

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

SELPA Sonoma County Charter SELPA

Fiscal Year 2026-27

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 Sonoma County Charter SELPA is composed of local educational agency charters (LEAs) located primarily outside the geographic boundaries of Sonoma County. The Sonoma County Charter SELPA has designated the Sonoma County Office of Education as the Responsible Local Agency (RLA) and the Sonoma County Superintendent of Schools as the Superintendent of the RLA. Membership includes the following Charters;

1. B. Roberto Cruz Leadership Academy
2. Bay View Academy
3. Big Sur Charter
4. California Pacific Charter - Los Angeles
5. California Pacific Charter - San Diego
6. California Pacific Charter - Sonoma
7. Charter School of Morgan Hill
8. Excel Academy Charter (East)
9. Excel Academy Charter
10. Griffin Academy High
11. Hayward Twin Oaks Montessori
12. International School of Monterey
13. Latino College Preparatory Academy
14. Learning for Life Charter
15. Luis Valdez Leadership Academy
16. Mare Island Technology Academy

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17. MIT Academy
18. MIT Griffin Academy Middle
19. Monterey Bay Charter
20. Motivated Youth Academy
21. Oakland Unity High
22. Oakland Unity Middle
23. Oasis Charter Public
24. Pathways Academy Charter - Adult Education
25. Sage Oak Charter
26. Sage Oak Charter School - Keppel
27. Sage Oak Charter School - South
28. Sky Mountain Charter
29. South Sutter Charter
30. The Academy of Alameda

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 local education agencies of the Sonoma County Charter SELPA join together pursuant to Section 56195 of the California Education Code to adopt a plan in accordance with California Education Code 56200 to assure access to special education and services for all eligible individuals with disabilities served by these agencies, hereafter known as the Sonoma County Charter Special Education Local Plan Area (Sonoma County Charter SELPA).

In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

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)]

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students. In addition, each agency shall cooperate to the

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maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout the Charter SELPA. The governing body of the Charter SELPA is the CEO Council. Members of the CEO Council are responsible to the governing boards of the local education agencies in the Charter SELPA. The CEO Council consists of the Chief Executive Officers of each member LEA, and the Superintendent of Schools of The Sonoma County Office of Education. Organizations that operate more than one charter school may have a single representative for all schools operated. Such representatives shall have a number of votes equal to the number of schools represented.

The CEO Council shall meet regularly to direct and guide the implementation of the local plan. The CEO Council shall convene a minimum of two (2) in-person meetings annually in compliance with the Ralph M. Brown Act requirements. These meetings shall serve as the official governance meetings of the Charter SELPA, during which the Council shall receive, review, and take action on items necessary for the administration and oversight of the Charter SELPA, including but not limited to reports and recommendations from the Community Advisory Committee and the Charter SELPA Administrator.

Each Member LEA shall ensure consistent representation at all required CEO Council meetings. Attendance by the designated CEO Council representative, or an authorized elected and approved proxy with decision-making authority, is expected at both annual in-person meetings to maintain active participation in Charter SELPA governance and decision-making responsibilities.

In recognition of the geographic diversity of Member LEAs across the state, the Charter SELPA shall also offer a minimum of three (3) additional virtual, non-Ralph M. Brown Act learning sessions annually. These sessions shall be program-focused and designed to provide technical assistance, professional learning, and opportunities for collaboration among Member LEAs. While these sessions are not governance meetings and no formal action shall be taken, Member LEAs are strongly encouraged to participate to support continuous improvement and alignment of the Charter SELPA programs and services.

The Council will elect a Chair and Vice Chair to serve a term of two years, with no limits to reappointment. In the absence of the Chair, the Vice Chair will preside over the meetings. Terms of membership shall begin July 1 and conclude June 30th of the final year of the term unless otherwise specified by the Council.

In the event that a designated CEO Council representative is unable to attend a required in-person meeting held in compliance with the Ralph M. Brown Act, the Member LEA may be represented by an approved proxy, in accordance with the following provisions:

Qualifications of a Proxy

1. A management employee of the Member LEA; or

2. A current, sitting member of the CEO Council.

If a current CEO Council member is selected and approved to serve as a proxy for another Member LEA, that individual shall retain their original voting rights and shall also be authorized to cast a vote on behalf of the Member LEA they are representing as proxy.

Selection and Term of Proxy

Proxies shall be annually appointed and subject to approval by the CEO Council. Each Member LEA seeking to designate a proxy shall submit a nomination identifying an individual who meets the established qualification criteria. The nomination shall be presented to the CEO Council for approval annually. Upon approval, the proxy shall be authorized to serve for a one-year term beginning July 1 and ending June 30.

Use of Proxy Representation

An approved proxy may attend and fully participate in one (1) of the two (2) required in-person CEO Council meetings per year on behalf of the designated Council representative. The proxy shall be authorized to engage in discussion and exercise voting rights for that meeting, provided all approval requirements have been met.

Each Member LEA is expected to prioritize attendance by its designated CEO Council representative at all required meetings. Proxy representation is intended to provide limited flexibility in extenuating circumstances and shall not replace consistent participation by the appointed Council member.

The CEO Council is responsible for:

A. Reviewing and approving changes and amendments to the Local Plan, Annual Assurances Support Plan, Annual Service Plan, and Annual Budget Plan.

B. Receiving and reviewing input from the Community Advisory Committee (CAC).

C. Approval of policy for special education programs and services which relate to the Charter SELPA.

D. Organizing subcommittees as necessary to meet special needs of the Charter SELPA;

E. Reviewing and approving SELPA budgets, including staffing recommendations from the SELPA Administrator and the provision of Professional Development.

F. Approval of admission of new LEAs and determining total number of LEAs within the Charter SELPA

G. Hiring, supervision, and evaluation of SELPA Administrator.

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

1. Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
2. Receipt and distribution of special education funds to accounts exclusively designated for Charter SELPA use.
3. The employment of staff to support Charter SELPA functions.
4. The provision of support services to the Charter SELPA office and staff in the following areas:
 - Information Technology including internet access and support
 - Human Resources, Fiscal Support, and other services as part of the Charter SELPA's Indirect Cost contribution to the Sonoma County Office of Education.
 - The Sonoma County Charter SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the Charter SELPA is in compliance with all applicable laws and regulations.

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

☒ Yes ☐ No

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

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

Membership in the Community Advisory Committee is by appointment and action of the

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participating LEA governing board. Each of the Sonoma County Charter SELPA members has a board approved policy which outlines the process for nomination, selection and board approval of CAC members and alternates. A continuous effort is maintained to inform and interest parents in participating on the committee. Each CAC member will receive information that outlines the duties and responsibilities of the organization.

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)]

For Local Plan development, general education administrators will be nominated by the CEO Council. Those general education administrators will choose the general education teachers for the Local Plan committee. Special education administrators will be selected by the CEO Council in consultation with their special education administrators. Special education teachers will be nominated by the selected special education administrators. Parents who are members of the CAC will be consulted through CAC meetings. The Sonoma County Charter SELPA's process for consulting with special education teachers and administrators will be through the CEO Council. This committee is made up of general education CEOs and special education administrators who represent in turn their special education staff. Through quarterly meetings during the school year, information will be passed from the general and special education teachers to the Charter SELPA. Parents who are members of the CAC will be consulted with through CAC meetings.

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

- 1.Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
- 2.Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
3. The employment of staff to support SELPA functions.
4. Provision of administrative support services to the SELPA staff and office. The Sonoma County Charter SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the Charter SELPA is in compliance with all applicable laws and regulations.

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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 Charter SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. The Charter SELPA Program Administrator shall develop, agree to and maintain Interagency agreements and/or memorandums of understanding necessary to support the implementation of the local plan, and as required by legal mandates. Other interagency agreements and/or memorandums of understanding will be developed as needed in support of the local plan.

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)]

Local education agency boards shall:

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

- 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 CEOs of each participating local education agency shall be responsible for special education programs operated by the agency and for implementing all requirements of the Local Plan. In addition, each CEO shall:

- Assure that the provisions of the local plan are implemented in the LEA in compliance with State Education Code and Federal IDEA.
- Calendar items requiring local board approval.
- Direct the activities of administrators of special education in coordinating the administration of the local plan.
- Assure that required data is submitted to the Charter SELPA and/or administrative agency in a

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timely fashion.

- Assure that appropriate facilities and support services such as transportation are available to meet the needs of students with disabilities.
- Other duties as required by federal and state law.

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)]

In adopting the Local Plan, each participating local education agency and SCOE agree to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students.

In addition, each LEA within the Charter SELPA shall cooperate to the maximum extent possible with other LEAs to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout the Charter SELPA.

Local education agency administrators of special education are responsible for the coordination of special education services and programs within their agencies and for the implementation of the Local Plan. The administrators participate on the CEO Council which has the authority to implement policies and procedures. Member LEAs may collaborate to provide services to students with disabilities.

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

Charter SELPA Administrator

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

positions on the issues, it is the Charter SELPA Administrator's responsibility to mediate a reasonable resolution of the issue(s).

The CEO Council shall be responsible for the selection, direction, discipline and evaluation of the Charter SELPA Administrator. The CEO Council shall be assisted in the hiring and selection process by the Administrative Unit. The Charter SELPA Administrator is subject to the Administrative Unit's policies and procedures for day to day operations, and receives direction from and is responsible to the CEO Council. Charter SELPA staff shall be employed by the Administrative Unit and supervised by the Charter SELPA Administrator according to the Administrative Unit's policy and practices.

Charter SELPA Program Specialists

The program specialists are employed by the Administrative Unit for employment purposes, and serve the Charter SELPA under the direction of the Charter SELPA Administrator. The CEO Council designates the number and type of specialists upon recommendation of the Charter SELPA Administrator after review of Charter SELPA budgets. The governing boards of the local education agencies identify the importance of employment of program specialists to provide unique and necessary services to the agencies and to pupils in the Charter SELPA. Program specialists shall provide the following services:

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

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

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

Specific duties of the RLA/AU:

- The AU shall be responsible for receipt of and distribution of any funds for the operation of special education programs in accordance with the provisions of the Education Code Section 56836.

Specific duties of the Charter SELPA Program Administrator:

- Coordinate implementation of all components of the local plan
- Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
- Monitor and ensure appropriate use of federal, state, and local funds allocated for special education operations.
- Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.
- Provide technical assistance to LEAs with non-public schools and agencies, including distribution of a Master Contract template and rate negotiations.

Specific duties of the individual LEAs:

- Coordinating and conducting child find activities
- Making available a free appropriate public education to all students residing in the LEA
- Developing and providing programs and services for all eligible students enrolled in the charter LEA and for students attending regional programs.
- Identifying and serving students in medical facilities, foster care, or Licensed Children's Intuition (LCI) pursuant to federal and state law.

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- Ensuring participation in state and LEA-wide assessments.
- Operating all special education programs and services in accordance with federal and state laws and regulations and in alignment with SELPA policies and procedures.

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

Specific duties of the RLA/AU:

The AU, as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to member LEAs within the Charter SELPA through a sub-grantee process and shall annually conduct and report to the CDE the required MOE information. The AU will provide consultation and support to the SELPA related to the monitoring of the appropriate use of federal, state and local funds used for special education programs.

Specific duties of the Charter SELPA Program Administrator:

The Charter SELPA Program Administrator or designee shall be responsible to monitor the appropriate use of all funds allocated for special education programs and services. Final determination, monitoring and action regarding the appropriate use of special education funds shall be made through the required annual MOE reports and Annual Budget Plan submitted to the CDE.

Specific duties of the individual LEAs:

The individual LEAs, along with support from the Charter SELPA Program Administrator, shall ensure that the funds received from parts B and C of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local, and other Federal funds and not to supplant those funds; and 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 students with disabilities except as provided in Federal law and regulations.

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 Charter SELPA and individual LEAs will ensure that specialized equipment is accessible to students and in alignment with federal and state law (e.g., AB 650).

Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined provides the program/services where the student with a free and appropriate public education is served in the least restrictive environment.

Low Incidence funds may be used for all pupils with low incidence disabilities as defined in law (hearing impairments, visual impairments, severe orthopedic impairments or any combination thereof) where an IEP team has determined the pupil meets eligibility requirements for a low incidence disability and the specialized equipment and/or services are recommended in the

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student's IEP.

The LEA is responsible for providing a student with disabilities who requires the use of an assistive technology device, as noted in their IEP, with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable device can be made.

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.

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

Policy/Procedure Number:

Document Title:

Document Location:

"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

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

Policy/Procedure Number:

Document Title:

Document Location:

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"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

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

Policy/Procedure Number:

Document Title:

Document Location:

"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

**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:

Document Location:

"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

SELPA Fiscal Year **5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)**Policy/Procedure Number: Document Title: Document Location:

"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**6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)**Policy/Procedure Number: Document Title: Document Location:

"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**7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)**Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at

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least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"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)

Policy/Procedure Number:

Document Title:

Document Location:

"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)

Policy/Procedure Number:

Document Title:

Document Location:

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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)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"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

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

Policy/Procedure Number:

Document Title:

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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

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"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:

Document Location:

"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:

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"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:

Document Location:

"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

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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:

Document Location:

Description:

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

Description:

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

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Document Title: Local Plan Section B.11

Document Location: www.sonomaselpa.org

Description:

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 Section B.11

Document Location: www.sonomaselpa.org

Description:

7. Coordinated system of data collection and management:

Document Title: Local Plan Section B.11

Document Location: www.sonomaselpa.org

Description:

8. Coordination of interagency agreements:

Document Title: Local Plan Section B.9

Document Location: www.sonomaselpa.org

Description:

9. Coordination of services to medical facilities:

Document Title: Local Plan Section B.9

Document Location: www.sonomaselpa.org

Description: To be coordinated with the Geographic SELPA

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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Description:

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

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:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

Special Education Local Plan Area Services

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

Document Title:

Document Location:

Description:

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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:

Document Location:

Description:

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:

Document Location:

Description:

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:

Document Location:

Description:

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:

Document Location:

Description:

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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:

Document Location:

Description: