Special Education Local Plan Area (SELPA) Local Plan

SELPA San Mateo County SELPA **Fiscal Year** 2026-27

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

CDE Form Version June 2022

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B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

1 Describe the geographic service area covered by the local plan. [*EC 56195 1(d); EC 56195.1(a)(1); EC 56211; EC 56212*]

The San Mateo County Special Education Local Plan Area (SELPA) is a multi-district SELPA comprised of 31 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.

2. Describe the SELPA regional governance and administrative structure of the local plan Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable [EC 56195 1(b)(1)-(3)(c), EC 56205(a)(12)]

The 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 or workgroups as the need arises The SELPA Director is responsible for coordination of the SELPA and implementation of the Local Plan 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.

3 Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan. [EC 56195 7(i)(j)(1)(2)]

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.

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·

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.

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 workgroup 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.

4 Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan. [EC 56195.1(c); EC 56205(a)(12)(D)(i), EC 56195 5]

The San Mateo County Office of Education (SMCOE) is a member LEA of the SELPA and also acts as the Responsible Local Agency (RLA) for the purpose of executing the components of the Local Plan. 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.

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

○Yes ○No

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

N/A

6 Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d), EC 56195 9(a)]

The 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.)

CAC members shall be appointed by, and responsible to, the governing board of each participating LEA in the Local Plan.

The responsibilities of the CAC are as set forth in Education Code § 56194.
1. Advise the SELPA Director regarding the development, amendment, and review of the Local Plan.
2. Recommend annual priorities to be addressed by the Local Plan.
3. Assist in parent education and in recruiting parents and other volunteers who may contribute the the implementation of the Local Plan
4. Support activities on behalf of individuals with exceptional needs
5. Assist in parent awareness of the importance of regular school attendance.

The SELPA CAC participates in the review and development of the Local Plan by participating in the review of the Local Plan and providing input.

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

The SELPA engages in plan development with representatives of special education

and regular education teachers, administrators, CAC members, and community agencies by inviting participation in a workgroup to review the Local Plan and provide input The group meets on a regular basis during the Local Plan Governance review year, engaging in dialogue about the components and implementation of the plan. Additionally, the Local Plan draft is submitted to the Administrators' Council for review and input. The Council is encouraged to provide a copy of the Local Plan to their communities for review and input. Finally, the general public is invited to provide input through public comment prior to the SELPA Governing Board review and approval of the Local Plan

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

The SELPA Governing Board has designated the SMCOE as the RLA/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

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195 7. EC 56195 1(b)(c)]

The SELPA facilitates 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:
1. California Children's Services
2. Head Start/Izzi Early Learning
3. Early Start, Golden Gate Regional Center

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These agreements are reviewed annually and submitted to the SELPA Governing Board for approval.

10. For multi-LEA local plans, specify:

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

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.

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

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.

c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan. [EC 56205(a)(12)(D)(i)]

1. Carry out the duties and responsibilities assigned to each LEA.
2. Annually review and approve special education programs and services of the LEA.
3. Operate local programs consistent with state and federal law, regulations, and policies and procedures approved by the SELPA

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4 Participate in the development and adoption of policies related to the governance and operation of the SELPA.
5. 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.
6 Participate in the nomination, selection, and appointment of representatives to the CAC.
7. Provide suitable housing for special educational programs operated by the San Mateo County Office of Special Education Program pursuant to the SELPA Housing Policy.
8. 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.
9. Approve the Local Plan developed for the San Mateo County SELPA prior to review by the State Department of Education.
10. Ensure LEA compliance with all elements of the Local Plan
11. Oversight of Nonpublic School placements, including annual evaluation of the placement as part of the annual IEP review.

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

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

The 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 The SELPA Director completes or participates in the evaluations of staff employed for the SELPA per employment and evaluation procedures of the SMCOE These procedures are held locally at SMCOE.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA. [EC 56205(a)12(D) (ii)(II), EC 56195 7(I)]

The 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

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

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

SMCOE operates specialized programs on behalf of SELPA's member LEAs Special education programs operated by the SMCOE include infant and toddler services under Early Start, Early Childhood Education programs, K - 12 programs and post-secondary programming through age 22 These services and programs are operated under SMCOE based on agreements and Memorandums of Understanding between SMCOE, member LEAs, and other agencies.

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

Each LEA is responsible for monitoring and auditing their local use of federal, state, and local funds allocated for special education programs. The SELPA completes annual monitoring of the appropriate use of federal, state, and local funds allocated for special education programs via required end of year reporting to CDE and annual AU audit participation.

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

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.

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Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code* (*USC*) and in accordance with Title 34 *Code of Federal Regulations* (*CFR*) Section 300 201 and has in effect policies, procedures, and programs For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable), the document title; and the physical location where the policy can be found

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

Policy/Procedure Number.	
Document Title·	San Mateo County SELPA Local Plan - Assurance Statements
Document Location·	https //selpa.smcoe org/about/administrators-council

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

◉ Yes ○ No

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

Policy/Procedure Number·	
Document Title·	San Mateo County SELPA Local Plan - Assurance Statements
Document Location·	https //selpa smcoe org/about/administrators-council

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

◉ Yes ○ No

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3. Child Find: 20 *USC* Section 1412(a)(3); *EC* 56205(a)(3)

Policy/Procedure Number:	
Document Title	San Mateo County SELPA Local Plan - Assurance Statements
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"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services " The policy is adopted by the SELPA as stated·

◉ Yes ○ No

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

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

◉ Yes ○ No

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

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

(•) Yes ( ) No

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

Policy/Procedure Number:

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Document Location: https //selpa smcoe org/about/administrators-council

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

(•) Yes ( ) No

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7. Evaluation: 20 *USC* Section 1412(a)(7); *EC* 56205(a)(7)

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"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

(•) Yes ( ) No

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8. Confidentiality: 20 *USC* Section 1412(a)(8); *EC* 56205(a)(8)

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

(•) Yes ( ) No

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9. Part C to Part B Transition: 20 *USC* Section 1412(a)(9); *EC* 56205(a)(9)

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

(•) Yes ( ) No

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

Policy/Procedure Number	
Document Title.	San Mateo County SELPA Local Plan - Assurance Statements
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"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in

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private school by their parents." The policy is adopted by the SELPA as stated:

(•) Yes ( ) No

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

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

(•) Yes ( ) No

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

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

(•) Yes ( ) No

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13. Governance: 20 *USC* Section 1412(a)(13); *EC* 56205(a)(12)

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

◉ Yes ○ No

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

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

◉ Yes ○ No

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

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

◉ Yes ○ No

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

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

(•) Yes ( ) No

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

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

(•) Yes ( ) No

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

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

(•) Yes ( ) No

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

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Policy/Procedure Title:	San Mateo County SELPA Local Plan - Assurance Statements
Document Location.	https·//selpa smcoe org/about/administrators-council

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

(●) Yes ( ) No

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

Policy/Procedure Number.	
Document Title·	San Mateo County SELPA Local Plan - Assurance Statements
Document Location:	https //selpa.smcoe.org/about/administrators-council

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

(●) Yes ( ) No

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

Policy/Procedure Number:	
Document Title.	San Mateo County SELPA Local Plan - Assurance Statements
Document Location·	https·//selpa.smcoe org/about/administrators-council

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

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(●) Yes ( ) No

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

Policy/Procedure Number.	
Document Title.	San Mateo County SELPA Local Plan - Assurance Statements
Document Location	https://selpa.smcoe.org/about/administrators-council

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

(●) Yes ( ) No

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

Policy/Procedure Number:	
Document Title	San Mateo County SELPA Local Plan - Assurance Statements
Document Location:	https://selpa.smcoe.org/about/administrators-council

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

(●) Yes ( ) No

Administration of Regionalized Operations and Services

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

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

Document Title.	Local Plan

SELPA: San Mateo County SELPA | Fiscal Year: 2026-27

Document Location: https://selpa.smcoe.org/about/administrators-council

Description:

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. Further, 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

2 Coordinated system of identification and assessment.

Document Title: Identification, Referral, and Assessment

Document Location: https://drive.google.com/file/d/1iHRu5NcGSE_1b02OeSMqKNsgu-Uz7LHp/view?usp=drive_link

Description:

All individuals with suspected disabilities from birth through age 21 will be identified and referred to the appropriate agency to be assessed. Each individual will receive a full and individual evaluation to identify the disability, determine eligibility and identify educational needs.

The assessment information will provide the basis for an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) to ensure the individual receives a free appropriate public education (FAPE).

3 Coordinated system of procedural safeguards.

Document Title: Procedural Safeguards

Document Location: https://selpa.smcoe.org/parents-and-community

Procedural Safeguards provides parents, legal guardians, and surrogate

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Description	parents of children with disabilities from 3 years of age through age 21 and students who have reached age 18, the age of majority, with an overview of educational rights or procedural safeguards

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

Document Title	Local Plan
Document Location:	https://selpa.smcoe.org/about/administrators-council
Description:	The SELPA assures that a coordinated system of staff development and parent education are provided in accordance with the local plan

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

Document Title	Local Plan
Document Location	https://selpa.smcoe.org/about/administrators-council

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

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Description	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 over-identification of students of color to special education.

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

Document Title: Local Plan

Document Location: https://selpa smcoe.org/about/administrators-council

Description:

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.

***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.

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

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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.

7. Coordinated system of data collection and management:

Document Title: Local Plan

Document Location: https://selpa.smcoe.org/about/administrators-council

Description:

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

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.

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

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improvement model of data collection

8 Coordination of interagency agreements.

Document Title:	Local Plan
Document Location.	https://selpa.smcoe.org/about/administrators-council
Description:	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 administrator has the primary responsibility to negotiate agreements with other public agencies All agreements negotiated with public agencies are approved by the LEA Specail Education Administrators Council and the SELPA Governing Board. LOCAL INTERAGENCY AGREEMENTS The San Mateo County SELPA has interagency agreements with the following agencies - California Children's Services - San Mateo County Early Start/Head Start (IZZI) - Golden Gate Regional Center

9. Coordination of services to medical facilities:

Document Title	Residency - Responsibility Chart
Document Location	https://drive.google com/file/d/1p9Pv-ydcWTItFMEEL4jQ2T8QcbWWK5TF/view?usp=drive_link
Description.	This chart outlines the policy and procedures related to provision of services to students in home/hospital settings

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

Document Title:	STUDENTS IN LICENSED CHILDREN'S INSTITUTIONS AND FOSTER FAMILY HOMES
Document Location	https://drive google.com/file/d/1IVU0zlk22qXvQgrPNTYa75PDeh2TLnBI/view?usp=sharing

Students eligible for special education and related services who are placed in a Licensed Children's Institution (LCI) or

in a Foster Family Home (FFH) by a non-educational public agency for residential purposes shall be provided the special education and related services that are specified in their IEPs. For purposes of this policy, LCIs include group homes, receiving homes and Foster Family Homes.

Education Code section 56156.4 authorizes local plan areas to develop local written agreements to identify the public education entities that will provide special education and related services to eligible children in LCIs and FFHs. In accordance therewith, the members of the San Mateo County SELPA agree that the San Mateo County Office of Education (SMCOE) shall be the responsible Local Education Agency (LEA) for students

1. With educational placements in SMCOE special day classes and/or NPS/NPA and
2. Whose parents reside outside of San Mateo County SELPA, and
3. Who are placed by a non-educational public agency in an LCI within the County of San Mateo.

For students who are placed in LCIs and whose parents reside within San Mateo County SELPA, the LEA of residence of the parent will be the responsible LEA. The district of residence may enter into an agreement with the SMCOE or the LEA where the LCI is located for the provision of special education services to such student pursuant to the SELPA Policy, *Student Movement Between Districts*.

In the event of a dispute regarding the residency of a parent or parents of a special education student who is placed in an LCI, an LEA may refer the matter for dispute resolution pursuant to the San Mateo County SELPA Local Plan for Special Education. In order to ensure the continuity of

Description:

special education services pending resolution of any dispute regarding fiscal responsibility for a special education student, the LEA with fiscal responsibility for the student's special education services prior to the dispute having arisen shall continue to pay for such services until the dispute resolution process has been completed. That local education agency will also retain responsibility for procedural compliance with federal and state special education laws and regulations (such as by, for example, noticing and presiding at required IEP team meetings). An LEA required to continue paying for special education services pending dispute resolution may recover such expenses from the responsible LEA if it is determined, in the course of the dispute resolution process, that that the LEA was not responsible for such expenses.

For students whose parents reside outside the SELPA with IEP placement/services other than SMCOE special day class or NPS/NPA then the district where the LCI is located shall be the responsible LEA.

If a student is placed in an LCI/NPS by an educational public agency, then the LEA that made the placement in the LCI/NPS, not the SMCOE, will be the responsible LEA for providing special education and related services to that student.

If a student who is placed in a LCI by a non-educational public agency is subsequently placed by the special education hearing office in a non-certified private school then the SMCOE shall be the responsible LEA.

When a student who has been identified eligible for special education services is initially placed in a LCI, the contact shall first be made to the LEA administrator where the LCI is located. Upon review of the IEP the LEA Administrator shall determine whether an administrative placement is

likely in an SMCOE/SDC or NPS/NPA. In such a case the LEA Administrator shall contact the COE Program Specialist who shall work collaboratively with the LEA Administrator to affect implementation of the student's IEP. If upon review of the IEP, the LEA Administrator determines placement other than SMCOE/SDC or NPS/NPA is appropriate; the LEA shall implement the IEP as the responsible LEA. A flowchart illustrating the assessment process pursuant to this policy is attached as Exhibit A.

For students who are deemed to be the educational responsibility of the SMCOE under this policy, funding for the cost of providing special education and related services for all students SELPA-wide will be projected at the beginning of each school year and such costs will be allocated to the SMCOE from the SELPA funding allocation that is received from state and federal sources for that school year. Any additional funding that is received for these students from state or federal sources or from SELPA pools such as the NPS/NPA **or extraordinary cost** pool will also be allocated to the SMCOE to offset the cost of special education and related services under this policy. Such additional funding would include LCI impaction grant funds that would be applied for individually by each LEA where the LCI is located.

At the close of the fiscal year, appropriate adjustments will be made as needed to fully fund the costs of services under this policy or to return excess funds to each member LEA on an Average Daily Attendance basis. If funding for LCIs, including LCI/NPSs, is changed to a bed count allocation, all such funding will be allocated to the SMCOE to offset the cost of special education and related services provided under this policy, with appropriate adjustments to be made at the close of the fiscal year to fully fund the cost of such services or to return excess funds to member LEAs on an

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	Average Daily Attendance basis. If a student is unilaterally placed in an LCI by his or her parents, this placement will be treated as a private school placement pursuant to the SELPA Policy Students Enrolled in Private Schools by their parents.

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

Document Title.	Local Plan
Document Location:	https://selpa smcoe org/about/administrators-council
Description	CDE requires each SELPA the collection of specified data in such a manner as to be communicative with the data system of the State. 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. 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

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12 Fiscal and logistical support of the CAC

Document Title.	CAC Bylaws
Document Location	https //selpa smcoe org/parents-and-community/community-advisory-committee
Description	The fiscal and logistical support of the CAC are provided through the SELPA staff members

13 Coordination of transportation services for individuals with exceptional needs

Document Title	Special Education Transportation Guidelines
Document Location	https://drive google com/file/ d/1yzo3m03fhDm7AhoCyzQD_FMSqQBhArNi/view?usp=drive_link
Description	Each LEA providing special education is required to adopt policies for the programs and services it operates, consistent with agreements with other districts or county offices and/or agreements stated as part of the local plan for special education (EC 56195.8). These policies describe how special education transportation is coordinated with regular home-to-school transportation and set forth criteria for meeting the transportation needs of pupils receiving special education (EC 56195.8(b)(5)). It is recommended these policies focus upon pupil needs as the primary consideration for determining transportation services and that these policies also address the needs of pupils who may be eligible for transportation services as required by the Rehabilitation Act of 1973, Section 504. Districts/SELPAs/COEs responsible for implementation of IEPs should be knowledgeable of transportation policies and/or procedures that address the responsibilities of the IEP team in regard to transportation and the delivery of services to eligible students in their least restrictive environment. This includes consideration of services that are provided in the setting appropriate to the needs of the student at the pupil's neighborhood school, or within the district or SELPA; regional and/or magnet programs and services may also be appropriate to the needs of the pupil. Consideration should be taken regarding the effect that the location of a placement will have on the length of time that a student has to or from school each day. Placements should not be made solely on a "space available" basis. If a student is receiving services outside of his/her residence area, the placement should be reviewed at least annually in order to determine if a placement closer to the student's residence would be appropriate.

14 Coordination of career and vocational education and transition services.

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Document Title:	Procedural Handbook
Document Location:	https://drive google.com/file/ d/17EZKmi3atw5YGB_j8ab1QEXUYL3e3Cf0/view?usp=sharing
Description:	Transition services (designed with a results oriented process focused on improving academic functional achievement of the student) must be addressed in the IEP of the student not later than in the year in which he/she turns 16 years of age. The goal is planned movement from secondary education to adult life that provides opportunities which maximize economic and social independence in the least restrictive environment for individuals with exceptional needs. Planning for transition from school to postsecondary environments should begin in the school system well before the student leaves the system. (30 EC 56460) Transition is all about planning for a student's future and how academic courses, functional curriculum and vocational activities help move a student towards the future goal. Discussion about transition or future planning should be addressed at the beginning of the IEP team meeting so that the IEP team is focused throughout the meeting on helping the student work towards his or her future goals. The goal of transition is to provide the student with all the skills, knowledge and support necessary to make their post school goals a reality.

15. Assurance of full educational opportunity.

Document Title:	Local Plan
Document Location:	https://selpa.smcoe org/about/administrators-council
	One of the primary goals of the IDEA is to ensure that

Description:

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.

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.

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.

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16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836 01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds, and the reporting and accounting of special education funding.

Document Title	Budget Allocation Plan
Document Location:	https //selpa.smcoe org/about/administrators-council
Description.	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 member 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 are allocated pursuant to Education Code and as outlined in the Budget Allocation plan. Each LEA assures that funds are expended for students eligible for special education under Low Incidence disability categories. The SELPA Governing Board shall hold a public hearing on an annual basis to present the annual budget plan to the public for input. LEAs will conform to the annual reporting procedures for state and federal funds. Pursuant to AB1200 the County Superintendent of Schools is responsible for ensuring the fiscal solvency of member LEAs.

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

Document Title:	Local Plan
Document Location.	https://selpa.smcoe org/about/administrators-council
	1. Observe, consult with, and assist education specialists, and related service providers. 2. Plan programs, coordinate curricular resources, and

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Description	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.

Special Education Local Plan Area Services

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

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Document Title:	Early Childhood Education
Document Location	https //drive google com/file/ d/11bmpzy5ldmosexb0GBg5YwntgnwRELnY/view?usp=sharing
Description:	Children with disabilities from ages birth - 3 are served through IDEA Part C services. The San Mateo County SELPA has an agreement updated annually with the Golden Gate Regional Center to provide Early Start services to children with disabilities. The interagency agreement also outlines practices for the transition of children with disabilities from ages 3 - 5 to IDEA Part B services. Children with solely low incidence disabilities are served by the SMCOE. LEAs serving children with disabilities ages 3 - 5 provide specially designed instruction according to the student's IEP and through appropriate ratios, access to peers, and environments for preschool age students.

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

Document Title:	SELPA CAC Bylaws
Document Location	https://selpa.smcoe org/parents-and-community/community-advisory-committee
Description	The San Mateo County SELPA CAC serves the SELPA and the Superintendent of the RLA in an advisory capacity, in accordance with Education Code 56190-56194 and procedures specified in the San Mateo County SELPA CAC bylaws.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service

provision, and the other governance activities specified within the local plan

Document Title:	Dispute Resolution Process
Document Location:	https://drive google com/file/d/1TTDfehs2d70JmDXNu5O6DVw-qtaVRG9R/view?usp=sharing
Description:	In the event of a disagreement among local education agencies, local education agencies and the Responsible Local Agency (RLA), local education agencies 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 a district 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.

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

Document Title:	Local Plan
Document Location.	https://selpa smcoe.org/about/administrators-council
	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.

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Description:	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.

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

Document Title:	Non-public Schools/Agency Placement Process
Document Location:	https://drive google.com/file/ d/15evQlrTFjUUmnlHYGVFA6Uz8JiWTQGne/view?usp=drive_link
Description	The NPS/A Placement Process and policy outlines the responsibilities of the LEA and the SELPA in monitoring and evaluating placements and ensuring that all requirements of each student's IEP are met.

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

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

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

Document Title:	Services to Adult Students in County Jail Facilities
Document Location:	https //drive google.com/file/d/10ZrBeNLUc73c8zni_IKbmqRhz88QizBN/ view?usp=sharing

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Description:	The policy outlines responsibilities and obligations to provide FAPE to a student aged 18 to 21 who has been incarcerated in a county jail and remains eligible for special education services