

**LOCAL PLAN**  
**Section B: Governance and Administration**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

January 2020

SELPA

Fiscal Year

## B. Governance and Administration

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

### Participating Local Educational Agencies

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

### Special Education Local Plan Area—Local Plan Requirements

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

The Sutter County SELPA is a multi-district SELPA in the Northern California County of Sutter. The local educational agencies (LEAs) participating in the Sutter SELPA are all located in Sutter County. The Sutter County SELPA Member LEAs include the Sutter County Superintendent of Schools and the following school districts:

- Brittan Elementary School District
- Browns Elementary School District
- East Nicolaus Joint Union High School District
- Franklin Elementary School District
- Live Oak Unified School District
- Marcum-Illinois Union School District
- Meridian Elementary School District
- Nuestro Elementary School District
- Pleasant Grove Joint Unified School District
- Sutter Union High School District
- Winship-Robbins Elementary School District
- Yuba City Unified School District

The SELPA also includes the following charter school operating as an independent LEA:

- Twin Rivers Charter School

Sutter SELPA also serves children age 0-3 in both Sutter and Yuba Counties who qualify for Individual Family Service Plans (IFSPs).

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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:

**GOVERNANCE**

Sutter County is a multi-district SELPA comprised of fourteen LEAs; thirteen (13) local school districts, one independent charter school and the Sutter County Superintendent of Schools (SCSOS). The LEAs are joined together to provide the coordinated delivery of programs and services to students/children with special needs. SCSOS is the designated Responsible Local Agency (RLA) or Administrative Unit (AU) for the Sutter SELPA. SCSOS is considered an LEA for all purposes of this agreement except where referred to as the AU. In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan and to ensure equal access to programs and services to eligible persons requiring special education in the service area.

**Superintendent's Coordinating Council**

The governance structure of Sutter SELPA is established by agreement among the governing boards of the member LEAs and consists of the Superintendent's Coordinating Council (SCC), the executive decision-making body. The SCC has established three standing committees: The Operations Council, The Fiscal Advisory Committee and the Community Advisory Committee (CAC), each of which serve as advisory bodies to the SCC. The Assistant Superintendent SELPA is responsible for the coordination of the SELPA and the implementation of the Local Plan. The SCC, Operations Council, Fiscal Advisory Committee, and CAC operate under the requirements of the Ralph M. Brown Act (Brown Act), providing a method by which members of the public may address questions or concerns to the governing body.

The SCC is composed of a superintendent or equivalent from each LEA within Sutter County. Representatives of a majority of member LEAs must be present in order to form a quorum and take action on any item. For instance, to form a quorum requires attendance by fifty percent (50%) plus one of the memberships. Approval of any action requires a majority vote of the total SCC membership (for example, if SCC has 14 members, 8 votes are required to pass an action item).

Each delegate may designate up to three other members of the SCC to act as their proxy in their absence. The designation of authority to vote in proxy must be provided to the Assistant Superintendent SELPA in writing. Once designated, the member designated will continue to have authority to vote in proxy until such time as that authority is discontinued by written notice to the Assistant Superintendent SELPA. All notices of proxy authority (additions, deletions and changes) must be submitted to the Assistant Superintendent SELPA a minimum of one business day prior to any vote of the SCC. When a member votes in proxy for another member, the meeting minutes will reflect the vote and who voted in proxy.

The SCC shall hold at least four (4) public meetings annually according to the Brown Act requirements to receive and take action on information or business related to Special Education and the administration of the Sutter County SELPA.

The Assistant Superintendent SELPA shall be the non-voting chairperson of the SCC. The chairperson shall provide a secretary for meetings, as necessary.

**Operations Council**

There shall be an advisory committee called the Operations Council.

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The Operations Council is composed of special education program representatives from the following:

- One representative from each LEA providing direct special education services
  - SCSOS
  - Live Oak Unified School District
  - Sutter High School District
  - Twin Rivers Charter School
  - Yuba City Unified School District
- One Representative for West County Non-Provider Districts (*Brittan Elementary District, Franklin Elementary District, Meridian Elementary District, Nuestro Elementary District, and Winship Robbins Elementary District*)
- One Representative for South County Non-Provider Districts (*Browns Elementary, East Nicholas High School District, Pleasant Grove Joint Union School District, and Marcum-Illinois Union School District*)

The Operations Council shall meet monthly unless otherwise recommended by members of the Operations Council. The Assistant Superintendent SELPA serves as the chairperson of the Operations Council and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting and additional documentation as needed to provide for informed decision making.

The Operations Council recommends procedures regarding implementation, administration, and operation of special education programs and services in accordance with the Local Plan, and drafts recommendations to the Assistant Superintendent SELPA. Specific roles of the Operations Council include:

- Recommending programmatic decisions regarding the operation of special education in Sutter County.
- Recommending policies, procedures, and financial actions to the Assistant Superintendent SELPA for consideration by the Fiscal Advisory Committee and SCC.
- Providing leadership for development of statements of philosophy, policies, goals, priorities, and plans for comprehensive services and programs to individuals with disabilities within the SELPA, ensuring that each individual with special needs has access to appropriate programs and services, regardless of his or her LEA of residence.
- Recommending allocation of resources within the SELPA in accordance with the Local Plan.
- Recommending needed modification of the Local Plan, with input from the Sutter County CAC.
- Recommending operations manuals and procedural handbooks to be developed for use in the Sutter County SELPA to assist in the implementation of the Local Plan. These implementation tools are not to be considered a permanent portion of the Local Plan but may be included in the Local Plan as reference materials only.
- Making recommendations to the Assistant Superintendent SELPA regarding the development and/or implementation of SELPA policies, programs, and services.
- Making recommendations to the Assistant Superintendent SELPA regarding the Annual Service Plan and Annual Budget Plan for approval by the SCC.

**Fiscal Advisory Committee**

There shall be an advisory committee called the Fiscal Advisory Committee.

The Fiscal Advisory Committee is composed of two representatives (one fiscal and one special education program staff) from the following:

- Two representative from each LEA providing direct special education services
  - SCSOS
  - Live Oak Unified School District
  - Sutter High School District
  - Twin Rivers Charter School
  - Yuba City Unified School District
- Two representatives for West County Non-Provider Districts (*Brittan Elementary District, Franklin Elementary District, Meridian Elementary District, Nuestro Elementary District, and Winship Robbins Elementary District*)
- Two representatives for South County Non-Provider Districts (*Browns Elementary, East Nicholas High School District, Pleasant Grove Joint Union School District, and Marcum-Illinois Union School District*)

The Fiscal Advisory Committee works collaboratively with the Assistant Superintendent SELPA who chairs the meetings, develops the agenda, and generates minutes. Recommendations are communicated to the Operations Council and forwarded to the SCC for approval. The committee develops and reviews the funding allocation plan, which delineates the distribution of state and federal revenue to LEAs and the SELPA office.

The Fiscal Advisory Committee makes recommendations regarding fiscal topics for the Sutter County SELPA and member LEAs. Topics may include, but are not limited to:

- Information and recommendations for the development, modification, and implementation of the SELPA funding allocation plan.
- Distribution of state and federal Special Education revenue.
- Utilization and allocation of special education revenues.
- Distribution of funds to member LEAs and the SELPA.
- Determination of excess costs for centralized and regionalized programs and services.

**GOVERNANCE STRUCTURE CHANGE**

**Addition of New Members Including Charter Schools**

Public education LEAs that are contiguous to the participating member LEAs of the Sutter County SELPA may apply for membership in the Sutter County SELPA. Each member LEA is entitled to all rights and privileges and is subject

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to all obligations of membership as set forth in this Agreement.

Any LEA (including a charter school) meeting eligibility requirements may apply for membership. The application to join the Sutter County SELPA must be approved by the LEA's Governing Board. The Application for Membership for a charter school may be part of the charter school petition or a separate written document. The SCC will make the final determination whether a LEA has the capacity and the ability to meet all requirements for the provision of FAPE, in the Least Restrictive Environment (LRE), including the ability to provide a continuum of special education options, and the ability to support high cost placements and other potential costs involved in the provision of SE. Once the LEA application is approved according to the voting process of the SCC, the LEA will be responsible for and entitled to the following:

- Participation in the governance of the SELPA in the same manner as other LEAs.
- Participation in and receipt of regionalized services in the same manner as other LEAs.
- Receipt of state and federal funding for special education in the same manner as other LEAs.
- Responsibility for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, nonpublic school/agency placements (NPS/NPA), inter-intra SELPA placements, due process proceedings, complaints, facilities, and attorney fees.
- Documentation that all state and federal SE funds apportioned to the LEA are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of federal, state, and local funds apportioned to the LEA.

### **LEA Member Reorganization**

Should any member LEA reorganize in accordance with state statutes, the reorganized unit(s) shall be a member LEA(s) of Sutter County SELPA. Changes in the governance structure of the Sutter County SELPA, as specified in 56195.1, include the following:

- Dividing the SELPA into more than one operating entity.
- Changing the designation of and/or the responsibilities of the Responsible Local Agency (i.e. the SELPA AU).
- Designation of an alternative AU to perform some but not all functions of the current AU (ex. Receipt and distribution of funds, provision of administrative support, coordination of the implementation of the plan).
- Changing the responsibilities of participating agencies for the education of each individual with exceptional needs residing in the SELPA.
- Changing the service area of the Sutter County SELPA.

Reorganization is subject to specific provisions of Education Code Sections 55140, 56195, and 56205 et seq. Any member agency may elect to pursue an alternative option from those specified in Education Code 56195.1 by notifying the county superintendent of schools at least one year prior to the date the alternative plan would become effective (E.C. 56195.3(b)). Any alternative plan of an LEA is subject to the approval of the county superintendent of schools of the county(s) which would have school districts as participating agencies in the alternative plan (E.C. 56195.1). Approval of the proposed alternative plan by the county superintendent must be based on the capacity for the district(s) to ensure that special education programs and services are provided to all

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children with disabilities in accordance with the provisions of special education laws and regulations, and with the Local Plan. (E.C. 56140 (b)). If an alternative plan is disapproved by a county superintendent, the county office shall return the plan with comments and recommendations to the district(s). The district(s) participating in the alternative plan may appeal the decision to the Superintendent of Public Instruction. (E.C. 56140 (b) (2)). Any alternative plan to be submitted by a district(s) currently participating in the Sutter County Local Plan must meet the standards established by the State Board of Education and not adversely affect the size and scope status of the current Local Plan.

**Withdrawal from the SELPA**

Any member LEA, that wishes to withdraw from membership in Sutter County SELPA may submit such request to the SCC, through written notification to the Assistant Superintendent SELPA at least one year and one day prior to the effective date of the withdrawal, provided that at such time said member has either discharged, or has arranged for discharge, to the satisfaction of the remaining members, any pending obligations it has assumed hereunder. Once the request is received, the SCC will determine whether the withdrawal constitutes a program transfer and the effect on size and scope of the withdrawing LEA and remaining members. Any withdrawal is subject to the provisions of law regarding the size and scope requirements of a SELPA.

The addition of members to the Sutter County SELPA, or withdrawal of some, but not all, of the members, shall not be deemed dissolution of the Sutter County SELPA, or a termination of this agreement. Withdrawal from membership shall not entitle such withdrawing member LEA to any partition of the property then held by the Sutter County SELPA, or any return of contributions toward the acquisition of property. The SCC may, at its discretion, determine the reasonable value and reimburse the withdrawing member district for such member's proportionate interest in such property or equipment. In the event a member LEA withdraws from the Sutter County SELPA and desires to keep, maintain, and operate any equipment or structure owned by the Sutter County SELPA, the SCC, in its discretion, may determine the reasonable value of such equipment or structure and affix the amount of reimbursement to be paid by the withdrawing member LEA, subject to such offset or adjustment to be credited for the member's share of the original acquisition cost of such equipment or structure as the SCC shall determine to be fair and reasonable.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The SCC shall act to establish operational procedures and make decisions on any matters regarding administration and operation of special education programs in accordance with the intent of the Local Plan. The SCC will approve operational decisions for the SELPA such as, but not limited to the following:

- Modifications of this agreement on behalf of all districts in the SELPA
- Amendments to the permanent portion of the Local Plan on an "interim basis," not to exceed one year. Amendments approved in this manner shall become permanent upon subsequent approval by LEA governing boards during the annual service and budget plan process and upon subsequent approval of the State Board of Education
- SELPA policies and procedures on behalf of their respective LEA Governing Boards to ensure compliance by LEAs with the Local Plan and state and federal laws and regulations. Each member shall assume the



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responsibility for communication and presentation of the adopted policies and procedures to their respective governing boards

- Decisions regarding implementation, administration, and operation of special education programs and services in accordance with the Local Plan
- The SELPA Annual Service and Budget Plans.
- The SELPA Allocation Plan for the distribution of federal, state and local funds received for Special Education.
- Agreements including, but not limited to inter-SELPA agreements, intra-SELPA agreements, interagency agreements, facility agreements, and bill-back agreements.

The SCC shall also:

- Establish and promote the CAC. Each SCC member shall encourage parental involvement through participation and membership in the CAC, receive and consider requests and recommendations from their CAC representatives, and other parent groups.
- Address questions and concerns of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan. Questions and concerns may be addressed at any scheduled SCC public meeting during the time set aside for items of public interest. A request may also be made to place an item on the agenda under the SCC's policy or procedure regarding the agenda for a public meeting.

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:

The Sutter County Superintendent of Schools (SCSOS) is designated as the Administrative Unit (AU) for the Sutter SELPA. It shall be responsible for functions such as, but not limited to:

- Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- The employment of staff in accordance with direction from the Superintendents' Council for functions the SELPA is required to provide.

Within 45 days of submission, SCSOS shall approve or disapprove revisions to the Local Plan. If disapproved, the SCSOS shall return the plan with comments and recommendations to the SCC.

Upon approval, SCSOS shall post on the Internet Web site of the County Office: the Local Plan, Annual Budget Plan, Annual Service Plan, and Annual Assurances Support Plan and all approved updates or revisions to the plans.



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

It shall be the policy of this SELPA and of each member LEA that a request by a charter school to participate as an independent LEA in the Sutter County SELPA may not be treated differently from a similar request made by a school district. A charter school may be approved as an independent LEA for the purposes of participating the Local Plan only when the charter school meets the same criteria as any LEA wishing to join the Sutter County SELPA.

In reviewing and approving a request by a charter school to participate as an independent LEA in the Sutter SELPA, the following requirements shall apply:

- The Special Education Local Plan Area (SELPA) shall comply with Section 56140.
- The charter school shall participate in state and federal funding for special education and the allocation plan developed pursuant to subdivision (i) of Section 56195.7 or Section 56836.05 in the same manner as other LEAs of the Sutter SELPA.
- The charter school shall participate in governance of the SELPA in the same manner as other LEAs of Sutter SELPA

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

Each participating LEA authorizes the SELPA to establish a Community Advisory Committee (CAC). The Assistant Superintendent, SELPA serves as the Executive Secretary to the CAC and as liaison for the CAC to SCC. Each member of the SCC shall solicit a CAC volunteer member to be present at each meeting. The committee may include parents and/or legal guardians of the individuals with exceptional needs enrolled in public school in the SELPA, students and adults with disabilities, regular and special education teachers, other school personnel, representatives of other public and private agencies working on behalf of individuals with disabilities, and persons concerned with the needs of individuals with exceptional needs. Per Ed. Code 56190, a majority of the CAC shall be parents or guardians of students in the SELPA and a majority of those parents/guardians shall be parents of individuals with exceptional needs. The boards of each SELPA member LEA shall appoint CAC members. These individuals are voting members of the CAC and participate in all voting activities. Each appointed member serves a two year term, with one half of the membership appointed on alternating years.

The responsibility of the CAC shall include, but are not limited to:

- Advising in the development and review of the Local Plan. The CAC shall have a minimum of 30 days to review the Local Plan prior to submission to the California Department of Education.
- Advising in the development of the Annual Service and Budget Plans.

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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:

The Local Plan is developed and updated cooperatively by a committee of representatives of special education and general education teachers and administrators from multiple LEAs to include charter schools and SCSOS. Committee members shall be selected by the Superintendent or Designee of the LEA they represent. CAC shall also have a representative on the committee, who shall be appointed by the CAC. The plan shall also be submitted to Operations Council for input. The revised plan shall be submitted to CAC at one of their regularly scheduled meetings upon approval of the SCC.

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:

Participating LEAs, through the SCC, designate the Administrative Unit (AU) for the SELPA. The Sutter County Superintendent of Schools (SCSOS) is the AU, as designated by the participating LEAs. SCSOS also functions as a LEA and has the status equal to the other LEA program operations and governance.

SCSOS, as the designated AU shall be responsible for such functions as, but not limited to:

- The employment of staff to support SELPA functions
- Submitting all SELPA budgets for SCC approval
- Receiving and expending SELPA funds based on the needs of individuals with exceptional needs residing the Local Plan area, as recommended by the SCC.
- Establishing and maintaining the SELPA office.

The Assistant Superintendent, SELPA shall be employed by SCSOS to coordinate implementation of the Local Plan.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

The LEAs within Sutter County join together pursuant to California Ed Code Section 56195 and Section 56205 to assure access to special education services for all eligible individuals with disabilities residing in the geographic area served by these LEAs and those individuals enrolled in a Sutter SELPA member LEA through an approved inter-district transfer.

