CHARTERS

The Colusa County SELPA requires the following procedures for approval or renewal of Charters.

1. Prior to approval of a new charter, or renewal of an existing charter, the superintendent or designee of the chartering entity shall consult with the SELPA Director regarding the provision of special education services to students enrolled by the charter school.
2. The petition presented must provide adequate assurances that all eligible students enrolled in the charter school will be offered appropriate special education services in accordance with the Colusa County SELPA Local Plan.
3. The charter must provide assurances that no student will be denied enrollment in the charter school due to a disability (EC 47605(d)(2)).

4. The SELPA will be available to assist the chartering entity in calculating the potential fiscal risks that may be associated with granting the requested charter.
5. An approved charter must identify any provisions for sharing deficits in funding. These provisions may be included in a Memorandum of Understanding.

TYPES OF CHARTER SCHOOLS

For the purposes of provision of special education services, charter schools may be deemed either chartering district or a Local Education Agency (LEA) or a public school within the chartering district.

1. Public School Within a District

Charter schools that are deemed to be public schools within a district will participate in state and federal funding in the same manner as other schools within the chartering district. The chartering district will be responsible for ensuring that all children with disabilities enrolled in the charter school shall be offered special education and designated instructional services in a manner that is consistent with all applicable provisions of state and federal law. The district will determine the policies and procedures necessary to ensure that the protections of special education law are extended to students in the charter school in the same manner as students in the regular program. The Colusa County SELPA policies and procedures ensure that special education laws protect all students equally.

The chartering district will represent the needs of charter schools like other schools within the district, in the SELPA governance structure. The chartering district will be responsible for procuring and funding appropriate special education services, even though the student may not reside within the boundaries of the chartering district. The SELPA will be responsible for procuring and providing special education services, even though the student may not reside within the boundaries of the chartering district. The SELPA may contract for these services with public or private educational entities, as written in the individual educational plans. The chartering district will be responsible for the funding of special education services for Charter School students in the same manner as students in other schools in the district.

2. Charter School as an LEA within the SELPA

Prior to approval of the petition to become a charter school, the charter school shall notify and consult with the SELPA no later than a minimum of one year prior to the school year proceeding the school year in which the charter school anticipates operating as a LEA within the SELPA.

The SELPA Council will make the final determination whether the charter school has the capacity and intent to meet all requirements of an LEA. The following requirements must be in agreement with and implemented according to the Colusa County SELPA Local Plan:

- Identification, Referral, and Placement System
- Procedural Safeguards

- o Regionalized Services
- o Hospitals, Licensed Children's Institutions and Juvenile Court/Community Schools
- o Costs of Programs and Services, Including Transportation

Once deemed an LEA the charter school will be responsible for and entitled to the following as required of any LEA in the SELPA:

a. Participate in governance of the SELPA in the same manner as other districts within the SELPA.
b. Participate in funding for special education in the same manner as other districts within the SELPA.
c. Participate in and receive regionalized services in the same manner as other districts within the SELPA.
d. Be responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, nonpublic school/agency placements, inter/intra SELPA placements, due process proceedings, complaints and attorney fees.

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:

Each of the agencies in the SELPA provides support to the Community Advisory

Committee (CAC). The policy and procedures below describe this function.

POLICY: COMMUNITY ADVISORY COMMITTEE
The local education agency governing boards of the Colusa County SELPA agree to provide support to achieve CAC objectives. Each district Board of Trustees and County Office Board of Education appoints one representative to the CAC based on suggestion from the current CAC members. Parents, community agencies, such as Mental Health, Alta Regional Center and California Children's Services are invited to be non-voting participants. Terms of appointment are for two years and are staggered to ensure that no more than one half of the membership is renewed in any one year. The membership role and responsibilities are included in the following procedures:

PROCEDURES: COMMUNITY ADVISORY COMMITTEE

The CAC meets with the SELPA Director or designee no less than two times per year or more frequently as needed. The responsibilities of the CAC include the following:

(1) Advise the SELPA Council regarding the development, amendment, and review the local plan. The SELPA Council shall review and consider comments from the CAC. The plan is provided to the CAC at least thirty days prior to submission to

the State Department of Education.

(2) Recommend annual priorities to be addressed by the plan.

(3) Assist in parent education and recruit parents and other volunteers who may contribute in the development and review of the local plan.

(4) Encourage community involvement in the development and review of the local plan.

(5) Support activities and promote community awareness on behalf of individuals with exceptional needs.

(6) Assist in parent awareness of the importance of school attendance.

(7) Report to their respective Board of Trustees or Board of Education at least annually, or on an as needed basis.

(8) Appoint a non-voting representative to serve on the SELPA Council.
REFERENCES: Education Code Section 56200(c)(l), 56194 (a-f)

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:

At least every three years during the annual budget and service plan process, the SELPA Council will review the Local Plan and determine if changes or amendments to the permanent portion of the Local Plan may be needed. At that time, any public input and consultation can be provided by anyone including special education and regular education teachers, administrators selected by the groups they represent, as well as parent members of the CAC, to ensure information contained within the plan remains relevant and accurate. The CAC may also review the Local Plan at one of their meetings preceding the SELPA Council's review.

Each year, the SELPA Council shall adopt annual budget and service plans at a public hearing scheduled at a SELPA Council meeting. As it is a public hearing, it provides for public input and consultation by anyone including special education and regular education teachers, administrators selected by the groups they represent, as well as parent members of the CAC. The CAC may also review the annual budget and service plans at one of their meetings preceding the SELPA Council adoption.

When the SELPA Council determines that an amendment to the Local Plan is needed, the following process occurs:

The Assistant Superintendent of Special Education/SELPA Director, or designee, shall be

responsible for the coordination of the amendment of the Local Plan, and shall form a committee that includes representatives of the following groups who provide input, review drafts and make recommendations to the SELPA Council:

-Special Education Teachers- Selected by their bargaining unit

- General Education Teachers- Selected by their bargaining unit

-Superintendent- Selected by the SELPA Council

-Assistant Superintendent of Special Education/SELPA Director

-Charter School Representative- Selected by the SELPA

-Preschool Representative- Selected by the SELPA

-Community Advisory Committee- Selected by the CAC Executive Committee

During the amendment process, the SELPA Council reviews the recommendations of the CAC, reviews the drafts of the Local Plan amendment committee, seeks input from the governing boards of their respective LEAs, and reviews and approves the final draft of the Local Plan for submission to the local governing boards for approval.

The SELPA Council may adopt amendments to the permanent portion of the Local Plan on an interim basis, not to exeed on school year. Amendments approved in this manner shall become permanent upon subsequent approval by all LEAs' governing boards and the California Department of Education.

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 member districts in the local plan have designated Colusa County Office of Education as the Responsible Local Agency for the SELPA. The County office provides dual services both as the Responsible Local Agency and as the service provider. The Colusa County Office of Education is designated to receive all federal and state funds allocated to the SELPA with Executive Council oversight, staffing for special education services is the responsibility of the County Office of Education.

The County Superintendent is the manager of the local plan. He/she or his/her designee directs and guides the implementation of the local plan board policies and decisions. The County Superintendent or designee when appropriate: (A) hires and evaluates all special education personnel; and (B) provides guidance to program personnel.

POLICY: RESPONSIBLE LOCAL AGENCY

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The Local Education Agency governing boards in Colusa County SELPA designate the Colusa County Office of Education as the Responsible Local Agency (RLA) to operate this local plan. In the event that any member of the SELPA Council determines there is a need or reason to change the RLA the Transfer Plan approved by the SELPA Council shall be followed.

PROCEDURE: RESPONSIBLE LOCAL AGENCY
Responsible Local Agency Responsibilities:
Every three years the SELPA Council reviews the responsibility of the Responsible Local Agency and determines the roles and responsibilities to be assigned with the position. These roles and responsibilities include:

(1) Receive and distribute of regionalized services funds to include, but not limited to, personnel development, evaluation, data collection, management information system, curriculum development, program review, and interagency coordination.

(2) Provide administrative support to Assistant Superintendent-Special Education/SELPA Director, SELPA Council, and Executive Committee.

(3) Coordinate the implementation of the local plan.

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:

Local educational agencies (LEAs) are responsible for the students ages 3 to 22 within the geographical area consistent with California education code. The Colusa County SELPA provides the special education services for these students.

For children from birth to three, Colusa County SELPA provides services for students with solely low incidence disability with the appropriate funds. Any child that does not have a low incidence disabilities receives services from the ALTA Regional Center until the age of three when they transition over to the Colusa County SELPA.

10. For multi-LEA local plans, specify:

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

Each participating LEA and the Colusa County Office of Education governing board has the responsibilities outlined below:

- The LEA and COE governing board designates a representative to serve on the SELPA Council. The SELPA Council approves SELPA-wide policies and procedures, Annual Budget

and Service Plans and any subsequent modifications.

-Approve Local Plan

-Implement policies and procedures approved by the SELPA Council

-Appoint members to the Special Education Community Advisory Committe (CAC) in accorance with CAC bylaws and LEA policies

-Encourage parental involvment through the members of CAC, receive and consider requests and recommendations from their CAC representatives and other parent groups.

-Address questions and concerns of the public, including parents or guardians of students with diabilities who are receving services under the Local Plan.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

Superintendents are responsible for contacting the Assistant Superintendent-Special Education/SELPA Director when a potential legal issue arises. The Superintendents, working with the SELPA Council, are responsible for providing appropriate space at school sites for special education programs and services.

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

The role of each LEA and COE for coordinating the administration of the Local Plan includes:

-Participating in the SELPA Council meeting to help develop, implement, evaluate and improve special education programs and services within the SELPA.

-Gather, interpret, and report special education program and student data to the SELPA Council regarding current program operations and effectiveness.

-Cooperating among LEAs and COE pertaining to the implementation, administration and operation of the Local Plan

-Establishing, modifying, and implementing procedures for the operations of the Local Plan

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11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

EMPLOYMENT OF STAFF:

The County Superintendent, with input from the SELPA Executive Committee, shall determine the staff necessary for the special education programs. The County Superintendent is responsible for the employment of all staff. A representative appointed by the district may participate in all hiring of special education certificated staff. A District Superintendent, or designee, may have input in all certificated and classified staff evaluations, as consistent with contractual agreements. A parent may be invited to participate in the hiring of special education certificated staff.

SPECIAL EDUCATION ADMINISTRATION:

All programs and services are provided through the Colusa County Office of Education. Special education administration is provided by the Colusa County Office of Education in a dual role of Assistant Superintendent-Special Education/SELPA Director.

The Colusa County Office of Education Assistant Superintendent's primary responsibilities includes:

(1) Carry out day-to-day supervision of all Special Education programs and services.

(2) Serve as lead administrator when potential legal involvement is identified.

(3) Ensure special education programs and services are available for all individuals with exceptional needs who are found eligible by Federal and State laws and regulations.

(4) Develop annual income and expenditure budgets for the implementation of Special Education programs and services for the Special Education Local Plan Area.

(5) Make Administrative Placements for transferring individuals with exceptional needs with an active Individualized Education Programs (IEP).

(6) Develop administrative rules and regulations necessary to implement policies which affect the SELPA, not in conflict with Colusa County Office of Education policies, subject to the approval of the Executive Committee.

(7) Report to the County Board of Education concerning Special Education.

(8) Establish committees to address ongoing concerns and needs of special education.

(9) Act as a resource for district Special Education components of the Categorical Program Monitoring (CPM).

(10) Implement and monitor any CPM special education corrective actions.

(11) Receive, respond to, implement, and monitor:
- Office of Civil Rights (OCR) Complaints
- Procedural Safeguards, complaints, and Due Process Findings.

(12) Gather all data and submit reports required by the Federal Government and the State Department.

(13) Make staff assignments, supervise and evaluate special education personnel, with input from site administration. (Cross reference SELPA Admin-Employment of Staff)

(14) Meet with each District Management Team as needed.

(15) Provide information on trends and quality practices in Special Education

(16) Make presentations to groups on topics related to Special Education.

(17) Collaborate with non-public schools/agencies providing programs or services to individuals with special needs who reside within Colusa County Office of Education boundaries.

(18) Serve as a member of the Colusa County Office of Education leadership team.

(19) Participate in Individualized Education Plan meetings as needed.

The Colusa County SELPA Director's primary responsibilities include:

(1) Act as executive secretary to the Executive Committee and SELPA Council; prepare agendas and information for its meetings and submit minutes for approval.

(2) Serve as a liaison between the Executive Committee and the Community Advisory Council.

(3) Act as a resource for the SELPA-wide Special Education Categorical Program Monitoring (CPM).

(4) Act as a liaison to the State Department of Education, Department of Mental Health, Department of Health and Human Services, California Children's Services and any other agency in accordance with interagency agreements.

(5) Provide management of Office of Civil Rights (OCR), due process and complaint findings and share these findings, as appropriate, and coordinate necessary changes at the SELPA level.

(6) Provide copies of parent rights which include information about low cost and/or free legal services in the area.

(7) Coordinate meetings with nonpublic school personnel to determine educational costs.

(8) Participate in State level SELPA meetings and share information, as appropriate,with superintendents, Community Advisory Committee (CAC), boards and community.

(9) Submit waivers necessary for the implementation of the Local Plan.

(10) Approve all purchases for low incidence materials, equipment and services.

(11) Make contractual and administrative arrangements with other SELPA's serving Colusa County Special Education students.

(12) Provide regionalized services including staff development.

(13) Provide guidance and involvement in complex I.E.P. situations.

(14) Manage CALPADS (CALPADS) system and complete all reports required from the pupil data count.

(15) Develop Local Plan procedures and forms for Special Education.

(16) Develop policies for Special Education to be reviewed and approved by SELPA Council.

(17) Track and represent SELPA on legislative issues.

(18) Provide consultant services when appropriate.

(19) Prepare and monitor budgets for federal, state and local funds.

(20) Identify and pursue grant funding and other resources to support and/or increase

programs and services

(21) Ensure special education programs and services are available for all individuals with exceptional needs who are found eligible by Federal and State laws and regulations.

(22) Establish committees to address ongoing concerns and needs of the SELPA.

(23) Gather all data and submit reports required by the Federal Government and the State Department, SELPA, and the County.

The Executive Committee will assist the Colusa County Superintendent of Schools in hiring the SELPA Director. The SELPA Director will be evaluated annually by the County Superintendent with prior written input from the Executive Committee, including, when appropriate, recommendation for continued assignment in the position.

REFERENCES: Education Code Section 56200(c)(l).

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

BUDGET PLANNING PROCESS

Both Federal and State law require that all eligible pupils residing within a SELPA have equal access to special education programs and services regardless of their district of residence. To accomplish this goal, the SELPA Council is required to (1) have a process for allocating funds in accordance with laws and regulations (2) develop an annual budget allocation plan; and (3) monitor the use of special education funds.

In the Colusa County Special Education Local Plan Area all of the programs and services are provided by one agency within the planning area and through contract with a neighboring SELPA. The local education agency governing boards for the Colusa County SELPA agree that each district shall be responsible for assuring services to pupils in their district. The responsibility for program provision has been assigned to the Colusa County Office of Education who is responsible for the development of all of the budget and implementation phases of special education services.

The SELPA Council reviews the budget and the provision of services annually so that the programs and services appropriate to the needs of the area are implemented. A unanimous vote by the SELPA Council is needed for any action on a budget item. With the exception of the County Board approving costs not approved by the SELPA Council, any and all deficit and/or excess costs incurred by the SELPA, during the term of this agreement, shall be the responsibility of the districts who, exclusively, shall be obligated for payment.

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Recognizing that the primary goal is to provide appropriate educational services to individuals with exceptional needs, the budget planning process should proceed in an atmosphere of mutual respect, trust and cooperation. To maintain a quality program we recognize the need to provide adequate funding and staff compensation. The budget will be sufficient to maintain compliance with state and federal mandates.

BUDGET

The budget shall be "presented in a form that is understandable by the general public" (E.C. 56195.7(w)). An annual budget allocation plan shall be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the local plan area at least 15 days prior to the hearing.

The budget documents shall be reviewed by the Executive Committee in preparation for the annual budget presentation and shall be available upon request:

- Actual expenditures by object code and classification for the previous fiscal year;
- The budget by the same object code and classification for the current year;
- The number and type of certificated instructional and support personnel, including type of class setting to which they are assigned, if appropriate;
- The number of para educators and other qualified classified personnel;
- The number of special education pupils receiving each type of service provided;

Allocations will include:

- Funds received by source;
- Administrative cost of plan;
- Services to pupil with severe and low incidence disabilities;
- Services to pupils with non-severe disabilities
- Supplemental aids and services to meet the needs of pupils in a regular classroom;
- Regionalized operations and services and direct instructional support by program specialists;
- Use of property tax.

BUDGET DEVELOPMENT

The SELPA budget shall be developed in accordance with the following procedures and schedule:

a. Budget Review and Recommendation:

The budget process shall be initiated no later than February by the Executive Committee which shall schedule and convene such budget workshops as are reasonable and necessary, in the Executive Committee's judgment, to:

i. Determine and prioritize educational program goals, objectives and requirements.

ii. Review and analyze the current school year budget.

iii. Project upcoming SELPA revenue and expenditure requirements.

iv. Propose budgetary increases and decreases as warranted by projected revenue and expenditure in light of program goals, objectives and requirements.

The Assistant Superintendent-Special Education / SELPA Director shall provide the budgetary assumptions to the Executive Committee no later than April 1.

b. Tentative Budget:

Based on Executive Committee review and recommendation, the Assistant Superintendent -Special Education/SELPA Director shall submit a tentative SELPA budget to the SELPA Council for the upcoming school year at least one week prior to the April SELPA Council meeting.

c. Budget Adoption:

A unanimous vote of member's present shall be required for action related to the budget. For purposed of this paragraph "member's present" includes voting members of SELPA Council defined as the 5 Superintendents or selected alternate, the board representative for each district or the selected board member alternate, i.e. District Business Official or other board member. If a unanimous vote cannot be achieved, then the item shall be placed on each of the five board agendas at the latest the next regular scheduled board meeting. The item would need a majority vote by each local board to pass the budget. If passed by all the local boards the SELPA Council would reconvene to officially approve the SELPA budget. If not passed by all local boards, it will go back to the SELPA Council for a vote. A super majority vote of 80% of member's present shall be required for passage. If a super majority vote cannot be achieved, then the item shall be place on each of the five board agendas at the latest the next regular scheduled board meeting. The item would need a majority vote by each local board to pass the budget. If passed by 4 out of the 5 local boards the SELPA Council would reconvene to officially approve the SELPA budget. If not passed by 4 out of the 5 local boards the SELPA Council will reconvene to continue discussion. This process

would continue until a compromise is reached and the items are resolved.

d. Board Adoptions of Budget Approved by SELPA Council:

If passed by all local boards the SELPA Council would reconvene to officially approve the SELPA budget.

If not passed by all local boards the SELPA Council will reconvene to continue discussion. This process would continue until a compromise is reached and the items are resolved.

e. Disagreement

If a disagreement is not resolved, the budget in existence at May 15 will be continued (stay put) into the next year until a tentative budget is passed.

If the County Board approves costs not approved by the SELPA Council, the County Board would be liable for these additional costs until the SELPA Council approves their inclusion in the SELPA Budget. These additional costs would need to be brought before the SELPA Council each year and not automatically rolled into the budget.

Budget changes follow the policy of the Colusa County Board of Education except for changes that affect deficits and/or excess costs for the current or future years. These changes require unanimous approval of the SELPA Council prior presentation to the County Board of Education.

The County Office will charge an indirect rate of 7% of the total actual audited program expenditures that flow through the County Office during the operation of the Local Plan.

DUE PROCESS COSTS

Due process costs shall be shared by the four districts by unduplicated pupil count as long as the district of residence has followed the Local Plan. In the event a fair hearing is filed involving a student or situation regarding Adult Transition, Coastal Buttes Academy, and Williams S. Abel Community School services or program, the Colusa County Office of Education will be responsible for fair hearing costs.

In the event that the district of residence has not carried out their responsibilities stated in the Local Plan, the other three districts are not obligated to share any of the cost. Any disagreement concerning adherence to the Local Plan will be determined by the SELPA Executive committee.

Due process costs are defined as: Costs arising out of any claim, dispute, compliance complaint or other action related to the identification, assessment, program provision, placement, suspension, expulsion or any other matter having to

do with a pupil's right to special education services under the parties' Local Plan, PL 94-142, IDEA 2004, Section 504 of the Civil Rights Act of 1964, related provision of California Education Code Sections 56000 et seq., and/or California Administrative Code Title 5 Section 3000 et seq.

It is understood that decisions regarding pupil assessment, program needs, and placement can result in precipitous actions being taken by parents. Such precipitous actions include parental unilateral placement of a pupil for which there is an award or settlement for retroactive reimbursement and attorney fees. Such costs are herein defined as "precipitous costs".

Precipitous costs in special education can occur and will be shared like other due process costs.

It is further understood and agreed that any dispute regarding the definition of "precipitous costs" or "due process costs" will be determined by the Executive Committee by majority vote.

COLLECTIVE BARGAINING

The District Superintendents will nominate a representative to serve as a member of the County Superintendent's collective bargaining team. As a member of the County Superintendent's bargaining team, the representative shall have the duty and responsibility to fully participate in all aspects of the County Superintendent's negotiation processes, including all table negotiations, caucuses, deliberations and executive sessions with the County Superintendent of Schools. The team shall consist of the County Superintendent, the Assistant Superintendent-Special Education/SELPA Director, the County Associate Superintendent of Business Services, the County Director of Human Resources, and a district superintendent.

In developing collective bargaining proposals at any time during the course of negotiations, any disagreement among or between the County Superintendent's collective bargaining team members as to such proposals having to do with the level of compensation to be offered to unit members shall be referred for consultation to the Superintendents Council. Members of the Superintendents Council shall include all District Superintendents and the County Superintendent.

If the Superintendents Council recommendation fails to resolve any disagreement as to proposed compensation to be offered to the unit, the Executive Committee shall have the discretion to recommend to the County Superintendent the employment of an experienced negotiator from among individuals and firms providing such services on an independent contractor basis to public education agencies. The purpose of said recommendation is for said negotiator to carry on for the then current bargaining team. The negotiator shall complete negotiations on behalf of the County Superintendent in an attempt to effect settlement. If the County Superintendent fails to follow the Executive Committee recommendation for a replacement negotiator, then the County Office of Education shall bear full responsibility for any and all deficit and/or excess

costs resulting from the then current negotiations. Once appointed by the County Superintendent, said negotiator shall be the designated representative of the County Superintendent exclusively who shall be responsible for those obligations undertaken pursuant to the independent contract including fees for negotiation services.

Collective Bargaining Procedure

The following procedures shall apply to SELPA related collective bargaining engaged in by the County Superintendent of Schools with certificated and classified bargaining units.

In carrying out its collective bargaining duties and responsibilities as provided above, the District Superintendents and County Superintendent shall comply with the following procedures:

1. Proposal Initiation:

Each agency represented on the Executive Committee shall initiate and present any recommendations for change, amendment or alteration of the current collective bargaining agreement, including those related to employee compensation, to the Executive Committee by March 1, of each school year, or within 150 days prior to the expiration or reopening of the current agreement.

2. Proposal Development:

The Executive Committee shall review and consider member bargaining recommendations. The Executive Committee shall develop a comprehensive bargaining proposal for recommendation to the County Superintendent on or before March 31. No proposal which has less than majority support of the Superintendents Committee shall be recommended to the collective bargaining team for consideration.

3. Proposal Adoption:

The collective bargaining team shall review and consider the Executive Committee's proposed rccommendation(s). Upon due consideration, but not later than April 30, the collective bargaining team shall report to the Executive Committee as to which, if any, of the recommended proposals have been accepted for inclusion as part of the initial collective bargaining proposal for the school year.

4. Proposal Modification:

During the course of negotiations, collective bargaining team shall advise the Executive Committee of the current status of negotiations.

During the course of negotiations, the Executive Committee shall advise the collective bargaining team of its position regarding the status of negotiations.

Unless the Executive Committee advises the collective bargaining team that it desires a modification in the bargaining proposals or positions, it is understood and agreed that the collective bargaining team has the authorization and concurrence of the Executive Committee to continue negotiations.

INSTRUCTIONAL PROGRAM DEFICIT AND/OR EXCESS COSTS ALLOCATION

Colusa County Office of Education receives the funding for programs and services. A report of programs, services, and allocation of costs, will be reviewed semi-annually by the SELPA Council in October and April.

Total instructional program deficits and/or excess costs incurred by the SELPA shall be allocated by the district of residence of each student enrolled in a special education program on the following basis:

Each District shall be responsible for that portion of the total instructional program amount of any deficit and/or excess costs as each District's unduplicated pupil count (as set forth in the District's April P2 count of the previous year) bears to the total unduplicated pupil count for all Districts (as set forth from the total of all District's P2 count as of April of the previous year) i.e.: individual district pupil count percent to be applied to total excess costs divided by equals total of all districts' pupil count total instructional program deficit individual district allocation of deficit and/or excess costs multiplied by equals percent for each district from previous calculation.

TRANSPORTATION DEFICITS AND/OR EXCESS COSTS ALLOCATION:

The Colusa County Office of Education receives the funding for SELPA Transportation. An annual report of transportation costs will be reviewed by the SELPA Council.

Total transportation deficits and/or excess costs incurred by the SELPA shall be from the combination of two general types of costs; (1) transportation costs incurred for routes entirely within the boundaries of the four (4) school districts included in the Colusa County SELPA; and (2) those costs incurred for routes that include points outside of Colusa County. The allocation of deficits and/or excess costs shall be on the following basis.

COLUSA COUNTY SELPA:

From the total transportation revenue will first be subtracted all transportation costs incured for routes entirely within Colusa County SELPA.

If this calculation results in any excess revenues, the excess revenues will be used to offset any deficit and/or excess costs incurred for routes that include points outside of Colusa County SELPA.

If this calculation results in any deficit and/or excess costs, the deficit and/or excess costs shall be allocated as each District's total April P2 unduplicated pupil count of the previous year relates to all Districts total April P2 unduplicated pupil count of the previous year, i.e. individual district pupil count percent to be applied to total excess costs divided by equals total of all districts' pupil count total transportation program deficit invididual district allocation of deficit and/or excess costs multiplied by equals percent of each district from previous calculation.

The Colusa County Office of Education will continue to be the SELPA Administrative Agency and in this capacity will continue to receive funding for Special Education transportation. Districts will be reimbursed for alternative transportation arrangements for special education students.

COST OF IN-KIND CONTRIBUITONS

It is understood and agreed that, individually, the SELPA member districts shall make certain in-kind contributions necessary to the provision, maintenance and delivery of special education services under the Local Plan. The exact nature, amount and value of such contributions cannot be ascertained in advance, but will depend upon a number of factors including, program location and program needs, as determined by the contributing district as reasonable and necessary for the Local Plan implementation. Such contributions may include maintenance and operations, salaries, services, other operating expenditures and other supplies.

It is further understood and agreed that said in-kind contributions shall constitute the sole responsibility of the contributing district, except that any district shall have the right on a case by case basis to petition the SELPA Council for an allocation of in-kind contribution costs among the districts of the SELPA. Allocation shall be made at the discretion of and only upon unanimous agreement of the Executive Committee.

DEFICT AND/OR EXCESS COSTS

Excess costs shall be defined as the amount by which actual audited program expenditures that flow through the County Office exceed designated federal, state, and local revenue entitlements per the J-50/J-141 as of June 30 of each fiscal year.

Deficits shall be defined as the amount by which actual audited revenue is less than designated federal, state, and local revenue entitlements per the J-50/J 141 as of June 30 of each fiscal year. With the exception of the County Board approving costs not approved by the SELPA Council, each district shall make payment for any and all deficits and/or excess costs to the County Office as follows:

(a) On January 31 of each school year, based on the current budget in effect at that time, each district shall pay to the County Office an amount equal to fifty percent of its allocated portion of the estimated deficit/excess costs.

(b) On or before August 31 of the succeeding fiscal year, each district shall be billed by and make payments to the County Office (or receive refunds as the case may

be) for any difference between the estimated and actual deficit/excess costs incurred.

(c) Any adjustments noted in the annual audit process will be reconciled in the succeeding fiscal year.

INTEREST CREDITS/CHARGES

On a monthly basis, SELPA program cash receipts and cash disbursements will be compared. Any difference will be the base amount for the computation of interest. The rate, timing, and calculations used will be those established by the Colusa County Treasurer. Positive interest will be credited and negative interest will be charged to the SELPA program.

c. The operation of special education programs: education programs:

All programs and services are provided through Colusa County Office of Education. Special education administration is provided by the Colusa County Office of Education in a dual role of Assistant Superintendent-Special Education/SELPA Director.

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

ACCOUNTING FOR FEDERAL FUNDS

The Colusa County Office of Education receives federal funding for special education services. These resources are identified on budget systems to provide sufficient accountability. Expenditures are also identified and audited for compliance with Federal guidelines.

REFERENCE: Education Code 34 C.F.R. 300.299.

ACCOUNTING FOR STATE FUNDS

The Colusa County Office of Education receives state funding for special education services. These resources are identified on budget systems to provide sufficient accountability. Expenditures are also identified and audited for compliance with State guidelines.

ACCOUNTING FOR LOCAL CONTRIBUTION

The Colusa County Office of Education receives local contribution of district funds to cover the excess cost of providing the special education services. The local contribution supplements State and Federal Funds. For details of the budget process and procedures

for determining distribution of excess costs, refer to Section B 11B.

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:

Low incidence funds are designated by Federal and State resources to provide services, special books, materials and equipment for pupils who meet eligibility criteria for specific low incidence disabilities as documented in the I.E.P. (E.C. 56026.5).

Current Low Incidence Disabilities include: hearing impairments, vision impairments, and severe orthopedic impairments or any combination thereof.

LOW INCIDENCE FUNDS AND SERVICES

The Local Education Agency of the Colusa County Special Education Local Plan Area will distribute low incidence funds based on needs documented by IFSP's and IEP's.

PROCEDURES: LOW INCIDENCE FUNDS AND SERVICES

The Assistant Superintendent Special Education / SELPA Director shall facilitate the distribution of funds according to the following process:

(1) The IEP team for an eligible pupil with a low incidence disability who is in need of special resources shall prepare a request for funds including:

a. Pupil's eligibility category;

b. Description of low incidence services, special books; materials and/or equipment needs;

c. Submit proposal to Assistant Superintendent Special Education / SELPA

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.

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

SELPA: Colusa County SELPA | Fiscal Year: 2020-21

Policy/Procedure Number: 1

Document Title: Free Appropriate Public Education

Document Location: 499 Marguerite St. Suite A Williams, Ca 95987

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

(●) Yes ( ) No

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

Policy/Procedure Number: 2

Document Title: Full Educational Opportunity

Document Location: 499 Marguerite St. Suite A Williams, Ca 95987

“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: 3

Document Title: Child Find

Document Location: 499 Marguerite St. Suite A Williams, Ca 95987

"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

SELPA: Colusa County SELPA | Fiscal Year: 2020-21

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

Policy/Procedure Number:	4
Document Title:	Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP)
Document Location:	499 Marguerite St. Suite A Williams, Ca 95987

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 *USC* Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 *USC* Section 1414 (d). It shall be the policy of this LEA that a of 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:	5
Document Title:	Least Restrictive Environment
Document Location:	499 Marguerite St. Suite A Williams, Ca 95987

"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:	6
Document Title:	Procedural Safeguards
Document Location:	499 Marguerite St. Suite A Williams, Ca 95987

SELPA: Colusa County SELPA | Fiscal Year: 2020-21

"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:	7
Document Title:	Evaluation
Document Location:	499 Marguerite St. Suite A Williams, Ca 95987

"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:	8
Document Title:	Confidentiality
Document Location:	499 Marguerite St. Suite A Williams, Ca 95987

"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:	9
Document Title:	Part C to Part B Transition
Document Location:	499 Marguerite St. Suite A Williams, Ca 95987

SELPA: Colusa County SELPA | Fiscal Year: 2020-21

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

(●) Yes ( ) No

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

Policy/Procedure Number:	10
Document Title:	Private Schools
Document Location:	499 Marguerite St. Suite A Williams, Ca 95987

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

(●) Yes ( ) No

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

Policy/Procedure Number:	11
Document Title:	Local Compliance Assurances
Document Location:	499 Marguerite St. Suite A Williams, Ca 95987

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *EC*, Part 30." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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

SELPA: Colusa County SELPA | Fiscal Year: 2020-21

Policy/Procedure Number: 12

Document Title: Interagency

Document Location: 499 Marguerite St. Suite A Williams, Ca 95987

"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: 13

Document Title: Governance

Document Location: 499 Marguerite St. Suite A Williams, Ca 95987

"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: 14

Document Title: Personnel Qualifications

Document Location: 499 Marguerite St. Suite A Williams, Ca 95987

"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:

SELPA: Colusa County SELPA | Fiscal Year: 2020-21

(●) Yes ( ) No

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

Policy/Procedure Number:	15
Document Title:	Performance Goals and Indicators
Document Location:	499 Marguerite St. Suite A Williams, Ca 95987

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

(●) Yes ( ) No

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

Policy/Procedure Number:	16
Document Title:	Participation in Assessments
Document Location:	499 Marguerite St. Suite A Williams, Ca 95987

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

(●) Yes ( ) No

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

Policy/Procedure Number:	17
Document Title:	Supplementation of State, Local, and Federal Funds
Document Location:	499 Marguerite St. Suite A Williams, Ca 95987

"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:

SELPA: Colusa County SELPA | Fiscal Year: 2020-21

(•) Yes ( ) No

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

Policy/Procedure Number:	18
Document Title:	Maintenance of Effort
Document Location:	499 Marguerite St. Suite A Williams, Ca 95987

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

(•) Yes ( ) No

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

Policy/Procedure Number:	19
Policy/Procedure Title:	Public Participation
Document Location:	499 Marguerite St. Suite A Williams, Ca 95987

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

(•) Yes ( ) No

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

Policy/Procedure Number:	20
Document Title:	Suspension and Expulsion
Document Location:	499 Marguerite St. Suite A Williams, Ca 95987

"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:

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(●) Yes ( ) No

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

Policy/Procedure Number: 21

Document Title: Access to Instructional Materials

Document Location: 499 Marguerite St. Suite A Williams, Ca 95987

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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

Policy/Procedure Number: 22

Document Title: Over-identification and Disproportionality

Document Location: 499 Marguerite St. Suite A Williams, Ca 95987

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

(●) Yes ( ) No

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

Policy/Procedure Number: 23

Document Title: Prohibition on Mandatory Medicine

Document Location: 499 Marguerite St. Suite A Williams, Ca 95987

"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:

Reference Number:	AR-1
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	499 Marguerite St. Suite A Williams, Ca 95987

Direct Instructional support provided by program specialists:

The local education agency governing boards of the Colusa County SELPA agree to provide Program Specialists through the Colusa County Office of Education. The Executive Committee will analyze and provide direction for distribution of Program Specialist services. Pupil count and CBEDS in each district will be considered in the allocation of Program Specialist services assignments. Program Specialists are supervised by the Assistant Superintendent Special Education/SELPA Director and are selected through the special education certificated employment procedure. The Program Specialist's responsibilities include the following:
(1) Observe, consult with, and assist special education staff.
(2) Participate in and provide staff development to special education and regular education staff concerning special education.
(3) Assure that pupils within Colusa County SELPA have full educational opportunity.
(4) Plan programs, coordinate curricular resources, and assess effectiveness of programs for individuals with exceptional needs.

Role of the RLA/AU:
The member districts in the local plan have designated Colusa County Office of Education as the Responsible Local Agency for the SELPA. The County office provides dual services both as the Responsible Local Agency and as the service provider. The Colusa County Office of Education is designated to receive all federal and state funds allocated to the SELPA with Executive Council oversight, staffing for special

SELPA: Colusa County SELPA | Fiscal Year: 2020-21

Description:

education services is the responsibility of the County Office of Education.

The County Superintendent is the manager of the local plan. He/she or his/her designee directs and guides the implementation of the local plan board policies and decisions. The County Superintendent or designee when appropriate: (A) hires and evaluates all special education personnel; and (B) provides guidance to program personnel

Role of the Administrator of the SELPA:
The Assistant Superintendent of Special Education/SELPA Director will ensure that the Local Plan is implemented and will make recommendations to the Executive Committee when revisions are needed. They will facilitate the review, revision, and administration of the Local Plan. They will also facilitate development and approval of SELPA policies and procedures necessary to implement the Local Plan.

Role of the individual LEAs:
The individual LEAs, through the Executive Committee, will ensure that a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities within the SELPA. The individual LEAs, through the Executive Committee, will approve any policies and procedures needed to implement the Local Plan. Each LEA will approve and implement the Local Plan as well as any LEA policies and procedures needed to implement the plan. The LEAs, through representation on the Executive Commitee, directs the Assistant Superintendent of Special Education/SELPA Director regarding the implementation, administration and operation of the Local Plan.

2. Coordinated system of identification and assessment:

Reference Number: AR-2

Document Title: Local Plan, Section B Governance and Administration

Document Location: 499 Marguerite St. Suite A Williams, Ca 9598

Direct Instructional support provided by program specialists:
The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA will observe, consult and assist service providers, as appropriate.

Role of the RLA/AU:

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Description:

The County Office of Education serving the dual role of RLA and service provider will ensure the following child find process is followed by participating LEAs:

Step 1. Child Find Non-Identified Student Walks in to any school within Colusa County SELPA or Child Find Non-Identified Student Already Enrolled in any school within Colusa County SELPA proceed to Step 2

Step 2. School or Children's Services SST process: implementation of accommodations, modification and Behavior Support Plans, as appropriate and documented. Children's Services Special Needs Coordinator or SST Chair is responsible for the monitor and implementation of SST process and recommendations.

Step 3. School or Children's Services SST process suspects child may have a disability and needs more support than general program can provide: (Sites have exhausted all general program resources) refers to Special Education Services/SELPA.

Role of Administrator of the SELPA:
The Assistant Superintendent of Special Education/SELPA Director will ensure each LEA conducts child find activities through monitoring of each LEA's data. The SELPA will also provide targeted and intensive support to LEAs as needed to assist them in meeting their obligation. The SELPA Administrator, or designee, will facilitate the annual consultation to the private schools located within the SELPA. The SELPA will also participate in child find activities by establishing policies and procedures for the member LEAs and ensuring appropriate interagency agreements are in place. The Assistant Superintendent of Special Education/SELPA Director, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The Assistant Superintendent of Special Education/SELPA Director will ensure that interagency agreements are in place as required by California Education Code. The Assistant Superintendent of Special Education/SELPA Director, or designee, will also provide guidance to parents, as needed.

Role of the individual LEAs:
Consistent with education code each LEA is responsible for identifying and assessing all students for whom they are the district of special education accountability. They are also responsible for conducting child find activities and implementing SELPA and LEA policies and procedures. The LEAs will also provide guidance to parents, staff, and community members.

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Through their representative to the Executive Committee, the LEAs will approve interagency agreements. Each individual LEA and the SELPA, since the county serves the dual role of RLA and service provider, is responsible for implementing approved interagency agreements, as appropriate.

3. Coordinated system of procedural safeguards:

Reference Number: AR-3

Document Title: Local Plan, Section B Governance and Administration

Document Location: 499 Marguerite St Suite A Williams, Ca 95987

Direct Instructional support provided by the program specialist:
The program specialists assist parents with filing due process or compliance complaints when requested. The program specialist also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to parents and LEAs in the areas of assessment, identification, and placement.

Role of the RLA/AU:
The County Office of Education serving the dual role of RLA and service provider will ensure the following coordinated system of procedural safeguards:
The Colusa County SELPA is very sensitive to assuring procedural safeguards, complaints, and due process rights to its parents and pupils. A conscientious effort to educate the educational community and provide protection regarding timeliness, services, information, etc. is ongoing in the Special Education Local Plan Area. The following policy indicates administrations interest in assuring compliance of procedural safeguards, complaints and due process rights throughout the Special Education Local Plan Area.

POLICY: PROCEDURAL SAFEGUARDS

The governing boards of local education agencies within the Colusa County SELPA agree to provide procedural safeguards, complaints and

Description:

due process rights as required for special education services.

PROCEDURES: PROCEDURAL SAFEGUARDS

A. Equal Access to all Programs and Services:

Any pupils within the SELPA may be referred for special education assessment. Pupils may be referred by Student Study Team, parent/ guardian or a pupil may request a self referral. Information regarding rights and legal provisions are given to the parent/ guardian, or student if he/she has reached the age of majority.

REFERENCE: 34 C.F. R. 300.237 and 300.240

B. Free Low Cost Legal Services:

When a parent requests a due process hearing, the SELPA Director shall provide the parent with information regarding free and low cost legal services and other relevant services within the geographical area. In addition, information regarding the reimbursement for legal fees in hearings where the parent prevails is included for their edification.

REFERENCE: PL 99-372. Handicapped Children's Protection Act of 1986, Education Code
Section 56502(a).

C. Complaints Resolution:
Complaints regarding due process violations shall be referred to the Assistant Superintendent-Special Education/SELPA Director. Uniform Complaint Policy and Procedures shall be followed.

Role of the Administrator of the SELPA:
The Assistant Superintendent of Special Education/SELPA Director handles all due process violations and complaints received within the SELPA. The Assistant Superintendent of Special Education/SELPA Director, or their designee, assists parents with filing due process or compliance complaints. Assistant Superintendent of Special Education/ SELPA Director, or their designee, also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEA's and SELPA staff in the areas of assessment, identification, and placement. The Assistant Superintendent of Special Education/SELPA Director, or their designee, will also provide parents with a copy of their procedural safeguards upon request and will

maintian a copy on their website. Assistant Superintendent of Special Education/SELPA Director, or their designee, also reviews compliance complaint determinations provied by the CDE and provides targeted or intensive assistance as appropriate.

Role of the individual LEAs: The LEAs and SELPA staff provide procedural safeguards to parents consistent with education code, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints when requested. The LEAs will notify the Assistant Superintendent of Special Education/SELPA Director of all complaints and work together to deal with them.

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

Reference Number:	AR-4
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	499 Marguerite St Suite A Williams, Ca 95987
Description:	Direct Instructional Support provided by the program specialist: The program specialists, and others that are assigned to carry out these duties, support parent and guardian education, provide for staff development, program development, and innovation of special methods and approaches. Role of the RLA/AU: The County Office of Education serving the dual role of RLA and service provider, will do an annual needs assessment through the SELPA Executive Committee to determine staff training needs for LEA's. These needs will be given to the Assistant Superintendent of Special Education/SELPA to coordinate and provide training for teachers, administrators, volunteers, CAC members, and district governing boards. Role of the Administrator of the SELPA: On an annual basis input is collected from the members of the Executive Committee to determine the staff development needs that the SELPA can facilitate or help 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 Assistant Superintendent of Special Education/SELPA Director, or designee, will provide the needed training and supports as determined appropriate. The Assistant Superintendent of Special Education/SELPA Director may also provide technical assistance to individual LEAs regarding staff development and parent and guardian education.

Role of individual LEAs:
Individual LEAs will determine their staff development and parent and guardian education, based on their local needs. These needs will be shared with the Executive Committee and passed on to the Assistant Superintendent of Special Education/SELPA Director.

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

Reference Number:	AR-5
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	499 Marguerite St Suite A Williams, Ca 95987
Description:	Direct Instructional support provided by the program specialist: The program specialist and others that are assinged to carry out these duties will coordinate curricular resources for students with disabilities, as requested. Role of the RLA/AU: The County Office of Education serving the dual role of RLA and service provider, will collaborate with LEAs is coordinating curricular resources for students with disabilities to ensure alignment with common core. Role of the Administrator of the SELPA: The Assistant Superintendent of Special Education/SELPA Director, or designee, will provide technical assistance and staff development on curriculum development and alignment with common core, as determined appropriate. Role of the individual LEAs: LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs. They ensure that each student with a disability has full access to the required core curriculum, any alternative curriculum and textbooks, and

supplementary curriculum and textbooks as appropriate, and instructional materials to blind students and other students with print disabilities.

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

Reference Number:	AR-6
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	499 Marguerite St Suite A, Williams, Ca 95987
Description:	Direct Instructional support provided by the program specialist: Upon request, the program specialist and others that are assigned to carry out these duties, will evaluate the effectiveness of programs for students with disabilities. Role of the RLA/AU: The County Office of Education serving the dual role of RLA and service provider, will facilitate the review of the Annual Budget and Service Plans, and the LEAs' Annual Performance Indicators. The County Office of Education through the Assistant Superintendent of Special Education/ SELPA Director will provide technical assistance in all monitoring activities LEAs engage in. Role of the Administrator of the SELPA: The Assistant Superintendent of Special Education/SELPA Director, or designee, will faciltate the review of the Annual Budget and Service Plans, and the LEAs' Annual Performance Indicators. This includes and any additional pertinent data such as services provided by the SELPA. They will also facilitate reviews by the Superintendents, CAC, and other interested parent, community or educational groups. The Assistant Superintendent of Special Education/SELPA Director will also review the funding allocation plan and services offered. Role of individual LEAs: Individual LEAs through their representative to the Executive Committee, review the Annual Budget and Service Plans, and the evaluation of services offered by the SELPA. Each representative provide input through the annual evaluation of SELPA services on the effectiveness of the Local Plan. Each individual LEA review and monitors Annul 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 CDE. The Executive Committee representatives 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:	AR-7
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	499 Marguerite St Suite A, Williams, Ca 95987
Description:	Direct Instructional support provided by the program specialist: Not applicable Role of the RLA/AU: The County Office of Education serving the dual role of RLA and service provider, will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The County Office of Education, in collaboration with the LEAs, gather, interpret, and report special education program data and quality indicators regarding current program operations and effectiveness. Role of the Administrator of the SELPA: The Assistant Superintendent of Special Education/SELPA Director, or designee, will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of member LEA as required by the California Department of Education. The Assistant Superintendent of Special Education/SELPA Director will provide technical assistance and staff development to LEAs as requested and/or deemed necessary by the SELPA. Role of individual LEAs: Individual LEAs are responsible for data entry, accuracy, and integrity. In collaboration with the SELPA, LEAs will assist in the gathering, interpreting, and reporting of special education program data and quality indicators regarding current program operations and effectiveness. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

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8. Coordination of interagency agreements:

Reference Number:	AR-8
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	499 Marguerite St Suite A, Williams, Ca 95987
Description:	Direct Instructional support provided by the program specialist: Not applicable Role of the RLA/AU: The County Office of Education serving the dual role of RLA and service provider, will ensure that interagency agreements are in place as required by California Education, and provide technical assistance as needed. The County Office is responsible for implementing approved interagency agreements, as appropriate. Role of the Administrator of the SELPA: The Assistant Superintendent of Special Education/SELPA Director, or designee, will serve of committees as interagency agreements are being reviewed, revised, or developed. The Assistant Superintendent of Special Education/SELPA Director will ensure that interagency agreements are in place as required by California Education Code. Role of individual LEAs: Through their representative to the Executive Committee, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

9. Coordination of services to medical facilities:

Reference Number:	AR-9
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	499 Marguerite St. Suite A, Williams, Ca 95987
	Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties assures students with disabilities have a full educational opportunity regardless of district of residence. Role of the RLA/AU:

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Description:	The County Office of Education serving the dual role of RLA and service provider,is responsible for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes when the hospital or facility is located with the CCOE SELPA boundaries, unless based on education code there is another district of special education accountability which would be responsible. Role of the Administrator of the SELPA: The Assistant Superintendent of Special Education/SELPA will facilitate the coordination of these services and provide technical assistance to the medical facilities and LEAs as appropriate. Role of the individual LEAs: Through their representatives on the Executive Committee, LEAs will ensure that SELPA staff have the appropriate resources to provide these services.

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

Reference Number:	AR-10
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	499 Marguerite St. Suite A, Williams, Ca 95987
Description:	Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties assures students with disabilities have a full educational opportunity regardless of district of residence. Role of the RLA/AU: The County Office of Education serving the dual role of RLA and service provider,is responsible for students with disabilities who are residing in foster family homes or licensed children's institution located within the Colusa SELPA boundaries, unless based on education code there is another district of special education accountability which would be responsible. Role of the Administrator of the SELPA: The Assistant Superintendent of Special Education/SELPA Director, or designee, will facilitate the coordination of these services and provide technical assistant to the licensed children's institutions and foster family as appropriate.

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Role of the individual LEAs:
Through their representatives on the Executive Committee, LEAs will ensure that SELPA staff have the appropriate resources to provide these services.

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

Reference Number: AR-11

Document Title: Local Plan, Section B Governance and Administration

Document Location: 499 Marguerite St. Suite A, Williams, Ca 95987

Description:

Direct Instructional support provided by the program specialist:
Not Applicable

Role of the RLA/AU:
The County Office reviews, signs and submits as appropriate any required special education Local Plan area reports.

Role of the Administrator of the SELPA:
The Assistant Superintendent of Special Education/SELPA will ensure timely transmission of required reports.

Role of the individual LEAs:
Individual LEAs will submit required accurate data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Reference Number: AR-12

Document Title: Local Plan, Section B Governance and Administration

Document Location: 499 Marguerite St. Suite A, Williams, Ca 95987

Direct Instructional support provided by the program specialist:
Not applicable

Role of the RLA/AU:
The County Office of Education serving the dual role of RLA and service provider, through their representatives to the SELPA Council, will

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ensure the SELPA has sufficient resources to provide fiscal and logistical support of the CAC.

Role of the Administrator of the SELPA:
The Assistant Superintendent of Special Education/SELPA Director, or designee, will provide fiscal and logistical support for CAC meetings, events, and trainings that are approved by the SELPA Council.

Role of individual LEAs:
The LEA through their representatives to the SELPA Council will ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. LEA Superintendents has facilitate communication between their CAC representative from the LEA. Each LEA is responsible to appoint members to the CAC in accordance with CAC bylaws and LEA policies. Each LEA's governing board encourages parental involvement through the members of CAC, receives and consider requests and recommendations from their CAC representatives and other parent groups.

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

Reference Number: AR-13

Document Title: Local Plan, Section B Governance and Administration

Document Location: 499 Marguerite St. Suite A, Williams, Ca 95987

Direct Instructional support provided by the program specialist:
The program specialists and other that are assigned to carry out these duties, provides staff development as appropriate.

Role of the RLA/AU:
The County Office of Education serving the dual role of RLA and service provider, provides specialized transportation to students with disabilities as determined in their IEP's, in accordance with California Education Code 4 I 851.2. The Colusa County Office of Education receives the funding for SELPA Transportation. An annual report of transportation costs will be reviewed by the SELPA Council.
Administrative Guideline:

Total transportation deficits and/or excess costs incurred by the SELPA shall be from the combination of two general types of costs; (1) transportation costs incurred for routes entirely within the boundaries of the four school districts included in the Colusa County SELPA; and (2)

Description:	those costs incurred for routes that include points outside of Colusa County. The allocation of deficits and/or excess costs shall be on the following basis. All transportation costs incurred for routes entirely within Colusa County SELPA will first be subtracted from the total transportation revenue. If this calculation results in any excess revenues, the excess revenues will be used to offset any deficit and/or excess costs incurred for routes that include points outside of Colusa County SELPA (5.A.(2)). If this calculation results in any deficit and/or excess costs, the deficit and/or excess costs shall be allocated as each District's total April P2 unduplicated pupil count of the previous year relates to all Districts total April P2 unduplicated pupil count of the previous year. Role of the Administrator of the SELPA: The Assistant Superintendent of Special Education/SELPA Director, or designee, will coordinate, provide training, and technical support as appropriate. Role of the individual LEAs: Each LEA, through their representatives to the SELPA Council, will ensure resources are available to provide transportation for students with disabilities as determined by the IEP team.

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

Reference Number:	AR-14
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	499 Marguerite St. Suite A, Williams, Ca 95984
	Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, will support staff development, program development, and innovation of special methods and approaches. Role of the RLA/AU: The County Office of Education serving the dual role of RLA and service provider, will provide appropriate career and vocational education and transition services as required under state and federal laws. The County

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Office may also provide staff development in this area.

Role of the Administrator of the SELPA:
The Assistant Superintendent of Special Education/SELPA, or designee, will provide technical assistance and staff development as needed. The Assistant Superintendent of Special Education/SELPA Director, or designee, will oversee the coordination of career and vocational education and transition services delivered by the county office. The Assistant Superintendent of Special Education/SELPA, or designee, may provide targeted or intensive support to LEAs based on identified needs in the Annual Performance Report and assist LEA's in completing any monitoring activities required by the CDE. Assistant Superintendent of Special Education/SELPA, or designee, will serve on committees as interagency agreements that address this are as they are being reviewed, revised, or developed. Assistant Superintendent of Special Education/SELPA will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance as appropriate.

Role of the individual LEAs:
Through their representative to the SELPA Council, the LEAs will approve interagency agreements and ensure their are resources to provide career, vocational, and transition services. Each LEA will be responsible for implementing approved interagency agreements, as appropriate.

15. Assurance of full educational opportunity:

Reference Number: AR-15

Document Title: Local Plan, Section B Governance and Administration

Document Location: 499 Marguerite St. Suite A, Williams, Ca 95987

Direct Instructional support provided by program specialist:
The program specialists and others that are assigned to carry out these duties, will assure pupils have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU:
The County Office of Education serving the dual role of RLA and service provider, will determine programs needed to meet the needs of students with disabilities within the SELPA. The CCOE SELPA is responsible for providing a full continuum of services for students that reside within the

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SELPA boundaries.

Role of the Administrator of the SELPA:
Through approval of the Annual Services Plan, the Assistant Superintendent of Special Education/SELPA Director will ensure that the full continuum of services is provided. Additionally, professional development and technical assistance is available upon request or as determined to be needed by the SELPA to LEAs and/or nonpublic schools.
Role of the individual LEAs:
Each LEA, through their representative to the Executive Committee, will determine programs needed to meet the need of the student with disabilities within the SELPA to ensure a full continuum of services is being offered.

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: AR-16

Document Title: Local Plan, Section B Governance and Administration

Document Location: 499 Marguerite St. Suite A, Williams, Ca, 95987

Direct Instructional support provided by the program specialist:
Not applicable.

Role of the RLA/AU:
The member districts in the local plan have designated Colusa County Office of Education as the Responsible Local Agency for the SELPA. The County office provides dual services both as the Responsible Local Agency and as the service provider. The Colusa County Office of Education is designated to receive all federal and state funds allocated to the SELPA with Executive Council oversight, and staffing for special education services is the responsibility of the County Office of Education.
ACCOUNTING FOR FEDERAL FUNDS

The Colusa County Office of Education receives federal funding for special education services. These resources are identified on budget systems to provide sufficient accountability. Expenditures are also identified and audited for compliance with Federal guidelines.

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Description:

REFERENCE: Education Code 34 C.F.R. 300.299.

ACCOUNTING FOR STATE FUNDS

The Colusa County Office of Education receives state funding for special education services. These resources are identified on budget systems to provide sufficient accountability. Expenditures are also identified and audited for compliance with State guidelines.

ACCOUNTING FOR LOCAL CONTRIBUTION

The Colusa County Office of Education receives local contribution of district funds to cover the excess cost of providing the special education services. The local contribution supplements State and Federal Funds. For details of the budget process and procedures for determining distribution of excess costs, refer to Section B 11B.

Role of the Administrator of the SELPA:
The Assistant Superintendent of Special Education/SELPA Director will facilitate and oversee the distribution of funding in accordance to the budget process approved by the SELPA Council. The Assistant Superintendent/SELPA Director will also facilitate the Annual Budget Plan.

Role of the individual LEAs:
Each LEA, through their representative to the SELPA Council, determines and approves the budget, distribution of funds, and the Annual Budget Plan.

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

Reference Number: AR-17

Document Title: Local Plan, Section B Governance and Administration

Document Location: 499 Marguerite St. Suite A, Williams, Ca 95987

Direct Instructional support provided by the program specialist:

The local education agency governing boards of the Colusa County SELPA agree to provide Program Specialists through the Colusa County Office of Education. The Executive Committee will analyze

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and provide direction for distribution of Program Specialist services. Pupil count and CBEDS in each district will be considered in the allocation of Program Specialist services assignments. Program Specialists are supervised by the Assistant Superintendent Special Education/SELPA Director and are selected through the special education certificated employment procedure.
The Program Specialist's responsibilities include the following:

(1) Observe, consult with, and assist special education staff.

(2) Participate in and provide staff development to special education and regular education staff concerning special education.

(3) Assure that pupils within Colusa County SELPA have full educational opportunity.

(4) Plan programs, coordinate curricular resources, and assess effectiveness of programs for individuals with exceptional needs.

Role of the RLA/AU:
The County Office will hire staff to perform these duties.

Role of the Administrator of the SELPA:
The Assistant Superintendent of Special Education/SELPA Director, or designee, will hire, supervise, evaluate, and discipline the program specialists. The Assistant Superintendent of Special Education/SELPA Director will annually assess the Executive Committee to determine SELPA-wide needs for services.

Role of the individual LEAs:
Through their representative to the Executive Committee, each LEA will annually determine the need for services within their LEA to assist in program specialist assignments and ensure resources are available to provide these services through the budget planning process.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number: AS-1

SELPA: Colusa County SELPA | Fiscal Year: 2020-21

Document Title: Local Plan Section B, Governance and Administration

Document Location: 499 Marguerite St. Suite A, Williams, Ca, 95987

Early Education Services are provided for all eligible infants, toddlers, and children by the County Office, which serves the dual role as RLA/ AU and service provider.

Early Intervention Services
The Colusa County SELPA will provide early intervention services for solely low incidence infants and toddlers identified as eligible for special education services from birth to 36 months of age. The Colusa County Special Education services for infants are provided in accordance with the provisions and guidelines of the California's Early Start Program. The provider of services for birth to 36 months that are not low incidence will be Alta California Regional Center. Colusa County Office of Education will work in collaboration with Alta Regional to ensure a smooth transition for Part B to C.

PROCEDURES
A collaborative effort will continue with all agencies in Colusa County to ensure services to infants and their families. The following public agencies within Colusa County have provided and will continue to provide services: Alta California Regional Center, Migrant Education-Early Head Start, California Children's Services, and Colusa County Behavioral Health.

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

A. Goals and Objectives

The major goals and objectives of the Colusa County Infant services are:

1. To inform parents, agencies and the communities that special education services are available for identified and eligible infants from birth to 36 months.

2. To coordinate the referral and assessment components with the appropriate agencies.

3. To provide an educational program for infants and their families to

Description:

best meet their individual and family needs, based on the family's concerns, priorities and resources and assessment information. The delivery of services will be provided whenever possible in the "natural environment" which may include a combination of home, community settings, day care, preschools, and community center based programs.

4. To incorporate parent and family education and involvement as an integral part of the total comprehensive program.

B. Staffing
The Infant services in Colusa County shall be staffed using a team approach. Membership on the team may include an Early Childhood Special Educator, Speech and Language Therapist, Nurse, Psychologist, and others when appropriate. The team will be used in assessment, program planning, the Individual Family Service Plan (IFSP) Process, and IFSP implementation and review.

The team process shall involve the crossing of disciplinary boundaries and the sharing of expertise and knowledge.

C. Collaborative Teams
Special agency teams have been established and utilized in the county to assist families and agencies in exploring alternative services, coordination of services and program options. The benefits of a multi agency team are:

1. A team approach saves time and energy and provides families with information and support.

2. Parents are able to meet with all agency representatives who may be involved with the infant.

3. A team approach provides an opportunity to explore all resources and options with the family and all team members.

4. Agencies are more effective when working with all participants; to encourage creative problem solving techniques.

5. The team is able to decide the nature and level of involvement.

6. Services available will focus on the infant as an individual within the family.

D. Interagency Agreement

An Interagency Agreement with Alta California Regional Center compliant with IDEA
has been developed and will be reviewed annually.

F. Staff Development
Pre-service and In-service training and education will be provided to assure early intervention providers have the necessary skills in working with other agencies and families. Staff development will be conducted on an interdisciplinary basis to the extent appropriate and will address the training needs of all staff, including public/private providers.
Training will include but is not limited to the following areas:

1. Interagency and family/professional collaboration

2. Coordination of transition services from infant to preschool programs and services

3. Basic components and requirements of California's Early Intervention Services Act

4. Strategies to enhance the development and implementation of IFSPs

5. Other topics identified from local needs assessments.

F. Parent Support and Education
Parent support and education will continue to be a primary focus on both a formal and informal basis. Parents and families will have an opportunity to participate in family education training provided by a variety of agencies, as appropriate.

Early Education Programs:
It shall be the policy of the Colusa County SELPA to offer early education programs that are compliant with all Federal and State Laws and regulations, ant to provide a smooth and effective transition from early education programs to preschool age programs. Components of Early Education Programs include but are not limited to:

• a full range of services including developmental education, speech and language therapy, team assessment, parent support and advocacy
• interagency collaboration
• a variety of program options including home-based, center-based and combination programs
• services shall be provided in a non-clinical environment which helps

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families to be
comfortable and promotes modeling of quality parenting skills
• a structured setting in the child's least restrictive and natural environments, as appropriate which promotes play as a learning experience
• services specially designed to meet the unique needs of infants, from birth to three years of age, and their families and promote a seamless transition to preschool/school age programs as appropriate

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:	AS-2
Document Title:	Local Plan Section B, Governance and Administration
Document Location:	499 Marguerite St. Suite A, Williams, Ca, 95987
Description:	Members of public, including parents or guardians of students with disabilities who are receiving services under the Local Plan, may address questions or concerns to the SELPA governing body or individual administrator through: - Contacting their school of attendance to communicate with the site administrator -Contacting their LEA to communicate with the SELPA Administrator -Contacting the SELPA office to request communication with the SELPA Administrator -Contacting their LEA Superintendent as they are responsible to address questions and concerns of the public, including parents and guardians of student with disabilities who are receiving services under the Local Plan -Providing public comment at the SELPA Council meeting.

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

Reference Number:	AS-3

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Description:	In order to ensure the continuity of quality services to children with disabilities, a process for dispute resolution over the responsibility for service provision, governance activities, program transfer, or the distribution of funding must be in place. The Dispute Resolution Process for the Colusa County SELPA is described below. DISPUTE RESOLUTION PROCESS If a dispute arises over the responsibility and implementation of an action taken by the SELPA Executive Committee, the district(s) including any Charter School LEA in the SELPA, may request a review of the action by an Independent Review Panel. Any request for such a review must be submitted in writing to the Responsible Local Agency (RLA) Superintendent within thirty (30) days of the action taken by the Executive Committee. The written request must clearly identify the reason(s) for the request and the potential resolution(s) to the problem. PROCEDURE: DISPUTE RESOLUTION 1. To establish an Independent Review Panel, the RLA Superintendent shall establish a list of persons from nearby SELPAs, districts, or county offices, who are knowledgeable in the area of special education and who would be willing to serve as a member of such panel. 2. From the list of available panel members, the LEA that requested the review, and the RLA Superintendent, acting for the Executive Committee shall each select a representative for the panel. 3. The Chairperson of the Executive Committee shall establish the list of persons willing to serve on the panel and select the representative for the panel if the RLA Superintendent has requested the review. 4. These representatives then select one additional neutral member to serve as chairperson. 5. The panel shall meet as often as necessary to consider the facts of the complaint and prepare a written report and recommendations for consideration by the Executive Committee.

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6. After studying the report of the review panel and at the next scheduled meeting of the Executive Committee, the Executive Committee must take one of the following actions. All voting is to be done in accordance with the voting procedures specified in the Local Plan.

a) Vote to reaffirm the previous action of the Executive Committee.
b) Vote to rescind the previous action of the Executive Committee.
c) Vote to modify the previous action of the Executive Committee.

Council to comply or partially comply with the recommendations of the Review Panel.

Any costs resulting from this process will be paid by the LEA(s) that requested the review.

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:	AS-4
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It shall be the policy of the Colusa County SELPA that all member LEAs implement all of California Education Code relative to the delivery of special education programs and services.
Specifically relative to EC 56303, this SELPA ensures that children "shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized."

This shall be ensured through the implementation of effective monitoring and assessment practices at school sites, so that the outcomes for student achievement will be continuously positive. Where appropriate growth is not occurring, the students' achievement will be discussed with site level staff to proactively plan for necessary accommodations/ and modifications to the instruction. If there is inadequate progress in the general curriculum for an individual student, staff and/or parents will have the opportunity to request potential intervention opportunities,

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Description:	which may include, but not be limited to, observations in class, team teaching, peer coaching, modeling of instructional practices, classroom and environmental accommodations modifications, and referral to site level "student success teams" (by whatever name the site team may be called) for additional supports and services for the student. It shall be the responsibility of the LEA site to ensure that resources of the general education program are utilized where needed. Specifically when a student is being considered for referral to determine eligibility for special education services, the teacher and/or team of interested professionals, including the parents(s), will have the opportunity to discuss what new or additional supports, services, accommodations, modifications, etc., are appropriate for the student(s). When the IEP team meets following an assessment, the team has written documentation that locally-provided supports and services have not been adequately successful. For learning disabilities, in particular, an assessed lack of response to intervention must not be the result of environmental, cultural, or economic disadvantages and cannot be corrected through other general or categorical services offered within the general instructional program. In all cases, site practices will comply with requirements in state and federal law.

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:	AS-5
Document Title:	Local Plan Section B, Governance and Administration
Document Location:	499 Marguerite St. Suite A, Williams, Ca 95987
	The County Office of Education serving the dual role of RLA and service provider, contracts with a nonpublic, nonsectarian school when deemed by IEP team placement. The Colusa County SELPA shall evaluate the

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Description:	placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The IEP team will determine if the student is making appropriate educational progress through review of progress on IEP goals, including those specific to a Behavior Intervention Plan as well as any other assessments or pertinent data. The Colusa County SELPA will observe a pupil during instruction and will conduct a walkthrough of the facility. The Assistant Superintendent of Special Education/SELPA Director, or designee, shall review the master contract, the individual services agreements, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

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:	AS-6
Document Title:	Local Plan Section B, Governance and Administration
Document Location:	499 Marguerite St. Suite A, Williams, Ca 95987
Description:	The County Office of Education serving the dual role of RLA and service provider, will provide services to any students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education that lie within the SELPA boundaries, to meet the obligation required.