

**LOCAL PLAN**  
**Section A: Contacts and Certifications**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

Local Plan Annual Submission

SELPA

Fiscal Year

### Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- NEW SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- Local Plan Section B: Governance and Administration
  - Local Plan Section B
  - Certifications 1, 3, 4 and 5 are required
  - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- Local Plan Section D: Annual Budget Plan
  - Select if this Local Plan Section D submission was revised after June 30th due date
    - Local Plan Section D
    - Certifications 2, 3, 4 and 5 are required
    - Attachments I-V are required
    - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- Local Plan Section E: Annual Service Plan
  - Select if this Local Plan Section E submission was revised after June 30th due date
    - Local Plan Section E
    - Certifications 2, 3, 4 and 5 are required
    - Attachments I and VI are required
    - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- Local Educational Agency Membership Changes

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A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="Yolo County SELPA"/>		
Street Address	<input type="text" value="1280 Santa Anita Court, Suite 150"/>	Zip Code	<input type="text" value="95776"/>
City	<input type="text" value="Woodland"/>	County	<input type="text" value="Yolo"/>
Mailing Address	<input type="text" value="1280 Santa Anita Court, Suite 150"/>		
City	<input type="text" value="Woodland"/>	Zip Code	<input type="text" value="95776"/>
Administrator First Name	<input type="text" value="Patrick"/>	Administrator Last Name	<input type="text" value="McGrew"/>
Administrator Title	<input type="text" value="Assistant Superintendent"/>		
Administrator's Email	<input type="text" value="patrick.mcgregw@ycoe.org"/>		
Telephone	<input type="text" value="(530)668-3787"/>	Extension	<input type="text"/>

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name	<input type="text" value="Yolo County Office of Education"/>		
Street Address	<input type="text" value="1280 Santa Anita Court"/>	Zip Code	<input type="text" value="95776"/>

Section A: Contacts and Certifications

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City  County   
Contact First Name  Last Name   
Contact Title   
Email   
Telephone  Extension

**Special Education Local Plan Area Review Requirements**

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes  No  N/A (Section D and/or Section E submissions)

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

N/A (Section D and/or Section E submissions)

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

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COE responsible for approving the Local Plan

Local Plan section(s) was/were provided to the COE(s) listed for approval on

**Public Hearing Requirements**

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

**Submitting the Local Plan to the California Department of Education**

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

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- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by EC sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	CAC Chair	Paul Bridge	CAC	Multiple
-	CAC Co-Chair	Kalista Hickman	Parent	Multiple
-	Esparto Unified	Javier Macias	Administrator-Gen. Ed.	Multiple
-	Washington Unified	Karla Salvo	Administrator-Spec. Ed.	Multiple
-	Yolo County Office of Education	Marty Remmers	Teacher-Spec. Ed.	Multiple

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Yolo County SELPA	Andy Martinez	Teacher-Spec. Ed.	Multiple
<input type="checkbox"/>	Yolo County SELPA	Patrick McGrew	Administrator-Spec. Ed.	Multiple

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- Certification 1: SELPA Local Plan Section B: Governance and Administration
- Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)  
Number Submitted
- Certification 4: CAC (Required for all SELPA Local Plan Sections B)
- Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)  
Number Submitted

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

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**Certification 1**

**Local Plan Section B: Governance and Administration**

**IMPORTANT:** Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

**For a multiple LEA SELPA or a COE joined SELPA**

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC Section 56195.1(b)* and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC Section 56195.7*.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes     No    (If the answer is "NO," please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

Yes     No    (If the answer is "NO," please include comments.)



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C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity\*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

\*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

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**Certification 2**

**Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan**

**IMPORTANT:** Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the *Individuals with Disabilities Education Act (IDEA)*, Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the *Federal Rehabilitation Act of 1973*, 29 *USC*, Chapter 16 as applicable; the *Federal Americans with Disabilities Act of 1990*, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

**For a multiple LEA SELPA or a COE joined SELPA**

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC Section 56195.1(b)* and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC Section 56195.7*.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Yes     No    (If the answer is "NO," please include comments.)

Yes     No    (If the answer is "NO," please include comments.)

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

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Administrative Entity\*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

\*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Special Education Local Plan Area (SELPA) Local Plan

**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]

The Yolo County Special Education Local Plan Area (SELPA) was formed under authority of Section 56195.1 of the State of California Education Code (CEC). School District and County Office Boards located within Yolo County hereby form a SELPA for the purpose of providing coordinated programs and services to students with disabilities. The Yolo County SELPA is a multi-district SELPA, Education Code Section 56360-56369.

Participating Local Educational Agencies (LEAs) within the geographic boundaries of the Yolo County SELPA:

- Davis Joint Unified School District
- Esparto Unified School District
- Washington Unified School District
- Winters Joint Unified School District
- Woodland Joint Unified School District
- Yolo County Office of Education

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)]

Governing Body: The governing body of the SELPA is the Superintendents' Council. Members of the Superintendents' Council are responsible to the governing Boards of the LEAs in the SELPA. The LEA governing Boards have delegated to the Superintendents' Council the authority to approve SELPA membership of participating LEAs. This authority allows the council to vote on the membership requests without requiring submission of the Local Plan to each Board.

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Individual membership amendments shall be submitted to the California Department of Education as required. Their allotted votes on the Superintendents' Council shall be as follows:

Davis Joint Unified: 1

Esparto Unified: 1

Washington Unified: 1

Winters Joint Unified: 1

Woodland Joint Unified: 1

Yolo County Office of Education: 1

**Governance Structure and Administrative Support:** The Yolo County's legal status is that of an unincorporated association. Each LEA shall be responsible for adoption and implementation of the Local Plan as outlined. The LEAs within the Yolo County SELPA join together to assure access to special education services for all eligible individuals who reside in the geographic area served by these agencies. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the Local Plan, Education Code Section 56205. Participating agencies may enter into additional contractual agreements to meet the requirements of applicable Federal and State law.

**Responsibility of Participating Agencies:** Each agency shall provide special education and services to eligible students within its boundaries, including students attending charter schools where an LEA of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve disabled individuals who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the Yolo County SELPA.

**Implementation of Administrative Functions:** The Yolo County Superintendent of Schools shall serve as the responsible local Administrative Unit (AU) for the SELPA to perform functions such as receipt and distribution of funds, provision of administrative support, and coordination of the implementation of the Local Plan.

**Responsibilities of Local Education Agency Board Members:** The Boards of the County, Districts and Charters of this SELPA have the overall responsibility for the development, implementation, and operation of the Local Plan, which assures access to special education services for all disabled individuals, birth to age 22 years, residing in the geographic region served by the Local Plan.

This responsibility is exercised and discharged through the adoption and implementation of this Plan and by the designation of the Yolo County Superintendent of Schools as the AU responsible for the provision of those centralized services as specified in the law.

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Amendments to the permanent portion of the Local Plan may be considered during the annual service and budget plan process. The Superintendents' Council may adopt amendments to the permanent portion of the Local Plan on an interim basis, not to exceed one year. Amendments approved in this manner will become permanent upon subsequent approval by the Superintendents' Council members and the State Board of Education. Amendments to the Local Plan are required when changes to Federal or State laws or regulations occur. Until the Local Plan amendments become permanent, the SELPA will comply with all changes in Federal and State laws and regulations.

Adoption of the Local Plan requires the approval of a majority of the Superintendents' Council members. Individual policy changes will be approved through the Superintendents' Council, as the efforts and decisions of the Council facilitate this unanimity.

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)]

Responsibilities of Superintendents: The Superintendent of each LEA shall be responsible for special education programs operated by the LEA and for implementing all requirements of the Local Plan. Each superintendent is responsible for providing input and/or recommendations to and from his/her Board regarding policies, procedures, and operation of the special education programs through his/her representative on the Superintendents' Council.

Responsibilities of Local Education Agency Program Administrators and Chief Business Officials: LEA administrators of special education are responsible for the coordination of special education services and programs within their agencies and for implementation of the Local Plan. The Chief Business Officials (CBOs) are responsible for monitoring financial and budget matters related to special education services within their agency and as related to the Local Plan. Both groups participate in the Joint Program Administrators/CBO (PAC/CBO) Advisory Committee, which serves as an advisory committee to the Superintendents' Council.

Superintendents' Council:

1. The Superintendents' Council is an administrative body composed of a Superintendent from each of the five (5) Districts, and the County Office within the SELPA.
2. Their allotted votes on the Council shall be as follows:  
  
Davis Joint Unified: 1  
  
Esparto Unified: 1

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Washington Unified: 1

Winters Joint Unified: 1

Woodland Joint Unified: 1

Yolo County Office of Education: 1

3. Two-thirds of the voting members shall be present to constitute a quorum. A two-thirds vote of those present will be sufficient to approve any actions. The LEA Superintendent shall provide the Council with written notification of a designee's voting authority in the Superintendents' absence.

4. The Superintendents' Council will meet at least four (4) times annually; this will not preclude additional, or emergency meetings as needed. The SELPA administration will comply with all Brown Act requirements for posting.

5. Unless otherwise agreed upon, the Superintendents' Council shall bi-annually rotate the chair of the Council by alphabetized order of the LEAs. If the Superintendents' Council chairperson is unable to attend a Council meeting, the chairperson will appoint a substitute chairperson for the meeting.

6. The SELPA Administrator will provide staff assistance and serve as the Executive Secretary to the Superintendents' Council.

The Superintendents' Council will approve major SELPA operational decisions such as but not limited to the following:

1. Set policy and direction for the SELPA.

2. Approve SELPA financial actions including distribution of special education funding, development of cost containment agreements and procedures, and review of the AU budget with advisement by the Joint PAC/CBO Advisory Committee.

3. Monitor the appropriate use of State, Federal, and local funds allocated for special education programs.

4. Review and approve needed modifications and adopt amendments to the permanent portion of the Local Plan.

5. Approve the SELPA-wide annual service and budget plans, and subsequent modifications as needed.

6. Approve operation manuals and handbooks to assist in the implementation of the Local Plan. These implementation tools are not considered a permanent portion of the Local Plan and are included in the Local Plan as reference materials only.



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7. Approve the type, number, and location of regional classes, programs, and services with consideration of advice from Joint PAC/CBO Advisory Committee.

Program Administrators' Committee (PAC): The Program Administrators' Committee (PAC) will be composed of one special education designee from each LEA. The SELPA Administrator shall serve as the chairperson of the PAC. The PAC will serve as an advisory committee to the Superintendents' Council and will carry out those functions specified in State law and the Local Plan. The PAC shall perform duties such as but not limited to the following:

1. Provide programmatic and operational recommendations for special education regarding the Yolo County SELPA.
2. Review and recommend needed modification of the Local Plan to the Superintendents' Council.
3. Provide program services and coordination within the SELPA to assure the availability of appropriate special education to all eligible individuals.
4. Recommend policies and procedures to the Superintendents' Council for action.
5. Review and recommend to the Superintendents' Council all procedural handbooks developed for use in the Yolo County SELPA.

Chief Business Officials (CBOs): A CBO or financial designee from each LEA will serve on the Joint PAC/CBO Advisory Committee, which will serve as an advisory committee to the Superintendents' Council. The CBO or financial designee shall perform duties such as but not limited to the following:

1. Formulate fiscal recommendations as applied to programmatic decisions and decisions regarding the operation of special education in the Yolo County SELPA.
2. Recommend policies, procedures, and financial actions to the Superintendents' Council.
3. Review and recommend needed modifications of the Local Plan to the Superintendents' Council.
4. Provide coordination within the SELPA to assure the availability of appropriate special education to all eligible individuals.
5. Review and recommend to the Superintendents' Council all procedural handbooks developed for use in the Yolo County SELPA.

Joint PAC/CBO Advisory Committee: The Joint PAC/CBO Advisory Committee will serve as an advisory committee to the Superintendents' Council. The SELPA Administrator shall serve as the chairperson of the Joint PAC/CBO Advisory Committee meeting.

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1. The Joint PAC/CBO Advisory Committee is composed of a PAC and a CBO representative for each of the five (5) Districts, and the County Office within the SELPA.
2. Their allotted votes on the Committee shall be as follows:  
  
Davis Joint Unified: 1 PAC, 1 CBO  
  
Esparto Unified: 1 PAC, 1 CBO  
  
Washington Unified: 1 PAC, 1 CBO  
  
Winters Joint Unified: 1 PAC, 1 CBO  
  
Woodland Joint Unified: 1 PAC, 1 CBO  
  
Yolo County Office of Education: 1 PAC, 1 CBO
3. Two-thirds of the voting members shall be present to constitute a quorum. A two-thirds vote of those present will be sufficient to approve any actions.
4. The Joint PAC/CBO Advisory Committee shall meet at least four (4) times annually; this will not preclude additional, or emergency meetings as needed. The SELPA Administration will comply with all Brown Act requirements for posting.
5. The Joint PAC/CBO Advisory Committee is hereby authorized to establish Ad Hoc committees or sub-committees for a specifically defined purpose. Posting of these meetings under Brown Act Rules will be dependent upon the membership called upon to complete the task required.

Summary of Policy and Procedure Adoption: Policies and procedures are formulated and refined by the aforementioned committees. Once a program policy or procedure is approved through the PAC, it moves forward to the Joint PAC/CBO Advisory Committee for review of fiscal impact. The CAC is updated and provided policy information for review and input prior to final submission to the Superintendents' Council for adoption.

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 Yolo County Superintendent of Schools shall serve as the responsible local Administrative Unit (AU) for the SELPA to perform functions such as receipt and distribution of funds, provision of administrative support, and coordination of the implementation of the Local Plan.

As the AU, the Yolo County Superintendent of Schools is responsible for but not limited to the following functions:

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- 1. Receives and distributes all special education funding.
- 2. Receives and distributes required funding for grants.
- 3. Submits to the Superintendents' Council policies and procedures governing regional and district-operated programs and services for adoption.
- 4. Monitors maintenance of effort requirements.
- 5. Employs staff.

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)]

Involvement of parents and community in the local education process is of high importance to the Yolo County SELPA. The involvement of special education and general education teachers is of equally high value. It is expected that this goal will be facilitated through the CAC.

The CAC of Yolo County is formed to advise Districts, LEA Charter, County Office of Education, and the SELPA Administrators on matters pertaining to the planning and implementation of special education programs and services throughout the Yolo County SELPA as authorized and described in Education Code Section 56190 and in the Local Plan.

Membership: The CAC may include 20 members: four appointed by each of the following District Boards - Davis Joint Unified, Washington Unified, Woodland Joint Unified; two appointed by each of the following District Boards - Esparto Unified, Winters Joint Unified; two appointed by LEA Charter Board - upon approval as an LEA Charter for special education; two appointed (at large) by the Yolo County Board of Education.

All District, LEA Charter, and County Boards are encouraged to have at least one parent representative at all times. As a group, parents shall be a majority of the total committee. All

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members of CAC shall be charged with the responsibility of serving the SELPA region as a whole.

The SELPA has established the CAC to serve in an advisory capacity to the SELPA. The CAC will have the opportunity to review and provide input on policy and budget development matters prior to action by the Superintendents' Council. Special education teachers, general education teachers, and parent members of the CAC shall participate in regular consultations regarding policy and budget development. The CAC meets regularly during the school year. The bylaws for the CAC are on file at the SELPA Office.

Responsibilities: The CAC shall advise the SELPA Administrator on the planning and operation of the SELPA. The responsibilities shall include all of those defined in the Local Plan, including but not limited to the following:

1. Reviewing the Local Plan.
2. Providing ongoing input on special education services, accountability, and outcomes.
3. Recommending annual priorities to be addressed by the Local Plan.
4. Advocating, supporting, and assisting in parent education.
5. Assisting in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan.
6. Encouraging community involvement in the development and review of the Local Plan.
7. Providing active support for students with disabilities.
8. Providing reviews and input in the development of SELPA policies, procedures, handbooks, and forms.

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

The SELPA has established the CAC to serve in an advisory capacity to the SELPA. The CAC will have the opportunity to review and provide input on policy and budget development matters prior to action by the Superintendents' Council. Special education teachers, general education teachers, and parent members of the CAC shall participate in regular consultations regarding policy and budget development. The CAC meets regularly during the school year.

The Local Plan shall be developed and updated cooperatively by a committee of representatives of special education and general education teachers, administrators, representatives of charter schools, and local preschools deemed to be LEAs within the SELPA, and with the participation of

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parent members of the CAC, or parents selected by the CAC, to ensure adequate and effective participation and communication.

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 Governing Boards of each participating LEA agree to invest the Superintendents' Council with the responsibility of designating an appropriate agency as the AU for the administration and implementation of the Local Plan. The Boards assure that the Superintendents' Council shall identify the need for and designate the positions necessary for the operation of SELPA functions.

The Yolo County Superintendent of Schools serves as the AU for the Yolo County SELPA. The AU is responsible for but not limited to the following functions:

1. Receives and distributes all special education funding.
2. Receives and distributes funding for grants.
3. Submits to the Superintendents' Council policies and procedures governing regional and District-operated programs and services for adoption.
4. Monitors maintenance of effort requirements.
5. Employs staff.

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)]

Each participating agency shall provide special education and services to eligible students within its boundaries, including students attending charter schools where an LEA of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve disabled individuals who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the Yolo County SELPA.

Each program operator shall follow inter-agency agreements between the State Department of Education and other State Public Agencies, as well as agreements between the SELPA and other local Public Agencies.

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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 Boards of the County, Districts and Charters of this SELPA have the overall responsibility for the development, implementation, and operation of the Local Plan, which assures access to special education services for all disabled individuals, birth to age 22 years, residing in the geographic region served by the Local Plan.

This responsibility is exercised and discharged through the adoption and implementation of this Plan and by the designation of the Yolo County Superintendent of Schools as the AU responsible for the provision of those centralized services as specified in the law.

Amendments to the permanent portion of the Local Plan may be considered during the annual service and budget plan process. The Superintendents' Council may adopt amendments to the permanent portion of the Local Plan on an interim basis, not to exceed one year. Amendments approved in this manner will become permanent upon subsequent approval by all LEA Governing Boards and the State Board of Education. Amendments to the Local Plan are required when changes to Federal or State laws or regulations occur. Until the Local Plan amendments become permanent, the SELPA will comply with all changes in Federal and State laws and regulations.

Adoption of the Local Plan requires the approval of a majority of the Superintendents' Council members. Individual policy changes will be approved through the Superintendents' Council, as the efforts and decisions of the Council facilitate this unanimity.

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

The Superintendent of each LEA shall be responsible for special education programs operated by the LEA and for implementing all requirements of the Local Plan. Each superintendent is responsible for providing input and/or recommendations to and from his/her Board regarding policies, procedures, and operation of the special education programs through his/her representative on the Superintendents' Council.

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- 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)]

LEA administrators of special education are responsible for the coordination of special education services and programs within their agencies and for implementation of the Local Plan. The Chief Business Officials (CBOs) are responsible for monitoring financial and budget matters related to special education services within their agency and as related to the Local Plan. Both groups participate in the Joint Program Administrators/CBO (PAC/CBO) Advisory Committee, which serves as an advisory committee to the Superintendents' Council.

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 fundamental role of the SELPA Administrator is to provide leadership and facilitate the decision-making process. The role of the SELPA Administrator includes the provision of information, specific services identified by the Superintendents' Council, technical assistance, leadership, and arbitration. It is the SELPA Administrator's responsibility to represent the interest of the SELPA as a whole, without promoting any particular LEA's interest over the interest of any other agency. In the event of differences of opinions and/or positions on issues, it is the SELPA Administrator's responsibility to mediate a reasonable resolution of those issue(s).

The Superintendents' Council will select, supervise, evaluate, and discipline the SELPA Administrator, but the SELPA Administrator is employed through the Yolo County Superintendent of Schools Office. The SELPA Administrator provides assistance and serves as a special education administrative resource to all the participating agencies.

- 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 Federal and State special education funds shall be allocated to the SELPA AU for distribution to the LEAs according to an approved Special Education Funding Allocation Plan. Any changes to the allocation of Federal and State special education funds shall be made by the Superintendents' Council.

The governing Boards of the LEAs participating in the SELPA have agreed that students with disabilities will be provided appropriate special education services. The Superintendents' Council is the designated authority to determine the distribution of all Federal and State special education

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funds in order for LEAs to carry out their responsibilities. The AU shall be responsible for the distribution of funds according to an approved allocation plan (LEAA 17a, Method of Distribution of Funds, AB 602 Allocation Plan).

The SELPA Administrator and the CBO of the AU or designee shall develop the annual budget plan for review and approval by the Superintendents' Council. The CBOs shall review the plan prior to the 30-day review by the CAC. The annual budget plan shall be distributed to the Superintendents' Council following the CAC review for adoption. Adoption of the annual budget plan will follow a 15-day posting of a public hearing notice and Brown Act rules applied to public meetings and agendas.

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

It is the intention of the SELPA to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. Access to services is through each of the LEAs. The referral, assessment, and IEP/IFSP process are utilized to identify the needs of each individual student with disabilities. The LEAs are committed to policies and procedures to assure that students have access to appropriate services provided through the LRE.

The Program Administrators shall identify, on a regular basis, any unmet needs of students within the SELPA. With the assistance of the SELPA Administrator, the Program Administrators identify the resources that could provide the appropriate services within the SELPA. When services are required beyond the programs and services being provided by any LEA, the Joint PAC/CBO Advisory Committee shall develop a plan for consideration by the Superintendents' Council. Any plan having programmatic or fiscal impact on LEAs shall be reviewed by the Joint PAC/CBO Advisory Committee prior to consideration by the Superintendents' Council.

The Program Administrators shall develop the annual services plan for review and approval by the Superintendents' Council. The annual services plan shall be distributed to the LEAs and the CAC upon approval.

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, as identified in the IEP/IFSP, shall be met. Funds allocated for special education programs shall be used for services to students with disabilities.



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Federal funds under Parts Band C of IDEA may be used for the following activities:

1. For the costs of special education, related services, and supplementary aides and services provided in the general education class or other education-related setting for a student with a disability in accordance with the IEP, even if one or more non-disabled children benefit from these services.
2. For the development and implementation of a fully integrated and coordinated services system.
3. For the provision of applicable services and activities to infants and toddlers (birth to 36 months) and their families who are eligible for early intervention services under Part C, as defined in State and Federal law.

The SELPA Administrator, with the assistance of the Program Administrators, the CBOs, and the AU, shall be responsible for monitoring annually the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the Superintendents' Council through the annual budget plan process.

The SELPA Administrator, with the assistance of the Program Administrators, the CBOs, and the AU, shall be responsible for preparing all program and fiscal reports required of the SELPA by the State.

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]

It is the intent of the SELPA to ensure that access to the least restrictive environment is assured for all pupils, including those with low incidence disabilities. It is the responsibility of each participating LEA to provide, in a timely manner, instructional materials and specialized equipment consistent with guidelines established by the State.

When a pupil is assessed as having a low incidence disability, the personnel who assess the pupil shall prepare a written report which shall include the need for any specialized services, materials, and equipment for such pupils, consistent with the guidelines established by the State. The Individualized Education Program (IEP) team shall then follow all state and federal regulations in determining an appropriate plan for the pupil with a low incidence disability.

Special education classes for pupils who have a low incidence disability shall be taught by teachers whose professional preparation and credential authorization are specific to that impairment.

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Members of the SELPA acknowledge that equipment, materials, and books purchased with low incidence funds are the property of the State of California, not the pupils, parents, district, county office of education, or the SELPA. Materials are on loan to the pupils for whom the purchases were made and will be utilized according to individual needs. Items distributed to an LEA must be reassigned to another pupil with low incidence needs or returned to the SELPA for redistribution when they are no longer needed. Equipment will follow the pupil if she/he transfers to another program operating within the SELPA, or another LEA in the State, if the student were to move, thus providing continued access to educational supports.

Expenditures of services are limited to direct services to the pupil or pupils with low incidence disabilities. Specialized services must relate to the unique educational needs resulting from the pupil's low incidence disability or disabilities.

**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:

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Yes  No

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

Policy/Procedure Number:

Document Title:

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

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

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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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

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Document 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  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,

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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); 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:

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:

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Yes  No

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**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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

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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

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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

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**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

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

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

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the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

**Administration of Regionalized Operations and Services**

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:

Role of the Program Specialists:  
SELPA Program Specialists shall be employed by the Yolo County Office of Education AU for employment purposes and for the provision of SELPA-wide services under the direction of the SELPA Administrator. The Superintendents' Council designates the number and type of Program Specialists based upon the recommendation and advisement of

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the PAC/CBO Joint Advisory Committee.

The governing LEA Boards recognize the importance of employment of Program Specialists to provide unique and necessary services to the agencies and to pupils in the SELPA. The Program Specialist(s) shall provide the following services:

1. Observe, consult with, and assist special education and general education teachers, plus support staff, in accordance with LEA procedures.
2. Plan programs, coordinate curricular resources, and share in the evaluation of the effectiveness of programs for children with disabilities.
3. Assist with LEA staff development, program development, and innovation of special education methods and approaches.
4. Provide coordination, consultation, and program development in one or more specialized areas of expertise.
5. Upon request, participate in the IEP/IFSP team meetings where technical assistance is needed.
6. Assist in developing training for parents and members of the CAC.
7. Provide staff development and technical assistance for general and special education teachers, administrators, support staff and parents.
8. Assist as a liaison to various community agencies such as the Department of Human Services, the Alta California Regional Center, and California Children's Services.

Role of the RLA/AU:

The Yolo County Office of Education serves as the AU for the Yolo County SELPA. The AU is responsible for but not limited to the following functions:

1. Receives and distributes all special education funding.
2. Receives and distributes required funding for grants.
3. Submits to the Superintendents' Council policies and procedures governing regional and district-operated programs and services for adoption.

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4. Monitors maintenance of effort requirements.

5. Employs staff.

Role of the SELPA Administrator:

The fundamental role of the SELPA Administrator is to provide leadership and facilitate the decision-making process. The role of the SELPA Administrator includes the provision of information, specific services identified by the Superintendents' Council, technical assistance, leadership, and arbitration. It is the SELPA Administrator's responsibility to represent the interest of the SELPA as a whole, without promoting any particular LEA's interest over the interest of any other agency. In the event of differences in opinions and/or positions on issues, it is the SELPA Administrator's responsibility to mediate a reasonable resolution of those issue(s).

The Superintendents' Council will select, supervise, evaluate, and discipline the SELPA Administrator, but the SELPA Administrator is employed by the Yolo County Office of Education. The SELPA Administrator provides assistance and serves as a special education administrative resource to all the participating agencies.

The AU and the SELPA Administrator, as its designee, are responsible for, but not limited to the following functions:

1. Developing and providing guidance, including forms and manuals that will assist the LEAs in complying with procedural safeguards.
2. Coordinating services for eligible students with disabilities with LEAs and other local public agencies through negotiation of agreements, understandings, and ongoing dialogue to assure that all students with special needs have equal access to all programs and services in the Yolo County SELPA.
3. Providing assistance, upon request, in due process proceedings. Due process assistance may include reviewing with parents/guardians' local alternatives to due process such as:
  - a. Informal SELPA review with the SELPA Administrator or designee
  - b. Alternative Dispute Resolution
  - c. Resolution Sessions or Settlement Offers

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Description:

d. Facilitated IEPs

e. Advising the LEA on the results of the required corrections of any due process proceeding. If assistance involves serving as the LEAs representative, the SELPA Administrator is not a respondent or responsible party. SELPA assistance is not intended to take the place of legal representation, which will be an option of the District of residence or the LEA Charter.

4. The AU will be responsible only for implementing any corrections or results of a mediation or due process proceeding when the AU was the respondent or responsible party. The District or LEA Charter is responsible for implementing any corrections or results of mediation or due process proceeding when the District or LEA Charter is the respondent or responsible party.

5. The AU will be responsible for paying attorney fees only when the AU is the respondent or responsible party. The District or LEA Charter is responsible for paying attorney fees when the District or LEA Charter is the respondent or responsible party.

Funds for regionalized operations and services and the direction instructional support of program specialists shall be apportioned to the Yolo County SELPA to ensure the functions set forth in the Local Plan. As a condition to receiving those funds, the SELPA shall ensure that all functions listed below are performed in accordance with the description set forth in its Local Plan:

1. Coordination of the SELPA and the implementation of the Local Plan.
2. Coordinated system and identification of assessment.
3. Coordinated system of procedural safeguards.
4. Coordinated system of staff development, and parent/guardian education.
5. Coordinated system of curriculum development and alignment with the core curriculum.
6. Coordinated system of internal program review, evaluation of the effectiveness of the Local Plan, and implementation of a Local Plan accountability mechanism.
7. Coordinated system of data collection and management.

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8. Coordination of interagency agreements.
9. Coordination of services to medical facilities.
10. Coordination of services to licensed children's institutions and foster family homes.
11. Preparation and transmission of required SELPA reports.
12. Fiscal and logistical support of the CAC.
13. Coordination of transportation services for individuals with special needs.
14. Coordination of career and vocational education and transition services.
15. Assurance of full educational opportunity.
16. Fiscal administration and the allocation of State and Federal funds pursuant to Section 56836.01.
17. Direct instructional program support that may be provided by Program Specialists in accordance with Section 56368.

Role of the Individual LEAs:

Each agency shall provide special education and services to eligible students within its boundaries, including students attending charter schools where an LEA of the SELPA has granted a charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve disabled students who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the Yolo County SELPA.

The Boards of the County, Districts, and Charters of the SELPA have the overall responsibility for the development, implementation, and operation of the Local Plan, which assures access to special education and services for all disabled individuals, birth to age 22 years, residing in the geographic region served by the Local Plan.

The Superintendent of each participating LEA shall be responsible for special education programs operated by the LEA and for implementing the requirements of the Local Plan.

Each LEA Superintendent is responsible for providing input and/or



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recommendations to and from his/her Board regarding policies, procedures, and operation of the special education programs through his/her representative on the Superintendents' Council. LEA administrators of special education are responsible for the coordination of special education services and programs within their agencies and for the implementation of the Local Plan. The Chief Business Officials are responsible for monitoring financial and budget matters related to special education services within their agency and as related to the Local Plan.

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

Description:

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• Providing workshops on child find.

• Providing technical assistance and guidance to LEAs, community agencies and parents.

Role of the individual LEAs:

The Governing Boards of the Yolo County SELPA assure an ongoing effort to identify all individuals with disabilities including infants, children for whom English is not a primary language, students with low incidence disabilities, students attending private schools and home schools, highly mobile children, children that are homeless or wards of the State, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade.

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Description:

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of assessment, identification, and placement. The SELPA provides parents with a copy of their procedural safeguards upon request and will maintain a copy on their website.

Role of the individual LEAs:

Member LEAs of the Yolo County SELPA ensure that children with disabilities and their parents/guardians shall be provided with safeguards throughout the identification, evaluation, placement process, and the provision of a free appropriate public education (FAPE) to each child. They provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

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

Document Title:

Document Location:

Description:

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Member LEAs will determine their staff development and parent and guardian education programs, based on their local needs. LEAs may request technical assistance or input from the SELPA at any time.

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

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:

Document Title:

Document Location:

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Description:

The Program Specialist may assist LEAs with program review and consultation. They assist member LEAs with state monitoring activities and development of improvement plans.

Role of the RLA/AU:

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

Role of the SELPA Administrator:

The SELPA Administrator ensures the Superintendents' Governance Council receives annual input on the local plan from required stakeholders, including parents of the CAC, general and special education staff and administrators.

The SELPA Administrator reports to the Superintendents' Council in a public meeting, a summary of the SELPA's activities on behalf of its members.

The SELPA Administrator participates in monitoring activities and supports the development of LEA improvement plans (Special Education Plan) and overall implementation.

Role of the individual LEAs:

Member LEAs review and monitor Annual Performance Reports, the California School Dashboard, and other local data sources to ensure students with disabilities receive a free and appropriate public education. They engage in monitoring activities at a local level and as required by the California Department of Education.

7. Coordinated system of data collection and management:

Document Title:

Document Location:

Role of Program Specialists:

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Description:

professional development and provide technical assistance to member LEAs.

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 same as the role of each LEA.

Role of the SELPA Administrator:

The SELPA Administrator ensures timely collection of data for state reporting.

The SELPA Administrator provides technical assistance and training to LEAs upon request.

The SELPA Administrator approves the California Longitudinal Assessment and Pupil Data System (CALPADS) and DRDP data submissions of each member LEA as required by the California Department of Education.

Role of the individual LEAs:

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

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

Role of Program Specialists:  
Not applicable.

Role of the RLA/AU:  
The role of the RLA/AU related to the coordinated system of interagency agreements is the same as the role of each LEA.

Role of the SELPA Administrator:  
The SELPA Administrator annually reviews interagency agreements.  
The SELPA Administrator renews interagency agreements, when

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applicable.  
The SELPA Administrator develops interagency agreements as needed. The SELPA Administrator posts interagency agreements on the SELPA website.  
Role of the individual LEAs:  
Through their representative to the Superintendents' Governance Council, LEAs implement interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

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service provider for implementation of the student's IEP. These may include employees of other LEAs within the SELPA, those of a neighboring SELPA, or a Nonpublic Agency (NPA).

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

Document Title: Yolo County SELPA Local Plan

Document Location: Yolo County SELPA Office  
1280 Santa Anita Court, Suite 150  
Woodland, CA 95776

Description: 

**Role of Program Specialists:**

The Program Specialist may ensure member LEA students have access to a full educational opportunity regardless of the district of special education accountability. The program specialist may support member LEAs in connecting with licensed children's institutes and foster family homes upon request.

**Role of the RLA/AU:**

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

**Role of the SELPA Administrator:**

The SELPA will facilitate the development of agreements associated with licensed children's institutions and foster families to support member LEAs in gaining access to the provision of IEP mandated educationally related services delivered either in person or at a distance via telehealth electronic platforms.

**Role of the individual LEAs:**

Each LEA shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in LCIs and foster homes located within the geographical area of the LEA. Each LEA shall first consider services operated by the LEA and then by SELPA regional program providers. If the special education services available within the entities are not appropriate, then the district shall contract with an appropriate NPA service provider for implementation of the pupil's IEP.



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

Document Title:	<input type="text" value="Yolo County SELPA Local Plan"/>
Document Location:	<input type="text" value="Yolo County SELPA Office&lt;br/&gt;1280 Santa Anita Court, Suite 150&lt;br/&gt;Woodland, CA 95776"/>
Description:	<p>Role of Program Specialists:</p> <p>Not applicable.</p> <p>Role of the RLA/AU:</p> <p>The role of the RLA/AU related to the preparation and transmission of required special education local plan area reports is the same as the role of each LEA.</p> <p>Role of the SELPA Administrator:</p> <p>The SELPA Administrator will ensure timely transmission of required reports and provide technical assistance to member LEAs in completing the reports.</p> <p>Role of the individual LEAs:</p> <p>Member LEAs will maintain accurate records and submit required data to the SELPA Administrators for timely submission of required reports.</p>

12. Fiscal and logistical support of the CAC:

Document Title:	<input type="text" value="Yolo County SELPA Local Plan"/>
Document Location:	<input type="text" value="Yolo County SELPA Office&lt;br/&gt;1280 Santa Anita Court, Suite 150&lt;br/&gt;Woodland, CA 95776"/>
	<p>Role of Program Specialists:</p> <p>The Program Specialist may attend Community Advisory Committee (CAC) meetings and provide resources, training and technical assistance to its members.</p> <p>Role of the RLA/AU:</p>

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Description:

The role of the RLA/AU related to the fiscal and logistical support of the CAC is the same as the role of each LEA.

Role of the SELPA Administrator:

The SELPA Administrator will serve as the secretary to the CAC to assist in promoting community engagement in the work aligned for promoting equity and access for students with disabilities. They will work closely with the CAC to develop recommendations to be presented to Superintendents' Governance members that promote the equity and access of students with disabilities within member LEAs and their communities across the SELPA region. The SELPA Administrator will work with the Superintendents' Governance members for the provision of any fiscal, human, and logistical resources to support the work of inclusive practices which promote equity and access.

Role of the individual LEAs:

Member LEAs shall encourage active participation in the CAC to further support the development of strong communication between LEAs and families/guardians who have a child(ren) with disabilities. Parents/guardians who serve as voting members on the CAC, are nominated by member LEA governing boards or through the CAC membership committee. Allocation of fiscal and logistical support is encouraged through member LEA Local Control Accountability Plans (LCAPs). Member LEAs shall work with their CAC representatives to support the provision of inclusive practices, equity and access for all students with a mild to severe disability.

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

Document Title:

Document Location:

Role of Program Specialists:

Not applicable.

Role of the RLA/AU:

The role of the RLA/AU related to the coordination of transportation

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Description:

services for individuals with exceptional needs is the same as the role of each LEA.

Role of the SELPA Administrator:

Upon request from member LEAs, the SELPA Administrator will facilitate the development of agreements between member LEAs and local transportation entities to safely transport students to and from home to their respective school.

Role of the individual LEAs:

Member LEAs ensure that appropriate transportation services are provided for students with disabilities as specified in their IEPs. Additionally, they will coordinate the provision of transportation for students who require transportation outside of their district of residence.

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

Document Title:

Document Location:

Description:

Role of Program Specialists:

The Program Specialist may support member LEA staff through training and reviewing referrals for students transitioning from high school to postsecondary programs.

Role of the RLA/AU:

The role of the RLA/AU related to coordination of career and vocational education and transition services is the same as the role of each LEA.

Role of the SELPA Administrator:

The provision of technical assistance and staff development in the area of transition services are coordinated and delivered upon request from member LEAs.

Role of the individual LEAs:

Member LEAs will provide transition services as required under state

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15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

16. Fiscal administration and the allocation of state and federal funds pursuant to EC Section

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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Woodland, CA 95776

Role of Program Specialists:

The Program Specialist may do the following:

- Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special education class teachers.
- Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
- Participate in each school's staff development, program development, and innovation of special methods and approaches.
- Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.
- Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.
- Provide services as directed by the Superintendents' Council members.
- Provide staff development for staff, parents/guardians, members of CAC, volunteers, and governing boards as appropriate and will be coordinated with other staff development programs in the SELPA.
- Conduct ongoing comprehensive evaluations of special education programs as per the evaluation plan and requirements of the California Department of Education-Special Education Division (E.C. 56600, et seq.)
- Conduct ongoing review of special education programs and procedures in the SELPA, and mechanisms for correcting any identified problems. Review and procedures will be in accordance with any state level procedures but may include local interventions starting at the most direct level of intervention.

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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Description:

Role of the SELPA Administrator:

- Recommends employment of, assign, supervise and evaluate SELPA staff.
- Supports the development of regionalized programs by providing access to a program specialist.
- Meets with the Superintendents' Governance Council to keep them informed of the status of the special education programs as needed.
- Coordinates with member LEAs that operate regionalized programs and facilitate conversations regarding the status of special education programs and services within the SELPA for the Superintendents' Council in the spring and prior to the start of the next school year.
- Coordinates and provides staff development and training for general and special education administrators and staff.
- Develops and disseminates forms, policies, and procedures throughout the SELPA.
- Assists in preparation, implementation, and follow-up of state reviews, including those that are part of the Focused Monitoring and the Quality Assurance Process.

Role of the individual LEAs:

- 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 SELPA 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

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intervention.

- Assisting in the preparation, implementation, and follow-up of reviews by the state including those that are part of the Focused Monitoring and the Quality Assurance Process.

**Special Education Local Plan Area Services**

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

Document Title: Yolo County SELPA Local Plan

Document Location: Yolo County SELPA Office  
1280 Santa Anita Court, Suite 150  
Woodland, CA 95776

Description: 

The Yolo County SELPA maintains an interagency agreement with both the Alta California Regional Center and the Yolo County SELPA for the provision of Part C: Early Intervention Services program for infants (ages 0-3) with a disability. The YCOE multi-disciplinary team supports services via Individual Family Service Plans (IFSPs) and coordinates interagency collaboration to coordinate services for families.

The Yolo County SELPA partners with member LEAs to support the process of identification, assessment and transition of students with an individual family services plan (IFSP) Part C services to an individual education plan (IEP) Part B services prior to age three. When an individual with exceptional needs is between the ages of 24 to 30 months, parent/guardian notification is given from either the Alta California Regional Center and/or LEA staff. Parents are notified that a transition conference will take place no later than 90 days prior to the child's third birthday. The YCOE muti-disciplinary team works with the Alta California Regional Center and/or member LEAs to facilitate the assessment, identification, and transition from IDEA Part C to Part B ensuring the provision of a written transition plan moving forward into Part B preschool programs and services. The Yolo County Multidisciplinary Team and/or member LEAs work collaboratively with parents/guardians to ensure an appropriate preschool program as well as a smooth transition for individuals with exceptional needs from preschool into kindergarten. Special education services are provided in a manner to ensure equity and access to grade level content as well as a free and appropriate education (FAPE) in the least restrictive environment (LRE).

2. A description of the method by which members of the public, including parents or guardians of



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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:	Yolo County SELPA Local Plan
Document Location:	Yolo County SELPA Office 1280 Santa Anita Court, Suite 150 Woodland, CA 95776
Description:	<p>The Superintendent's Council, as the governing body, shall address questions and concerns of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan. Questions and concerns may be addressed at any regularly scheduled Superintendents' Council public meeting during the time set aside for items of public interest.</p> <p>The SELPA Administrator, as a non-voting member of the Superintendents' Governance Council, will ensure that meetings are held following the provisions of the Brown Act. Public hearings, with adequate and proper notice, are held when there are revisions to the Local Plan, the Annual Budget and/or the Annual Service Plan. The revised portions of the plan are presented for comment during Public Hearings.</p> <p>Member LEAs offer additional opportunities for public participation and input regarding special education at their local LEA governing board level.</p>

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:	Yolo County SELPA Local Plan
Document Location:	Yolo County SELPA Office 1280 Santa Anita Court, Suite 150 Woodland, CA 95776
	<p>In the event of a disagreement among Local Education Agencies (LEAs), the LEAs and the Administrative Unit (AU), the LEAs and/or between 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 Superintendents' Council that issues be resolved at the lowest level possible in the governance structure outlined in the Local Plan. The Superintendents'</p>

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Description:

Council is considered to be the Board of Last Resort. This dispute resolution process is intended to resolve disagreements within a period of 45 days, but it is not intended to undermine local authority.

1. If an LEA disagrees with a decision or practice of another agency or the SELPA Office, that LEA has a responsibility to discuss and attempt resolution of the disagreement with the party or parties directly involved. The parties involved will present the issues to their respective Superintendents, or designees, who will attempt to resolve the matter.

2. Should resolution not be achieved at an informal level; the following steps shall be followed: Step 1: Either party may request the direct assistance of the SELPA Administrator to facilitate a resolution session. If the resolution session is unsuccessful, a written notification shall be submitted to the SELPA Administrator and the Superintendents' Council clarifying the disputed issues, and movement to the next step in the process shall occur. Step 2: A review of the written notification of disputed issues is submitted to an impartial subcommittee composed of the Joint PAC/CBO Advisory Committee members and the SELPA Administrator. Both parties present their side of the dispute. If either party disagrees with the recommendation of the subcommittee, the disputing parties shall retain the services of a neutral third-party mediator.

3. The services of a neutral mediator from outside the SELPA are utilized to facilitate a resolution session. If this process fails, the parties may pursue a hearing on the issues and resolution with the Superintendents' Council.

4. The issue will be placed on the Superintendents' Council agenda, with a summation of all events and outcomes included in the Board packet for their review. The Council will hear from the parties and render a decision no later than the next scheduled meeting. The decision of the Superintendents' Council shall be final.

Should the dispute involve inter-SELPA issues and be among the Superintendent Council members, the SELPA Administrator, or an outside mediator, will facilitate a resolution session.

If the resolution session is unsuccessful, the State dispute resolution proceedings will be initiated. To initiate this step, each LEA Superintendent will submit to the SELPA Administrator a written notification regarding the dispute. The SELPA Administrator will submit these notifications to a state arbitrator for review, and mediation will follow. The arbitrator's decision will be final. This procedure is

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referenced in Education Code Sections 21: 35565, 74281, and 81501; however, in this case, the SELPA Administrator replaces the County Superintendent for LEA dispute matters related to SELPA operations. Should disputes involve the SELPA Administrator, a LEA Superintendent, not involved with the dispute, will act as liaison to the arbitrator.

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:

For those students who may need additional academic and behavioral supports to succeed in a general education environment, schools may choose to implement a multi-tiered system of supports (MTSS) for all students, such as response to instruction/intervention (RtI2), positive behavioral interventions and supports (PBIS), trauma-informed practices (TIPS), and restorative practices.

MTSS is a school-wide approach that addresses the needs of all students, including struggling learners and students with disabilities, and integrates assessment and intervention within a multi-level instructional, behavioral, and social-emotional system to maximize student achievement and reduce problem behaviors and issues related to mental health.

MTSS, which includes scientific, research-based interventions, also may be used to identify children suspected of having a specific learning disability. With a multi-tiered instructional framework, schools identify students at risk for poor learning outcomes; monitor their progress; provide evidence-based interventions; and adjust the intensity and nature of those interventions depending on a student's responsiveness. Children who do not, or minimally, respond to interventions should be considered for an evaluation to determine if they are eligible for special education and related services; and those children who need intense short-term interventions may continue to receive those interventions.

Following the implementation of MTSS instructional framework if concerns remain at the local school, staff will contact parents/guardians

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Description:

to discuss their concerns about their child's educational progress.

All options in the regular program must be exhausted prior to a referral to special education per federal and state education laws. These options may include, but are not limited to, the following:

- Referral to alternative programs within the school/district.
- Modifications of the classroom program, including alternative instructional methods and materials.
- Modification of the school program, including adjustment of school day.
- Referral to professional and/or agency outside of the school.
- Consultation with appropriate staff.

Written documentation must be included in the referral that appropriate alternatives and/or modifications have been considered. All options are to be explored by the regular education staff prior to referral through the student study team (SST) process. The procedure to be followed when a student is first seen as having difficulty will be the responsibility of the regular school staff.

When all the regular education options have been attempted but have not met with success, the student may be referred for special education consideration.

The procedures for student referrals may be submitted by the following persons:

- Student Study Team comprised of teachers, specialists, etc.
- Parents
- Other service providers or knowledgeable persons

A student shall be referred for special education services only after the resources of the regular education program have been explored and, where appropriate, utilized. All referrals should be submitted to the student's school of attendance. If the referred student is not attending a public school, or is not yet of school age, the referral should be made to the student's school of residence or the Yolo County Office of Education.

All referrals for special education and related services shall initiate the assessment process and shall be documented. When a verbal referral is

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made, staff of the school district, Special Education Local Plan Area (SELPA) or county office shall offer assistance to the individual in making a request in writing and shall assist the individual if the individual requests such assistance.

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: Yolo County SELPA Local Plan

Document Location: Yolo County SELPA Office  
1280 Santa Anita Court, Suite 150  
Woodland, CA 95776

Description: 

On an annual basis, the Yolo County SELPA will review and issue the SELPA Master Contract for special education services provided by both non-public agencies (NPAs) and non-public school (NPS) entities with member LEAs. The SELPA negotiates rates with participating NPA and NPS entities to monitor costs associated with the delivery of services. The SELPA will maintain updated NPS and NPA master contracts at the SELPA office.

LEAs shall complete the Individual Student Agreements (ISAs) based on individual student needs and in accordance with master contract agreement. LEAs will maintain copies of the Master Contracts and ISAs at the LEA central office.

The Superintendent's Governance Council maintains the option to have the SELPA and/or LEA issue Master Contracts to NPA and NPS entities based upon the Council's discretion.

LEAs are responsible for monitoring the delivery of special education services to students who are placed in non-public schools or receiving services from a non-public agency.

The SELPA Administrator and member LEAs will monitor staffing qualifications and staffing levels required set forth in the SELPA Master Contract with non-public schools and agencies. The SELPA and LEA are to ensure staff members employed by the NPS or NPA are trained in behavior support and strategies within 30 days of employment. Member LEAs are responsible for administering additional assessments as necessary and with parent/guardian consent to determine whether the pupil is making appropriate educational progress. LEA members shall

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request IFSP and IEP meetings at any time to review student progress with the NPA or NPS.

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: Yolo County SELPA Local Plan

Document Location: Yolo County SELPA Office  
1280 Santa Anita Court, Suite 150  
Woodland, CA 95776

Free Appropriate Public Education ("FAPE")

Every individual with exceptional needs who is eligible to receive special education instruction and related services under the Individuals with Disabilities Act ("IDEA") and state special education laws, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her. A FAPE shall be available to individuals with exceptional needs in accordance with 20 U.S.C. §1412(a)(1) and 34 C.F.R. §300.101.

Eligible Adults

Adults who are aged 18-22 years, have not graduated with a high school diploma, who, at the time they have turned 18 were identified as an individual with exceptional needs and had an individualized education program ("IEP") under the IDEA, are also entitled to a FAPE (hereinafter ("eligible adults").) (See 20 U.S.C. §1400(d)(1)(A), (B), (C); 20 U.S.C. § 1412(a)(1)(A); California Ed. Code §56000, 56026(c)(4).) This applies to

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adults imprisoned in California adult jails and prisons.

However, an individual aged 18 through 21 years, who, in the educational placement prior to his or her imprisonment in an adult correctional facility was not identified as an individual with an exceptional need or did not have an IEP under the IDEA, is not entitled to a FAPE. (20 U.S.C. §1412(a)(1)(B); California Ed. Code, §56040(b).)

District of Residence Responsibilities

For eligible adults who prior to reaching the age of majority resided within the Yolo County Special Education Local Plan Area ("SELPA") geographic boundaries, the applicable local educational agency within the SELPA shall ensure they have available to them a FAPE. If the parent relocates to a new district of residence, the new district of residence shall become the responsible local educational agency ("LEA"). If the student is conserved, the district of residence of the conservator shall attach and remain the responsible local educational agency, as long as and until the conservator relocates or a new one is appointed. At that time, the new district of residence shall attach and become the responsible local educational agency. (Added by Stats. 1992, c. 1360 (A.B. 2773), §8.)

Child Find

The Individuals with Disabilities Education Act (IDEA) requires that students who need special education be identified. This "child find" responsibility extends to nontraditional settings or students such as highly mobile students. In California, local educational agencies (LEAs) must "actively and systematically" seek out all individuals with exceptional needs. The SELPA local plan ensures their LEAs are in compliance with all state and federal laws, including child-find. This responsibility includes identifying adult students in a county jail within the SELPA who remain eligible for special education services, through means such as self-reporting, interviewing, and requesting prior school records. In certain cases, the SELPA in which the county jail is located may identify an eligible adult student whose responsible LEA is located outside the SELPA. In such cases, it is recommended that the SELPA work with law enforcement staff and the responsible SELPA/LEA to assist the eligible adult student in contacting the responsible SELPA/LEA. This may include contacting the responsible SELPA/LEA on the eligible adult student's behalf, and/or providing contact information for the responsible SELPA/LEA to the law enforcement office, and/or providing contact information for the responsible SELPA/LEA to the

Description:

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eligible adult student.

#### Individualized Education Program

Once the LEA is informed that one of its residents is an eligible adult imprisoned at an adult correctional facility, it will revise the individual's IEP as necessary, including conducting an annual review, as needed, subject to the cooperation of the correctional facility where the student is located. The LEA will determine whether the qualified individual is provided a FAPE pursuant to IDEA and corresponding California Education Code. To receive special education services while imprisoned, a qualified individual must consent to the receipt of such services and enroll in the adult education program at the adult correctional facility.

#### Limitations

The following special education exemptions apply to eligible individuals who are convicted as adults under State law and imprisoned in adult prisons:

1. The requirements set out in 20 U.S.C. § 1412(a)(16) and 20 U.S.C. §1414(d)(1)(A)9i)(VI) (relating to participation in general assessments) do not apply. Eligible individuals convicted as adults under State law and imprisoned in adult prisons are exempted from participation in State and district-wide assessment programs under the IDEA.
2. The requirements of items (aa) and (bb) of 20 U.S.C. §1414(d)(1)(A) (i)(VIII) (relating to transition planning and transitional services), do not apply with respect to such individuals whose eligibility under the IDEA will end, because of their age, before such individuals will be released from prison.
3. If an individual with a disability is convicted as an adult under state law and imprisoned in an adult prison, the individual's IEP Team may modify the individual's IEP or placement notwithstanding the least restrictive environment ("LRE") requirements of 20 U.S.C. § 1414(d)(1)(A) and the IEP contents requirements of 20 U.S.C. § 1414(d)(1)(A) if there is a bona fide security or compelling penological interest that cannot otherwise be accommodated.



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### Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

**IMPORTANT:** Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE’s review determines that they are correct. *California Education Code (EC) Section 56048*

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

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**TABLE 1**

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="16,758,351"/>	51.95%
AB 602 Property Taxes	<input type="text" value="8,276,438"/>	25.66%
Federal IDEA Part B	<input type="text" value="6,350,224"/>	19.68%
Federal IDEA Part C	<input type="text" value="81,048"/>	0.25%
State Infant/Toddler	<input type="text" value="754,910"/>	2.34%
State Mental Health	<input type="text" value="0"/>	0.00%
Federal Mental Health	<input type="text" value="0"/>	0.00%
Other Projected Revenue	<input type="text" value="38,280"/>	0.12%
<b>Total Projected Revenue:</b>	<b>32,259,251</b>	<b>100.00%</b>

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to EC Section 2572. EC Section 56205(b)(1)(B)

D-3. Attachment II: Distribution of Projected Special Education Revenue

Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.

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**TABLE 2**

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="30,650,927"/>	28.99%
Object Code 2000—Classified Salaries	<input type="text" value="22,668,223"/>	21.44%
Object Code 3000—Employee Benefits	<input type="text" value="22,559,284"/>	21.34%
Object Code 4000—Supplies	<input type="text" value="3,316,654"/>	3.14%
Object Code 5000—Services and Operations	<input type="text" value="22,816,623"/>	21.58%
Object Code 6000—Capital Outlay	<input type="text" value="173,999"/>	0.16%
Object Code 7000—Other Outgo and Financing	<input type="text" value="3,550,348"/>	3.36%
<b>Total Projected Expenditures:</b>	105,736,058	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

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**TABLE 3**

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="17,551,541"/>	19.36%
Projected Federal Revenue	<input type="text" value="6,431,272"/>	7.09%
Local Contribution	<input type="text" value="66,669,147"/>	73.54%
<b>Total Revenue from all Sources:</b>	90,651,960	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

The Local Plan provides for regional programs and services to be accessed by all member districts. The identified regional priority allotment programs are funded with AB 602 apportionment revenues off the top. A small school district supplement of \$300,000 is allocated to Esparto USD and Winters JUSD based on their prior year P-2 ADA. A mental health small district supplement of \$150,000 is allocated to Esparto USD and Winters JUSD at \$75,000 per district. The SELPA retains 2.5% of the AB 602 apportionment to fund a certified NPS reimbursement pool and \$300,000 for a mental health residential cost pool. An equalization adjustment is provided to LEA members who underutilize the regional priority allotment programs. The balance of the AB 602 apportionment is then allocated to each member LEA based on their prior year P-2 ADA. Revenues are distributed monthly in accordance with the principal apportionment schedule and upon receipt of funds in the county treasury.

- b.  YES  NO

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If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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**TABLE 4**

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="297,678"/>	28.42%
Object Code 2000—Classified Salaries	<input type="text" value="127,777"/>	12.20%
Object Code 3000—Employee Benefits	<input type="text" value="157,640"/>	15.05%
Object Code 4000—Supplies	<input type="text" value="64,053"/>	6.12%
Object Code 5000—Services and Operations	<input type="text" value="299,994"/>	28.64%
Object Code 6000—Capital Outlay	<input type="text" value="10,000"/>	0.95%
Object Code 7000—Other Outgo and Financing	<input type="text" value="90,273"/>	8.62%
<b>Total Projected Operating Expenditures:</b>	1,047,415	100.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

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**TABLE 5**

**Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)**

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

YES  NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.



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California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

**Services Included in the Local Plan Section E: Annual Service Plan**

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

**Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.**

- 330—Specialized Academic Instruction/  
Specially Designed Instruction

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate, to meet the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that they can meet the educational standards within the jurisdiction of the public agency that apply to all children. Services can be provided individually or small group and within either the special education or general education environments.

*Service is Not Currently Provided*

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- 210–Family Training, Counseling, Home Visits (Ages 0-2 only)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development.

- 220–Medical (Ages 0-2 only)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Support by qualified personnel in health related concerns and procedures.

- 230–Nutrition (Ages 0-2 only)  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

No student in the SELPA requires this service.

- 240–Service Coordination (Ages 0-2 only)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Coordination of service providers and community agencies to support the family.

- 250–Special Instruction (Ages 0-2 only)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP; Providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.

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260–Special Education Aide (Ages 0-2 only)       *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

270–Respite Care (Ages 0-2 only)       *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

340–Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

*Service is Not Currently Provided*

350–Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

*Service is Not Currently Provided*

415–Speech and Language       *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

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Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.

425–Adapted Physical Education  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adaptive PE instructor to support a student's access to general education PE.

435–Health and Nursing: Specialized Physical Health Care  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized physical health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

436–Health and Nursing: Other  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

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445--Assistive Technology

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.

450--Occupational Therapy

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.

460--Physical Therapy

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

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510–Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.

*Service is Not Currently Provided*

515–Counseling and Guidance

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.

520–Parent Counseling

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.

525–Social Worker

*Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.

530–Psychological

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

535–Behavior Intervention

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.

540–Day Treatment

*Service is Not Currently Provided*

545–Residential Treatment

*Service is Not Currently Provided*

610–Specialized Service for Low Incidence Disabilities

*Service is Not Currently Provided*



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Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing/hearing impairment (HH/HI), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.

710—Specialized Deaf and Hard of Hearing       *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.

715—Interpreter       *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter.

720—Audiological       *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

No student in the SELPA requires this service.

725—Specialized Vision       *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes

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of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1).

730–Orientation and Mobility  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

735–Braille Transcription  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Braille transcription services are captured within the Specialized Vision Services in Yolo County.

740–Specialized Orthopedic  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

No student in the SELPA requires this service.

745–Reading  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

No student in the SELPA requires this service.

750–Note Taking  *Service is Not Currently Provided*

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Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

755–Transcription

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

760–Recreation Service, Including  
Therapeutic Recreation

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

820–College Awareness

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

830–Vocational Assessment, Counseling,  
Guidance, and Career Assessment

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

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840–Career Awareness  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

850–Work Experience Education  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

855–Job Coaching  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

860–Mentoring  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.

865–Agency Linkages (referral and placement)  *Service is Not Currently Provided*

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Fiscal Year:

Provide a detailed description of the services to be provided under this code.

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income).

870—Travel and Mobility Training

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

890—Other Transition Services

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

900—Other Related Service

Pursuant to Title 5 of the *California Code of Regulations (5 CCR) 3051.24*, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.

*Service is Not Currently Provided*

Description of the "Other Related Service"

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Qualifications of the Provider Delivering "Other Related Service"