The Sutter County SELPA maintains contractual agreements with local entities to provide parent education and advocacy; a coordinated system of identification, referral and placement and other special education related activities. All contractual agreements, including memoranda of understanding, are available at the SELPA office and include, but are not limited to:

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- Family Resource Center
- Yuba County SELPA/YCOE
- Colusa County SELPA
- Alta Regional
- E-Center Head Start

For purposes of the Local Plan, the term District of Special Education Accountability (DSEA) shall be used to identify responsibilities that fall to the district responsible for the provision of special education. This term shall include any charter school that is approved for the purpose of providing special education and has been approved by the SCC as a member LEA. When a student is accepted on an inter-district transfer, the accepting district becomes the DSEA, with all applicable responsibilities, for the specific school year, unless the inter-district transfer is revoked or the parent/ guardian enrolls their child back in their district of residence. When a charter school accepts a student, that charter becomes the DSEA until such time as the student re-enrolls in their district of residence.

10. For multi-LEA local plans, specify:

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

LEA GOVERNING BOARDS

The Governing Boards of LEAs in Sutter County SELPA shall adopt policies and procedures for special education programs and services provided in the Sutter County SELPA.

Responsibilities of the LEA governing boards and SCSOS include, but are not limited to:

- Participating in the governance of the Sutter County SELPA by empowering their superintendent or designee to act as their agent in the approval and amendment of SELPA policies and procedures.
- Reviewing and approving revisions to the Sutter County SELPA Local Plan. By approving the Local Plan, the LEA Governing Boards and SCSOS enter into an agreement with other LEAs participating in the plan, for the provision of services and programs. The governing board and SCSOS exercise authority over the programs they directly maintain or contracts for, consistent with the Local Plan for the SELPA and individual LEA policies. It shall be fiscally accountable for special education programs operated or contracted for by its LEA.
- Appointing members to the Sutter County Community Advisory Committee (CAC).
- Reviewing formal complaints forwarded by the respective LEA superintendents as outlined in the LEA's Uniform or California Department of Education (CDE) Special Education Complaint Procedures.
- Addressing questions and concerns of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan. Questions and concerns may be addressed at any scheduled LEA Governing Board public meeting during the time set aside for items of public interest. A request may also be made to place an item on the agenda under any LEA Governing

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Board's policy or procedure regarding the agenda for a public meeting.

- Maintaining responsibility for all aspects related to due process, CDE complaints, and Office for Civil Rights (OCR) complaints.

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

**District of Special Education Accountability (DSEA)**

For purposes of the Local Plan, the term District of Special Education Accountability (DSEA) shall be used to identify responsibilities that fall to the district responsible for the provision of special education. This term shall include any charter school that is approved for the purpose of providing special education and has been approved by the SCC as a member LEA. When a student is accepted on an inter-district transfer, the accepting district becomes the DSEA, with all applicable responsibilities, for the specific school year, unless the inter-district transfer is revoked or the parent/ guardian enrolls their child back in their district of residence. When a charter school accepts a student, that charter becomes the DSEA until such time as the student re-enrolls in their district of residence.

Each District of Accountability (DSEA) superintendent or designee shall:

- Provide administrative leadership to local district special education programs in the following areas: program operations, curriculum, personnel, and budgeting.
- Supervise and be responsible for all special education personnel under its employment.
- Monitor ongoing services provided by regionalized and/or centralized providers assigned to their sites.
- Monitor the Individual Education (IEP) placement, program, services, offer of a free and appropriate education (FAPE) and educational benefit for each district/ charter student placed in a SCSOS Special Day Class (SDC), contractually placed by the DSEA in another district special education program, or in a Non Public School (NPS).
- Monitor the IEP services provided through another agency including but not limited to those offered through regionalized services (for example, Yuba City Unified School District (YCUSD) providers), centralized services (for example, SCSOS) or a Non Public Agency (NPA).
- Assure that all special education legal requirements falling to the DSEA are carried out as specified in applicable education code.
- Provide a DSEA representative to the IEP meeting who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, can interpret the instructional implication of evaluation and results, and is knowledgeable about general education curriculum, and has the authority to commit the resources of the district.

**District/LEA of Service**

Each District of Service (DOS) superintendent or designee identified to offer services on behalf of member DSEAs shall:

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- Provide special education programs and services on behalf of the placing DOA.
- Provide administrative leadership in the area of program operations, curriculum, personnel and budgeting.
- Supervise and be responsible for all special education personnel under its employment.
- For students placed in SDC programs, provide a representative to the IEP meetings who is qualified to provide or supervise specially designed instruction and is knowledgeable about possible Sutter SELPA SDC placements and services.
- For students receiving centralized or regionalized services, ensure that the related service provider(s) or qualified designee(s) attend IEP meetings, or obtain parental excusal through the process specified in law.
- Assure that all special education legal requirements are carried out as specified in the applicable education code.

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

**Superintendent's Coordinating Council (SCC)**

The SCC ensures that all provisions of the Local Plan are coordinated and implemented with the LEAs in the SELPA by providing direction to the Assistant Superintendent SELPA and Operations Council regarding the implementation, administration and operation of the Local Plan. This includes ensuring equal access to programs and services to all individuals with exceptional needs with the SELPA. When an issue regarding the implementation of the Local Plan or its agreements comes to the attention of an LEA member and/or Assistant Superintendent SELPA, the LEA or Assistant Superintendent SELPA has a responsibility to address and attempt to resolve the issue at the lowest level possible. If an LEA or SELPA administrator has knowledge of a decision or practice which may be in conflict with the Local Plan or its agreements, the LEA member or SELPA Administrator has a responsibility to discuss and attempt resolution with the party or parties involved. If a resolution is not reached, the parties will present the issues to their respective superintendents or designees who will attempt to resolve the matter. Either party may request to invoke the dispute resolution process. See State Required Policy (SRP 5).

The SCC provides leadership for cooperative action among LEAs pertaining to the coordination of implementation, administration, and operation of the Sutter County SELPA.

**Member LEAs**

All member LEAs shall:

- Submit information to the SELPA as required.
- Perform other duties necessary to coordinate the administration of the Local Plan as agreed.
- Assist in the coordination of community resources including implementation of interagency agreements.
- Maintain necessary records.

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- Maintain and implement all procedural safeguards as defined by Individuals with Disabilities Education Act (IDEA).
  - Coordinate and conduct state verification reviews of district special education programs including data collection as required.
  - Implement and monitor corrective action rulings of the Office of Civil Rights (OCR) and the California Department of Education (CDE) complaints and the results of CDE verification reviews, as required.
  - Submit to the SELPA Administrator copies of any OCR, CDE, due process and/or complaint findings including verification reviews which have SELPA-wide implications.
  - Recruit and select representatives to the Sutter County SELPA Community Advisory Committee (CAC).
- Sutter County Superintendent of Schools**
- Prepare the annual budget plan
  - Prepare and maintain all required fiscal documents for the SELPA
  - Post the approved Local Plan on the county website

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:

The Superintendent's Coordinating Council shall be responsible to employ, supervise, and evaluate the Assistant Superintendent, SELPA. The SCC shall select a subcommittee responsible to select and evaluate the Assistant Superintendent SELPA. The Subcommittee shall be comprised of the following members of the SCC:

- Sutter County Superintendent of Schools
- Yuba City Unified Superintendent
- A superintendent from a provider district (other than YCUSD)
- A superintendent from a west county district
- A superintendent from a south county district

The Superintendents of SCSOS and YCUSD shall be permanent members of the subcommittee. The other three positions shall be selected by the group they represent and shall serve a two year term.

When a vacancy in the Assistant Superintendent, SELPA position occurs, the Subcommittee shall meet to determine the selection and hiring process. The Superintendent of Schools may appoint an interim Assistant Superintendent SELPA pending the approval by the subcommittee of a selected candidate.

The SCC shall delegate the Evaluation of the Assistant Superintendent, SELPA to a subcommittee. The evaluation

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shall proceed as follows:

- By September 30, the Subcommittee and Assistant Superintendent, SELPA, shall establish goals for the school year which shall be presented to the full SCC at the next regularly scheduled SCC meeting.
- On or near January of each year, the subcommittee shall provide the Assistant Superintendent, SELPA with a mid-year check-in.
- By June 30, of each year, the subcommittee shall provide the Assistant Superintendent, SELPA, with an end of year performance evaluation during a closed session on the regularly scheduled SCC meeting.
- The final evaluation shall be documented by the County Superintendent of the Schools as the AU of the SELPA.

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

**FISCAL ALLOCATION PLAN COMPONENTS REVENUE:**

Special education revenue is comprised of federal, state and local funding.

Revenue subject to the SELPA allocation Model include the following:

- IDEA Basic Local Assistance Entitlement, Part B (RS 3310)
- IDEA Local Preschool Grant, Part B (RS 3315)
- IDEA Mental Health Allocation Plan, Part B (RS 3327)
- IDEA Early Intervention Grants, also referred to as Part C, Early Start (RS 3385)
- IDEA Preschool Staff Development, Part B, (RS 3345)
- IDEA Alternative Dispute Resolution (RS 3395)
- State Special education, also referred to as AB 602, (RS 6500)
- State Special education: Mental Health Services, also referred to as AB 114, (RS 6512)
- State Special Education: Infant Discretionary Funds (RS 6515)

**DESIGNATED FUNDS**

**Age 0-3 years, Infant/Toddler Funds**

Infant special education funds, including RS 3385 and RS 6515, are retained by the SELPA to operate the Early Start (age 0-3 years) IFSP program.



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**Out of Home Care**

Out of Home Care funds are distributed to districts based on their bed count for students residing in foster family homes and licensed children's institutions.

**Risk Pools**

The Risk pools have been created to offset costs in designated areas. The funding for the risk pools revenue will be generated from LEA contributions. The proportional share will be based on the prior year K-12 certified P-2 ADA. In any given year, the SCC may elect to change the amount held within any of the Risk Pools. Risk Pools include the following:

**Reserves**

All providers shall maintain a 3% reserve based on centralized and regionalized program expenditures.

**Facilities Pool**

LEAs hosting regional programs and program providers may access this pool to address facility needs. Funding determined by SCC during annual budget process.

**Non Public School (NPS) Pool**

After applying revenues generated by students placed in NPS, related expenditures may be reimbursed by the NPS Pool. Amounts will be distributed proportionately per the number of NPS placements. Funding determined by SCC during annual budget process.

**SELPA**

Proportional SELPA cost will be allocated based on LEAs prior year K-12 certified P-2 ADA.

**Community Advisory Committee**

The CAC is funded at a rate of \$1 per student based on the prior year December 1 count. District proportional cost will be allocated based on the prior year K-12 certified P-2 ADA. At the end of the fiscal year, unexpended funds will be returned to the SELPA for allocation in the next year, unless a request is made to SCC to keep the funds for an ongoing project or other purpose.

**CENTRALIZED AND REGIONALIZED PROGRAM COSTS**

After funding risk pools, funds are used to pay for centralized programs, regional programs/services and LEA operated Special education programs. Federal and state special education resources are not sufficient to cover the complete cost of special education programs. LEAs within the SELPA support special education services, when necessary, with general fund contributions. Where possible, the Sutter County SELPA allocation plan distributes revenue to LEAs in the same manner as the funds were generated.

**Expense:**

To determine LEA expense for centralized programs and regional services, the SELPA identifies all individuals with disabilities by District of Special Education Accountability (DSEA), who are placed in centralized programs and/or who receive services in regionally operated programs as of December 1 of the current year. The number of identified individuals, and the cost of their placement and services, determines each LEA's portion of the cost for each centralized program and regional service.

**Program Credits**

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As determined by SCC, Sutter SELPA member LEAs will receive an offset to the cost of students served in centralized programs.

**Net Cost:**  
The net share of cost for each LEA is the difference between LEA revenue and the LEA expense for each student placed in a centralized program, and/or receiving regional services. Revenue will be transferred to LEAs with positive net cost (i.e. when revenue exceeds expenditures). LEAs with a negative net cost (i.e. expenditures exceed revenue) will receive an invoice for the difference. LEAs with a positive net cost will apply the revenue to LEA operated special education programs. Should the revenue exceed the LEA's cost for regional and LEA operated SE programs, the LEAs can carryover state and local funds in excess of their special education costs. Federal funds may not be carried over. Special education carryover funds are restricted for future special education expenditures.

c. The operation of special education programs:

**District Programs**  
Each district board approves programs to be operated within its jurisdiction. Districts of sufficient size operate special education programs within their jurisdiction including, but not limited to, Resource Specialist Services, Speech Services and Special Day Classes. Districts may elect to operate other programs currently provided by SCSOS through the SCC approved program transfer process.

**Regionalized Services**  
Regionalized services are provided to districts that are not of sufficient size to provide their own services. Regionalized services are provided to students as identified in the student's IEP and ensure that a full continuum of services is available at each school site within the Sutter County SELPA. This ensures that all LEAs, regardless of size, are able to provide FAPE in the LRE to identified students with special needs.

**Centralized Programs**  
Centralized Programs include a variety of self-contained classrooms for placement of students with severe special needs who require highly specialized programs and services. These classes are located on school sites within the SELPA so that inclusion in the Least Restrictive Environment (LRE) can be supported. Students receiving services within these programs typically spend the majority of the day in a special education setting. Participation in these programs is available to each of the member LEAs within the Sutter County SELPA.

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

Each Lea is independently audited annually. For the purpose of reviewing and submitting mandatory reports, including Excess Cost Calculations, Special Education Maintenance of Effort - Actual and Special Education Maintenance of Effort - Budget, the SELPA annually

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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:

**Policies, Procedures, and Programs**

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

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

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

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

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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)**

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

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**6. Procedural Safeguards: 20 USC Section 1412(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

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes  No

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

Policy/Procedure Number:

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

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**9. Part C to Part B Transition: 20 USC Section 1412(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

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

Policy/Procedure Number:

Document Title:

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

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

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

Policy/Procedure Number:

Document Title:

Document Location:



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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)**

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

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**14. Personnel Qualifications**

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

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

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

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

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

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)**

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

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revised." The policy is adopted by the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

Document Title:

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

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

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

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

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

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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 direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

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

Reference Number:

Document Title:

Document Location:

**Direct instructional support provided by Program Specialists/Coordinators:**

Program Specialist duties shall be performed by SELPA Program Specialists or SELPA Program Coordinators

Program Specialist/Coordinator personnel requirements:

- holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization,
- has advanced training and related experience in the education of individuals with exceptional needs and has a specialized in-depth knowledge in one or more areas of major disabilities, preschool disabilities, or career vocational development.

Program specialist support services shall be available to individuals with exceptional needs, their families, and district staff.

**Role of the RLA/AU:**

The Administrative Unit (AU) for the Sutter County SELPA shall be responsible for functions such as, but not limited to:

- Receipt and distribution of special education funds to district accounts for the Special education programs and services, pursuant to state and federal law.

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- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- The employment of staff to support SELPA functions.
- Submitting all SELPA budgets for Board approval, receiving, and expending those funds, based upon the needs of special education students residing in the Local Plan area, as recommended by the Superintendent's Coordinating Council (SCC)
- Establishing and maintaining an office of the Sutter County Special Education Local Plan Area
- The Assistant Superintendent SELPA shall be employed to coordinate implementation of the Local Plan throughout the Local Plan area and with other SELPAs, as appropriate.

**Role of the SELPA Administrator:**

The Assistant Superintendent SELPA is a full-time employee who serves as the Executive Secretary to the Superintendent's Coordinating Council (SCC) and is a non-voting member of SCC. The fundamental role of the Assistant Superintendent SELPA is to administer and coordinate the implementation of the Sutter County Local Plan. The Assistant Superintendent SELPA's role includes the provision of information, specific administrative services identified by the SCC, technical assistance, and leadership. In cooperation with the Operations Council, the Assistant Superintendent SELPA collaborates with the LEAs for the delivery of appropriate special education programs and services for individuals with exceptional needs within the SELPA which allows full educational opportunities. The Assistant Superintendent SELPA represents the interests of the SELPA as a whole without promoting any particular LEAs interest over the interest of any other agencies.

Responsibilities of the Assistant Superintendent SELPA include, but are not limited to:

- Advising the SCC as it relates to special education laws and issues.
- Monitoring compliance with federal and state laws and regulations regarding special education to ensure that procedural safeguards are in place and implemented throughout the SELPA.
- Monitoring the appropriate use of federal, state, and local funds allocated for special education programs and services.
- Preparing the state, federal, and local reports as required with data from LEAs.
- Providing staff development opportunities by establishing regional in-service training for staff, parents, and members of

Description:

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the CAC.

