Special Education Local Plan Area (SELPA) Local Plan

SELPA Stanislaus County SELPA **Fiscal Year** 2024-25

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

CDE Form Version June 2022

SELPA | Stanislaus County SELPA | Fiscal Year | 2024-25

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [*EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212*]

Stanislaus County SELPA covers the entire Stanislaus County area with the exception of that area covered by Modesto City Schools There are 25 school districts encompassed by the Stanislaus County SELPA: Ceres Unified, Chatom Union, Denair Unified, Empire Union, Gratton, Great Valley Academy (GVA), Hart-Ransom Union, Hickman Community Charter, Hughson Unified, Keyes Union, Knights Ferry, Newman-Crows Landing Unified, Oakdale Joint Unified, Paradise Elementary, Patterson Joint Unified, Riverbank Unified, Roberts Ferry, Salida Union, Shiloh, Stanislaus Union School District, Sylvan Union, Turlock Unified, Valley Home Joint, and Waterford Unified. The Stanislaus County Office of Education, for the purposes of the local plan and the joint powers agreement, is considered a school district within Stanislaus County SELPA. SCOE also serves Modesto City Schools SELPA.

The total number of children with disabilities served by Stanislaus County SELPA is 11,494. These children are in grades spanning preformal through adult transitioning (19 y.o. +). The Stanislaus County SELPA encompasses urban, rural, and suburban students.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The Stanislaus County SELPA is comprised of twenty-four school districts and the Stanislaus County Office of Education (Local Education Agencies or LEAs) who have joined in a cooperative effort to provide for the coordinated delivery of programs/ services and assurance of equal access to such programs and services to eligible persons with disabilities requiring special education in the services region (Education Code 56026). The Stanislaus County Office of Education (SCOE) is designated as the Administrative Unit (AU) for the Stanislaus County SELPA. It shall be responsible for functions such as, but not limited to:

1. Receipt and distribution of funds including Regionalized Services and Program Specialist revenues to accounts exclusively designated by the SELPA.

2. Provision of designated services as specified in the "Agreement for Services as Administrative Unit."
Through a Joint Powers Agreement (JPA), the Stanislaus County SELPA participants designate a Superintendents' Council, which shall be the governing body of the Stanislaus County SELPA. The SELPA staff implements the policies and decisions of the Superintendents' Council. The bylaws of the Superintendents' Council are incorporated in the Policies of the Superintendents' Council. Official SELPA documents once referenced in policy

are an extension of Superintendents' Council Policy upon adoption and are of equal authority as other forms of policies are approved by the Superintendents' Council as provided in the Joint Powers Agreement. The Policies document is provided to establish direction for all aspects of the Stanislaus County SELPA's function. One example, the Procedural Manual, includes uniform practices to be used by all staff in the provision of special education programs and services in compliance with the law and mutual agreement through the Local Plan.

COMPOSITION AND ORGANIZATION OF THE GOVERNANCE COUNCIL

The Stanislaus County Special Education Local Plan Area (Stanislaus County SELPA) is governed by a Superintendents' Council comprised of nine (9) voting superintendents from member LEAs.

Representation on the Superintendents' Council is as follows: three (3) permanent members (the County Superintendent of Schools and the Superintendents of the two largest (by CBEDS count) member districts within the SELPA. The remaining six (6) members are superintendents elected by the superintendents of Stanislaus County, apportioned according to the districts comprising the SELPA. The apportioned representation is as follows:

one for direct service
districts two for elementary
districts two for unified
districts
one as a member at large
two alternates at large

Members are elected for three (3) year terms. Members can succeed themselves and nominate themselves for office. Terms are from July 1 to June 30. Vacancies are filled by appointment by the Council from the same category as the vacating superintendent and serve the remainder of the unexpired term.

Alternate members will be elected for three (3) year terms. These members are asked to attend all Superintendents' Council Meetings. They will be requested to sit in for an absent member as needed. The alternate will vote in place of the absent member.

The Stanislaus County SELPA Director shall serve as the Chief Executive Officer and report directly to the Superintendents' Council. The Stanislaus County SELPA Director will have a non-voting status on the Superintendents' Council.

The Superintendents' Council shall meet not less than four times per school year. Additional meetings may be called at the request of any representative of the Superintendents' Council pursuant to adopted policies. The Stanislaus County SELPA Director shall be responsible for preparing the agenda and all support materials for each meeting and serve as secretary to the Council. A quorum shall consist of five (5) voting members.

The Superintendents' Council will elect a chairperson and vice-chairperson from their members. The term of office shall be one year. Each of these officers shall serve at the pleasure of the Superintendents' Council until a successor is elected. Elections are held the first meeting of the fiscal year or as scheduled by Superintendents' Council action. New officers are to take office at the first meeting of the new fiscal year.

The functions of the Superintendents' Council consist of the adoption of policies designed to give direction to the Stanislaus County SELPA in the areas to include, but not be limited to, matters of personnel, budget, policy, and contracts. The Superintendents' Council shall evaluate the performance of the Stanislaus County SELPA Director.

All meetings of the Superintendents' Council shall be held according to law.

The Superintendents' Council shall:

Develop a Joint Powers Agreement to define operations of the SELPA
Coordinate and implement the Stanislaus County SELPA Local Plan
Adopt policy for the Stanislaus County SELPA
Appoint the Stanislaus County SELPA Director
Evaluate the Stanislaus County SELPA Director
Approve agreements for Regionalized Services
Adopt an operations budget for the Stanislaus County SELPA including regionalized services and program specialist
Approve interagency agreements
Approve the Annual Budget and Service Plan for submission to the state
Monitor compliance as required by law
Provide for an annual audit of all income and expenditures, as required by law
Receive recommendations from the CAC, PAC, B & P, LEA Boards, as well as other concerned agencies and individuals
Facilitate interagency coordination and development of agreements
Facilitate non-public school/agency coordination and development of master contracts including rate setting on behalf of member LEAs and uniform procedures for individual service agreements
Decide disputes between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan or Joint Powers Agreement (JPA) as well as other agreements or policies between or among the LEAs
Resolve disputes between SELPAs
Resolve transportation issues in accordance with the contract between the Stanislaus County SELPA; the Modesto City SELPA and/or the transportation provider for the SELPAs

RESPONSIBILITY OF PARTICIPATING LOCAL EDUCATIONAL AGENCIES

Each participating LEA is responsible for implementing those services assigned to the local agency herein and provided for in local budget plans. Each LEA provides assigned programs and services through its own facilities and staff.

However, when an LEA is unable to provide an appropriate program for an individual pupil, that LEA shall, in cooperation with the SELPA/County Program Specialists, arrange for an appropriate placement, through an Individualized Education Team, in a Stanislaus County program or in another LEA within the Stanislaus County SELPA. If such placement is not possible, the Stanislaus County SELPA Director will assist the district in a placement outside of the Stanislaus County SELPA. The Stanislaus County Office of Education shall perform the services of an LEA for persons with disabilities residing in Juvenile Court Schools in the Stanislaus County SELPA.

Stanislaus County has more than one Local Plan Area and the Stanislaus County Office of Education (SCOE) provides special education services to more than one SELPA, therefore, relevant provisions of contracts between the County Office and its employees governing wage, hours, and working conditions shall supersede any like provision contained in the Stanislaus County Local Plan

Transfer of responsibility between the elementary and high school districts occurs during the school year in which the student becomes 14.9 years old on or before September 1, unless otherwise accomplished through graduation from the 8th grade or IEP Team decision. Whatever the decision, the LEA responsibility shifts to the high school district at the time of transfer.

LEA BOARDS OF EDUCATION

LEA Boards shall:

Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs

operated by the LEA.

Enter into agreements with other LEAs participating in the plan, for purpose of delivery of services and programs.

Review and approve revisions of the Stanislaus County SELPA Local Plan for Special Education.

Participate in the governance of the Stanislaus County SELPA through their designated representative to the Superintendents' Council.

Appoint members to the Community Advisory Committee (CAC).

SELPA Office

The SELPA office is responsible for supporting charter schools.

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

SUPERINTENDENTS' COUNCIL

Policies governing the Stanislaus County SELPA shall be adopted by the Superintendents' Council and are included as part of the Local Plan. The Council shall be advised by the Stanislaus County SELPA Director who shall, in turn, be advised by the Program Advisory Committee (PAC), the Business and Program Committee (B&P), and the Community Advisory Committee (CAC). Input may be received from parents, staff, public and non-public agencies and members of the public at large. Individuals wishing an opportunity to address the Council on a particular agenda item or have the council consider a topic are invited to complete a Request to Address Superintendents' Council form, which is available at the SELPA office. The Superintendents' Council shall review the Stanislaus County SELPA Local Plan and recommend modifications as necessary. All such modifications shall be subject to appropriate statutory and locally defined input process prior to incorporation in this plan. The Stanislaus County SELPA Director, with the Program Advisory Committee and Business and Program Committee, shall assist the Superintendents' Council with these reviews.

The Superintendents' Council shall be the policy making body for the Stanislaus County SELPA and its member LEAs. The policies and procedures adopted by the Superintendents' Council under the authority of the adopting LEA board have the same status as other LEA board policy.

PROGRAM ADVISORY COMMITTEE (PAC), BUSINESS AND PROGRAM COMMITTEE (B & P)

1. The coordination and implementation of the Stanislaus County Special Education Local Plan shall be the responsibility of the Stanislaus County SELPA Program Advisory Committee and Business and Program of the Special Education Administrators from each of the twenty-four (24) participating Districts and the County Office of Education in the Local Plan Area.
2. The Stanislaus County SELPA Director is an ex-officio member and serves as Secretary of the committees.
3. The Program Advisory Committee and the Business and Program Committee shall meet monthly during the school year or as needed.
4. The Program Advisory Committee and Business and Program Committee shall be responsible for implementing policies of the Superintendents Council and for carrying out the day-to-day operations of the LEA programs.

5. The Program Advisory Committee and Business and Program Committee make recommendations to the Stanislaus County SELPA Director regarding the development of policies and regulations as well as the general operations of the SELPA. These recommendations are to include, but not be limited to, the following:
   a. establishment of priorities for the provision of services.
   b. modification of the Local Plan.
   c. development of the Stanislaus County SELPA budget.
   d. evaluation of Personnel Development activities.
   e. development of the resource allocation policies.
   f. development of the service delivery policies.
6. In addition, the Program Advisory Committee and Business and Program Committees will be responsible for:
   a. Coordination of SELPA provided regionalized services with LEA services.
   b. Coordination of student and program placement.
   c. Coordination of transportation services.
7. The Program Advisory Committee and Business and Program Committee and/or the SELPA Director may create standing committees to assist with these recommendations.

The Program Advisory Committee and Business and Program Committee may be assigned other responsibilities by the Superintendents' Council.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

ADMINISTRATIVE FUNCTIONS

SELECTION OF RLA AND EMPLOYMENT OF SELPA STAFF

The Stanislaus County Office of Education (SCOE) shall serve as the Administrative Unit (A) and the Responsible Local Agency (RLA) and shall be responsible for functions such as, but not limited to:

Receipt and distribution of funds including Regionalized Services and Program Specilaist revenues to accounts exclusively designated by the SELPA.
Provision of designated services as specified in the “Agreement for Services as Administrative Unit.

Should the Superintendents' Council determine to designate a different agency as the AU or should the Stanislaus County Office of Education choose not to serve as the AU, the Superintendents' Council or the Stanislaus County Office of Education, whichever party seeks the change, shall notify the other party of its decision by the January 1 preceding the fiscal year when the change will be effected. In any fiscal year should the Superintendents' Council choose to contract with an agency other than the AU to perform some or all of the services which the AU has been performing, it shall notify the AU by January 1 preceding the fiscal year when the change will be effected.

STANISLAUS COUNTY SELPA DIRECTOR

The Stanislaus County SELPA Director shall serve as the chief administrator of the SELPA to operate the JPA on behalf of the member LEAs and implement the Local Plan for Special Education including the following:

Provide overall coordination of the Local Plan and JPA implementation.
Serve as the Chief Executive Secretary to the Superintendents' Council.
Arrange for meetings; establish agendas, and record minutes as appropriate for the Superintendents' Council.
Implement the regionalized services of the SELPA:
Administer staff development programs.
Coordinate program review.
Supervise data collection, information management and reporting.
Coordinate curriculum and program development.
Coordinate ongoing monitoring of Local Plan implementation through program review.
Assign, supervise and evaluate SELPA staff.
Supervise other matters related to the representation and operation of the SELPA.
Coordinate the business operations for the Stanislaus County SELPA.
Hire, supervise, evaluate and discipline staff employed by the SELPA in support of the Local Plan.
Assist in the development of the annual budget plan and annual SELPA operations budget.
Allocate and distribute funds to LEAs for the operation of special education programs and services in accordance with policy.
Coordinate the funds for low incidence services, equipment and materials in accordance with established procedures and state and federal law.
Complete reports for the Stanislaus County SELPA and individual districts in accordance with state priorities criteria, and Education Code.
Apply for discretionary funds and other grants that become available to the Stanislaus County SELPA.
Monitor the appropriate use of federal, state, and local funds allocated for special education programs.
Prepare and submit to the State Department of Education all reports required for the Stanislaus County SELPA.
Assist in the development and coordinate the implementation of agreements and contracts with non-public schools/agencies providing services to exceptional students.
Assist in the development and coordinate the implementation of agreements with other SELPAs and agencies.
Assist in the identification of special education program and service needs for Stanislaus County SELPA.
Request input from the LEAs regarding regionalized and program specialist services.
Coordinate and facilitate the establishment of Stanislaus County SELPA standards, procedures, processes and regulations for the implementation of the Local Plan.
Participate or designate appropriate personnel to participate in IEP Team meetings for students in other LEAs, other SELPAs, and/or non-public school placements.
Provide technical assistance to LEA administrators.
Provide technical assistance to LEAs in due process and complaint procedures as well as represent, or designate appropriate personnel to represent, the SELPA in due process and complaint procedures.
Act as a liaison between and among the Stanislaus County SELPA, the State Department of Education, the Superintendents' Council, Program Advisory Committee, Business and Program Committee, the Community Advisory Committee, Federal Departments and elected government officials.
Update Superintendents' Council and Program Advisory Committee, Business and Program Committee, and Community Advisory Committee on legislative changes, proposal, trends, and related concerns.
Provide leadership for special education within the Stanislaus County SELPA

The Program Advisory Committee and Business and Program Committee and/or the SELPA Director may create standing committees to assist with these recommendations.

A county superintendent of schools, serving as the RLA, shall post on the Internet Web site of the county office any local plan, annual budget plan, annual service plan, and annual assurances support plan upon approval of the county office, and any updates or revisions to the plans upon approval of the county office.

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5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

(●) Yes ( ) No

If No, explain why the SELPA does not have the policy and procedures.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

The Stanislaus County SELPA Community Advisory Committee serves the Special Education Local Plan Area and the Superintendent of the RLA in an advisory capacity, in accordance with Education Code 56190-56194

Parents comprise a majority of the membership of the Community Advisory Committee and of these members; the majority must be parents of children with disabilities. Members of local PTAs, special education teachers, general education classroom teachers and school personnel, students with disabilities, representatives of related public and private agencies, and other persons concerned with the needs of children with disabilities may also be represented.

RESPONSIBILITIES OF THE COMMUNITY ADVISORY COMMITTEE

1. Advise the SELPA Senior Administrator, Program Advisory Committee and the SELPA Governing Board regarding the development, amendment and review of the Local Plan, programs and services.
2. Inform and advise Special Education Local Plan Area staff regarding community conditions, aspirations, and goals for children with disabilities.
3. Make recommendations for annual priorities to be addressed by the SELPA.
4. Assist in parent education and in recruiting parents, volunteers, and agencies who may contribute to the implementation of the Local Plan.
5. Encourage community awareness and involvement in the development and review of the Local Plan.
6. Support activities on behalf of children with disabilities.
7. Facilitate communication between schools, parents, and community.
8. Assist in parent awareness of the importance of regular school attendance.
9. Establish and review by-laws to govern committee operations, including a procedure designed to provide for a systematic rotation of the membership.
10. Support community involvement in the parent advisory committee established pursuant to Education Code section 52063 to encourage the inclusion of parents of individuals with exceptional needs to the extent these pupils also fill within one or more of the definitions in Section 42238.01

THE COMMUNITY ADVISORY COMMITTEE APPOINTMENT AND MEMBERSHIP

The Community Advisory Committee shall consist of members appointed by the LEA Governing Boards. The LEA governing boards shall appoint one council member along with one alternative member. The appointments from each agency may include parents of students enrolled in general education, parents of students with disabilities enrolled in public or private schools, pupils or adults with disabilities, LEA personnel, including teachers, representatives of

other public agencies, or other persons concerned with the needs of children with disabilities:

"The members of the community advisory committee shall be appointed by, and responsible to, the governing board of each participating district or county office, or any combination thereof participating in the local plan."(Ed. Code 56191)

Members appointed to represent an LEA are to be appointed by the governing board of the LEA. All parent members of the committee must reside within the geographic area of the Special Education Local Plan Area.

A member may resign by filing a written resignation with the chairperson of the Community Advisory Committee and their LEA Board.

The Stanislaus County SELPA office shall provide fiscal and logistical support to the Community Advisory Committee.

The CAC currently (2023) has three to five participants. The CAC makes recommendations to PAC and Superintendents' Council, there is no voting power.

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

The SELPA shall consult with an ad hoc local plan committee of representatives of special education and regular education teachers along with administrators, all selected by the groups they represent, along with members of the Community Advisory Committee regarding the SELPA local plan's implementation and development. Each LEA does not need to provide members for the ad hoc local plan committee from each group of representatives.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

The Stanislaus County SELPA Director shall allocate all resources granted to the Special Education Local Plan Area pursuant to Education Code. Resources will be allocated in accordance with policy and procedures adopted by the Superintendents' Council.

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

Receipt and distribution of funds including Regionalized Services and Program Specialist revenues to accounts exclusively designated by the SELPA.

The Auditor-Controller of Stanislaus County, the Stanislaus County Assistant Superintendent of Business shall perform the Auditor-Controller and Treasurer functions prescribed by Government Code Sections 6505 and 6505.5 in the same manner that they perform these functions for school districts. The approval of demands for which the County Superintendent of Schools shall draw warrants shall be performed in accordance with the policies and procedures adopted by the Superintendents' Council, subject to the review and approval of the County Superintendents of Schools, as required by Education Code Sections

42633 and following. There shall be strict accountability of all funds. All revenues and expenditures shall be reported to the Superintendents' Council. The SELPA Director shall have the responsibility of authorizing disbursements and entering into agreements on behalf of the Stanislaus County SELPA.

The Stanislaus County SELPA's powers shall include but are not limited to the following:

To make and enter into contracts.
To employ agents or employees or to utilize the services of personnel of the parties when such services are offered by the parties.
To acquire, construct, manage, maintain or operate any buildings, work or improvements.
To acquire, hold or dispose of property.
To sue and be sued in its own name.
To incur debts, liabilities or obligations.
To apply for, accept, receive, and disburse funds and grants from any agency of the United States of America, the State of California, or any other public agency.
To invest any money pursuant to the Government Code Section 6505.5 that is not required for the immediate activities of the Stanislaus County SELPA, as the Superintendents' Council determines is advisable, in the manner and on the same conditions as local agencies, pursuant to Government Code Section 53601.
To carry out and enforce operations of the Stanislaus County SELPA as outlined in the Local Plan.
To carry out and enforce all the provisions of this Local Plan.

The powers listed above shall be exercised in the manner provided in the law and be subject only to the restrictions upon the manner of exercising such powers as are imposed upon LEAs in the exercise of such power.

POWERS OF LEAs

The governance of LEA special education programs shall be the responsibility of LEA governing boards. LEA governing boards shall have and retain authority to receive and budget all special education income allocated by the Superintendents' Council to LEAs for programs and services provided by LEAs in accordance with the Local Plan, SELPA policies, and federal and state statutes and regulations.

FUNCTION OF THE STANISLAUS COUNTY SELPA

The Stanislaus County SELPA shall be responsible for the following:

In conjunction with the LEAs who are parties to this Agreement, develop a local plan for the education of individuals with exceptional needs in accordance with the requirements of State and Federal laws and regulations.
Coordinate the implementation of Local Plan.
The Superintendents' Council shall be the policy making body for the Stanislaus County SELPA and its member LEAs. The policies and procedures adopted by the Superintendents' Council under the authority of the adopting LEA board have the same status as other LEA board policy.

The Superintendents' Council shall:

Develop a Joint Powers Agreement to define operations of the SELPA
Coordinate and implement the Stanislaus County SELPA Local Plan
Adopt policy for the Stanislaus County SELPA
Appoint a Stanislaus County SELPA Director
Evaluate, decide disputes, and disciplines the Stanislaus County SELPA Director
Approve an agreement for Regionalized services
Adopt an operations budget for the Stanislaus County SELPA including regionalized services and

programs specialists funds
Approve Interagency agreements and Inter-SELPA agreements
Approve the Annual Budget and Allocation Plan for submission to the state
Approve the Annual Service Plan for submission to the state
Monitor compliance as required by law
Provide for an annual audit of all income and expenditures, as required by law
Receive recommendations from the CAC, Program Advisory Committee, Business and Program Committee, LEA Boards, and other concerned agencies and individuals
Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan or this JPA, and other agreements or policies between or among the LEAs
Approve Transportation contract/resolve disputes in accordance with the Transportation contract

Policies Addressing LEA Responsibilities shall include but not be limited to:
Child Find
Procedural safeguards
Records and report requirements
Programs and services
Students and eligibility criteria
Uniform procedures for notification, identification, assessment, Individualized Education Plan (IEP) development, implementation, and review, and placement
Transportation
Complaints and hearings
Private Schools
Personnel Standards
Participation in state/district-wide assessments
Hospital/Foster/LCI/Juvenile Court schools
Equipment and services
Consideration of general education resources after referral

Policies Addressing Regionalized Services shall include but not be limited to:
Interagency coordination and development of agreements
Non-public school/agency coordination and development of master contracts including rate setting on behalf of member LEAs and uniform procedures for individual service agreements
Provision of Program Specialist service
Evaluation, program review, and data collection as required
Curriculum and program development, as required
Provision of SELPA personnel and employment standards
Provision of regionalized staff development
Resource acquisition
Resource allocation and distribution according to policy
Dispute resolution to support parents and LEAs in solving conflict
Coordination of necessary services
Other responsibilities as assigned by Superintendents' Council

4. The SELPA Director is authorized by the Superintendents' Council to implement Stanislaus County SELPA Policies and Regulations and specific Superintendents' Council actions on behalf of the Superintendents' Council and the Stanislaus County SELPA. These responsibilities include but are not

limited to the signing of official documents, State reports and authorization of expenditures. [56205(a)(12)(D)(ii)]

PROGRAM SPECIALIST SERVICES

In the Stanislaus County SELPA, Program Specialist services are provided as part of the Regionalized Services.

Role and Function of Program Specialists provide a range of services in both public and non-public, non-sectarian schools as well as with non-public agencies to include:

1. Observe, consult with, and assist regular and special education staff.
2. Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
3. Assist with staff development, program development, and innovation of special methods and approaches.
4. Support the assurance that pupils have full educational opportunity regardless of the district of residence.
5. Work on a consultative basis with principals and administrators who operate special education programs and services.
6. Coordinate placement of students outside their district of residence.
7. Assist with dispute resolution and legal compliance.
8. Serve as liaison and consultant to other professionals, appropriate agencies and the community.

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

In its mission to provide high quality educational programs and related services to disabled students and operate efficient, cost-effective programs, the Superintendents' Council believes when an individual school district within the SELPA has been authorized by the Council to provide programs and related services to students in classrooms closer to their neighborhood, it does so with the intent to offer these programs and services to other districts within its region.

The Superintendents' Council believes by offering regional programs and related services, districts that feed into these programs give their students the opportunity to reduce the time spent being transported to and from school, the number of times a student must change school districts in order to receive appropriate services as well as creating a system that allows students to transition smoothly from one grade level to the next with their disabled and non-disabled classmates.

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

Any participating local education agency may provide for the education of special education students in special education programs maintained by other districts or counties, and may include within the special education program students who reside in other districts or counties.

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10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [*EC 56205(a)(12)(D)(i)*]

Stanislaus County Office of Education shall be a member of the superintendent's council that participates in the

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

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

Any participating local education agency may provide for the education of special education students in special education programs maintained by other districts or counties, and within the special education program students who reside in other districts or counties.

The County Office of Education (SCOE) is responsible for participating in the local plan and collaborating with member districts. SCOE is considered one of the districts of the Stanislaus County SELPA.

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

Each participating LEA is responsible for implementing those services assigned to it by the Local Plan and provided for in local budget plans. Each LEA provides assigned programs and services through its own facilities and staff. Each LEA is responsible for coordinating the administration of the local plan along with the Stanislaus County Office of Education.

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

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [*EC 56205(a)(12)(D)(ii)(I)*]

The Superintendents' Council shall:

Appoint the Stanislaus County SELPA Director

Evaluate the Stanislaus County SELPA Director

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The Stanislaus County Office of Education (SCOE) shall serve as the Administrative Unit.

The Administrative Unit (AU) shall employ and have under their jurisdiction the following staff positions:
SELPA clerical staff
Program Specialist(s)
MIS staff
Transportation Facilitator
Other staff as authorized by Superintendents' Council

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

Changes or amendments to the permanent portion of the Local Plan may be considered by the Superintendents' Council. Amendments approved in this manner shall become permanent upon subsequent approval by all local education agencies governing boards and the State Board of Education.

When the local plan is revised, each LEA governing board must approve the plan in order for the district to continue as a participant in the Stanislaus County SELPA.

The SELPA director is responsible for the evaluation of the SELPA office staff.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

The SELPA Administrative Unit, as the grantee of federal funds from the State Department of Education, shall distribute all or part of the federal funds received to participating Local Education Agencies (LEA) within the SELPA through a sub-granting process and shall annually conduct and report to the State Education Agency (SEA) the required MOE information. The LEAs within the Stanislaus SELPA shall compile and submit budget and expenditure information including SEMA and SEMB reports to the SELPA.

FUNDING ALLOCATION

RESPONSIBILITIES FOR DISTRIBUTION OF FEDERAL AND STATE FUNDS
The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Superintendents' Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities.

Amendments to the Annual Service and Budget Plans
The governing boards of the local education agencies agree to designate authority to the Superintendents' Council to approve the SELPA-wide annual service and budget plans and any subsequent modifications.
(1) AB602 Base, COLA, Equalization, Growth, RS/PS, 5 - 22 years old; Funding Formula: A./B. Prior Year Total P2 ADA, C./D./E. Current Year Total P2 ADA; Allocation Basis: A./B. Prior Year Total ADA, C./D./E. Current Year Total P2 ADA; Timeline for Distribution: Monthly;
(2) IDEA Local A. Direct District Assistance Apportionment (Federal) for SDC (RS 3310), B. DOS to DOR;

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Funding Formula: 1999 Pupil Count + COLA increases yearly; Allocation Basis: Prior Year Dec. 1 Special Ed. Unduplicated Count; Timeline for distribution: Bi-annually
(3) Property Tax (Local) (RS 6500); Funding Formula: Set by Status Statute (Stanislaus County Rate); Allocation Basis: Current Year General Ed. P2 ADA; Timeline for distribution: Bi-annually
(4) Revenue Limit A, Direct (state Aid) District (RS 6500) apportionment for SDC, B. SCOE SDC apportionment, C. DOS to DOR SDC 2x's yearly; Funding Formula: A./B/ Individual District Rate x special ed. SDC P2 ADA; Allocation Basis: A./B./C.: Individual District Rate x Special Ed. SDC P2 ADA; Timeline for Distribution: A. Monthly, B. Bi-annually, C. Annually (Year End)
(5)One Time Money (RS 6500): Funding Formula: Set by state guidelines; Allocation Basis: Funded Year P2 ADA or as otherwise approved by Superintendents' Council; Timeline for Distribution: Based on State Distribution
(6) Preschool A. Local Grants Entitlement (Federal) (IDEA Part B, Section 611 -Sections 611 & RS3320, 619); Funding Formula: A/B. Prior year December 1 special ed. unduplicated pupil count; Allocation basis: Pass through to provider; Timeline for Distribution: Based on State Distribution Schedule
(7) State Apportionment; Funding Formula: Based on Current Year Infant Units; Allocation to provider of infant services: Pass through to provider; Timeline for distribution of revenue (Cash): Monthly
(8) Early Intervention Part C (Federal) (RS 3385); Funding Formula: Based on the # of Solely Low Incidence Infants reported for the prior year; Allocation to Provider of Infant Services: Pass through to provider; Timeline for Distribution of Revenue: Based on the State Distribution Schedule
(9) Infant Discretionary Fund; Funding Formula: Based on the # of Solely Low Incidence Infants reported for the prior year; Allocation to Provider of Infant Services: Pass through to provider; Timeline for Distribution of Revenue: Based on the State Distribution Schedule
(10) Low Incidence (AB602 State)(SELPA RS 6594); Funding Formula: December 1 Low Incidence Pupil County from the Prior Year; Allocatioon to SELPA for use by all districts: As approved by the SELPA low Incidence Committee; Timeline for distribution of revenue: Monthly
(11) NPS Revenue A. Out of Home Care, Limit (state)(C Placements)A. SELPA (RS 6595) B. NPS/NPA (B. SELPA Insurance Pool RS 6596)(A Placements); Funding Formula: Current Year Annual ADA for NPS placements x Individual District Revenue Limit; Allocation to SELPA for use by all districts: Current Year Annual ADA for NPS placements x Individual District Revenue Limit; TImeline for Distribution of Cash: Biannually
(12) Special Education Home to School Transportation; Funding Formula: Prior year expenditures adjusted for COLA and growth; Allocation to SELPA for use by all districts: Distributed to DOR based on pupil count (prior year December 1st severe/school age) and mileage (standard mile)
(13) Personnel Staff Development for SELPA (State RS 6535); Allocation to SELPA for use by all districts: Kept at the SELPA level for SELPA-wide staff development; Timeline for Distribution of revenue: based on the State Distribution Schedule
(14) Out of Home Care (AB602 State)(SELPA RS 6595); Funding Formula: Current year bed count for LCI, group home, foster home, etc.; Allocation to SELPA for use by all districts: A. Used for "c" placements, B. NPS/NPA pool "A" placements used toward NPS/NPA; Timeline for Distribution of revenue: monthly
(15) SELPA Administrative Budget (RS 6500); Expense Allocation Formula: Total Superintendents' Council approved budget divided by the total current year P2 ADA prorated based on each District's Individual Current Year Total P2 ADA; Timeline: Monthly
(16) NPS/NPA insurance Pool; Expense Allocation Formula: Excess Costs prorated based on each District's Individual Current Year Total P2 ADA; Timeline: Monthly

(17) Program Specialist (PS) (RS 6500); Expense Allocation Formula: Total Superintendents' Council approved budget based on applicable District's Individual Current Year Total P2 ADA; Timeline: Monthly
(18) Special Education Transportation; SELPA transportation admin based on prior year total P2 ADA, general bus and aides based on actual miles, and unique costs such as 1:1 aides/solo/CCS Therapy based on actual costs.

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

Each participating LEA is responsible for implementing those services assigned to the local agency herein and provided for in local budget plans. Each LEA provides assigned programs and services through its own facilities and staff.

However, when an LEA is unable to provide the program specified in a student's individualized education program, that LEA shall, in cooperation with the SELPA/County Program Specialists, arrange for an appropriate placement in a Stanislaus County Office of Education program or in another LEA within the Stanislaus County SELPA. If such placement is not possible, the Stanislaus County SELPA Director will Assist the LEA in locating a placement outside of the Stanislaus County SELPA.

SELPA office staff is evaluated by the SELPA Director.

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

The SELPA, AU, and each LEA shall establish appropriate record-keeping procedures in accordance with State and Federal requirements, maintain accurate fiscal accounting records, and prepare and submit required fiscal reports to the appropriate authority.

The SELPA Executive Director, with support from the SELPA AU staff and SELPA member LEAs, as appropriate, will monitor the appropriate use of federal, state and local funds allocated for special education programs. The SELPA completes annual monitoring of the appropriate use of federal, state and local funds allocated for special education programs via required end of year reporting to CDE and via annual audit participation via the AU fiscal support received by the SELPA.

All LEAs shall expend funds in accordance with all State and Federal laws and shall maintain fiscal accounting records in a manner that facilitates an audit by a Certified Public Accountant. Each LEA is responsible to monitoring and auditing their local use of federal, state and local funds allocated for special education programs.

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

Low Incidence funds are restricted for use for students in the following disability categories: hard of hearing, deaf, visual disability, orthopedically impaired, and deaf-blind. Stanislaus County SELPA Office and member LEAs administer Low Incidence funds for equipment and services. The Executive Council adopt an allocation plan to

guide the distribution of these funds and is specified in the SELPA I Budget Allocation Plan.

The SELPA coordinates the allocation and distribution of Low Incidence funds to ensure that each student who demonstrates need can receive these supports in their locally determined environment. Specialized equipment and services will be provided at the program location that affords the student with a free and appropriate public education in the least restrictive environment, as determined by the Individualized Education Program (IEP) team.

The SELPA office maintains a Low Incidence Equipment and Services Inventory for items purchased by funds administered by the SELPA. Equipment purchased with Low Incidence funds becomes the property of the State of California and will follow students, as needed, if they move to another district within the SELPA.

If the SELPA low-incidence fund is not applicable for the student because of handicapping condition, the LEA is still responsible for providing the necessary equipment necessary.

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 2
Document Location:	SELPA Policy Manual, https://www.livebinders.com/play/play?id=2591494

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

◉ Yes ○ No

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2. Full Educational Opportunity: 20 *USC* Section 1412(a)(2); *EC* 56205(a)(2)

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 2
Document Location:	SELPA Policy Manual, https://www.livebinders.com/play/play?id=2591494

“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); *EC* 56205(a)(3)

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 2
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

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

(●) Yes ( ) No

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4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 *USC* Section 1412(a)(4); *EC* 56205(a)(4)

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 2
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

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"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 *USC* Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 *USC* Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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5. Least Restrictive Environment: USC Section 1412(a)(5); *EC* 56205(a)(5)

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 2
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

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

(●) Yes ( ) No

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

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 2
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

"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); *EC* 56205(a)(7)

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 2
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

“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); *EC* 56205(a)(8)

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 3
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

"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); *EC* 56205(a)(9)

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 3
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

"It shall be the policy of this LEA that children participating in early intervention programs under the

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

◉ Yes ○ No

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

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 3
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

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

◉ Yes ○ No

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

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 3
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

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

◉ Yes ○ No

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12. Interagency: 20 USC Section 1412(a)(12); *EC* 56205(a)(12)(D)(iii)

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 3
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

"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); *EC* 56205(a)(12)

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 3
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

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

(●) Yes ( ) No

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

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 4
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

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

(●) Yes ( ) No

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15. Performance Goals and Indicators: 20 *USC* Section 1412(a)(15); *EC* 56205(a)(14)

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 4
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

"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

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16. Participation in Assessments: 20 *USC* Section 1412(a)(16); *EC* 56205(a)(15)

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 4
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

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

(●) Yes ( ) No

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

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Policy/Procedure Number:	B-1
Document Title:	Assurances, page 4
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

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

(●) Yes ( ) No

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18. Maintenance of Effort: 20 *USC* Section 1412(a)(18); *EC* 56205(a)(17)

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 4
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

"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

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19. Public Participation: 20 *USC* Section 1412(a)(19); *EC* 56205(a)(18)

Policy/Procedure Number:	B-1
Policy/Procedure Title:	Assurances, page 4
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

"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:

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(●) Yes ( ) No

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

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 4
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

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

(●) Yes ( ) No

21. Access to Instructional Materials: 20 *USC* Section 1412(a)(23); *EC* 56205(a)(20)

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 4
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

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

(●) Yes ( ) No

22. Over-identification and Disproportionality: 20 *USC* Section 1412(a)(24); *EC* 56205(a)(21)

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 4
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

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

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the SELPA as stated:

(●) Yes ( ) No

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

Policy/Procedure Number:	B-1
Document Title:	Assurances, page 4
Document Location:	SELPA Policy Manual https://www.livebinders.com/play/play?id=2591494

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

(●) Yes ( ) No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function:"

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

Document Title:	Coordination of the SELPA and Implementation of the Local PLan
Document Location:	SELPA Policy Manual

The Superintendents' Council shall:
- Develop a Joint Powers Agreement to define operations of the SELPA
- Coordinate and implement the Stanislaus County SELPA Local Plan
- Adopt policy for the Stanislaus County SELPA
- Appoint the Stanislaus County SELPA Director
- Evaluate the Stanislaus County SELPA Director
- Approve agreements for Regionalized Services
- Adopt an operations budget for the Stanislaus County SELPA including regionalized services and program specialist

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Description:

Approve interagency agreements
Approve the Annual Budget and Service Plan for submission to the state
Monitor compliance as required by law
Provide for an annual audit of all income and expenditures, as required by law
Receive recommendations from the CAC, PAC, B & P, LEA Boards, as well as other concerned agencies and individuals
Facilitate interagency coordination and development of agreements
Facilitate non-public school/agency coordination and development of master contracts including rate setting on behalf of member LEAs and uniform procedures for individual service agreements

Decide disputes between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan or Joint Powers Agreement (JPA) as well as other agreements or policies between or among the LEAs

Resolve disputes between SELPAs

Resolve transportation issues in accordance with the contract between the Stanislaus County SELPA; the Modesto City SELPA and/or the transportation provider for the SELPAs

LEA Responsibilities: Policies Addressing LEA Responsibilities shall include, but not be limited to:

- Child Find
- Coordination and implementation of the Stanislaus County SELPA Local Plan, to include:
  - Procedural safeguards
  - Records and report requirements
  - Programs and services
  - Students and eligibility criteria
  - Uniform procedures for notification, identification, referral, assessment, Individualized Education Plan (IEP) development, implementation, and review, and placement
  - Transportation
  - Complaints and hearings
  - Private Schools
  - Personnel Standards
  - Participation in state/district-wide assessments
  - Hospital/Foster/Licensed Children Institution (LCI)/Juvenile Court schools
  - Equipment and services
  - Consideration of general education resources after referral

- Regionalized Services: Policies Addressing Regionalized Services shall include but not be limited to:
  - Provision of program specialist service
  - Evaluation, program review, and data collection as required
  - Curriculum and program development, as required
  - Provision of SELPA personnel and employment standards
  - Provision of regionalized staff development
  - Resource allocation and distribution according to policy
  - Dispute resolution to support parents and LEAs in resolving conflict

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Coordination of necessary services
Other responsibilities as assigned by Superintendents' Council

2. Coordinated system of identification and assessment:

Document Title:	Coordinated System of Identification and Assessment
Document Location:	SELPA Policy Manual, Section 1 page 3: https://www.livebinders.com/b/2522194?backurl=%2Fshelf%2Ffeatured&play_view=play&utf8=%E2%9C%93
Description:	It is the responsibility of each LEA to have a coordinated system of identification and assessment for special education services in place. Any person who suspects that a pupil, age 2 years, 9 months to 22 years, may be an individual with exceptional needs may make a referral by contacting the school, district office, or the SELPA office. Such a referral may provide for the identification and assessment of a pupil with exceptional needs. The identification of pupils with exceptional needs may be coordinated with school site procedures for identifying those pupils whose needs have been found to be beyond the resources of the general education program. Upon the initiation of a referral, a Pupil Referral form and Assessment Plan must be completed within 15 calendar days. Upon receipt of the completed form, a case manager is appointed (usually a special education teacher) and an Assessment Plan is developed.

3. Coordinated system of procedural safeguards:

Document Title:	Coordinated System of Procedures Safeguards
Document Location:	SELPA Policy Manual
	It shall be the policy of the LEAs that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education (FAPE), including the identification, evaluation, and placement process. The LEAs shall protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation. Procedural Safeguards A copy of the procedural safeguards shall be made available to parents/guardians of students with a disability once each school year, and: • Upon initial referral or parent/guardian request for assessment • With the provision of any assessment plan

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- Upon receipt of the first state compliance compliant and upon receipt of the first due process complaint in a school year
- When a decision is made to remove a student because of a violation of a code of conduct which constitutes a change of placement
- Upon request by a parent/guardian.

The procedural safeguards notice shall be in a language easily understood by the general public and in the parent/guardian's native language or other mode of communication used by them, unless to do so is clearly not feasible. If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that the notice is translated orally or by other means and that the parent/guardian understands the contents of the notice. The District may place a copy of the procedural safeguards notice on the district's website.

Complaints

Stanislaus County SELPA and member districts shall follow Stanislaus County SELPA policies and regulations that identify the person(s), employee(s), agency position(s) or unit(s) responsible for ensuring compliance with state and federal law and for receiving and investigating complaints alleging noncompliance or discrimination.
The district Superintendent or designee shall address a complaint concerning compliance with state or federal law regarding special education in accordance with the district's uniform complain procedures. Parents may file a compliance complaint regarding special education through the California Department of Education Special Education Division. Complaints concerning compliance with state or federal law regarding special education may also be addressed in accordance with the district's uniform complaint procedures.

The SELPA office is also responsible for Alternative Dispute Resolution and the continuum of ADR services.

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

Document Title: Coordinated System of Staff Development and Parent and Guardian Education

Document Location: SELPA Policy Manual

Description:

The SELPA's staff development program shall assist educational staff in developing knowledge and skills to effectively ensure access and progress in the general curriculum for students with disabilities. Training shall be provided to administrators, general education teachers, special education teachers, support staff, and paraprofessionals.
The SELPA Director shall involve teachers, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the SELPA's staff development program is aligned with district needs.

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The purpose of the Community Advisory Committee is to educate and serve as a resource to other parents and community members regarding the needs of special education students as well as building community awareness, resources and support for parents with children in the special education system. The group also serves in an advisory capacity to the SELPA regarding the Local Plan and other parent training opportunities.

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

Document Title:	Coordinated System of Curriculum Development and Alignment with the Core Curriculum
Document Location:	SELPA Policy Manual
Description:	The SELPA shall develop and implement a coordinated system of curriculum development and alignment with the core curriculum. Each LEA within the Stanislaus County SELPA will have in its governing board policies specific references to the development and implementation of a coordinated system of curriculum development and alignment with the core curriculum.

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

Document Title:	Policy: Evaluation of the Effectiveness of the Local Plan
Document Location:	SELPA Policy Manual

1. The coordination and implementation of the Stanislaus County Special Education Local Plan shall be the responsibility of the Stanislaus County SELPA Program Advisory Committee and Business and Program Committee. These committees shall be composed of the Special Education Administrators from each of the twenty-five (25) participating Districts and the County Office of Education in the Local Plan Area.
2. The Stanislaus County SELPA Director is an ex-officio member and serves as Secretary of the committees.
3. The Program Advisory Committee and the Business and Program Committee shall meet monthly during the school year or as needed.
4. The Program Advisory Committee and Business and Program Committee make recommendations to the Stanislaus County SELPA Director regarding the development of policies and regulations as well as the general operations of the SELPA. These recommendations are to include, but not be limited to, the following:
   A. establishment of priorities for the provision of services.

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Description:

B. modification of the Local Plan.
C. development of the Stanislaus County SELPA budget.
D. evaluation of Professional Development activities.
E. development of the resource allocation policies.
F. development of the service delivery policies.
G. the making of recommendations for the procedures manual.

5. In addition, the Program Advisory Committee and Business and Program Committees will be responsible for:
   a. Coordination of SELPA provided regionalized services with LEA services.
   b. Coordination of student and program placement.
   c. Coordination of transportation services.

The Program Advisory Committee and Business and Program Committee and/or the SELPA Director may create standing committees to assist with these recommendations.

The Program Advisory Committee and Business and Program Committee may be assigned other responsibilities by the Superintendents' Council.

7. Coordinated system of data collection and management:

Document Title: Coordinated System of Data Collection and Management

Document Location: SELPA Policy Manual

Description:

The SELPA shall design and implement a data collection and storage system that will provide for the management and reporting of required data for state and federal systems. The SELPA will continue to work with the State's Department of Management Information System to collect and report all required data related to special education fiscal and program services, and to provide other pertinent information necessary for the operation of the SELPA.
The SELPA staff will support all the LEAs in the SELPA in their collection and reporting of required data through their Student Information System (SIS) or SEIS. The SELPA staff will strive to support a system which is responsive to the data needs of the LEA. The SELPA staff will implement a continuous improvement model of data collection.

8. Coordination of interagency agreements:

Document Title: Coordination of Interagency Agreements

Document Location: SELPA Policy Manual

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Description:	It shall be the policy of the LEAs that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

9. Coordination of services to medical facilities:

Document Title:	Policy: Coordination of Services to Medical Facilities
Document Location:	Policy Manual Section 3
Description:	It shall be the policy of the Stanislaus County SELPA that special education programs and services for individuals with exceptional needs placed in public hospitals, proprietary hospitals, and other residential medical facilities as identified in Education Code section 56167 et seq. are the educational responsibility of the LEA in which the hospital or facility is located. The Stanislaus County SELPA shall provide support to LEAs to provide special education programs and services for such students as is necessary and appropriate for students and in accordance with their IEPs.

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

Document Title:	Policy: LCI and Foster Home Placement
Document Location:	Policy Manual Section 3
Description:	The Stanislaus County SELPA develops this policy regarding the process for coordination and providing services to individuals with exceptional needs placed in licensed children's institutions (LCI) or foster family homes pursuant to Article 5 (commencing with Section 56155) of Chapter 2, Part 30, Division 4 of the Education Code and Education Code, section 56195.7(f). This policy only applies to individuals with exceptional needs placed in a LCI or foster family home by a court, regional center for the developmentally disabled, or public agency, other than an educational agency. (Ed. Code 56155). This policy constitutes a local written agreement to serve such students under Education Code, section 56156.4(b). When a student is placed into a LCI or licensed foster family home within the Stanislaus County SELPA boundaries by a court, regional center, or public agency, other than an educational agency, the member local educational agency ("LEA") in which the LCI or licensed foster family home is located shall become the responsible LEA for serving the student. Such responsibility includes, when applicable, the provision of a free appropriate public education under the IDEA to the student. This section shall not apply to students placed in LCIs by their parent or parents,

including when a student is placed by the parent with the aid of funding assistance from the Adoption Assistance Program.

The Stanislaus County SELPA shall provide support to its member LEAs to provide special education programs and services for individuals with exceptional needs meeting the foregoing placement criteria as is necessary and appropriate for students and in accordance with their IEPs.

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

Document Title:	Preparation and Transmission of required SELPA reports
Document Location:	SELPA Policy Manual
Description:	The Stanislaus County SELPA Office shall provide services for the preparation and transmission of required special education local plan area reports. Required special education local plan reports will be prepared and transmitted following state guidelines and calendars/due dates. Participating LEAs in the SELPA will be given copies of these reports and the Business and Program Committee (B&P) and Program Advisory Committee (PAC) will review and monitor for understanding.

12. Fiscal and logistical support of the CAC:

Document Title:	Fiscal and Logistical Support of the CAC
Document Location:	SELPA Policy Manual
Description:	The Stanislaus County SELPA Office shall provide fiscal and logistical support to the Community Advisory Committee to provide the necessary guidance and allow for the planning and execution of such activities as parent and community education and legislative day. The purpose of these funds is to provide the tools with which the CAC may aid parents and the community so that the awareness of children with special needs along with special education services and supports in general can be accomplished.

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

Document Title:	Transportation
Document Location:	SELPA Procedures Section 11 and SELPA Policy Chapter 7

The Stanislaus County SELPA shall provide coordination of transportation services for individuals with exceptional needs in the manner described in SELPA procedures. An example of this is:

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1. The IEP Team will determine if the pupil qualifies for and requires special transportation services.
2. Emergency Information for Special Education Transportation form must be completed by parent or guardian- the person with whom the pupil is physically living (may be house manager, foster parent, etc). Social workers or foster agency worker may not fill out the form.
3. The Request for Special Education Transportation form needs to be filled out completely, making sure to include school, teacher, bell times and school calendar. Incomplete paperwork will be route mailed back or emailed to the regionalized provider to complete and resubmit.
4. Both forms, once completed, should be faxed and/or mailed to the Transportation Department along with a copy of the completed IEP forms. The IEP must stipulate transportation and must be signed by the district and program representative (regional provider) and parent.

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

Document Title: SELPA Procedures Section 12, SELPA Policy Section 3

Document Location: Secondary Transitions

Description:

The Stanislaus County SELPA shall coordinate career and vocational education and transition services. An example of this is:

Transition services (designed with a results oriented process focused on improving academic functional achievement of the student) must be addressed in the IEP of the student not later than in the year in which he/she turns 16 years of age. The goal of transition services is planned movement from secondary education to adult life that provides opportunities which maximize economic and social independence in the least restrictive environment for individuals with exceptional needs. Planning for transition from school to postsecondary environments should begin in the school system well before the student leaves the system. (30 EC 56460)

Transition is all about planning for a student's future and how academic courses, functional curriculum and vocational activities help move a student towards the future goal. Discussion about transition or future planning should be addressed at the beginning of the IEP team meeting so that the IEP team is focused throughout the meeting on helping the student work towards his or her future goals.

15. Assurance of full educational opportunity:

Document Title: Assurances of Full Educational Opportunity

Document Location: SELPA Policy Manual

The Stanislaus County SELPA member districts and LEAs shall provide pupils with disabilities access to educational programs and services available to non-disabled pupils including non-academic and extra-curricular services and activities as

Description:

appropriate. The LEAs and Stanislaus County SELPA shall monitor the provision of special education services to ensure compliance with applicable state and federal laws and with the SELPA Local Plan.

Accommodations, modifications and/or supplemental aids and services shall also be provided as needed for students who are eligible for services under Section 504 of the Federal Rehabilitation Act of 1973, the American with Disabilities Act and related federal regulations.

Information shall be provided by member districts and LEAs concerning the number of individuals with exceptional needs who are being provided special education and related services (Education Code 56195.8). This information is reported to the California Department of Education.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title: Policy: Fiscal Administration of the Annual Budget Plan, the Allocation of State and Federal Funds, and the reporting and accounting of special education funding

Document Location: Policy Manual Section 1

Description: It shall be the policy of the Stanislaus County SELPA to provide assurances that funds received will be expended in accordance with the applicable provisions of IDEA, state, and local funds. The SELPA administrator submits the annual budget plan. The SELPA director creates and coordinates reports to account for special education funding.

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

Document Title: Operations and Personnel

Document Location: SELPA Policy Manual Section 4

Role and Function of Program Specialists provide a range of services in both public and non-public, non-sectarian schools as well as with non-public agencies to include:

1. Observe, consult with, and assist regular and special education staff.

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Description:

2. Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
3. Assist with staff development, program development, and innovation of special methods and approaches.
4. Support the assurance that pupils have full educational opportunity regardless of the district of residence.
5. Work on a consultative basis with principals and administrators who operate special education programs.
6. Coordinate placement of students outside their district of residence.
7. Assist with dispute resolution and legal compliance.
8. Serve as liaison and consultant to other professionals, appropriate agencies and the community.

Special Education Local Plan Area Services

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

Document Title: Identification and Referral

Document Location: SELPA Procedures Manual

The Early Intervention Program is a federally funded family-centered program for infants and toddlers (birth to thirty-six months) with developmental delays, or who are at risk for developmental delays. The intent of the program is to develop and implement a comprehensive, coordinated, interagency system of early intervention services. The program is operated under an agreement between the Valley Mountain Regional Center (VMRC) and the Stanislaus SELPA.

Referrals

Anyone can make a referral, including parents, medical care providers, neighbors, family members, foster parents, and day care providers. In most cases, parents discuss their concerns for their child with the child's health care provider or doctor. When this happens, the health care provider or doctor routinely advises the parent to contact VMRC or the infant/toddler's district of residence (DOR) to request an evaluation for their child. If the child has a visual impairment, hearing impairment, or severe orthopedic impairment, or any combination of these, district representative are advised to contact the intake representatives of SCOE Early Intervention programs and VMRC to assist the parent complete a referral and start the evaluation process. Parent-to-parent support and resource information will also be made available.

No later than 90 days before the child's third birthday, the child's district of residence must be notified as all Early Start children are “potentially eligible” for special education and related services at age three; therefore, all Early Start children must be

Description:

referred to Part B. This notification may also serve as a referral to Part B services if a child was referred to a lead agency less than 45 days prior to 3rd birthday. Parents may elect to "opt out" for Part B assessment / evaluation once they are contacted by LEA.

Eligibility
Infants and toddlers from birth to 36 months may be eligible for early intervention services if, through documented evaluation and assessment, they meet one of the criteria listed below:

1. Require intensive special education and servicing by having a developmental delay as determined by a significant different between the expected level of development for their age and the current level of functioning in one or more of the five developmental areas: cognitive, communication, social or emotional, adaptive, or physical and motor development including vision and hearing. A significant difference is defined as a 33% delay in one or more areas of development before 24 months of age or older at the time of referral, with a 50% delay in one area of development or a 33% delay in two or more areas of development;
2. Require intensive special education and services by having a disabling medical condition or congenital syndrome which the individual family service plan (IFSP) team determines has a high predictability of requiring intensive special education and service;
3. Have an established risk condition of known etiology or with established harmful developmental consequences, with a high probability of leading to delayed development.
4. Are at high risk of having substantial developmental disability due to a combination of biomedical risk factors.

(California Government Code: Section 95014(a)); 5 CCR 3031)

Individual Family Service Plan (IFSP)
A meeting to develop an initial IFSP will be convened for each eligible infant within 45 calendar days of receipt of the written referral 0and will include the parent, service coordinator and assessment staff. Other family members are welcome to attend. A translator will be provided if necessary. At this meeting, the IFSP document is completed. The IFSP consists of:

1. A statement of the family's resources, priorities and concerns related to enhancing the development of the infant;
2. A statement of the infant's or toddler's present levels of development in each of the areas assessed, based on measured evidence including vision, hearing, and health status, cognitive development, communication development, social and emotional development, and adaptive development;
3. A statement of the major outcomes expected for the infant or toddler and family where services for the family are related to meeting the special developmental needs of the infant;
4. The criteria, procedures, and timelines used to determine the degree to which progress toward achieving the outcomes is being made and whether

modifications or revisions are necessary.

5. A statement of the specific early intervention services necessary to meet the unique needs of the infant and family.

A periodic review of the IFSP shall be conducted every six months or more frequently, if conditions warrant. The purpose of the review is to determine the degree to which progress is being made and whether modifications of the IFSP are necessary. The periodic review may be conducted in a meeting or another means that is acceptable to the parents, such as a phone call or email. Documentation that the review has been conducted will be entered in the record.

Procedural Safeguards

All Federal, State and Stanislaus SELPA Procedural Safeguards apply to infants and toddlers under Part C including mediation and due process procedures.

Provision of Service

Based on the child's assessed developmental needs and the families concerns and priorities as determined by each child's Individualized Family Service Plan (IFSP) team, early intervention services may include:

- assistive technology
- audiology
- family training, counseling, and home visits
- health services
- medical services for diagnostic/evaluation purposes only
- nursing services
- nutrition services
- occupational therapy
- physical therapy
- psychological services
- service coordination (case management)
- social work services
- special instruction
- speech and language services
- transportation and related costs
- vision services

Transition to Preschool

To ensure the transition of a toddler to preschool under Part B and/or other services that may be available, appropriate representatives of the Regional Center, SCOE Early Intervention staff and District of Residence staff shall participate in a joint transition planning meeting to be held not less than ninety (90) days or more than nine months before the child reaches age three.

The transition conference may occur as early as 2 years 3 months of the child's age. The transition plan is actually a part of the IFSP and not a separate document.

A toddler shall be assessed for eligibility for special education and related services under Part B and, if eligible, and IEP or IFSP shall be developed and implemented by

the child's third birthday.

For any child referred to the infant program 44 days or less from 3rd birthday the following steps shall occur:

1. Discussions with, parent s regarding the referral to special education for a toddler with a disability who may be eligible for Part B services.
2. No evaluation/ assessment/ IFSP required by early start, but must notify the LEA the child may be “potentially eligible” for Part B.

If a child continues to be eligible after transitioning from Part C to Part B, each LEA in the SELPA provides several programming options along a spectrum of placement from solely direct services that the child accesses (such as speech/ language support) through specialized day classes for children with severe needs. Depending on each LEA's options, children may also have access to state preschools and Head Start programs. This availability varies from LEA to LEA.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title:	Addressing Questions or Concerns to the Superintendents' Council
Document Location:	SELPA Policy Manual
Description:	Input may be received from parents, staff, public and non_public agencies and members of the public at large. Individuals wishing an opportunity to address the Superintendents' Council on a particular agenda item or have the council consider a topic are invited to complete a Request to Address Superintendents' Council form, which is available at the SELPA office. Questions or concerns to the SELPA governing body or the SELPA administrator may be addressed with the same method.

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

Document Title:	Dispute Resolution Process
Document Location:	SELPA Policy Manual
Description:	Should disputes arise concerning special education related matters or related to the interpretation of this plan between or among the LEAs regarding the scope of the JPA or interpretation of the Local Plan or other matters pertaining to special education, the disputing LEAs shall first attempt to arrive at a settlement. If settlement is not reached at the LEA level, the Stanislaus County SELPA Director shall mediate the dispute. Any dispute not successfully resolved by the Stanislaus County SELPA Director shall be referred to the Superintendents' Council. The Superintendents' Council shall hear the facts of the dispute and shall render a

written decision on the matter which shall be binding on the parties.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title:	Referral for Special Education Instruction
Document Location:	SELPA Policy Manual
Description:	Each LEA shall have a process to ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, student success teams, early literacy programs, and remedial programs.

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

Document Title:	NPS Oversight
Document Location:	SELPA Policy Manual
Description:	The LEA shall ensure that all requirements of each student's individualized education program are being met for those student enrolled in nonpublic, nonsectarian schools. The LEA also shall use methods to evaluate whether or not the student is making appropriate educational progress. This shall be done by monitoring the progress of each student toward his or her annual goals/objectives. In accordance with Education Code 56366.1(e)(3), an LEA that enters into a master contract with a nonpublic, nonsectarian chool for a student's placement shall conduct, at minimum, both of the following: (a) An onsite monitoring visit during each school year to the nonpublic, nonsectarian school before placement of a student if the LEA does not have any students enrolled at the school at the time of placement. (b) At least one onsite monitoring visit during each school year to the nonpublic, nonsectarian school at which the LEA has a student attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the student through the individual service agreement between the LEA and the nonpublic, nonsectarian school, a review of progress the student is making towards the goals set forth in the student's IEP, a review of progress the student is making toward the goals set forth in the student's behavioral intervention plan, if applicable, an

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observation of the student during instruction, and a walkthrough of the facility. The LEA shall report the finding resulting from the monitoring visit to CDE within 60 calendar days of the onsite visit.

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

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

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

Document Title: Services to Adult Students in County Jail Facilities

Document Location: SELPA Policy Manual

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

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

ELIGIBLE ADULTS
Adults who are aged 18 through 22 years, who have not graduated with a high school diploma, who, at the time they turned 18 years were identified as an individual with exceptional needs and had an individualized education program (IEP) under the IDEA, are also entitled to a PAPE (hereinafter, "eligible adults"). (See 20 U.S.C. § 1400 (d)(1) (A), (B), (C); 20 U.S.C. § 1412(a) (1) (A); Cal. Educ. Code,§§ 56000, 56040(b).) This applies to adults incarcerated in California adult jails and prisons.

However, an individual aged 18 through 22 years, who, in the educational placement prior to his or her incarceration in an adult correctional facility was not identified as an individual with exceptional needs or did not have an IEP under the

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Description:

IDEA, is not entitled to a FAPE. (20 U.S.C. § 1412(a) (1) (B); Cal. Educ. Code,§ 56040(b).)

DISTRICT OF RESIDENCE
For eligible adults who prior to reaching the age of majority resided within the Stanislaus County SELPA geographic boundaries, the applicable local educational agency (LEA) within the SELPA shall ensure they have available to them a FAPE. Generally, the district of residence responsible for providing special education and related services to pupils between the ages of 18 to 22 years, inclusive, shall be assigned, as follows:
(a) For non-conserved pupils, the last district of residence in effect prior to the pupil's attaining the age of majority shall become and remain as the responsible local educational agency, as long as and until the parent or parents relocate to a new district of residence. At that time, the new district of residence shall become the responsible local educational agency.
(b) For conserved pupils, the district of residence of the conservator shall attach and remain the responsible local educational agency, as long as and until the conservator, relocates or a new one is appointed. At that time, the new district of residence shall attach and become the responsible local educational agency.
(Cal. Educ. Code,§ 56041)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Once SELPA or the responsible LEA is informed that an eligible adult is incarcerated in an adult correctional facility, the responsible LEA will determine whether the eligible adult requests to receive FAPE. Once the request has been made, the responsible LEA shall review and revise the IBP as necessary, subject to the cooperation of the correctional facility where the eligible adult is located. The eligible adult must consent to the receipt of such services in order to receive said services while incarcerated.