

SELPA

Fiscal Year

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



California Department of Education
Special Education Division

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B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

Napa County SELPA covers the suburban and rural communities that includes American Canyon, Napa, Yountville, St. Helena, Calistoga, Angwin, Pope Valley and unincorporated areas of Napa County. Napa County SELPA is bordered to the east by Sonoma County SELPA, to the north by Lake County SELPA, to the south by Vallejo Unified School District SELPA and to the east by Solano County SELPA. Napa County SELPA is designated as non-metropolitan.

The Napa SELPA member LEAs include Napa County Office of Education, Napa Valley Unified School District, St. Helena Unified School District, Calistoga Joint Union School District, Pope Valley Elementary School District, and Howell Mountain Elementary School District. Special education students are provided services within all LEAs throughout the county, but the majority of special education students are served through the SELPA's largest LEA, Napa Valley Unified School District. All member LEAs cooperate to provide supports for special education students no matter their district of residence.

The member districts of the Napa SELPA are joined together as a consortium for the purpose of ensuring a continuum of special education services, placements, training, monitoring of fiscal resources and advocacy and empowerment for students with disabilities and their families. Member LEAs agree to adopt a plan in accordance with California Education Code 56200 to assure access to special education and services for all students with disabilities residing within the geographic area.

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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: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

Napa County SELPA is a COE joined SELPA.

The governing body of the Napa County SELPA is the SELPA Executive Board. The Executive Board consists of a superintendent from each member LEA, including the Napa County Office of Education. A weighted voting structure based on LEA ADA has been developed. The voting structure is described below:

Calistoga Joint Unified School District: 1 Vote
Howell Mountain Elementary School: 1 Vote
Napa County Office of Education: 1 Vote
Napa Valley Unified School District: 5 Votes
Pope Valley Unified School District: 1 Vote
St. Helena Unified School District: 1 Vote

At least 4 of the 6 of the member LEAs must be present to form a quorum and at least 8 of 10 of votes are required to approve any actions. The slate of officers of the SELPA Executive Board shall consist of a chairperson and vice-chairperson. The SELPA Executive Board has established a rotation of the LEA superintendents to serve in the role of the chairperson.

The term of office shall consist of two school years, beginning on July 1 of the year elected and ending on June 30th of the second year. The chairperson shall convene each meeting, presiding over the same, and shall prepare the agenda in conjunction with the SELPA Director. The vice-chairperson shall assume all the responsibilities of the chairperson in the absence of the chairperson.

The SELPA Executive Board shall meet at least three (3) times per year unless decided by vote of the Executive Board. When necessary, the chairperson may call for special meetings or cancel regular meetings. The functions of the SELPA Executive Board consist of adopting policies in the areas to include, but not limited to, matters of personnel, budget, policy, and contracts. The SELPA Executive board is responsible for reviewing the local plan and recommending modifications as necessary.

Via the SELPA director, the SELPA Executive Board receives input and recommendations from LEA special education administrators, fiscal staff and the Community Advisory Committee (CAC). The Napa SELPA CAC serves as an advisory

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group to the SELPA Executive Board.

The SELPA director, as approved by the SELPA Executive Board, ensures guidance, regional policies, and resources are available to member LEAs. The SELPA director is responsible for the fiscal administration of annual budget plan, the allocation of state and federal funds for the provision of special education and related services, and the reporting and accounting requirements of special education law. LEAs maintain operational and decision-making autonomy while the utilizing the SELPA support to ensure the full continuum or educational opportunities to all students within the SELPA geographical boundaries.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

The SELPA Executive Board is the governing body that approves SELPA policy and policy revisions. The SELPA Executive Board sets policies after considering recommendations brought forth by the SELPA director that have been previously reviewed by the member LEA's special education administrators, member LEA fiscal representatives, and the Napa SELPA CAC.

The governing board of each member LEA approves the district's participation in the SELPA for special education purposes. The LEA governing board responsibilities include, but are not limited to: adoption of policies and procedures for special education programs and services within their district; LEA compliance with all elements of the Local Plan; input on SELPA policies and procedures through the Superintendent of the LEA.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The Napa County Office of Education is the designated Administrative Unit (AU) for the Napa SELPA. The AU is the SELPA's fiscal agent and is responsible for the following functions:

- Receipt and distribution of special education funds for the operations of special education programs and services according to the SELPA budget allocation.
- Providing administrative support and office space for SELPA staff.

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· Employment of the SELPA staff to support the implementation of the Local Plan and daily operations of the SELPA office.

NCOE Superintendent of Schools is a voting member of the SELPA Executive Board. NCOE functions as a LEA and has member status equal to other LEAs within the SELPA

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

- Yes No

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

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

The Napa County SELPA CAC's mission is to ensure that all students succeed by receiving the best education possible in a setting that values inclusion, access, and excellence.

The Napa County SELPA CAC is made of parents of students from Napa SELPA member LEAs. Additional community members interested in the programs and policies for special education students within Napa County SELPA may also participate with the CAC. Parents make up the majority of CAC membership, and of these parents, the majority must be parents of special education students. Additional members may include regional center representatives, family resource center representative, and member LEA special and general education teachers and administration.

The Napa SELPA CAC meets regularly, as defined in the bylaws, and additional meetings and/or parent educational opportunities can be scheduled by the CAC chairs if determined appropriate. The SELPA director, in collaboration with the CAC chairs, sets the agenda for the CAC meetings. The Napa SELPA CAC responsibilities include, but are not limited to, the following activities:

- Advising the Napa SELPA Executive Board and SELPA director on the development and review of the Local Plan.

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- Recommending priorities to be considered within Local Plan development.
- Providing parent education and support opportunities.
- Supporting and promoting activities on behalf of students with disabilities.
- Increasing public awareness and community acceptance of individuals with exceptional needs and promoting understanding of their educational and vocational needs.
- Providing a forum for the members of the public, including parents of children with disabilities served under the Local Plan, to address questions and concerns.

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

The Napa SELPA has developed a Local Plan committee that consists of member LEA special education and regular education teachers and administrators, member LEA fiscal staff representation and CAC voting members. The committee is responsible for the reviewing the Local Plan regularly and cooperatively updating the plan as required, and more often if needed. The SELPA director is responsible for reviewing progress on the development and implementation of the Local Plan components with the Local Plan committee, special education administrators, LEA fiscal representatives, and the SELPA Executive Board.

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

The Napa County Office of Education (NCOE) is the Responsible Local Agency (RLA) and the Administrative Unit (AU) for the Napa County SELPA. The AU receives and distributes all special education funding pursuant to the SELPA approved budget allocation plan. Additionally, the AU:

- Delegates administrative supports and coordination of the implementation of the Local Plan to the SELPA director.
- Serves at the employing agency for the SELPA director and SELPA staff as directed by the SELPA Executive Board.
- Establishes appropriate fiscal record keeping procedures in accordance with state and federal requirements.

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- Maintains accurate fiscal accounting records and submits required fiscal reports to appropriate authorities.
- Provides support for the coordination of certifying student data and fiscal reports.

9. Describe the contractual agreements and the SELPA’s system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

The Napa County SELPA enters into contractual agreements on an annual basis to determine the responsibilities of participating partner agencies for the education of students with disabilities. These contracts, when established, clearly outline the roles and responsibilities of each agency to serve students with disabilities with the Napa County SELPA. Contracts may include, but are not limited to, the following agencies: California Children’s Services, North Bay Regional Center, and Child Start. Other inter-agency agreements will be developed as needed. Copies of these documents can be requested through the SELPA office.

Napa County SELPA is the responsible entity for developing and monitoring Master Contracts and Individual Services Agreements with Nonpublic Schools and Agencies for the provision of special education and related services as needed for students within the geographic boundaries of the SELPA

10. For multi-LEA local plans, specify:

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

The Napa County SELPA Executive Board is responsible for developing and adopting policies regarding the implementation of the Local Plan for special education. Each superintendent, by participation in the SELPA Executive Board, is charged with overseeing the operations of the Local Plan and implementation of the policies adopted. Policies are developed, or revised, after being considered by the SELPA director and LEA administrators and reviewed by the Executive Board. Such policies and procedures will include, but are not limited to, all areas specified in application sections of the Education Code.

Each LEA Board, including the COE, shall:

- Exercise authority over, assume responsibility for and be fiscally accountable for

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special education programs operated by the agency.

- Enter into an agreement with other LEAs participating in the plan for, purpose of delivery of regional program services and programs, upon approval of the Local Plan.
- Review and approve revisions of the Napa County SELPA Local Plan for Special Education; and participate in the governance of the Napa County SELPA through their designated representative to SELPA Executive Board. The governing boards provide the SELPA Executive Board with the authority to act as the board designee to approve and amend policies as necessary.
- Provide for the education of pupils in special education programs who reside in the other districts or counties by written agreement with the district or county.

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

The Responsible Local Agency (RLA) is the Napa County Superintendent of Schools. The RLA and the superintendents of all member LEAs are responsible to their respective governing boards for the implementation of all elements of the Local Plan. Additionally, they are responsible for all special education programs operate by their agencies. All superintendents, COE and member LEA, serve as a voting member of the SELPA Executive Board. They assist in the identification of special education programs and service needs for Napa County SELPA and communicate SELPA information to their governing boards.

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

Local education agency administrators of special education, or their designees, are responsible for the coordination of special education services and programs within their agencies and for the implementation of the Local Plan. By participating in the Local Plan, each LEA member of the Napa SELPA shall be responsible for educating children with disabilities by providing a Free and Appropriate Public Education in the Least Restrictive Environment. Students are provided special education services within their home district when the needs of the IEP can be met by their home district. However, it is recognized that some student's unique needs will require services and/or placements that cannot be met within their home district. As a result, these students may be served by another district within the SELPA or through a nonpublic school (NPS).

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The Local Educational Agency (LEA) Special Education Administrator or designee is responsible for the coordination of special education services and programs within their LEA and for the implementation of the Local Plan.

Each participating LEA is responsible for the coordinating the administration of the Local Plan by:

- Meeting the legal requirements for procedural safeguards.
- Assuring equal access to all programs and services operated by the district for all eligible special education students residing within the LEA boundaries.
 - Monitoring the appropriate use of federal, state, and local funds allocated for special education programs.
- Placing a student in a comparable special education program when an identified special education student moves into the LEA.
- Providing parents with an up-to-date copy of their rights, in their primary language or mode of communication, and additional parent support resources
- Providing parents with information on local alternatives to due process including facilitated SELPA support or Alternative Dispute Resolution.
- Providing and coordinating transportation for special education students residing in the district as recommended in the IEP.
- Assuring full education opportunity to all students residing within the district.

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

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

The SELPA Executive Board is responsible for the selection, direction, discipline, and annual evaluation of the Napa SELPA Director. The SELPA Executive Board shall be assisted in the hiring and selection process by the AU, Napa County Office of Education. It is understood that this responsibility includes responsibility for any allegations of violations arising under the federal and state and equal employment law. Member LEAs provide feedback to the SELPA Executive Board to assist in the evaluation of performance and annual goal setting of the SELPA director.

The SELPA Executive Board grants the SELPA director discretion in the hiring of approved classified or certificated SELPA positions. With support of the AU, the SELPA director is responsible for the supervision, evaluation and discipline of SELPA positions and is provided

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input from member LEAs on the performance of these employees.

The SELPA director is responsible for complying with all NCOE personnel policies and procedures under the direction of the SELPA Executive Board and Napa County Office of Education.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

All special education funds flow directly from their respective source to the Napa County SELPA AU, the Napa County Office of Education. The Napa County SELPA is responsible for allocating the funds to SELPA member Local Education Agencies in accordance with the Napa County SELPA AB602 Fiscal Allocation Plan. The Fiscal Allocation Plan is adopted by the Napa County SELPA Executive Board and is reviewed at least annually. The model distributes all funds pursuant to applicable state and federal regulations. The Napa County SELPA director, with input provided by SELPA and LEA fiscal staff along with information from special education administrators, will utilize pupil count information to make a yearly recommendation on the distribution of special education funds.

As the RLA/AU, NCOE, is the fiscal agent responsible for the receipt, distribution, tracking, and reporting of special education funds for the operation of special education programs and services, pursuant to state and federal law. NCOE shall establish appropriate record keeping procedures to be followed by each member LEA for the purpose of maintaining accurate fiscal and accounting records in accordance with state and federal requirements and submit required reports to the appropriate authorities.

Each member LEA is responsible for developing their own budgets and staffing based on the proposed distribution of special education funds with consideration given to their specific LEA circumstances.

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

Within the Napa County SELPA, each member LEA is responsible for administering and delivering special education and related services to students with disabilities in accordance with the SELPA Local Plan and SELPA Procedural Handbook. The AU is responsible for receipt of and distribution of any funds for the operation of special education programs in accordance with the provisions of the Education Code Section 56836.

The Napa County SELPA director provides the following support:

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- General leadership and facilitation of the decision-making process
- Assists in assuring all LEAs, and COE, provide a full continuum of programs and services to students with disabilities and that these programs and services are provided according to all legal mandates.
- Assures that an effective management information system is available to monitor student data.
- Facilitates effective communication channels between parents, staff, and special education administration groups, and the community regarding special education programs and services.
- Responds to specific areas of local, state and public concerns.
- Facilitates Alternative Dispute Resolution as needed by member LEAs and or/parents and guardians.
- Promotes the need for high quality and comprehensive special education programs for all students within the geographical boundaries of the SELPA.
- Responds to local needs around professional development and support with program development and resource sharing.
- Participates in ongoing training, professional development, and reflection to provide technical assistance and support to member LEAs.
- In cooperation with the California Department of Education, provides information to ensure that all special education students receive due process of the law.

Member LEA Responsibilities:

Member LEA Board Policy shall indicate that each LEA is responsible for educating children with disabilities consistent with state and federal law and regulation.

Responsibilities include, but are not limited to:

- Coordinating and conducting child find activities.
- Developing and providing programs and services for all eligible students residing in the LEA
- Participating in district/statewide assessments
- Responding to compliance and due process complaints and implementing the decisions of compliance investigation or due process hearings
- Collecting and completing state and federal reporting requirements.
- Coordinating special education services and implementation of the Local Plan.
- Ensuring that all students eligible for special education have access to the general education core curriculum, supplemental materials, equipment and supports to meet their unique needs.

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

It is the intent of the SELPA that the needs of students with disabilities identified in the IEP shall be met. Funds allocated for special education programs should be used for services with students with disabilities.

The RLA/AU (NCOE) as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the funds received to member LEAs within the SELPA as outlined in the AB602 Fiscal Allocation Plan.

The SELPA Administrator, with support from the SELPA Executive Board and member LEA fiscal and program staff, shall be responsible to monitor on an annual basis the appropriate use of all the funds allocated for special education programs. Final determination and actions regarding the appropriate use of special education funds shall be made by the SELPA Executive Board through the Annual Budget Plan Process.

Each member LEA, with support from the SELPA director, shall ensure that the funds received from Part B of IDEA will be expended in accordance with the applicable provisions of IDEA; will be used to supplement state, local and other Federal funds and not supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the the education of students with disabilities except as provided in Federal law and regulations.

Annually, each LEA is independently audited for fiscal compliance.

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

Funding for low incidence equipment, materials, supplies and services is provided from the state and outlined in the Napa SELPA Fiscal Allocation Plan and SELPA Procedural Handbook. Low Incidence funding supports the provision of specialized services and supports as outlined in Individual Education Programs (IEPs) for each pupil with a low incidence disability as defined in California Education Code 56026.5: "hearing impairments, vision impairments, severe orthopedic impairments, or any combination thereof." The funds are administered through the Napa County SELPA as specified in the procedural handbook and annual fiscal allocation plan and include receipt of funds, method of distribution of funds, allocation of funds, maintenance of inventory and development of procedures for exchanging equipment.

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Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes

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No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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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); EC 56205(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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); EC 56205(a)(18)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner

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prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Document Title:

Document Location:

Description:

The governance structure of the SELPA is established by agreement among the SELPA Executive Board. Each member LEA Superintendent is represented on the SELPA Executive Board. The executive board reviews input from special education administrators and fiscal staff. The Executive Board is advised by members of the Community Advisory Committee. The SELPA Director may convene additional advisory committees as needed. The SELPA Director is responsible for coordination of the SELPA and implementation of the Local Plan.

The RLA/AU is the Napa County Office of Education. The RLA and the Superintendents/Administrators of each LEA are responsible to their respective governing boards for the implementation of all elements of the Local Plan. LEA and COE Superintendent: serve as a member of the Executive Board; assist in the identification of special education program and services needs for the Napa County SELPA through participation on the Executive Board; and communicate SELPA information to

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their governing boards.

LEAs: LEA Special Education Administrators are responsible for the coordination of special education services and programs within their agencies and for the implementation of the Local Plan.

LEA Governing Boards: The local governing board responsibilities include, but are not limited to: adoption of policies and procedures for special education programs and services within their districts; LEA compliance with all elements of the local plan; input on SELPA policies and procedures through the superintendent of the LEA; and, appointment of individuals to the CAC.

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

Description:

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• Presenting to local professional groups and organizations established to inform and/or to serve culturally diverse populations; and
• Coordinating with activities of the SELPA Community Advisory Committee (CAC)

LEA Responsibilities: Each LEA is responsible for identifying and assessing all students for whom they are responsible including Child Find activities and developing a coordinated system of support and referral for assessment.

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Description:

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

Document Title:

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Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:	<input type="text" value="Local Plan"/>
Document Location:	<input type="text" value="Napa SELPA Office, 2121 Imola Avenue, Napa, CA 94559, www.ncoe.org/selpa"/>
Description:	<p>Role of the RLA/AU: The role of the RLA/AU related to the coordinated system 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.</p> <p>Role of the SELPA Director: The SELPA works collaboratively with the LEAs and RLA/AU to review and evaluate the effectiveness of the Local Plan through monitoring activities, data collection and other activities as deemed necessary by the California Department of Education, Directors, and/or Superintendents.</p> <p>Role of the 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. LEAs may also engage in monitoring activities as required by the CDE.</p>

7. Coordinated system of data collection and management:

Document Title:	<input type="text" value="Local Plan"/>
Document Location:	<input type="text" value="Napa SELPA Office, 2121 Imola Avenue, Napa, CA 94559, www.ncoe.org/selpa"/>
Description:	<p>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.</p> <p>Role of the SELPA Director: The SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA will provide training and technical assistance as requested by member LEAS on data collection and</p>

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management. The SELPA will maintain a contract for a special education information management system on behalf of the LEAS. The SELPA will ensure timely collection of data for state reporting.

Role of the LEAs: The LEAs are responsible for data entry, quality, and integrity. Each LEA will approve their CALPADS submission as required by CDE.

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

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If the special education services within the LEA are not appropriate, then the LEA shall contract with an appropriate providers to implement the student's IEP. This may include a neighboring LEA, SELPA, or nonpublic agency.

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

Document Title:

Document Location:

Description:

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. In addition, the RLA/AU provides technical assistance to districts serving students in foster care, or who are homeless or experiencing temporary housing.

Role of the SELPA Director: The SELPA will be responsible for the facilitation of coordination of these services as designated by LEAs.

Role of the LEAs: Each LEA shall be responsible for the provision of special education and related services for students with disabilities residing in LCI's and foster family homes within the geographical boundaries of the LEA. The LEA will coordinate services as necessary. If the special education services within the LEA are not appropriate, then the LEA shall contract with an appropriate provider to implement the student's IEP. This may include a neighboring LEA, SELPA, or nonpublic agency.

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

Document Title:

Document Location:

Role of the RLA/AU: The role of the RLA/AU related to the preparation and transmission of required special education local plan area reports is to provide administrative support to the SELPA to ensure timely and accurate submission of reports.

Role of the SELPA director: The SELPA will ensure timely transmission

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Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:	Secondary Transition, Local Plan
Document Location:	Napa County SELPA Procedural Handbook, 2121 Imola Ave, Napa, CA 94559
Description:	<p>Role of the RLA/AU: The role of the RLA/AU related to the coordination of career and vocational education and transition services is the same as the role of each LEA.</p> <p>Role of the SELPA director: The SELPA will provide technical assistance and staff development as needed. The SELPA director will help support cooperative arrangements and MOUs to ensure students within the boundaries of the SELPA have appropriate access to these services.</p> <p>Role of the LEAs: Each LEA will provide and/or contract regionally for the appropriate career and vocational education and transition services as required under state and federal law.</p>

15. Assurance of full educational opportunity:

Document Title:	Local Plan
Document Location:	Napa SELPA Office, 2121 Imola Avenue, Napa, CA, 94559 www.ncoe.org/selpa
Description:	<p>Role of the RLA/AU: The RLA/AU, in coordination with the SELPA, assures that pupils have full educational opportunity regardless of the district of special education accountability.</p> <p>Role of the SELPA Director: Through the approval or the Annual Services Plan, the SELPA will ensure that a full continuum of services is available. Training and technical assistance is provided by the SELPA to the LEAs for the development and monitoring programs as requested.</p> <p>Role of the LEAs: Each LEA is responsible for monitoring student IEPs to ensure all services documented are provided, without delay, at no cost to the parents. LEAs ensure that IEPs are implemented and reviewed per mandated timelines, and provide all necessary services to its students through a full continuum of services. Through annual review, LEAs' ensure adequate yearly progress is being made.</p>

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

Document Title:

Document Location:

Description:

Role of the RLA/AU: In coordination with the SELPA, the RLA/AU is responsible for receiving and distributing state and federal funds to individual LEAs in accordance with the yearly adopted budget.

Role of the SELPA director: The SELPA will facilitate the distribution of funds in accordance with the funding allocation plan as approved by the SELPA Executive Board. The SELPA also ensures the development of the Annual Budget Plan.

Role of the LEAs: Each LEA through their representation on the SELPA Executive Board will determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. Each LEA submits timely required fiscal reports to the SELPA as required by state and federal law.

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

Document Title:

Document Location:

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

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Role of the SELPA Director:
The SELPA 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, and assists in preparation, implementation, and follow-up of state reviews, including those that are part of the Compliance and Improvement Monitoring (CIM) process. Napa County SELPA does not employ Program Specialists.

Role of the LEAs:
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, 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 and assisting in the preparation, implementation, and follow-up of reviews by the state including those that are part of the Compliance and Improvement Monitoring (CIM) process.

Special Education Local Plan Area Services

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

Document Title:

Document Location:

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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:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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Description:

In the event of a disagreement between LEAs, LEAs and the AU, LEAs and/or the AU and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the SELPA Executive Board that issues will be resolved at the lowest level possible with final appeal to SELPA Executive Board. If a LEA disagrees with a decision or practice of another agency or the SELPA, that LEA has a responsibility to discuss and attempt to resolve the disagreement with the party, or parties, directly involved. The parties involved will present their issues to their respective Superintendents, or designees, who will attempt to resolve the matter.

Either party may request the assistance of the SELPA Director, or their designee, or the Chair of the SELPA Executive Board. If this process fails, the parties may pursue a hearing on the issues and resolution with the SELPA Executive Board. If either party disagrees with the recommendation of the SELPA Executive Board, and the dispute relates to the distribution of funding, the responsibility of service provision or other governance activities specified within the Local Plan, the party may submit the dispute to mediation. Any dispute unresolved in mediation, arising from a dispute that relates to the distribution of funding, the responsibility for service provision or other governance activities specified in the Local Plan shall be settled by arbitration.

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

Document Title:

Document Location:

Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, as appropriate, utilized. Such resources may include, but not be

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limited to, response to intervention models, student success teams, early literacy programs, and remedial programs. Consideration during the referral and assessment process is taken if the child is designated as an English Learner. The LEA shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of intervention strategies.

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

Document Title:

Document Location:

Description:

Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The LEA representative shall review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the pupil to determine if he/she is making appropriate educational progress. Each annual monitoring visit shall include: review of services provided though the ISA; a review of progress on goals; a review of the behavior intervention plan (BIP) and progress on goals, if applicable; an observation of the student during instruction; and a walk-through of the facility. SELPA staff is responsible for the yearly visit where findings are reported to CDE in accordance with regulations. The LEA or SELPA representative shall collaboratively review the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring pupil progress. The LEA may choose to administer additional assessments as necessary, with parent consent where required, to determine whether the pupil is making adequate educational

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

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

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

Document Title:

Document Location:

Description: