Special Education Local Plan Area

San Mateo County SELPA
Local Plan for Special Education

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

RESPONSIBLE LOCAL AGENCY (RLA)

SAN MATEO COUNTY OFFICE OF EDUCATION (SMCOE)
Marco Chávez, County Superintendent of Schools
Responsible Local Agency Superintendent

SELPA GOVERNING BOARD 2025 - 2026

Bhavna Narula	Bayshore Elementary School District
Marla Silversmith	Burlingame School District
Sandy Mikulik	Jefferson Elementary School District
Toni Presta	Jefferson Union High School District
Roberta Zarea	Portola Valley School District
Gina Sudaria	Ravenswood City School District
Shawnterra Moore	South San Francisco Unified School District

SELPA STAFF

Mary Yung	SELPA Director
Lauren Berlin	SELPA Coordinator
Cindie Neilson	SELPA Coordinator
Lansiné Touré	SELPA Coordinator

ADMINISTRATORS' COUNCIL

Erin Haley	Bayshore Elementary School District
Roberta Kreitz	Belmont Redwood Shores School District
Michael Milliken	Brisbane Elementary School District
Marla Silversmith	Burlingame Elementary School District
James Barnes	Cabrillo Unified School District
Monica Hall	Connect Community Charter
Ashley Wong	Design Tech High School
Regina Piper	Hillsborough City School District
Cindy Preuss	Jefferson Elementary School District
Lee Medvedoff	Jefferson Union High School District
Grace Ventura	Jefferson Union High School District
Susan Oba	KIPP Schools (Esperanza, Excelencia, Valiant)
Kristen Lindstrom	La Honda-Pescadero Unified School District
Marta Batlle	Las Lomitas Elementary School District
Stephanie Sheridan	Menlo Park City School District
Paulina Nwuba	Millbrae Elementary School District
Latrice Bennett	Oxford Day Academy
Martha Ladd	Pacifica Elementary School District
Minoo Shah	Portola Valley Elementary School District
Clare Chandler	Ravenswood City Elementary School District
Maeve Mulholland	Redwood City Elementary School District

Sukanya Goswami	San Bruno Park Elementary School District
Meaghan Vizier	San Carlos Elementary School District
Christine Harris	San Carlos Charter Learning Center
Heather Morgan	San Mateo Foster City Elementary School District
Rochelle Hooks	San Mateo Union High School District
Ilja Van Laar	Sequoia Union High School District
Sabrina Yacoub	South San Francisco Unified School District
RJ Monton	Summit Preparatory/Everest Charter High Schools
John Bartfield	Woodside Elementary School District
Sarah Notch	SMCOE Court and Community Schools

LOCAL EDUCATIONAL AGENCY (LEA) MEMBERS

Bayshore Elementary School District
Belmont Redwood Shores School District
Brisbane Elementary School District
Burlingame Elementary School District
Cabrillo Unified School District
Connect Charter School
Hillsborough City School District
Jefferson Elementary School District
Jefferson Union High School District
KIPP Esperanza Charter School
KIPP Excelencia Charter School
KIPP Valiant Charter School
La Honda-Pescadero Unified School District
Las Lomitas Elementary School District
Menlo Park City Elementary School District
Millbrae Elementary School District
Oxford Day Academy
Pacifica School District
Portola Valley Elementary School District
Ravenswood City Elementary School District
Redwood City Elementary School District
San Bruno Park Elementary School District
San Carlos Elementary School District
San Carlos Charter Learning Center
San Mateo County Office of Education
San Mateo Foster City Elementary School District
San Mateo Union High School District
Sequoia Union High School District
South San Francisco Unified School District
Summit Preparatory High School
Woodside Elementary School District

2026 LOCAL PLAN WORKGROUP

Zoni Boyer	Coordinator	San Mateo County Office of Education
Héctor Camacho, Jr.	Executive Director	San Mateo County Office of Education
Susie Choe	Teacher	Sequoia Union High School District
Angienette Estonina	Coordinator	San Mateo County Office of Education
Lupé Ibarra	Disabilities Services Manager	Izzi Early Education
Cindie Neilson	Coordinator	San Mateo County SELPA
Regina Piper	Director, Student Services	Hillsborough City School District
Amy Rocca	Parent	Community Advisory Committee (CAC)
Leslie Stafford	Parent	Sequoia Union High School District
	Students (4)	Sequoia Union High School District
Grace Ventura	Director, Special Education	Jefferson Union High School District
Janeen Zertuche	Program Compliance Analyst	San Mateo County SELPA

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)
ASSURANCE STATEMENTS

FREE APPROPRIATE PUBLIC EDUCATION (20 USC § 1412 (a)(1))

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

CHILD FIND (20 USC § 1412 (a)(3))

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 attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

PRIOR WRITTEN NOTICE (20 USC 1415 (b)(3))

It shall be the policy of this LEA that prior written notice shall be given by the public agency to the parents or guardians of an individual with exceptional needs, or to the parents or guardians of a child upon initial referral for assessment, and a reasonable time before the public agency proposes to initiate or change, or refuses to initiate or change, the identification, assessment or educational placement of the child, or the provision of a free appropriate public education to the child. The public agency shall provide a description of any assessment procedures the agency proposes to conduct.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

LEAST RESTRICTIVE ENVIRONMENT (20 USC § 1412 (a)(5))

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 class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

EVALUATION (20 USC § 1412 (a)(7))

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

CONFIDENTIALITY (20 USC § 1412 (a)(8))

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 (FERPA).

PART C, TRANSITION (20 USC § 1412 (a)(9))

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

PRIVATE SCHOOLS (20 USC § 1412 (a)(10))

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private school 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.

LOCAL COMPLIANCE ASSURANCES (20 USC § 1412 (a)(11))

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 Individual with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

INTERAGENCY (20 USC § 1412 (a)(12))

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 FAPE are provided, including the continuation of services during an interagency dispute resolution process.

GOVERNANCE (20 USC § 1412 (a)(13))

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 a 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 Educational Agency.

PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including 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 CDE about staff qualifications.

PERFORMANCE GOALS & INDICATORS (20 USC § 1412 (a)(15))

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.

PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC § 1412 (a)(17))

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; will be used to supplement and not to supplant state, local and other Federal funds those funds.

MAINTENANCE OF EFFORT (20 USC § 1412 (a)(18))

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 law and regulations.

PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

RULE OF CONSTRUCTION (20 USC § 1412 (a)(20))
(Federal requirement for State Education Agency only)

STATE ADVISORY PANEL (20 USC § 1412 (a)(21))
(Federal requirement for State Education Agency only)

SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))

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.

ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 1412 (a)(23))

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.

OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24))

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

PROHIBITION ON MANDATORY MEDICINE (20 USC § 1412 (a)(25))

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.

DISTRIBUTION OF FUNDS (20 USC § 1411(e)(f)(1-3)

(Federal requirement for State Education Agency only)

DATA (20 USC § 1418 a-d)

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

READING LITERACY (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

CHARTER SCHOOLS (EC 56207.5 (a-c))

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by an LEA.

FEDERAL ADMINISTRATIVE REGULATIONS OR PROCEDURES FOR IMPLEMENTATION (Held on file locally)

1. Free Appropriate Public Education
2. Full Educational Opportunity
3. Child Find
4. Individualized Education Program and Individualized Family Service Plan
5. Least Restrictive Environment
6. Procedural Safeguards
7. Evaluation
8. Confidentiality
9. Part C, Transition
10. Private Schools
11. Local Compliance Assurances
12. Interagency
13. Governance
14. Personnel Qualifications
15. Performance Goals and Indicators
16. Participation in Assessments
17. Supplementation of State/Federal Funds
18. Maintenance of Financial Effort
19. Public Participation
20. Rule of Construction (Federal requirement for State Education Agency only)
21. State Advisory Panel (Federal requirement for State Education Agency only)
22. Suspension/Expulsion
23. Access to Instructional Materials
24. Overidentification and Disproportionality
25. Prohibition on Mandatory Medicine
26. Distribution of Funds
27. Data
28. Reading Literacy (State Board requirement, 2/99)
29. Charter Schools

INTRODUCTION

The San Mateo County Special Education Local Plan Area (SELPA) is a multi-district SELPA comprised of 32 Local Educational Agencies (LEAs) and the San Mateo County Office of Education (SMCOE). The SMCOE is considered a Local Educational Agency (LEA) for all purposes of this Local Plan except where referred to as the Responsible Local Agency (RLA) or the Administrative Unit (AU). In adopting the completed Local Plan, each LEA agrees to carry out the duties and responsibilities assigned to each agency within the Plan.

The purpose of the SELPA and its participating LEAs is to provide an educational program appropriate to meet the needs of each eligible child with a disability who resides within the Local Plan Area. The San Mateo County SELPA covers the geographic area of San Mateo County with most of the LEAs within the county belonging to the SELPA. Its function is to provide equal access and services to children with disabilities from birth to age twenty-two.

All such programs are to be operated in a cost effective manner consistent with the funding provisions of Education Code (*EC*) Section 56700 et. seq, Individuals with Disabilities Education Act (IDEA), other applicable laws and policies, and procedures of the SELPA.

GOVERNANCE

The governance structure of the SELPA is established by agreement among the governing boards of the member LEAs. It consists of the SELPA Governing Board, and the Administrators' Council (AC). The SELPA Director may convene additional advisory committees as the need arises. The SELPA Director is responsible for coordination of the SELPA and implementation of the Local Plan.

CHANGES IN GOVERNANCE STRUCTURE

Any changes in the governance structure of the San Mateo County SELPA, including dividing the SELPA into more than one operating entity, changing the designation of and/or responsibilities of the RLA or AU are subject to specific provisions of *EC* Sections 56140, 56195, et seq., 56195.7 et seq., 56200 et seq., and 56205 et seq.

1. Any local agency which is currently designated as a LEA participating in the San Mateo County Local Plan for Special Education may elect to pursue an alternative option from those specified in *EC* Section 56195.1 by notifying the appropriate county superintendent(s) at least one year prior to the date the alternative plan would become effective. (*EC* 56195.3 (b))
2. Any alternative plan of an LEA is subject to the approval of the county superintendent of the county or counties which would have LEAs as participating agencies in the alternative plan. (*EC* 56195.1)
3. Approval of a proposed alternative plan by the appropriate county superintendent must be based on the capacity of the LEA(s) to ensure that special education

programs and services are provided to all children with disabilities. (*EC* 56140 (b))

4. If an alternative plan is disapproved by a county superintendent, the County office shall return the plan with comments and recommendations to the LEA(s). The LEA or LEAs participating in the alternative plan may appeal the decision to the State Superintendent of Public Instruction. (*EC* 56140 (b) (2))
5. Any alternative plan to be submitted by an LEA or a group of LEAs currently participating in the San Mateo County Local Plan for Special Education must meet the standards established by the State Board of Education (SBE) and not adversely affect the size and scope status of the current local plan geographic area.
6. Any changes in the designation of the RLA for the San Mateo County Local Plan must conform to the above code provisions and the administrative provisions for approval as specified in the Local Plan.

Disagreements among the participating agencies of the San Mateo County SELPA which cannot be resolved within the standard operating procedures specified in the local plan may be resolved in accordance with the SELPA Dispute Resolution Policy.

DESCRIPTION OF GOVERNANCE

In accordance with this provision the San Mateo County SELPA has developed a two-level policy development and approval process. The following description of the two-level governance structure is in operation at this time and shall continue to be the governance structure within the SELPA.

LEVEL I. Special Education Administrators Council

The SELPA Administrators' Council (AC) is comprised of representatives from each LEA and the County Office of Education (COE). The AC shall have responsibility to propose and review policies for the operation of special education programs/services. The SELPA AC may prepare and recommend areas for policy development to the SELPA Governing Board. The AC shall review each policy proposed based upon input from site administrators, general and special education teachers, other staff, school boards, the CAC, and other concerned community organizations as appropriate. Each proposed policy shall be written and disseminated to the AC members prior to the meeting at which a recommendation may be made. The AC shall forward each proposed policy to the SELPA Governing Board with the recommendation for approval, disapproval, or modification of proposed policy.

LEVEL II. SELPA Governing Board

The SELPA Governing Board has the responsibility of adopting necessary policies for the operation of SELPA activities, including, but not limited to, the implementation of the Local Plan for Special Education. The Governing Board is composed of eight members, seven of

whom are superintendent representatives appointed by the San Mateo County Superintendents Association and the other is the San Mateo County Superintendent of Schools.

The SELPA Governing Board is responsible for reviewing each proposed policy with the recommendations from the Administrators Council and the SELPA Director. It may initiate policy development as well. The SELPA Governing Board is also responsible for evaluating the SELPA Director on an annual basis.

After final action by the SELPA Governing Board, a copy of each adopted policy is sent to every LEA superintendent and the County Superintendent. Adopted policies also are disseminated at the Superintendents Association and the Administrators Council.

POLICY DEVELOPMENT PROCESS

Education Code requires that the Local Plan for special education specify the responsibilities of each participating LEA and county office governing board in the policymaking process, the responsibilities of the superintendents of each participating LEA and county in the implementation of the plan, and the responsibilities of LEA and county administrators of special education in coordinating the administration of the local plan.

SELPA policies, procedures, and local agreements necessary to support the implementation of the local plan, and as required by legal mandates, have been developed and are available upon request. These documents can be requested through the SELPA office.

PUBLIC PARTICIPATION

The SELPA Governing Board encourages public participation by posting meeting agendas 5 days ahead of time at all LEAs. The CAC Representative receives a copy of the agenda and the CAC representatives are provided meeting dates for the current school year. Each agenda has allocated time for input on non-agenda items and the public is also encouraged to provide input on agenda items.

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the SELPA Governing Board, the SELPA Director and/or the CAC.

The SELPA Director may convene special focus area committees as needed to ensure the appropriate operation of the SELPA business. Each committee may be convened as appropriate to the needs of the SELPA, and all committee meetings are open to interested LEA personnel. Committees that are convened by the SELPA Director may include:

Funding Advisory Committee

The Funding Advisory Committee shall include at least one chief business official and one LEA special education administrator from each representative zone of the SELPA Governing Board. Additionally the committee shall include at least one participant who is representing small school districts. Other LEA personnel, as interested, may participate. The committee is convened as determined necessary by the SELPA Director.

The purpose of the Funding Advisory Committee is to provide suggestions and recommendations to the SELPA Director regarding financial issues such as the Budget Allocation Plan, the Annual Budget Plan, the impact of budgets for regional programs on the provision of special education throughout the SELPA, and Maintenance of Effort (MOE) requirements.

Program Transfer Committee

The Program Transfer Committee shall include at least one Superintendent and one LEA special education administrator and the Director, Special Education Programs. Other LEA personnel, as interested, may participate. The committee is convened as determined necessary by the SELPA Director.

The purpose of the Program Transfer Committee is to provide assistance and recommendations to the SELPA Director regarding programmatic transfers from the SMCOE special education programs to resident LEAs.

Special Focus Committees

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

REGIONALIZED SERVICES TO LOCAL PROGRAMS

In order to implement the local plan, the SELPA Director and Program Specialists/Coordinators shall be considered “school officials and employees” in regards to access of student records. The SELPA assures that all regionalized operations and services listed below are provided in accordance with the local plan:

1. A coordinated system of identification and assessment.
2. A coordinated system of procedural safeguards.
3. A coordinated system of staff development and parent education.
4. A coordinated system of curriculum development and alignment with the core curriculum.

5. A coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism.
6. A coordinated system of data collection and management.
7. Coordination of interagency agreements.
8. Coordination of services to medical facilities.
9. Coordination of services to licensed children's institutions and foster homes.
10. Preparation and transmission of required SELPA reports.
11. Fiscal and logistical support of the CAC.
12. Coordination of career, vocational and transition services.
13. Coordination of transportation services for individuals with exceptional needs.
14. Means by which full educational opportunity is ensured.
15. Fiscal administration and the allocation of state and federal funds.

PROGRAM SPECIALIST SERVICES

A program specialist/coordinator is a specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychology credential and has advanced training and related experience in the education of individuals with disabilities and specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions. A program specialist/coordinator may do all of the following:

1. Observe, consult with, and assist education specialists, and related service providers.
2. Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
3. Participate in each school's staff development, program development, and innovation of special methods and approaches.
4. Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.
5. Assure that pupils have full educational opportunity regardless of the district of residence.
6. Professional learning for staff, parents, members of CAC, volunteers, and governing boards, as appropriate. Such staff development programs will be coordinated with other staff development programs.
7. Data collection and implementation of required data systems.
8. Curriculum development and support for special education programs and services.
9. Ongoing review of special education programs and procedures in the SELPA, and mechanisms for correcting any identified problems. Such review and procedures will be in accordance with any state level procedures, but may include local interventions starting at the most direct level of intervention, e.g., LEA support to the classroom teacher who needs it, or training and instruction in the identified problem area.
10. Coordinating services with other agencies.

ROLES AND RESPONSIBILITIES OF PARTICIPATING ENTITIES

SELPA GOVERNING BOARD

The SELPA Governing Board is responsible for the following:

1. Employment and annual evaluation of the SELPA Director.
2. Direct the Administrative Unit (AU) to distribute special education funds pursuant to state and federal law.

ADMINISTRATIVE UNIT (AU)

The SELPA Governing Board has designated the SMCOE as the AU for the SELPA. The AU is the SELPA's fiscal agent and is responsible for implementing the following functions:

1. Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law, as directed by the SELPA Governing Board.
2. Administrative support, including establishing and maintaining an office for SELPA staff.
3. Employment of SELPA staff to coordinate implementation of the local plan, with the exception of hiring and evaluating the SELPA Director.

The SMCOE Business Division distributes federal and state funds to the SELPA RLA/AU and LEAs within the SELPA. Information is presented regularly to member LEAs and their fiscal staff regarding the SELPA's Budget Allocation Plan, distribution of funds, and the resources available to the AU and LEAs within the SELPA. Details regarding distribution of funds within the SELPA can be found in the Annual Budget Allocation Plan held locally at the SELPA office and posted on the SELPA's website.

LOCAL EDUCATIONAL AGENCY (LEA)

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

1. Annually review and approve special education programs and services of the LEA.
2. Operate local programs consistent with state and federal law, regulations, and policies and procedures approved by the SELPA.

3. Participate in the development and adoption of policies related to the governance and operation of the SELPA.
4. Develop and adopt policies for the operation of the LEA which are consistent with those of the SELPA, and which promote the concept to ensure access to appropriate programs and services for all children with disabilities.
5. Participate in the nomination, selection, and appointment of representatives to the CAC.
6. Provide suitable housing for special educational programs operated by the San Mateo County Office of Special Education Program pursuant to the SELPA Housing Policy.
7. Cooperate with the Superintendent of the RLA and the governing boards of participating LEAs to assure the availability of appropriate services to eligible individuals regardless of district of residence.
8. Approve the Local Plan developed for the San Mateo County SELPA prior to review by the State Department of Education.
9. Ensure LEA compliance with all elements of the Local Plan
10. Oversight of Nonpublic School placements, including annual evaluation of the placement as part of the annual IEP review.

LOCAL EDUCATIONAL AGENCY (LEA) SUPERINTENDENT

The Superintendent of the LEA will have the ultimate obligation to:

1. Provide leadership within the LEA in support of the special education programs.
2. Represent the LEA as a member of the San Mateo County Superintendents' Association.
3. Recommend to the SELPA Governing Board, when appropriate, modifications of LEA special education programs necessary to meet the changing needs of the students, to be included in the required Annual Service and Budget Plans submitted to the SELPA.

RESPONSIBLE LOCAL AGENCY (RLA) SUPERINTENDENT

The County Superintendent of Schools of San Mateo County shall be designated as the Superintendent of the Responsible Local Agency (RLA) Superintendent. The RLA Superintendent will serve as the eighth member of the SELPA Governing Board and will have the responsibility for the coordination and implementation of the Local Plan in accordance with approved policies and procedures. Additional responsibilities of the RLA Superintendent:

1. Serve as the employing agency for personnel who have responsibilities throughout the Local Plan Area. Such personnel will include, but not be limited to, the SELPA Director and SELPA Program Specialists/Coordinators. Employment of such personnel will be in accordance with personnel policies and practices of the San Mateo County Office of Education and procedural employment policies.

2. Employ appropriate classified personnel in support of the SELPA certificated staff.
3. Provide suitable office space for employees of the SELPA.
4. Participate as a member of the SELPA Governing Board, in the annual evaluation of the SELPA Director.

IMPLEMENTATION

Suggestions leading to the development of policy statements and/or changes in existing policy may originate at any level within the governance structure of the San Mateo County Special Education Local Plan Area or from the Special Education Community Advisory Committee in its capacity. Ongoing dialogue and feedback through the Superintendents' Association, Administrators' Council, various job alike groups within the SELPA, the CAC, and community partners are utilized to support the development and updates to policy and procedures. Policy considerations are to be dealt with in accordance with the following procedure:

1. The SELPA Governing Board is charged with the responsibility of adopting appropriate policies regarding the implementation of the Local Plan for Special Education. Each LEA superintendent by participation in the Superintendents' Association and through the Superintendents' Subcommittee for Special Education is charged with overseeing the operations of the Local Plan and implementing the policies adopted. Information is transmitted to the Special Education Administrators Council for implementation of the directives and policies and for the development of procedures. The SELPA provides a coordinating function and serves as staff to each of the groups. Thus, a smooth and efficient operation of the administrative structure is achieved to assure a successful implementation of the Local Plan for Special Education in accordance with the policies adopted by the SELPA Governing Board.

2. Changes may need to occur in the implementation of the Plan as a result of a change in law or regulation or as a change in need of the San Mateo County special education population. The process for policy development shall be used in order to develop the necessary new procedures or policies.

Either level of the governance structure may establish a task force in order to study any area of particular concern or potential conflict. This study group may include representatives from the other levels of the governance structure when determined appropriate; facilitators and consultants may be used. The group shall discuss and explore the issue(s) raised and make recommendations to the larger group which raised the issue, subsequently following through the procedures outlined for policy development when appropriate.

SELPA STAFF

The SELPA Director will coordinate the operation of all special education services of the SELPA pursuant to law and will administer those functions delegated to the SELPA pursuant to the Local Plan adopted by the Superintendents' Association. The SELPA Director serves under the direction of the Superintendent of the RLA and assumes responsibility for duties delegated by the SELPA Governing Board.

RESPONSIBILITIES OF THE SELPA DIRECTOR

Under the direction of the SELPA Governing Board, the SELPA Director shall be responsible to:

1. Develop, implement, supervise, and provide for the evaluation of the Regionalized Services program.
2. Administer, coordinate, and implement the Special Education Local Plan, data systems, and all regionalized services.
3. Serve as Secretary to the SELPA Governing Board and assist the Chairperson to develop the agenda and report minutes of the meetings.
4. Prepare an annual budget for Regionalized Services (Budget Allocation Plan) to be submitted to the SELPA Governing Board, in conjunction with the Annual Budget Plan.
5. Ensure the implementation of all federal, state and local responsibilities of the SELPA, including professional learning and procedural safeguards and other assurances.
6. Recommend employment of, assign, supervise, and evaluate staff employed by the SELPA.
7. Provide assistance to SELPA Administrators' Council members to carry out their responsibility to ensure that all pupils have access to full educational opportunity.
8. Provide necessary procedures and data to the RLA to allocate federal and state funds to the LEAs within the SELPA.
9. Provide support to the LEAs of the SELPA in their operation of special education programs and services.
10. Monitor the appropriate use of federal, state and local funds allocated for special education programs.
11. Prepare program and fiscal reports required of the SELPA by the State; manage the data system to comply with all state requirements.
12. Schedule regular meetings of the SELPA Governing Board, Administrators' Council and CAC for policy and budget development, support, and information sharing.
13. Develop and recommend to the Administrators' Council a plan for professional learning including training for staff, parents, and members of CAC.
14. Coordinate procedures to assist LEAs with NPS/NPA services.
15. Provide support and assistance to CAC.
16. Disseminate information to Administrators regarding pupil count, legislation, finance, and other State educational issues.
17. Act as SELPA liaison with California Department of Education (CDE) staff.

18. Supervise SELPA Staff (Program Specialists/Coordinators, Data Technician, Fiscal Analyst, Secretarial/Clerical Staff).
19. Oversee development and implementation of interagency agreements (CCS, Head Start, and Regional Centers).
20. Recruit and train educational surrogate parent volunteers.
21. Supervision of SELPA Program Specialists/Coordinators.

EMPLOYMENT AND EVALUATION OF THE SELPA DIRECTOR

The procedure for the employment of the San Mateo County SELPA Director will be a process determined by the SELPA Governing Board, within the structure of the AU. It becomes the responsibility of the SELPA Governing Board to evaluate the SELPA Director.

PROGRAM SPECIALIST/COORDINATOR SERVICES

The distribution of Program Specialist/Coordinator personnel and services shall be provided in accordance with Education Code provisions.

Regularly scheduled program specialist/coordinator meetings are held and additional communication is coordinated by the Administrators' Council. This ensures the continuity of services as per the sixteen functions listed in Education Code 56780.

Duties of program specialists/coordinators are those specified in Education Code §56368 and the Local Plan:

1. Assist Education Specialists, related service providers, and staff in the planning and implementation of IEPs for children whose disability is in the area of the expertise of the Program Specialist/Coordinator.
2. Coordinate curricular resources in a manner to make them available and effective for personnel who are in need of the resources.
3. In conjunction with the Administrators' Council and the SELPA Director, assess program effectiveness to promote the program for students with disabilities.
4. Participate in school staff development, research, program development, and innovation or special methods and approaches.
5. Provide coordination, consultation, and program development in areas to which the program specialist is assigned.
6. Under the direction of the SELPA Director or LEA Administrator, assure the pupils have full educational opportunity, regardless of the LEA of residence in the SELPA.
7. Serve on assessment teams and individualized education program teams as provided for in this plan.
8. Assist LEAs with non-public, non-sectarian and state school placements when requested.

COORDINATING SERVICES WITH OTHER PUBLIC AGENCIES

The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. The SELPA Director has

the primary responsibility to negotiate agreements with other public agencies. All agreements negotiated with public agencies are to be approved by the Administrators' Council and submitted to the SELPA Governing Board for approval. These agreements include but are not limited to California Children's Services, Head Start/Izzi Early Learning, Early Start, Golden Gate Regional Center, and others as needed.

REQUEST FOR SELPA MEMBERSHIP BY A CHARTER SCHOOL

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

1. The charter school shall participate in state and federal funding for special education and receive funding in the same manner as other LEAs of the SELPA as specified in the SELPA Budget Allocation Plan.
2. The charter school shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.
3. The addition of new members to the SELPA, as approved by the Governance Council, shall be followed by an amendment to the Local Plan.

LOCAL INTERAGENCY AGREEMENTS

The San Mateo County SELPA has interagency agreements with the following agencies:

- Interagency Agreement between San Mateo County Special Education Local Plan Area and California Children Services (CCS)
- Interagency Agreement between San Mateo County Special Education Local Plan Area and San Mateo County Head Start/Izzi Early Learning
- Interagency Agreement between San Mateo County Special Education Local Plan Area and Golden Gate Regional Center (GGRC)
- Interagency Agreement between San Mateo County Special Education Local Plan Area and Golden Gate Regional Center (GGRC) for the Implementation of Part C, Individuals with Disabilities Education Act or Early Start

COORDINATED SYSTEM OF CURRICULUM DEVELOPMENT AND ALIGNMENT WITH CORE CURRICULUM

All students with Individualized Education Programs shall have the opportunity to participate in the core curriculum. It is basic to ongoing school success and essential for successful participation in the community.

In order to improve the educational results for students with disabilities, the LEAs of the San Mateo County SELPA ensure that all students who require special education participate in the core curriculum. In order to facilitate that effort, our LEAs assure that all special education instructional personnel will participate in learning opportunities in the area of core curriculum including:

1. Information about current literacy and learning research
2. California Common Core State Standards, California Frameworks, and California English Language Development Standards
3. Increased participation of students with disabilities in statewide student assessments
4. Alignment of transition programming to Career and Technical Education (CTE)
5. Research and evidence based instructional strategies for a wide range of diverse learners including designated and integrated language development for multilingual learners.

Additionally, the SELPA promotes opportunities for collaboration with general education partners for training in inclusive pedagogy and instructional practices.

LEA Special Education Administrators shall assure that all students with disabilities shall have full access to:

1. All required core curriculum including state adopted and supplementary instructional materials.
2. Instructional materials, supports, and services in order that students with disabilities progress in state standards.
3. Access to appropriate technology to allow students with disabilities to participate in core instruction.

Our goals are to increase the participation of students with disabilities in statewide student assessments, to increase the percentage of children with IEPs' access to core instruction, and to decrease inappropriate referral and overidentification of students of color to special education.

UTILIZATION OF GENERAL EDUCATION RESOURCES

Each LEA shall 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, interventions through a multi-tiered system of support, student success team recommendations, and other pre-referral resources.

LOW INCIDENCE SPECIALIZED EQUIPMENT AND SERVICES

The SELPA distributes Low Incidence funds for the purchase of specialized equipment and services utilized by students with low incidence disabilities to ensure that each student who demonstrates need may receive these supports in their locally determined environment. Funds are allocated to member LEAs as specified through the Annual Budget Allocation plan. The LEA is responsible for the receipt and expenditure of funds, maintenance of inventory, development of procedures for exchange of equipment, and fulfilling state reporting requirements.

Funds for low incidence equipment, materials, and services are restricted to support of students in the following disability categories: hard-of-hearing, deaf, visual impairment, severely orthopedically impaired, and deaf-blind.

ANNUAL BUDGET PLAN AND BUDGET ALLOCATION PLAN

State and Federal funds are allocated to the member LEAs for the operation of special education programs pursuant to an agreed upon budget allocation plan. The Budget Allocation Plan is the SELPA fund distribution model pursuant to applicable state and federal regulations. Each LEA in the SELPA acknowledges the obligation to maintain the level of general fund contribution towards the provision of special education services at a level equal to or greater than that of the prior year (Maintenance of Effort) and assures the maintenance of fiscal support in compliance with state and federal mandates. Each LEA understands that Part B funds will not be used to reduce the level of support beyond the amount permitted under federal law and regulations.

State Low Incidence Funds (LIF) are allocated pursuant to EC.

The SELPA Governing Board shall hold a public hearing on an annual basis to present the Annual Budget Plan.

LEAs will conform to the annual reporting procedures for state and federal funds. Pursuant to AB1200 the County Superintendent is responsible for ensuring the fiscal solvency of member LEAs.

ANNUAL SERVICE PLAN

The SELPA shall adopt an Annual Service Plan at a public hearing scheduled at a SELPA Governing Board meeting in compliance with all legal mandates. The service plan provides an overview of the programs and services available within the SELPA.

USE OF PROPERTY TAX

County special education property tax revenue is distributed to SELPA member LEAs pursuant to SELPA Budget Allocation Plan.

SAN MATEO COUNTY SELPA DISPUTE RESOLUTION PROCESS

In the event of a disagreement among LEAs, LEAs and the RLA, LEAs and/or the RLA and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the SELPA Governing Board that issues be resolved at the lowest level possible. The SELPA Governing Board is the board of last resort. If any party involved in a disagreement is a voting member on the SELPA Governing Board, an alternate from an LEA with the same

configuration will replace the voting member during the SELPA Governing Board resolution of the dispute. This policy is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority.

If an LEA disagrees with a decision or practice of another agency or the SELPA, that LEA has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the assistance of the SELPA Director, or his/her designee, or the Chair of the SELPA Governing Board. If this process fails, the parties may pursue a hearing on the issues and resolution with the SELPA Governing Board.

If either party disagrees with the recommendation of the SELPA Governing Board, and the dispute relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan, the party may submit the dispute to mediation. The parties will make a good faith effort to mutually agree to a mediator with expertise related to the dispute. If the parties cannot agree on a mediator, the parties will submit the dispute to the Peninsula Conflict Resolution Center for selection of a mediator.

Any dispute unresolved in mediation, arising from a dispute that relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan shall be settled by arbitration. The arbitration decision shall be made by a panel of three, including one person appointed by each party and a neutral chair of the panel selected by the other two panel members. If the parties agree, the mediator involved in the parties' mediation may be asked to serve as the panel chair.

Each party shall bear its own costs and expenses and an equal share of the mediator's and/or arbitrator's and administrative fees of arbitration. The power and jurisdiction of an arbitrator shall be limited to adjudicating the rights and responsibilities of the parties. The arbitrator shall not have the power to determine constitutional issues or issues outside the scope of Education Code section 56205(b) (5).

Legal References
Federal Requirements: *20 USC 1412 (a), 20 USC 1413 (a) (1), 20 USC 1413 (a) (5)*

State Requirements: *EC 56001 (f), 56200(c) (2), 56190-56194, 56195.1 (b) (c), 56195.3, 56195.9, 56025 (a) (12), 56205 (b) (4), 56205 (a) (b) (5), 47640-47647, 56195.1, 56203, 56207, 56205 (D) (ii), 56205(a) (12) (D) (1), 56205(b) (1) (F), 56195.19 (a) (12) (D)*

EVALUATION

Rationale

EC 56600 was written, in part, to ensure that SELPAs participate with all State efforts to provide for "ongoing comprehensive evaluation of special education programs" in order to "refine and improve programs, policies, regulations, guidelines, and procedures on a continuing basis and to assess the overall merits of these efforts".

Policy Statement *EC* 56205(a)(12)(D)(ii)(iv)

The San Mateo County SELPA shall submit annually all information required by the California Department of Education Special Education Division in this effort, including statistical data; program information; and fiscal information related to the programs and services for children with disabilities in the San Mateo County SELPA.

Guidelines

The SELPA Director will be responsible to collect all data required by the CDE related to special education budgets and services, and report them annually.

SELPA staff will support all the members of the SELPA in the collection of data related to compliance, due process procedures, availability of services, key performance indicators, etc.

PROVISION FOR ONGOING REVIEW OF PROGRAMS

Rationale

The State has in place a system for review of the special education programs in the LEAs. It is the responsibility of the SELPA to support the delivery of effective programs and services in its LEAs, to support a continuum of appropriate service options, to improve the quality of the programs offered, and to participate in review processes including the Quality Assurance Process; the Procedural Safeguards and Complaints processes; and mediation and due process procedures.

Policy Statement *EC* 56195.7(c)(6)

The San Mateo County SELPA endeavors first to provide adequate information, resources, and support to all member LEAs, so that they may deliver compliant, quality services. Further, SELPA staff will, under the direction of the SELPA Governing Board and Administrators' Council in conjunction with CAC, participate in all State review processes and any local review processes to ensure that appropriate and necessary services are offered for all children with disabilities and to support continuous improvement of those services.

Guidelines

The SELPA will ensure that adequate information related to all areas of compliance is available to all member LEAs.

The SELPA will ensure the availability of a full continuum of options, supplemental aids and services, and regionalized programs, for all children with disabilities, severe low incidence, non-severe, and early childhood.

FULL EDUCATIONAL OPPORTUNITY

Rationale

One of the primary goals of the IDEA is to ensure that every child has access to the general curriculum. At the same time, it defines special education as "specially designed instruction." In order to allow children their best opportunity to access a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), the SELPA has a responsibility to facilitate a balance and understanding of the requisite elements.

Policy Statement 20 *USC* 1412(a)(2)

The San Mateo County SELPA is committed to ensuring that all children regardless of their disability have access to the general curriculum to the maximum extent appropriate. Therefore, a focus of professional learning and support to all member LEAs will be to facilitate professional growth and student achievement through curricular alternatives to all students, including modifications and accommodations, as appropriate.

Guidelines

All children with disabilities, including those with low incidence disabilities, will be given the opportunity to participate in the general curriculum and will be provided appropriate curricular accommodations and modifications.

SELPA staff will support statewide and local efforts to pilot and implement curriculum options designed to support children with varying learning needs.

SELPA staff will be available to support students and their teachers whose needs for curricular support are beyond the LEA's expertise.

DATA COLLECTION AND DEVELOPMENT OF DATA SYSTEMS

Rationale

CDE requires each SELPA the collection of specified data in such a manner as to be communicative with the data system of the State**.**

Policy Statement

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 Data Systems 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.

Guidelines

The SELPA staff will support all the LEAs in the SELPA in their collection and reporting of required data.

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.

PERSONNEL DEVELOPMENT

Rationale

Implementation of the San Mateo County Local Plan for Special Education requires ongoing professional learning to provide appropriate learning experiences which promote understanding, increase skills and expertise, and ensure that federal and state law will be followed. Regionalized professional learning opportunities, will:

Provide participants with the necessary information, training and resources to ensure compliance with special education as required by federal and state law.

Provide the participants with opportunities to engage in activities that enhance personal and professional growth.

Meet the needs of personnel, school programs, parents, and students as they relate to the development and implementation of Individualized Education Programs for students with disabilities.

Policy Statement

Personnel development funds are distributed to the LEAs in the SELPA. The San Mateo County SELPA facilitates planning and coordination for regionalized professional learning opportunities to members of the SELPA. San Mateo County SELPA professional learning offerings will adhere to the following policy requirements:

1. Available to representatives from general education, special education, administrators, support staff, paraprofessionals, parents, CAC representatives, NPS/NPA staff, agencies, classified, and private schools;

2. Will ensure working collaboration with all member LEAs, including the County Office of Education and Juvenile Court Schools, Community Advisory Committee, Region 4 of the Comprehensive System of Personnel Development Advisory Committee (CSPDAC), Head Start, Children and Youth System of Care (Mental Health, Social Services, Probation, California Children's Services, Golden Gate Regional Center, and Department of Rehabilitation;

3. LEAs and educational representatives will ensure notification of professional learning opportunities and encourage and support attendance;

4. Will ensure that annual professional learning opportunities are in alignment with federal, state and local identified needs so that school personnel are prepared to meet the needs of individuals with disabilities;

5. Will include training for new staff as well as provide continuing education opportunities based on needs assessments.

BY-LAWS OF THE SAN MATEO COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
GOVERNING BOARD

I. PURPOSES

The SELPA Governing Board's purposes are: to represent the interests of member LEAs and the County Office of Education concerning special education, to provide interaction and communication between all parties within the SELPA, and to adopt policies for the operation of the SELPA. These purposes are to further the overall mission of providing an appropriate education to all individuals with exceptional needs within the SELPA.

II. MEMBERSHIP

1. Composition

   The SELPA Governing Board shall consist of eight members, selected as follows:

   a. One superintendent from a unified school district, elected by San Mateo County Superintendents' Association.
   b. One superintendent from a high school district, elected by the San Mateo County Superintendents' Association.
   c. Two superintendents from elementary school districts with enrollments over 1,750 students, elected by the San Mateo County Superintendents' Association.
   d. Two superintendents from elementary school districts with enrollments of under 1,750 students, elected by the San Mateo County Superintendents' Association.
   e. One superintendent or comparable executive leader of an LEA under 1,750, as an at-large member, confirmed by the San Mateo County Superintendents' Association.
   f. The seven superintendents (or comparable executive), selected by the San Mateo County Superintendents' Association, shall represent the LEAs in San Mateo County SELPA. The SELPA Governing Board members shall inform and obtain input from the San Mateo County Superintendents' Association on SELPA issues.
   g. The County Superintendent of Schools will serve as the eighth member of the SELPA Governing Board.

2. Determining Enrollments

   For purposes of determining enrollments under Section 1 above, enrollment figures shall be those reported in the October CBEDS count each year.

3. Terms

Each SELPA Governing Board Member, with the exceptions of the County Superintendent of Schools, shall serve a two-year term, and may be reelected. Terms shall be staggered. The SELPA Director shall maintain a current list of office terms.

4. Attendance

   Members of the SELPA Governing Board are expected to attend all of its meetings. If a member must be absent from a SELPA Governing Board meeting, such member shall notify the SELPA Director in advance, by email, telephone, facsimile or letter. If a member is absent for three or more meetings within any school year, such member may be subject to removal from the SELPA Governing Board by a two-thirds vote of its members.

5. Vacancy

   If a vacancy occurs in the membership of the SELPA Governing Board due to resignation, death or for any other reason, such vacancy shall be filled as practicable by the San Mateo County Superintendents' Association. The superintendent elected shall be from an LEA with a similar size and configuration where the vacancy occurred.

III. FUNCTIONS

1. General

   The SELPA Governing Board shall have policy making authority for governance of the SELPA, and may perform all functions and roles as specified in the Local Plan.

   The SELPA Governing Board may approve a charter school to become a member of the SELPA as an LEA if the Charter meets all of the requirements as specified in the SELPA Charter School Policy. The addition or termination of a Charter LEA to the SELPA is a Local Plan change that the SELPA Governing Board has the authority to execute without approval of the SELPA LEA boards.

   The SELPA Governing Board can adopt amendments to the permanent portion of the local plan on an "interim" basis, not to exceed one year. Amendments approved in this manner would become permanent upon subsequent approval by all LEA governing boards and the State Board of Education.

2. Specific Responsibilities
   a. The SELPA Governing Board shall be responsible for adopting policies relating to the Local Plan.
   b. The SELPA Governing Board shall evaluate the special education plan yearly in order to ensure that all students with disabilities are being served.
   c. The SELPA Governing Board shall adopt the SELPA Budgets.

3. The SELPA Governing Board may delegate authority to the SELPA Director to execute SELPA operational procedures, such as signing interagency agreements and approving SELPA forms. The SELPA Director shall notify the SELPA Governing Board Chair prior to taking such an action.

   Effective 2004, by June 15th of every year, the SELPA Governing Board shall adopt in a public hearing an annual service plan and an annual budget plan as specified in EC 56205 (b)(1)(2). Each member LEA shall post a notice of the annual hearing at least 15 days prior to the hearing pursuant to EC 56205 (b)(1)(2).

4. Communication
   The SELPA Director shall assure that agendas and minutes of all SELPA Governing Board meetings are distributed in a timely manner to all local member LEA superintendents, members of the Administrators' Council, and made available to the parents of the Community Advisory Committee.

5. Funding Structure Changes
   If the basic special education funding structure changes, or if there are any structural changes being recommended in the allocation of moneys to LEAs, such changes will be subject to approval by eighty percent (80%) of the LEA boards.

IV. OFFICERS AND DUTIES

1. Chair
   The SELPA Governing Board Chair shall preside at and facilitate all its meetings, unless the chair requests the Vice-Chair to preside at and facilitate such discussion. The Chair, in collaboration with the SELPA Director, shall also prepare the agenda for all SELPA Governing Board meetings. The SELPA Director shall distribute minutes of all SELPA Governing Board meetings to all Governing Board members and others as set forth in these by-laws. The Board Chair must authorize the placement of matters on the agenda, except as noted in Section V.3.

2. Vice-Chair
   The SELPA Governing Board Vice-Chair shall assume the duties of the Chair when the Chair is absent, unable to perform such duties or at the request of the Chair.

3. Secretary
   The SELPA Director shall serve as the Secretary to the SELPA Governing Board, shall provide assistance to the SELPA Governing Board, and shall prepare minutes and meeting agenda in collaboration with the Board Chair. The SELPA Director shall be an employee of the San Mateo County Office of Education.

4. Term of Office

The Chair and Vice-Chair shall serve one-year terms, and shall be elected from among the members of the SELPA Governing Board at its June meeting. The Chair and the Vice-Chair may be re-elected.

V. MEETINGS

1. Time and Place

   SELPA Governing Board Meetings are scheduled during the regular school year as indicated on the annually adopted meeting calendar. There shall be at least four meetings a year of the SELPA Governing Board. Other meetings of the SELPA Governing Board shall be called as needed by the Chair of the SELPA Governing Board or, in his/her absence, the Vice-Chair.

2. Notice

   All meetings of the SELPA Governing Board shall be noticed in compliance with the Brown Act. All meetings shall be open to the public. Special meetings may be called by the Chair of the SELPA Governing Board whenever necessary. Each member of the SELPA Governing Board must be notified of special meetings at least 48 hours in advance.

3. Agendas

   The SELPA Governing Board Chair shall prepare all agendas of meetings in consultation with the SELPA Director. Items may be placed on the agenda at the request of any SELPA Governing Board member or SELPA LEA member. Such requests must be made to the Chair at least five days in advance of a meeting.

4. Decision Making

   Decisions shall be reached by a majority vote of the total Board. In the instance of a tie vote with a full Board present and voting, i.e., 4 votes in favor, and 4 votes opposed, the vote of the County Superintendent of Schools shall serve as the tiebreaker vote. All other votes that end in a tie with less than a full Board present and voting (equal number for an equal number opposed) require that the action item be postponed until at least 7 members of the SELPA Governing Board are in attendance.

5. Closed session may be called, subject to the rules of the Brown Act.

6. Quorum

   A quorum for any meeting of the SELPA Governing Board is four members.

VI. AMENDMENT OF BY-LAWS

The By-Laws may be amended at any regular meeting of the SELPA Governing Board by a two-thirds vote of the members, provided that the amendment has been submitted in writing at a prior meeting.

By-Laws Revised and Approved February 4, 2003
Revised and Approved June 10, 2014
Revised and Approved May 16, 2017
Revised and Approved May 16, 2023

SAN MATEO COUNTY SELPA COMMUNITY ADVISORY COMMITTEE (CAC)

The San Mateo County SELPA CAC serves the Special Education Local Plan Area and the Superintendent of the RLA in an advisory capacity, in accordance with EC 56190 - 56194 and procedures specified in the San Mateo County SELPA CAC Parent Handbook.

Parents comprise a majority of the membership of the CAC and of these members, the majority must be parents of children with disabilities. Members of local PTAs, special education teachers, general education classroom teachers, 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 Director, the Superintendent of the RLA, the Special Education Administrators' Council and the SELPA Governing Board regarding the development, amendment and review of the Local Plan, programs and services.
2. Inform and advise SELPA 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. Communicate information to be shared with other parents.

THE COMMUNITY ADVISORY COMMITTEE (CAC) APPOINTMENT AND MEMBERSHIP

The CAC shall consist of members appointed by the LEA Governing Boards, including the County Board of Education. 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. All relevant public agencies will be invited to send a representative to serve on the CAC.

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 SELPA.

Membership shall terminate for a member who is absent from three consecutive regular meetings without the member contacting the SELPA. A member may resign by filing a written resignation with the Chairperson of the CAC and their LEA Board.

COMMUNITY ADVISORY COMMITTEE (CAC) BYLAWS

ARTICLE 1 - NAME AND SERVICE AREA

Section 1.01 The name of this organization shall be the San Mateo County SELPA CAC.

Section 1.02 The CAC shall serve all of the Local Education Agencies (LEAs) within the San Mateo County Special Education Local Plan Area (SELPA).

ARTICLE 2- PURPOSE

Section 2.01 As set forth in EC section 56190 et seq., each SELPA shall establish a community advisory committee that fulfills the responsibilities defined in the Special Education Local Plan (Local Plan).

Section 2.02 The purpose of the CAC is to assist in advising local school districts, their boards of education and Special Education administrators about the Local Plan, annual priorities, parent education and other Special Education related activities. As set forth in EC section 56190, the CAC shall serve only in an advisory capacity.

Section 2.03 The CAC coordinates a training program, which provides assistance to other parents in the IEP process, and empowers families to work within the system with their LEA. The CAC is committed to improving communication between parents and districts, to making the system work effectively and efficiently, and to being a source of information, support and consultation for parents of children with special needs.

ARTICLE 3- RESPONSIBILITIES

Section 3.01 **CAC Responsibilities**: As set forth in Education Code section 56194, the responsibilities of the CAC are:

1) To advise the Associate Superintendent, SMC SELPA, regarding the development, amendment and review of the Local Plan.
2) To recommend annual priorities to be addressed by the Local Plan.
3) To assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan.
4) To support activities on behalf of individuals with exceptional needs.

5) To assist in parent awareness of the importance of regular school attendance

Section 3.02 **Additional CAC Responsibilities**: The responsibilities of the CAC may also include any of the following, as assessed by community need of each LEA:

1) To support communication between parents and districts.
2) To promote systems change to improve the effectiveness and efficiency of special education programming.
3) To support, through consultation, parents of children with special needs.
4) To function as a source of information and to provide training opportunities regarding the practices and procedures in special education.
5) To utilize the resources of other parent members or the SMC SELPA.
6) To review and maintain information for parents through the CAC web page.
7) To respond to requests by other parents in their LEA to attend IEP meetings or meetings with district staff or administrators if they are comfortable with doing so. The focus shall be on productive conversations, topics to suggest for the agenda, and how to communicate with LEA staff.
8) To review for the purpose of explaining current documents related to an IEP.
9) To support Special Education District Advisory Committees (SEDAC) activities such as Teacher Recognition programs, draft Mini-grants/GoFundMe applications, and sponsor support for inclusion activities for both special and general education teachers.
10) Additionally, the responsible SMC SELPA Program Coordinator shall engage in an on-going program of CAC membership recruitment. This shall include annual letters to LEA Superintendents to request a member be appointed. This may also include presentations to the LEA's Board of Education to explain the purpose of the CAC and the need for the LEA to be represented and/or reappointed.

ARTICLE 4- CAC MEMBERSHIP

Section 4.01 **Composition**: The CAC shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. (EC § 56192.) The responsible SMC SELPA Program Coordinator shall be a non-voting *ex officio* member of the CAC.

At least the majority of the CAC shall be composed of parents of pupils enrolled in schools participating in the Local Plan, and at least a majority of such parents shall be parents of individuals with exceptional needs. (EC § 56193.)

Section 4.02 **Appointment**: CAC members shall be appointed by, and responsible to, the governing board of each participating LEA in the Local Plan. (EC § 56191.)

Section 4.03 **Voting**: Only one CAC member from each LEA may vote on any action item. If there are multiple CAC members from an LEA, the expectation is that those members will reach a consensus and cast one vote on each action item. If the members from the same LEA are unable to reach a consensus, no vote shall be cast on behalf of that LEA.

A simple majority of the quorum (the size of which to be defined as the average number of LEA Board approved members typically present) shall decide all questions unless otherwise stated.

No absentee ballots, voting by proxy or secret ballots are permitted.

Section 4.04 **Terms of Membership**

1) The responsible SELPA Program Coordinator shall engage in an ongoing program of CAC membership recruitment and LEA Board re-approval at the end of the two years, should a member wish to continue to continue to serve.
2) Appointments to the CAC shall be for a term of a minimum of two years. Members may be appointed any time in an

academic year.

3) A member shall have the option to attend CAC meetings either in person or virtually.
4) CAC members shall not be compensated for their work on the CAC and shall not be deemed employees of the SELPA or the San Mateo County Office of Education (SMCOE). However, employees of the SMCOE who serve as ex officio members of the CAC shall receive their normal salary and benefits for time spent working on the CAC.

Section 4.05 **Termination of Membership**: Membership may be terminated as follows:

1) Any member may resign by submitting a written resignation to the responsible SELPA Program Coordinator.
2) A member who moves from the Local Plan Area shall be deemed to have resigned his/her membership on the CAC.
3) Any CAC member may be removed from office at any time for any reason by majority vote of a quorum of the CAC.

Section 4.06 **Ex Officio Members:** Members whose children age out of or earn a diploma from a member LEA may request Ex Officio status. This would allow the member to continue as an interested community member, but without voting rights. Ex Officio members would have their appointment approved by the SELPA Governing Board.

ARTICLE 5- CAC MEETINGS

Section 5.01 **Brown Act**: All CAC meetings shall be conducted in accordance with the provisions of the Ralph M. Brown Act, Government Code sections 54950 et seq., that are applicable to advisory bodies.

Section 5.02 **Meeting Participants**: Meetings of the CAC shall be open and public as provided by the Brown Act. Parents of individuals with exceptional needs who reside within the San Mateo County SELPA attendance boundaries, general education teachers, special education teachers, other school personnel and community members are encouraged to attend.

Section 5.03 **Meeting Schedule**: The CAC shall meet no less than four times each academic year. The months during which the meetings will

be held in the coming year will be determined at the final meeting of the previous year. The first meeting of the year will be held in August, during which the actual dates will be finalized, based on the calendars published for all of the LEAs in the SELPA. All regular CAC meetings dates will be posted on the CAC web page no later than one week from the August meeting.

Section 5.04 **Meeting Locations**: CAC meetings shall all be held *simultaneously* both *in person* at the San Mateo County Office of Education and on a virtual platform.

Section 5.05 **Chairperson**: All meetings shall be presided over by a rotating Chairperson, who shall be selected by the CAC members at the end of each meeting for the next meeting. Any member may be selected as the Chairperson for a meeting. One CAC member may also be appointed as Chairperson for the year, to serve as an alternate, should the rotating Chair be unable to attend.

Section 5.06 **Meeting Agendas**: An agenda shall be posted for the public to view on the CAC web page and distributed to CAC members. The agenda shall specify the date, time and location of the meeting and shall contain a brief general description of each item of business to be transacted or discussed at the meeting. Agendas for regular meetings shall be posted at least 72 hours before the meeting, and agendas for special meetings shall be posted at least 24 hours before the meeting.

Section 5.07 **Simple Majority Vote**: On the rare occasions when a vote is necessary, a simple majority of the members present (with one vote per LEA as described in Section 4.03) at the meeting shall be sufficient.

Section 5.08 **Meeting Records**: Minutes of each CAC meeting shall be recorded by the responsible SELPA Program Coordinator and distributed to CAC members and posted on the CAC website.

Section 5.09 **Special Meetings**: Special meetings may be called by the responsible SELPA Program Coordinator or by a majority vote of the CAC.

Section 5.10 **CAC Trainings**: All informational trainings provided by the CAC

shall be audio and video recorded and made available no later than one week after the training occurs. The video and handouts will be posted on the CAC webpage.

The responsible SELPA Program Coordinator shall seek out training opportunities and collaborations with public and/or private agencies. Topics may be suggested by CAC members, interested community members, and LEA staff.

ABCs of SPECIAL EDUCATION

This tip sheet is created to assist educational professionals, students, and parents in understanding acronyms specific to special education to facilitate a collaborative and student-focused special education process.

504	Section 504 of the Rehabilitations Act of 1973	**CDE**	California Department of Education
AAC	Alternative Augmentative Communication	**CDS**	Community Day School
ABA	Applied Behavior Analysis	**CFR**	Code of Federal Regulations
ADA	Americans with Disabilities Act	**DHH**	Deaf and Hard of Hearing
ADA	Average Daily Attendance	**DOJ**	Department of Justice
ADHD	Attention Deficit Hyperactivity Disorder	**DSM-5**	Diagnostic and Statistical Manual of Mental Disorders (5th Edition)
ADR	Alternative Dispute Resolution	**ED**	Emotional Disturbance
ALJ	Administrative Law Judge	**EHA**	Education for All Handicapped Children Act (predecessor to IDEA)
APE	Adaptive Physical Education	**EL**	English Learner
ASD	Autism Spectrum Disorder	**ESL**	English as a Second Language
ASL	American Sign Language	**ESY**	Extended School Year
AT	Assistive Technology	**FAPE**	Free Appropriate Public Education
BCBA	Board Certified Behavior Analyst	**FBA**	Functional Behavioral Assessment
BIP	Behavioral Intervention Plan	**FERPA**	Family Educational Rights and Privacy Act
CAASPP	California Assessment of Student Performance & Progress	**HHI**	Home/Hospital Instruction
CAC	Community Advisory Committee	**IA**	Instructional Aide
CART	Communication Access Realtime Translation	**IAES**	Interim Alternative Educational Setting
CCR	California Code of Regulations	**ID**	Intellectual Disability
CCS	California Children's Services	**IDEA**	Individuals with Disabilities Education Act

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IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IFSP	Individualized Family Services Plan
IS	Independent Study
ISA	Individual Services Agreement
ISP	Individualized Service Plan
ITP	Individualized Transition Plan
IWEN	Individual with Exceptional Needs
LCI	Licensed Children's Institution
LEA	Local Education Agency
LEP	Limited English Proficient
LRE	Least Restrictive Environment
MD	Manifestation Determination
NPA	Nonpublic Agency
NPS	Nonpublic School
O & M	Orientation and Mobility
OAH	Office of Administrative Hearings
OCD	Obsessive Compulsive Disorder
OCR	Office for Civil Rights
ODD	Oppositional Defiant Disorder
OHI	Other Health Impairment
OI	Orthopedic Impairment
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitation Services
OT	Occupational Therapy
PDD	Pervasive Developmental Disorder
PWN	Prior Written Notice
RSP	Resource Specialist Program
RTI	Response to Intervention
SAI	Specialized Academic Instruction
SBE	State Board of Education
SEA	State Education Agency
SELPA	Special Education Local Plan Area
SLD	Specific Learning Disability
SLI	Speech or Language Impairment
SST	Student Study Team
SWD	Students with Disabilities
TBI	Traumatic Brain Injury
USC	United States Code
USDOE	United States Department of Education
VI	Visual Impairment

San Mateo County SELPA Local Plan Glossary of Terms

Special Education Local Plans In CA (SELPAs)

“In 1977, all school districts and county school offices in California were required to form geographical regions of sufficient size and scope to provide for all special education service needs of students residing within the region’s boundaries. Each region became known as a Special Education Local Plan Area, or SELPA. Learn more by clicking the video at the right. Today, there are 136 SELPAs in California. SELPA governance structures vary in form, including models for Multi-District SELPAs, Multi-District/County Office SELPAs, Single District SELPAs, Multi-District/Multi-County SELPAs, County SELPAs with Joint Powers Agreements, and Charter only SELPAs. Each SELPA's comprehensive Local Plan describes how it provides special education services pursuant to Education Code.”

Read More: SELPA Administrators of CA

Definitions of Schools

Non Public Schools

California's Nonpublic schools (NPS) are specialized private schools that provide services to public school students with disabilities. A NPS is a nonsectarian (nonreligious) school that enrolls students with disabilities pursuant to an IEP. Unlike other private schools, each NPS is certified by the California Department of Education (EC §56034). In considering IDEA procedural safeguards regarding the least restrictive environment (LRE) for every student, Special Education Services can only consider referring a student to a NPS if all district placements and services have proven to be insufficient. If the district has an appropriate program or services, they cannot refer to a nonpublic school which is much more restrictive.

Private School

If a student attends a private school located within the jurisdiction of a school district, the district is considered the student’s “District of Location.” As such, the district is responsible for Child Find activities for that student regardless of where the student actually resides. Therefore, the district shall conduct Child Find in all private schools, including religious, elementary and secondary schools that are located within SFUSD’s jurisdictional boundaries. (34 CFR §300.131)

Definitions of Special Education Pathways

Least Restrictive Environment

A full continuum of services and pathways for students with IEPs in the Least Restrictive Environment is required. The continuum of services begins with those services that are least specialized and least separate and moves up to those services that are most specialized and most separate.

Related Services

These services are available at every school within the SELPA. Related Services are designed to address specific, specialized interventions when necessary to provide access to core curriculum and grade level peers. A credentialed or licensed specialist provides services. These services may include: speech and language therapy, physical therapy, occupational therapy, vision services, orientation and mobility, nursing, audiology services and behavioral health services.

Specialized Academic Instruction (SAI)

These services are available at every TK-12 school for students with disabilities and assigned to the general education classroom for most of the school day. These services focus on accessing grade-level content with grade-level peers, as well as individualized instructional support. Each student is assigned an Education Specialist who is the student's case manager.

Separate Class or Special Day Class (SDC)

These classes are offered at some schools. Special Day Classes are for students who require separate class instruction and a smaller class size for the majority of the day. Students in Separate Classes for the majority of the day are assigned to a multi-grade classroom with a special education teacher. Instruction focuses on students accessing common core standards through accommodations, modifications and specialized academic instruction. SDC classrooms are assigned additional adult support.

IDEA Eligibility Categories

A child with a disability may be eligible for special education services if he or she meets the criteria as having one or more of 13 specific disabilities. IDEA and the California Education Code define these disabilities as follows:

1. Autism - is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped

movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. (34 CFR §300.8 (c)(1)(i)). Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. (34 CFR §300.8 (c)(1)(ii))

2. Deaf-blindness (DB) means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. (34 CFR §300.8 (c)(2))

3. Deafness or Deaf (DF) means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance. (34 CFR §300.8 (c)(3))

4. Emotional Disability (ED) means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects a child's educational performance.

5. Hearing Impairment (Hard of Hearing) (HH) means impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness (above). (34 CFR §300.8(c)(5))

6. Intellectual Disability (ID) means significantly below average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affect a student's educational performance. (34 CFR §300.(c)(6))

7. Multiple Disabilities (MD) means concomitant impairments (such as mental disability-blindness or mental disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness. (34 CFR §300.8 (c)(7))

8. Orthopedic Impairment (OI)means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). (34 CFR §300.8 (c)(8))

9. Other Health Impairment (OHI) means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead

poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette's syndrome (34 CFR §300.8 (c)(9)(i)). Adversely affects a child's educational performance. (34 CFR §300.8 (c)(9)(ii))

10. Specific Learning Disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disabilities, of emotional disturbance, or of environmental, cultural, or economic disadvantage. (34 CFR §300.8 (c)(10)(ii), 5 CCR §3030(10)(A))

11. Speech or Language Impairment (SLI) means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance. (34 CFR §300.8(c)(11)) There are four categories of SLI: Articulation disorder, Abnormal Voice, Fluency Disorders and Language Disorders.

12. Traumatic Brain Injury (TBI) means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. (34 CFR §300.8 (c)(12)) Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas.

13. Visual impairment (VI) Visual impairment including blindness means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. (34 CFR §300.8 (c)(13))

California School Data Dashboard

The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

Special Education Budget Categories

Full Time Equivalent (FTE)
This is the number of staff members requested and represents the true need and services of the students

Extended Calendar & Substitutes + Benefits
This line item includes coverage for staff openings to support case management and specialized academic instruction and compensatory education.

NPA/Consultants/Contractors
This includes services from Non Public Agencies, or other staffing agencies. These are specialized staff who provide services to students and those who are hired to cover for staff vacancies.

Non Public Schools (NPS)
This includes services for students who are placed at Non Public Schools

Mental Health Services
This number only reflects grant revenue and is a small part of the Mental Health Services costs we provide.

Operations
Include the rents, leases, In addition, mileage, telephone, food, postage, supplies, substitutes and extra hours and non-cap equipment. Indirect costs = costs that cross over into other departments that support ours i.e. budget office

Extended School Year (ESY)
Students who are eligible to receive ESY are identified through the IEP process. The IEP team may determine eligibility for ESY through a study of possible regression over and above what might be expected over time.

Special Education Funding Sources

Assembly Bill (AB) 602

The Special Education Program, also known as AB 602, provides funding to special education local plan areas (SELPA) based on the SELPA members' funded average daily attendance (ADA) and other data elements.

Federal IDEA Part B

Assistance for Education of all Children with Disabilities
The grant programs authorized under Part B of the IDEA provide federal funding to states and local education agencies (LEAs) for the provision of special education and related services to children with disabilities. IDEA requires, as a condition for the receipt of such funds, the provision of a free appropriate public education (FAPE). It also outlines and requires the use of procedural safeguards pertaining to the identification, evaluation, and placement of students in special education services that are intended to protect the rights of parents and children with disabilities.

Federal IDEA Part C

Infants and Toddlers with Disabilities

Part C of the IDEA authorizes a grant program to aid each state in implementing a system of early intervention services for infants and toddlers with disabilities and their families. Annual funding to each state for Part C programs is based upon the state's proportion of the number of children, birth through two years old, in the general population. It also requires each state to implement a public awareness program and "child find" activities to identify infants and toddlers who may be eligible for early intervention services.

State Infant/Toddler

State funding for special education local plan areas (SELPAs) that operate Early Education Programs for individuals with exceptional needs who are younger than three years of age.

State Mental Health

Funds are apportioned to local educational agencies based on average daily attendance. The purpose of these funds is to provide mental-health services for students with or without an individualized education program, including out-of-home residential services for emotionally disabled pupils, pursuant to the federal Individuals with Disabilities Education Act and as described in the California Education Code sections 56836 and 56836.07(e).