- Collecting, processing, and reporting program, personnel, and fiscal data related to the state evaluation of special education as specified in accordance with state and federal laws and regulations.
- Maintaining and modifying, as necessary, a Special Education Information Systems to be utilized by the school districts in the referral, assessment, program planning, placement, and evaluation of special education students.
- Coordinating, reviewing and assisting with the integration and reporting of special education data through the California Longitudinal Pupil Achievement Data System (CALPADs).
- Maintaining an inventory, completing required reports, receiving funds, and approving purchases for Low Incidence eligible pupils utilizing Low Incidence funds for equipment and services based upon State Department of Education approved guidelines and local policies and procedures.
- Assisting and participating in CAC activities. The Assistant Superintendent SELPA will act as liaison between the CAC and the SCC, sharing information and recommendations between the two groups.
- Providing coordination of identification and assessment processes through SELPA Procedures Handbook and SELPA Local Policy.
- Evaluating and distributing State Performance Plan Indicators and compliance data to all LEAs.
- Participating in verification reviews and CDE complaints related to program outcomes.
- Developing and coordinating interagency agreements.
- Implementing SELPA policy related to medical facilities, LCI's, and foster family homes within the SELPA.
- Coordinating meetings between service providers, including grant recipients, and LEAs in the areas of career vocation education and transition services.
- Developing, updating and submitting an Annual Service and Budget Plan within guidelines and time frames identified by the CDE. Pursuant to EC 56205(b) (2), the SELPA will hold a public hearing to adopt both the service and budget components of the plan.

**Role of the individual LEAs:**



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Each local education agency governing board is responsible for approving the participation of its local educational agency in this Local Plan for special education, as described in this Local Plan. Its support and recommendations are essential to effective implementation and operation of the Local Plan. Each member LEA is responsible to ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs will approve any policies and procedures needed to implement the local plan.

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Description:

**Direct instructional support provided by Program Specialists/Coordinators:**  
Program Specialists/Coordinators provide direct Instructional support including observations, consultation and assistance to service providers in the referral, identification and assessment process.

**Role of the RLA/AU:**  
The role of the RLA/AU related to the coordinated system of identification and assessment is the same as the role of each LEA. The AU will support childfind awareness activities through social media, the SCSOS Website and other informational activities.

**Role of the SELPA Administrator:**  
The SELPA Administrator assists the conduct of child find activities through:

- annual distribution of child find materials to local child care facilities, private schools, medical offices, nonprofit organizations focused on serving children and interested parties;
- staffing community events and distributing child find activities;
- maintain child find information on the Sutter County SELPA website; and
- providing workshops on child find.
- providing technical assistance and guidance to LEAs, community agencies and parents.

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**Role of the individual LEAs:**  
Each LEA is responsible for identifying and assessing all students for whom they are responsible including developing a system of support and referral for assessment.

3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Description:

**Direct instructional support provided by Program Specialists/Coordinators:**  
The Program Specialists/Coordinators provide alternate dispute resolution with districts as requested by parents. The program specialist assists parents with filing complaints with the Office of Administrative Hearings when requested. The program specialists also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.

**Role of the RLA/AU:**  
The role of the RLA/AU is the same as the role of each LEA.

**Role of the SELPA Administrator:**  
The SELPA provides alternate dispute resolution with districts as requested by parents. The SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement. The SELPA provides parents with a copy of their procedural safeguards upon request and will maintain a copy on their website.

**Role of the individual LEAs:**  
The LEAs provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

**Direct instructional support provided by Program Specialists/Coordinators:**  
Program Specialists/Coordinators provide curricular resources for students with disabilities.  
  
**Role of the RLA/AU:**

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Description:

The role of the RLA/AU related to the coordinated system of curriculum development and alignment with the core curriculum is the same as the role of each LEA.

**Role of the SELPA Administrator:**  
The SELPA Administrator will provide technical assistance and staff development, as requested or determined appropriate.

**Role of the individual LEAs:**  
LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs.

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

Reference Number:

Document Title:

Document Location:

Description:

**Direct instructional support provided by Program Specialists/Coordinators:**  
Program Specialists/Coordinators provide assistance to LEAs with program review and consultation. Program Specialists/Coordinators assist LEAs with state monitoring activities and development of improvement plans.

**Role of the RLA/AU:**  
The role of the RLA/AU related to the coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system is the same as the role of each LEA.

**Role of the SELPA Administrator:**  
The SELPA administrator:

- ensures the SCC receives annual input on the local plan from required stakeholders, including parents of the CAC, general and special education staff and administrators,
- reports monthly to the SCC in a public meeting, a summary of the SELPAs activities on behalf of its members,
- participates in monitoring activities and development and implementation of LEA improvement plans.

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**Role of the individual LEAs:**  
Individual LEAs review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE.

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

**Direct instructional support provided by Program Specialists/Coordinators:**  
Program Specialists/Coordinators review special education data to target professional development and provide technical assistance to local staff members.

**Role of the RLA/AU:**  
The role of the RLA/AU related to the coordinated system of data collection and management is the same as the role of each LEA.

**Role of the SELPA Administrator:**  
The SELPA Administrator:

- Approves the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education.
- Provides technical assistance and training to LEAs.
- Ensures timely collection of data for state reporting.

**Role of the individual LEAs:**  
The LEAs are responsible for data entry, quality and integrity. The LEAs approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Reference Number:

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Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

**Direct instructional support provided by Program Specialists/Coordinators:**  
Program Specialists/Coordinators assure students have a full educational  
opportunity regardless of the district of residence.  
  
**Role of the RLA/AU:**  
The role of the RLA/AU related to the coordination of services to medical  
facilities is the same as the role of each LEA.  
  
**Role of the SELPA Administrator:**  
The SELPA will facilitate the coordination of these services by the designated

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Description:

LEAs.

**Role of the individual LEAs:**  
 There are currently no medical facilities in Sutter County. Should this need arise, each LEA shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in hospitals and other residential facilities located within the geographical area of the LEA. Each LEA shall first consider services operated by the LEA, next by the SELPA, and then by the SELPA centralized and/or regionalized program providers. If the special education services available within these entities are not appropriate, then the district shall contract with an appropriate service provider for implementation of the student's IEP. These may include employees of other LEAs within the SELPA, those of a neighboring SELPA, or a Nonpublic Agency (NPA).

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

Reference Number:

Document Title:

Document Location:

Description:

**Direct instructional support provided by Program Specialists/Coordinators:**  
 The program specialists/coordinators assure pupils have a full educational opportunity regardless of the district of special education accountability.

**Role of the RLA/AU:**  
 The role of the RLA/AU related to the coordination of services to licensed children's institutions and foster family homes is the same as the role of each LEA.

**Role of the SELPA Administrator:**  
 The SELPA Administrator facilitates the coordination of these services by the designated LEAs.

**Role of the individual LEAs:**  
 Each LEA shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in LCIs and foster homes located within the geographical area of the LEA. Each LEA shall first consider services operated by the LEA and then by SELPA centralized and/or regionalized providers. If the special education services available within the



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entities are not appropriate, then the district shall contract with an appropriate Nonpublic Agency (NPA) service provider for implementation of the pupil's IEP.

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

Reference Number:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Direct instructional support provided by Program Specialists/Coordinators:  
Program Specialists/Coordinators attend CAC meetings and provide resources and technical assistance to the CAC.  
  
Role of the RLA/AU:  
The role of the RLA/AU related to the fiscal and logistical support of the CAC is the

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Description:   
**Role of the SELPA Administrator:**  
The SELPA Administrator:

- provides logistical support to the CAC, and
- ensures the local plan is annually reviewed by the CAC

**Role of the individual LEAs:**  
Voting members of the CAC are appointed by local governing boards to the CAC. Each LEA fiscally supports the CAC per the approved SELPA Funding Model as determined during the annual SELPA budget development.

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

Reference Number:

Document Title:

Document Location:

Description:   
**Direct instructional support provided by Program Specialists/Coordinators:**  
Program Specialists/Coordinators will provide staff development as requested by LEAs.  
**Role of the RLA/AU:**  
The role of the RLA/AU related to the coordination of transportation services for individuals with exceptional needs is the same as the role of each LEA.  
**Role of the SELPA Administrator:**  
The SELPA will provide technical assistance as requested. The SELPA will support the coordination of transportation through an annual agenda item on a regularly scheduled Operations Council Meeting.  
**Role of the individual LEAs:**  
Individual LEAs ensure that appropriate transportation services are provided for students with disabilities as specified in their individualized education program.

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

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Reference Number:

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Description:

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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.

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

**Direct instructional support provided by Program Specialists/Coordinators:**  
Program Specialists/Coordinators services related to direct instructional program support include:

- individual mentoring,
- professional development,
- program consultation,

**Role of the RLA/AU:**  
The role of the RLA/AU related to direct instructional program support that may be provided by Program Specialists/Coordinators is the same as the role of each LEA.

**Role of the SELPA Administrator:**  
SELPA Administrator:

- coordinates and provides staff development and training for general and special education administrators and staff,
- develops and disseminates forms, policies, and procedures throughout the SELPA,
- assists in preparation, implementation, and follow-up of state reviews, including those that are part of the Focused Monitoring and the Quality Assurance Process.

**Role of the individual LEAs:**  
Individual LEAs are responsible for:

- planning, directing, coordinating, and evaluating instructional programs
- identifying needs and developing short and long-range plans for staff development, curriculum development, and program effectiveness.
- providing staff development and training for general and special education administrators and staff.

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- developing and disseminating forms, policies, and procedures consistent with LEA policies.
- representing the LEA on committees as directed.
- assuring appropriate coordination of general and special education instructional resources for students.
- providing support to the LEA in the area of positive behavior intervention.
- assisting in the preparation, implementation, and follow-up of reviews by the state including those that are part of the Focused Monitoring and the Quality Assurance Process

**Special Education Local Plan Area Services**

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

Reference Number:

Document Title:

Document Location:

Description:

Program Specialist:  
When a child is between the ages of 24 and 30 months, the early start Coordinator explains to the family that a transition conference will take place no later than 90 days before the child's third birthday. The ES Coordinator facilitates the transition from Part C to Part B ensuring the provision of a written transition plan.

Preschool Assessment Team  
In the Sutter County SELPA, the SELPA's Preschool Assessment Team (PAT) acts

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on behalf of each of the SELPA member LEAs by fulfilling legal requirements pertaining to Child Find and Assessment of children, ages 3 to 5, who do not meet the California Education Code birth date requirements for enrollment in Kindergarten This includes participating in the transition process as children move from Part C to Part B, completing preschool assessments, holding IEPs for preschool age children, and making offers of FAPE to preschoolers. LEAs receiving a special education assessment referral for a child 3 years to 5 years of age will forward the referral to the PAT team.

The SCIP and PAT/PIP teams will include the child's district of residence on transition, referral and IFSP/ IEP notices.

Infant and Preschool Services are provided through a continuum of services based on the needs of the child as outlined in their IFSP or IEP. Services are provided in such a manner as to ensure children with disabilities have access to typically developing peers in the least restrictive environment.

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:



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If this process is unsuccessful, the parties may pursue a hearing on the issues and resolution with the SCC. This request shall be made in writing to the chairperson of the SCC within 5 working days after meeting with the SELPA Administrator, or his/her designee, or the chairperson of the SCC to schedule an emergency SCC meeting under Brown Act requirements. This meeting shall take place within 20 days of the request so that the process is completed within 45 working days.

If either party disagrees with the recommendation of the SCC, and the dispute relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan, the parties agree to submit the dispute to mediation. The parties shall make a good faith effort to agree to a mediator with expertise related to the dispute. If the parties cannot agree on a mediator, the parties shall submit the dispute to mediation administered by the American Arbitration Association under its Commercial Mediation Rules. Each party shall bear its own costs and expenses and an equal share of the mediator's and/or arbitrators administrative fees of arbitration. The decision of the mediator shall be final.

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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:

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

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

Reference Number:

Document Title:

Document Location:

Description: