SELPA Superintendents’ Council
MEETING AGENDA

February 11, 2020
1:00 p.m.
El Dorado County Office of Education – B/2 Conference Room
6767 Green Valley Road - Placerville, Ca 95667

General Items
1. Approval of Agenda
2. Public Hearing
   (Individuals may address Board items not on the agenda - limited to 2 minutes)

Action Items
3. Approval of October 8, 2019 Meeting Minutes*
4. Regional Program Needs*

Discussion Items
5. Local Plan Review*

6. Policy Revisions
   a) EDCOE Policy/AR Revision Summary/Cover Sheet – 2019/20*
   b) Revised Policies/ARs Presented for First Read*
   c) Policy/AR 9 – Input sought on Governance Policy/AR 9*

7. Allocation Plan/Regional Program Review Status
   a) Committee Members/Meeting Dates*

8. Governor’s Budget Update
9. SELPA Leadership Report
   a) SELPA Superintendents’ Council – Remaining Meetings for 2019/20

10. Adjournment

*Handouts to be presented at the meeting

Notices:
In compliance with the Americans with Disabilities Act, for those requiring special assistance to access public meeting rooms or to otherwise participate at a public meeting conducted by the El Dorado County Office of Education, please contact Kathy Daniels at 530-295-2205, kDaniels@edcoe.org at least 48 hours in advance of the meeting you wish to attend so that every reasonable effort to accommodate you, including requests for auxiliary aids or services, can be made. Meeting documents are provided online at http://edcoe.org/educational-services/selpa-special-education-local-plan-area/selpa-superintendents-council. If you require documents being discussed at a public meeting be made accessible, please contact Kathleen Hall, 530-295-2236, khall@edcoe.org at least 48 hours in advance of the meeting. EDCOE strives to provide a fragrance free work environment. For the comfort of all participants, attendees are requested to refrain from using perfume, cologne and other fragrances.
SELPA Superintendents’ Council Meeting Minutes – UNADOPTED MINUTES

October 8, 2019

In attendance: Ed Manansala, Robbie Montalbano, David Toston*, Eric Bonniksen, David Roth*, Ron Carruth, Pat Atkins, Margaret Enns, Matt Smith and guests: Amy Andersen, Executive Director of Special Services; Robert Steponovich, SELPA Business Services Director; and Kathleen Hall, Recording Secretary; Suzanne Speck and Debbie Fry with School Services, Inc. Special Education Consultants. *Attended via Zoom

Meeting called to order at 2:05 pm by David M. Toston, Associate Superintendent, El Dorado County SELPA/ Charter SELPA.

General Items
1. Approval of Agenda
   Superintendent Pat Atkins moved to approve the agenda as presented; second by Superintendent Eric Bonniksen; motion carries.

2. Public Hearing
   A Public Hearing was opened at 2:06 pm and, with no comment, closed at 2:06 pm.

3. Discussion of Special Education Funding Review/Study with Debbie Fry and Suzanne Speck of School Services, Inc. – Background and Approach
   The Superintendents led a conversation with Debbie Fry and Suzanne Speck of School Services, Inc., a potential contractor, to discuss a review of the SELPA Allocation Plan and Regional Programs. Debbie Fry and Suzanne Speck introduced themselves (Debbie Fry’s expertise is fiscal and Suzanne Speck’s background is in special education program) and discussed the review process they would use, along with timelines and report parameters.

   After the presentation and discussion, the Superintendents authorized the SELPA to contract with School Services, Inc. to conduct a review of the SELPA Allocation Plan and Regional Programs.

Action Items
4. Superintendent Ed Manansala moved to approve the minutes of the October 3, 2019 SELPA Superintendents’ Council meeting; second by Superintendent Pat Atkins; motion carries.

Discussion Items
5. SELPA Goal Setting:
   The Superintendents discussed the framework for goals and evaluation of the El Dorado County SELPA in 2019-20. Three goals addressing Training/Capacity, Conflict Resolution and Fiscal Oversight/Leadership/Statewide Voice were determined and one additional goal will be refined regarding shared accountability and the Allocation Plan Review.

6. Adjournment The meeting was adjourned at 3:05 am upon motion by Superintendent Eric Bonniksen; second by Superintendent Pat Atkins; motion carries.
Regional Program Needs

Issue

EDCOE-operated regional programs have experienced an increase in autism and high school referrals and placements. In the past few years, the EDCOE SELPA Growth Committee has utilized existing resources to address most of the growth needs through a reconfiguration of existing classrooms.

At the April 2019 SELPA Superintendents’ Council meeting, both the autism and high school programs were highlighted as a need to expand based on current enrollment for 2019-20 and projected enrollment. At that time, the Superintendents decided to open no new classrooms and to re-look at the projections in 2019-20 for the 2020-21 school year.

Background

High School Mod-Severe Classes

Last year at the April 2019 SELPA Superintendents’ Council meeting, projections for the 2020-2021 school year were shared. Based on the projections at that time, the data showed a need to plan for an additional high school classroom. This fall EDCOE has been following these projections closely and the numbers for 2020-21 continue to demonstrate a need for an additional high school classroom. Projected enrollment for 2020-21 is 44 students total for the three classes (14 students per class). This demonstrates a need to add a 4th class for 2020-21, as discussed in April 2019. The 4th class would bring class sizes down to 11 students per class and allow room for slight growth. The current enrollment in these programs is 34 students.

Elementary and Middle School Equalizations

Gold Oak Regional Program elementary students matriculate into the Camino Middle School Regional program. Due to the rural nature of both programs, there is sometimes a need to equalize the classrooms so one class is not over capacity while the other is under capacity. Having both of these classrooms on the same K-8th grade campus will allow for flexibility to equalize the grade range in the classes on any given year to assist with capacity.

Autism Classes

Early intervention is critical to addressing the needs associated with autism and is especially important in the elementary school years. EDCOE currently operates four elementary school autism classrooms (K-5). These classrooms support students with autism who have the most significant needs. There are many contributing factors that require a smaller student-to-staff ratio in autism classes (2:1), including meeting the sensory needs of each student, utilizing evidenced-based practices with fidelity, implementing behavior intervention plans, and ongoing data collection practices. EDCOE autism classes have continued to see an increase in referrals and placements. Statewide norms consistently run with about eight students per elementary autism class. Projected enrollment for 2020-2021 is 40 students for the four classes. The 5th class will bring class sizes down to eight students per class. The current enrollment in these classes is 34 students.
Recommendations

1. Consider the fourth high school class as a growth request.
   a. Open a new classroom in the 2020-2021 school year. Identify a new site and notify parents of classroom changes in a timely manner.
2. Consider the 5th autism class as a growth request.
   a. Open a new classroom for the 2020-2021 school year. Identify a new site and notify parents in a timely manner.
3. Move the Gold Oak Elementary Regional Program Class to the former Camino Winnie Wakely room so that class sizes can be equalized to assist with capacity issues.
Local Plan Review

Beginning July 1, 2020, a SELPA must review its local plan at least once every three years, and update the plan as needed to ensure information contained in the Governance and Administrative section remains relevant and accurate. (California Education Code [EC] Section 56195.9)

This requirement shall not be construed to change the annual budget plan, annual service plan, and annual assurances support plan requirements that are contained in Section 56205.

LEAs are required, in developing a local plan, to cooperate with the county office of education to assure that the local plan is compatible with the local control and accountability plans adopted for the school district and the county board of education.

Local Plan Template
- Template Section A: Contacts and Certifications
- Template Section B 1-12: Administration and Governance (Copy of Section B Template attached)
- Template B-13: Policies and Procedures
- Template B 14: Administration of Regionalized Services
- Template B 15: SELPA Services
- Template C (Postponed): Annual Assurances Support Plan
- Template Section D: Annual Budget Plan
- Template Section E: Annual Services Plan
- Template Section: Attachments

Timeline
January – February 2020
- Develop a common understanding of the local plan requirements and the document(s)
- Review the work that has been done to prepare for the transition to the CDE template
- Clarity on next steps

March 2020
- Review updated draft versions of Local Plan Section B
- Discuss any additional revisions

April - May 2020
- Review Redline Versions
- Confirm Final Version
- Seek Public Input

June 2020
- Adoption
LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division

Version Nov2019
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B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

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:

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:

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:

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

____________________________________________________________________________________

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:

____________________________________________________________________________________

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:

____________________________________________________________________________________

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:

____________________________________________________________________________________

10. For multi-LEA local plans, specify:

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

      ________________________________________________________________________________

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

      ________________________________________________________________________________

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

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:

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

   c. The operation of special education programs:

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

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

Policies, Procedures, and Programs

Pursuant to EC sections 56122 and 56205(a), the SELPA ensures conformity with 20 USC and in accordance with 34 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...
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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)

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

3. Child Find—20 USC Section 1412(a)(3)

Policy/Procedure Number: ___________________________

Document Title: ___________________________

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

Circle [ ] Yes [ ] No

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 § 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 § 1414 (d). It shall be the policy of this LEA that a of 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:

Circle [ ] Yes [ ] No

5. Least Restrictive Environment—20 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
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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)

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)

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 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)

Policy/Procedure Number: ___________________________
Document Title: ___________________________
Document Location: ___________________________

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information,
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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)

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)

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

11. Local Compliance Assurances—20 USC Section 1412(a)(11)
Section B: Governance and Administration

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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 Education Code, Part 30." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

12. Interagency—20 USC Section 1412(a)(12)

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

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
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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

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)

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

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

Policy/Procedure Number: ___________________________

Document Title: ___________________________
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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)

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)

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

☐ Yes ☐ No


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

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 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:
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Reference Number: ____________________________
Document Title: ____________________________
Document Location: ____________________________
Description: ____________________________

2. Coordinated system of identification and assessment:

Reference Number: ____________________________
Document Title: ____________________________
Document Location: ____________________________
Description: ____________________________

3. Coordinated system of procedural safeguards:

Reference Number: ____________________________
Document Title: ____________________________
Document Location: ____________________________
Description: ____________________________

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: ____________________________

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Document Title: ___________________
Document Location: ___________________
Description: ___________________

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: ___________________

7. Coordinated system of data collection and management:

Reference Number: ___________________
Document Title: ___________________
Document Location: ___________________
Description: ___________________

8. Coordination of interagency agreements:

Reference Number: ___________________
Document Title: ___________________
Document Location: ___________________
Description: ___________________

9. Coordination of services to medical facilities:

Reference Number: ___________________
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Document Title: ____________________________

Document Location: ____________________________

Description: ____________________________

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

Reference Number: ____________________________

Document Title: ____________________________

Document Location: ____________________________

Description: ____________________________

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: ____________________________

Description: ____________________________

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

Reference Number: ____________________________

Document Title: ____________________________
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14. Coordination of career and vocational education and transition services:

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15. Assurance of full educational opportunity:

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

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

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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: 

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: 

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: 

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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:

Reference Number: ___________________________

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:

Reference Number: ___________________________

Document Title: ___________________________

Document Location: ___________________________

Description: ___________________________

6. A description of the process by which the SELPA will fulfill the obligations to provide FAPE to a student age 18 -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...
Section B: Governance and Administration

SELPA: ____________________________________  Fiscal Year: ______________

DOR is based on the residence of the conservator. (EC Section 56041)

Reference Number: _______________________________________

Document Title: _____________________________________________

Document Location: __________________________________________

Description: ________________________________________________

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<table>
<thead>
<tr>
<th>Policy #</th>
<th>AR #</th>
<th>Name</th>
<th>Status</th>
<th>Clerical or Grammatical Changes</th>
<th>Material Changes to align with Ed Code or content</th>
<th>Comments on Changes</th>
<th>Proposed Date for Second Read/Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Comprehensive Local Plan for Special Education</td>
<td>Will be Ready for First Read in March 2020</td>
<td>X</td>
<td></td>
<td>X</td>
<td>6/4/2020</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Comprehensive Local Plan for Special Education</td>
<td>Will be Ready for First Read in March 2020</td>
<td>X</td>
<td></td>
<td>X</td>
<td>6/4/2020</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Identification and Evaluation of Individuals for Special Education</td>
<td>First Read September 2019 Second first read February 2020</td>
<td>X</td>
<td>Added language “It shall be the policy of each member 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.”</td>
<td>6/4/2020</td>
<td></td>
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<td>2</td>
<td></td>
<td>Identification and Evaluation of Individuals for Special Education</td>
<td>First Read September 2019 Second first read February 2020</td>
<td>X</td>
<td>Added language around DINC, removed a paragraph that was in the document two times (redundant information).</td>
<td>6/4/2020</td>
<td></td>
</tr>
<tr>
<td>Policy #</td>
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<tr>
<td>3</td>
<td></td>
<td>Individualized Education Program</td>
<td>First Read September 2019 Second first read February 2020</td>
<td>X</td>
<td>Added language, &quot;It shall be the policy of member districts the El Dorado County SELPA, that an IEP, or an IFSP that meets the requirements of 20 USC § 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 § 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.&quot;</td>
<td>Language changes around administrator/designee, LEA vs. district, correctly credentialed staff, audiotaping to audio recording.</td>
<td>6/4/2020</td>
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<tr>
<td>3</td>
<td></td>
<td>Individualized Education Program</td>
<td>First Read September 2019 Second first read February 2020</td>
<td>X</td>
<td>Added language &quot;It shall be the policy of each member LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations&quot;</td>
<td>6/4/2020</td>
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</tr>
<tr>
<td>4</td>
<td></td>
<td>Procedural Safeguards</td>
<td>First Read September 2019 Second first read February 2020</td>
<td>X</td>
<td>Changed language from &quot;attorneys may not attend&quot; to &quot;it is recommended that attorneys not attend&quot;</td>
<td>6/4/2020</td>
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<tr>
<td>4</td>
<td></td>
<td>Procedural Safeguards</td>
<td>First Read September 2019 Second first read February 2020</td>
<td>X</td>
<td>Added language &quot;It shall be the policy of member LEAs 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.&quot;</td>
<td>6/4/2020</td>
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<tr>
<td>5</td>
<td></td>
<td>Confidentiality of Student Records</td>
<td>First Read September 2019 Second first read February 2020</td>
<td>X</td>
<td>Added language around FERPA.</td>
<td>6/4/2020</td>
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<td>Part C - Transition</td>
<td>Ready for First Read February 2020</td>
<td>X</td>
<td>New language</td>
<td>6/4/2020</td>
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<td></td>
<td>Part C - Transition</td>
<td>Ready for First Read February 2020</td>
<td>X</td>
<td>Language changed to add &quot;proportionate funds&quot; Split policy from AR</td>
<td>6/4/2020</td>
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<tr>
<td>7</td>
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<td>Students with Disabilities Enrolled by their Parents in Private School</td>
<td>Ready for First Read February 2020</td>
<td>X</td>
<td>New language</td>
<td>6/4/2020</td>
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<td>Policy #</td>
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<td>Students with Disabilities Enrolled by their Parents in Private School</td>
<td>Ready for First Read February 2020</td>
<td>X</td>
<td>X</td>
<td>Added the word “Facility” AR split from policy</td>
<td>6/4/2020</td>
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<td>8</td>
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<td>Compliance Assurances</td>
<td>Ready for First Read February 2020</td>
<td>X</td>
<td>X</td>
<td>Added “Federal Rehabilitation Act”</td>
<td>6/4/2020</td>
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<td>Compliance Assurances</td>
<td>Ready for First Read February 2020</td>
<td>X</td>
<td>X</td>
<td>CalPads replaced CASEMS Added CDE and Intensive review</td>
<td>6/4/2020</td>
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<td>9</td>
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<td>Governance</td>
<td>Will be Ready for First Read in March 2020</td>
<td>X</td>
<td>X</td>
<td>Seeking Superintendent Input prior to finalizing revision</td>
<td>6/4/2020</td>
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<td>9</td>
<td></td>
<td>Governance</td>
<td>Will be Ready for First Read in March 2020</td>
<td>X</td>
<td>X</td>
<td>Seeking Superintendent Input prior to finalizing revision</td>
<td>6/4/2020</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Personnel Qualifications</td>
<td>First Read September 2019 Second read February 2020</td>
<td>X</td>
<td>X</td>
<td>Added language, “It shall be the policy of member LEAs 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.”</td>
<td>6/4/2020</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Personnel Qualifications</td>
<td>First Read September 2019 Second read February 2020</td>
<td>X</td>
<td>X</td>
<td>Changed language around Resource Specialists to Education Specialists, changed director criteria. Removed Ed code around resource specialists.</td>
<td>6/4/2020</td>
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<td>Performance Goals and Indicators</td>
<td>First Read September 2019</td>
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<td></td>
<td>6/4/2020</td>
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<td>Participation in Assessments</td>
<td>First Read September 2019</td>
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<td>6/4/2020</td>
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<td>12</td>
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<td>Participation in Assessments</td>
<td>First Read September 2019</td>
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<td></td>
<td>6/4/2020</td>
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<td>13</td>
<td>n/a</td>
<td>Supplementation of State, Local and Other Federal Funds</td>
<td>First Read September 2019</td>
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<td>6/4/2020</td>
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<tr>
<td>14</td>
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<td>Maintenance of Effort</td>
<td>Ready for First Read February 2020</td>
<td>X</td>
<td></td>
<td></td>
<td>6/4/2020</td>
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<tr>
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<td>14</td>
<td></td>
<td>Maintenance of Effort</td>
<td>Ready for First Read February 2020</td>
<td>X</td>
<td></td>
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<td>6/4/2020</td>
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<tr>
<td>15</td>
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<td>Public Participation</td>
<td>Revised and approved 6/2019</td>
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<td>Suspension/Expulsion</td>
<td>First Read September 2019</td>
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<td>X</td>
<td>Added the word 'cumulative' where appropriate.</td>
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<td>17</td>
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<td>Access to Instructional Materials</td>
<td>First Read September 2019</td>
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<td>18</td>
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<td>Overidentification and Disproportionality</td>
<td>First Read September 2019</td>
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<td>Prohibition on Mandatory Medicine</td>
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<td></td>
<td>6/4/2020</td>
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<tr>
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<td>n/a</td>
<td>Data</td>
<td>First Read September 2019</td>
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<td></td>
<td>6/4/2020</td>
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<tr>
<td>21</td>
<td>n/a</td>
<td>Reading Literacy</td>
<td>First Read September 2019</td>
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<td></td>
<td>6/4/2020</td>
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<tr>
<td>22</td>
<td></td>
<td>Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools in the El Dorado County SELPA</td>
<td>Will be updated in 2020-2021</td>
<td></td>
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<td>23</td>
<td></td>
<td>Behavioral Interventions for Special Education Students</td>
<td>Revised and approved in Spring, 2019</td>
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<td>24</td>
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<td>Nonpublic, Nonsectarian School and Agency Services for Special Education</td>
<td>Revised and approved in Spring, 2019</td>
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<td></td>
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Policy/AR 9 - Governance

Issue

The SELPA is soliciting direction from the SELPA Superintendents’ Council regarding potential revisions to the Local Plan and corresponding policies related to SELPA Governance. These policies were last updated in 2001 and copies of Policy 9 - Governance and Administrative Regulation (AR) 9 - Governance are attached. The current language regarding the various committees/councils (set forth below) does not align with our current practices in the following areas:

SELPA Steering Committee
The SELPA Steering Committee serves in an advisory capacity to the SELPA Director. Each district is entitled to select one representative for this committee – either a teacher or an administrator. Representatives commit to a full year of service, which would include meeting regularly for the purpose of advising the SELPA Director and receiving and disseminating direct program/instructional information.

Executive Committee
The SELPA Executive Committee, which includes the SELPA Director as staff, approves policies and makes recommendations on special education financial matters to the Superintendents’ Council. The Executive Committee shall be made up of members of the Superintendents’ Council who will be selected by majority vote. The El Dorado County Superintendent shall serve as an ex officio member of the Executive Committee.

The SELPA Executive Committee is responsible for:
A. Approval of policy for special education programs and services which relate to the El Dorado County SELPA.
B. Approve requests to the special needs pool, as appropriate.
C. Reviewing Growth Requests from SELPA Steering Committee and task force.
D. Organizing the subcommittees as necessary to meet special needs of the SELPA.
E. Receiving and reviewing input from the Community Advisory Committee.

Minutes of the Executive Committee meetings shall be transmitted to the full membership of the Superintendents’ Council. (In addition, financial issues regarding special education and other issues which the Executive Committee feels should be considered by the Superintendents’ Allocation Plan Committee shall be placed on the agenda for discussion and/or action (ratification) of the scheduled meetings of the Superintendents’ Council.) After ratification by the Superintendents’ Council, the policies are approved by the County Board.

Superintendents’ Council
A Superintendents’ Council is in operation in El Dorado County, consisting of Superintendents from each of the participating school districts and the County Office of Education. The SELPA Superintendents’ Council shall consider recommendations submitted by the Executive Committee and take action as appropriate. The SELPA Superintendent’s Council shall have final authority to act upon fiscal and policy recommendations made by the SELPA Steering Committee and Executive Committee. Policies recommended by the Executive Committee shall be disseminated to the full membership of the SELPA Superintendents’ Council for final action. Each member of the SELPA Superintendents’ Council shall assume responsibility for communication and presentation to their respective Governing Boards of Education of the adopted policy, and to all LEAs.
whom they represent. Effective July 1, 2001, SELPA Superintendents’ Council shall be comprised of the following with LEA representation:

- One High School District (El Dorado Union High School District)
- One Unified School District (Black Oak Mine Unified)
- One LEA charter School (To be determined in the future – if applicable)
- One Necessary Small School Districted (Selected from Indian Diggings or Silver Fork)
- Three Direct Service Elementary Districts (Selected from Gold Trail, Camino, Gold Oak, Pioneer, and Latrobe)
- One – The County Office of Education
- Three Elementary School Districts (Selected from Buckeye, Rescue, Mother Lode, Placerville and Pollock Pines)

This model applies to voting membership on the SELPA Superintendents’ Council and does not preclude the attendance of all member districts and/or LEA Charters at regular meetings. The Superintendents in each respective group shall select representatives to the SELPA Superintendents’ Council. For LEA Charter(s), CEO’s from LEA charters shall select the representative.

Recommendations

SELPA Superintendents’ Council will provide direction to the SELPA regarding the governance and meeting structure for the SELPA committees/councils.
### Allocation Plan/Regional Program Review Committee

**As of 1-20-20**

<table>
<thead>
<tr>
<th>District</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Black Oak Mine</td>
<td>Jeremy Meyers</td>
<td>Superintendent</td>
</tr>
<tr>
<td>2 Buckeye</td>
<td>Jackie McHaney</td>
<td>Assistant Superintendent</td>
</tr>
<tr>
<td>3 Camino</td>
<td>Matt Smith</td>
<td>Superintendent</td>
</tr>
<tr>
<td>4 EDUHSD</td>
<td>Ron Carruth</td>
<td>Superintendent</td>
</tr>
<tr>
<td>5 EDCOE</td>
<td>Ed Manansala</td>
<td>Superintendent of Schools</td>
</tr>
<tr>
<td>6 Gold Oak</td>
<td>Linda Himmel</td>
<td>CFO</td>
</tr>
<tr>
<td>7 Gold Trail</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>8 Indian Diggings</td>
<td>None</td>
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<tr>
<td>9 Latrobe</td>
<td>None</td>
<td></td>
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<tr>
<td>7 Mother Lode</td>
<td>Lisa Donaldson</td>
<td>CFO</td>
</tr>
<tr>
<td>8</td>
<td>Sadie Hedegard</td>
<td>Director of Special Education</td>
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<tr>
<td>9 Pioneer</td>
<td>Annette Lane</td>
<td>Superintendent</td>
</tr>
<tr>
<td>10 Placerville</td>
<td>Eric Bonniksen</td>
<td>Superintendent</td>
</tr>
<tr>
<td>11 Pollock Pines/Silver Fork</td>
<td>Pat Atkins</td>
<td>Superintendent</td>
</tr>
<tr>
<td>12</td>
<td>Tara Clark</td>
<td>CFO</td>
</tr>
<tr>
<td>13 Rescue</td>
<td>Cheryl Olson</td>
<td>Superintendent</td>
</tr>
<tr>
<td>14</td>
<td>Sean Martin</td>
<td>Assistant Superintendent of Business Services</td>
</tr>
<tr>
<td>15 El Dorado County SELPA</td>
<td>David Toston</td>
<td>Associate Superintendent</td>
</tr>
<tr>
<td>16</td>
<td>Bob Steponovich</td>
<td>Business Director</td>
</tr>
<tr>
<td>17 EDCOE – Special Services</td>
<td>Amy Andersen</td>
<td>Executive Director</td>
</tr>
<tr>
<td>18</td>
<td>Becca Kaldunski</td>
<td>Principal</td>
</tr>
<tr>
<td>19 EDCOE – Business Services</td>
<td>Diane Lacombe</td>
<td>Senior Director</td>
</tr>
</tbody>
</table>

**Meeting Dates:** (Lunch provided for all meetings)

- Friday, February 21, 2020  9:00 a.m. to 3:00 p.m. in the SELPA Large Conference Room
- Friday, March 6, 2020 9:00 a.m. to 3:00 p.m. in the SELPA Large Conference Room
- Wednesday, March 11, 2020 9:00 a.m. to 3:00 p.m. in the SELPA Large Conference Room
- Friday, April 17, 2020 9:00 a.m. to 3:00 p.m. in the SELPA Large Conference Room
- Thursday, April 30, 2020 9:00 a.m. to 3:00 p.m. in Conference Room B/2 at EDCOE