DATE: May 4, 2020

ITEM: 4.1 Public Hearing

TOPIC: Consider 2020-2021 Annual Budget Plan and Annual Service Plan

PURPOSE: Action

PRESENTER: Elizabeth Engelken, Veronica Moreno

ATTACHMENTS: YES (X) NO ( )

FISCAL IMPACT: Annual Budget Plan estimates fiscal revenue and expenditures

BACKGROUND: The Annual Budget Plan and Annual Service Plan are developed by the Yolo SELPA staff annually, reviewed by the CAC and PAC/CBO Joint Advisory, prior to presentation to the superintendents. Each plan must be approved by the governing body of the SELPA for the purpose of estimating revenue and expenditures within the SELPA, and for outlining the services provided to students with disabilities. The plans are considered to be portions of the SELPA’s Local Plan and are to be posted on each LEA website for public viewing.

DIRECTOR RECOMMENDATIONS: Approval of the Annual Budget Plan and Annual Service Plan

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: The PAC/CBO Joint Advisory committee reviewed the Annual Budget Plan and Annual Service Plan on April 22, 2020 and recommended moving the plans forward to the Superintendents’ Council for approval. The CAC members were provided with copies of each plan for review, comment and input.
LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division
Section D: Annual Budget Plan

SELPA: Yolo County SELPA
Fiscal Year: 2020-21

D. Budget Plan

Each special education local plan area (SELPA) must have a responsible local agency or an administrative unit (RLA/AU), which is the legal entity that receives funds and is responsible for seeing that every eligible child receives appropriate services.

Public Hearing Notice Posting Date: Apr 16, 2020
The Budget Plan was adopted at a SELPA public hearing on (date): May 4, 2020

Projected special education budget funding, revenues, and expenditures by local educational agencies (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), as well as those 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. Enter the following information:

<table>
<thead>
<tr>
<th>RLA/AU Name</th>
<th>Yolo County Office of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of LEAs</td>
<td>6</td>
</tr>
</tbody>
</table>

SELPA Mission Statement—(this field is optional)

The Yolo County Special Education Local Plan Area (SELPA) was formed under the authority of Section 56195.1 of the state of California Education Code (CEC). The principal goal of the Yolo County SELPA and its member Local Education Agencies (LEAs) is to identify all disabled individuals, birth to age 22 years, at the earliest possible age for placement in programs designed to help them meet their individual special needs.

SELPA Beliefs—(this field is optional)

Special education programs will supplement general education programs to the fullest extent possible.

SELPA Support Provided to LEAs

School Districts 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 governing Boards of each participating LEA assure that the Superintendent's Council shall identify the need for and designate the positions necessary for the operation of SELPA functions. All Federal and State special education funds shall be allocated to the SELPA AU for the distribution to the LEAs according to an approved Special Education Local Allocation Plan.
Table 1: Special Education Revenue by Source

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

<table>
<thead>
<tr>
<th>Funding Revenue Source</th>
<th>Amount</th>
<th>Percentage of Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly Bill (AB) 602 State Aid</td>
<td>$11,188,736</td>
<td>42.92%</td>
</tr>
<tr>
<td>AB 602 Property Taxes</td>
<td>$6,137,943</td>
<td>23.54%</td>
</tr>
<tr>
<td>Federal IDEA Part B</td>
<td>$5,482,556</td>
<td>21.03%</td>
</tr>
<tr>
<td>Federal IDEA Part C</td>
<td>$81,048</td>
<td>0.31%</td>
</tr>
<tr>
<td>State Infant/Toddler</td>
<td>$617,699</td>
<td>2.37%</td>
</tr>
<tr>
<td>Preschool</td>
<td>$0</td>
<td>0.00%</td>
</tr>
<tr>
<td>State Mental Health</td>
<td>$1,833,522</td>
<td>7.03%</td>
</tr>
<tr>
<td>Federal Mental Health</td>
<td>$327,953</td>
<td>1.26%</td>
</tr>
<tr>
<td>Other Workability</td>
<td>$400,095</td>
<td>1.53%</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$26,069,552</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Using the form template provided in Attachment II, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.
## Table 2: Total Budget by Object Codes

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Amount</th>
<th>Percentage of Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object Code 1000—Certificated Salaries</td>
<td>22,761,847</td>
<td>29.85%</td>
</tr>
<tr>
<td>Object Code 2000—Classified Salaries</td>
<td>20,741,781</td>
<td>27.21%</td>
</tr>
<tr>
<td>Object Code 3000—Employee Benefits</td>
<td>16,551,343</td>
<td>21.71%</td>
</tr>
<tr>
<td>Object Code 4000—Supplies</td>
<td>$1,988,102</td>
<td>2.61%</td>
</tr>
<tr>
<td>Object Code 5000—Services and Operations</td>
<td>10,555,580</td>
<td>13.84%</td>
</tr>
<tr>
<td>Object Code 6000—Capital Outlay</td>
<td>$155,267</td>
<td>0.20%</td>
</tr>
<tr>
<td>Object Code 7000—Other Outgo and Financing*</td>
<td>$3,487,541</td>
<td>4.57%</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>76,241,461</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

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

*Include a description of the expenditures identified under object code 7000:

These expenditures include state special schools tuition, debt service, transfers of pass-thru revenue to districts and transfers of indirect costs.
Table 3: Federal, State, and Local Revenue Summary

Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Amount</th>
<th>Percentage of Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Special Education Revenue</td>
<td>14,040,052</td>
<td>23.62%</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>$5,891,557</td>
<td>9.91%</td>
</tr>
<tr>
<td>Local Contribution</td>
<td>39,497,234</td>
<td>66.46%</td>
</tr>
<tr>
<td>Total Revenue From All Sources</td>
<td>59,428,843</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

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

Special Education Local Plan Area Funding Distribution

Describe the basic premise of the SELPA Allocation Plan for distributing dollars as closely as possible to how they are earned.

First, 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. The SELPA retains 2.5% of the AB 602 apportionment to fund a certified NPS reimbursement pool at the end of each year. 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 LEA member based on their prior year P-2 ADA. Revenues are distributed to LEAs monthly in accordance with the principal apportionment schedule and upon receipt of funds in the county treasury.

Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

Preschool IDEA revenues are allocated to member LEAs based on the preschool pupil count as of information day. Local Assistance IDEA revenues are allocated to member LEAs based on their prior year P-2 ADA. Revenues are distributed to LEAs upon receipt of funds in the county treasury.
Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses.

<table>
<thead>
<tr>
<th>Accounting Categories and Codes</th>
<th>Amount</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated Salaries Code 1000</td>
<td>$248,789</td>
<td>50.40%</td>
</tr>
<tr>
<td>Classified Salaries Code 2000</td>
<td>$65,024</td>
<td>13.17%</td>
</tr>
<tr>
<td>Employee Benefits Code 3000</td>
<td>$101,914</td>
<td>20.64%</td>
</tr>
<tr>
<td>Supplies Code 4000</td>
<td>$14,352</td>
<td>2.91%</td>
</tr>
<tr>
<td>Services and Operations Code 5000</td>
<td>$22,571</td>
<td>4.57%</td>
</tr>
<tr>
<td>Capital Outlay Code 6000</td>
<td>$0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other Outgo/Financing Code 7000</td>
<td>$41,011</td>
<td>8.31%</td>
</tr>
<tr>
<td><strong>Total Operating Expenditures</strong></td>
<td><strong>$493,661</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>
Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom for Students with Low Incidence Disabilities

Enter the total revenue expenditures for supplemental aids and services for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence disabilities.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Federal and State Revenue budgeted for Supplemental Aids and Service Expenditures in the Regular Classroom Setting</td>
<td>$0</td>
</tr>
<tr>
<td>Total Federal and State Funding</td>
<td>19,931,609</td>
</tr>
<tr>
<td>Percent of Total LEA Federal and State Revenue Expenditures for Supplemental Aids and Services in the Regular Classroom Setting</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total Projected Federal and State Revenue budgeted for Students with Low Incidence Disability Expenditures.</td>
<td>$121,673</td>
</tr>
<tr>
<td>Percent of Total LEA Federal and State Revenue Expenditures for Students with Low Incidence Disabilities</td>
<td>0.61%</td>
</tr>
</tbody>
</table>

Using the form template provided in Attachment V, provide a complete distribution of projected federal and state revenue expenditures by LEAs participating in the SELPA.
LOCAL PLAN

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division
Section E: Annual Service Plan

SELPA: Yolo  Fiscal Year: 2020-21

E. Annual Service Plan

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

The annual service plan shall be adopted at a public hearing held by the Special Education Local Plan Area (SELPA). Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. The annual service plan may be revised during any fiscal year according to the policymaking process as established and specified in the local plan consistent with EC sections 56001(f) and 56195.9. The annual service plan shall include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location at which the services will be provided, regardless of whether the LEA is participating in the local plan.

Services Included in the Local Plan: 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 are listed in Attachments V. Services provided by school sites are listed in Attachment VII.

Include a description of the service provided and the physical location where the service is delivered:
### Section E: Annual Service Plan

**SELPA:** Yolo  
**Fiscal Year:** 2020-21

#### 330–Specialized Academic Instruction

**Service is Not Currently Provided**

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

Adapting, as appropriate, to 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 he or she 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.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- Nonpublic schools (NPSs)
- Opportunity schools and classes
- Other
  - Private Schools
- Other
- Other
- Other

#### 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.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- Nonpublic agencies (NPAs)
- NPSs
- Opportunity schools and classes
- Other
  - Home
- Other
  - Community
- Other
- Other
- Other
## Section E: Annual Service Plan

**SELPA:** Yolo  
**Fiscal Year:** 2020-21

<table>
<thead>
<tr>
<th>Service Code</th>
<th>Service Description</th>
<th>Provided Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>230</td>
<td>Nutrition (Ages 0-2 only)</td>
<td>Service is Not Currently Provided</td>
</tr>
<tr>
<td>240</td>
<td>Service Coordination (Ages 0-2 only)</td>
<td>Service is Not Currently Provided</td>
</tr>
</tbody>
</table>

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

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

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
  - Home
  - Community
  - Other
Section E: Annual Service Plan

SELPA: Yolo
Fiscal Year: 2020-21

250–Special Instruction (Ages 0-2 only)

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.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
  - Home
  - Community
  - Head Start
  - Other

260–Special Education Aide (Ages 0-2 only)

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 current Yolo County student requires this support at this time.

270–Respite Care (Ages 0-2 only)

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 current Yolo County student requires this support at this time.
### Section E: Annual Service Plan

**SELPA:** Yolo  
**Fiscal Year:** 2020-21

<table>
<thead>
<tr>
<th>Service Code</th>
<th>Service Provided</th>
<th>Description</th>
</tr>
</thead>
</table>
| 340          | Intensive Individual Instruction | Service is Not Currently Provided  
IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.  
Physical location(s) where the service is provided:  
- Schools operated by the LEA  
- Alternative schools  
- Community schools—COE  
- Community day schools—LEA  
- NPAs  
- NPSs  |
| 350          | Individual and Small Group Instruction | Service is Not Currently Provided  
(ages 3 through 5 only) Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program  
Physical location(s) where the service is provided:  
- Schools operated by the LEA  
- Alternative schools  
- Community schools—COE  
- Community day schools—LEA  
- NPAs  
- NPSs  |
SELPA: Yolo
Fiscal Year: 2020-21

415–Speech and Language (5 CCR 3051.1)  ○ Service is Not Currently Provided

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

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 or speech patterns 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.

Physical location(s) where the service is provided:
- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Head Start

425–Adapted Physical Education (5 CCR 3051.5)  ○ Service is Not Currently Provided

Physical location(s) where the service is provided:
- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Other
- Other
- Other
Section E: Annual Service Plan

SELPA: Yolo  Fiscal Year: 2020-21

435–Health and Nursing: Special Physical Health Care (5 CCR 3051.12)

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)).

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Other
- Other
- Other
- Other
436–Health and Nursing: Other Services
(5 CCR 3051.12)

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)).

Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] NPAs
- [ ] NPSs
- [ ] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other
SELPA: Yolo  Fiscal Year: 2020-21

○ 445–Assistive Technology Services  
(5 CCR 3051.19)  ○ 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.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other

- Other
- Other
- Other

Section E: Annual Service Plan

SELPA: Yolo  Fiscal Year: 2020-21

☐ 450–Occupational Therapy (5 CCR 3051.6)  ☐ 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.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA  ☐ Opportunity schools and classes
☐ Alternative schools  ☐ Other  Head Start
☐ Community schools—COE  ☐ Other
☐ Community day schools—LEA  ☐ Other
☐ NPAs  ☐ Other
☐ NPSs  ☐ Other
**460–Physical Therapy (5 CCR 3051.6)**

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.

Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] NPAs
- [ ] NPSs
- [ ] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other
510–Individual Counseling (5 CCR 3051.9)  ○ Service is Not Currently Provided

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.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Other
- Other
- Other
- Other
Section E: Annual Service Plan

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☐ 515–Counseling and Guidance
   (5 CCR 3051.9)  ○ 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.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA
☐ Alternative schools
☐ Community schools—COE
☐ Community day schools—LEA
☐ NPAs
☐ NPSs
☐ Opportunity schools and classes
☐ Other
☐ Other
☐ Other
☐ Other
☐ Other
520–Parent Counseling (5 CCR 3051.9)  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.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Other
- Other
- Other
- Other
- Other
![525–Social Worker (5 CCR 3051.13)](的服务是不提供的)

提供详细的描述，说明将要提供的服务。

### 社工服务
社工服务，指的是由一名合格的个人根据IEP提供的服务，包括但不限于：

- 准备有关有特殊需要儿童的社交或发展史。
- 小组和个别辅导，与儿童和家庭一起工作。
- 解决儿童生活环境中（家庭、学校和社区）的问题，这些问题影响了儿童在学校的适应。
- 激发学校和社区的资源，使儿童能够在他的教育计划中尽可能有效地学习。

### 物理位置

- 学校由LEA运营
- 替代学校
- 社区学校—COE
- 社区日间学校—LEA
- NPAs
- NPSs

- 激发学校的课程和班级
- 其他
- 其他
- 其他
530–Psychological Services (5 CCR 3051.10)  ○ 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).

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
Section E: Annual Service Plan

SELPA: Yolo
Fiscal Year: 2020-21

535–Behavior Intervention (5 CCR 3051.23)  ○ 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.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other

540–Day Treatment  ○ 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 Yolo County student requires this service at this time.

545–Residential Treatment  ○ 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 Yolo County student requires this service at this time.
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.

Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] NPAs
- [ ] NPSs
- [ ] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other
Section E: Annual Service Plan

SELPA: Yolo

Fiscal Year: 2020-21

710–Specialized Deaf and Hard of Hearing
(5 CCR 3051.18)

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.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs

720–Audiological (5 CCR 3051.2)

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

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Other
- Other
- Other
- Other
- Other
Section E: Annual Service Plan

SELPA: Yolo Fiscal Year: 2020-21

725–Specialized Vision (5 CCR 3051.7)  ○ 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 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).

Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
  - [ ] Other

- [ ] Alternative schools
  - [ ] Other

- [ ] Community schools—COE
  - [ ] Other

- [ ] Community day schools—LEA
  - [ ] Other

- [ ] NPAs
  - [ ] Other

- [ ] NPSs
  - [ ] Other
Section E: Annual Service Plan

SELPA: Yolo
Fiscal Year: 2020-21

730–Orientation and Mobility (5 CCR 3051.3)  ○  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.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other

735–Braille Transcription (5 CCR 3051.22)  ○  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 (5 CCR 3030(e) and 3051.16)  ○  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 Yolo County student requires this service at this time.
<table>
<thead>
<tr>
<th>Service Description</th>
<th>Fiscal Year: 2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>745–Reading Service (5 CCR 3051.16)</strong></td>
<td>Service is Not Currently Provided</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>No Yolo County student requires this service at this time.</td>
<td></td>
</tr>
<tr>
<td><strong>750–Note Taking Service (5 CCR 3051.16)</strong></td>
<td>Service is Not Currently Provided</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>No Yolo County student requires this service at this time.</td>
<td></td>
</tr>
<tr>
<td><strong>755–Transcription Service (5 CCR 3051.16)</strong></td>
<td>Service is Not Currently Provided</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>No Yolo County student requires this service at this time.</td>
<td></td>
</tr>
</tbody>
</table>
## 760–Recreation Service, Including Therapeutic Recreation (5 CCR 3051.15)

### Service is Not Currently Provided

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

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.

### Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] NPAs
- [ ] NPSs
- [ ] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

## 820–College Awareness (34 CFR 300.39 and 300.43)

### Service is Not Currently Provided

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

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

### Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] NPAs
- [ ] NPSs
- [ ] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other
SELPA: Yolo  Fiscal Year: 2020-21

830–Vocational Assessment, Counseling, Guidance, and Career Assessment (5 CCR 3051.14)

Service is Not Currently Provided

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment.

This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] NPAs
- [ ] NPSs
- [ ] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other
Section E: Annual Service Plan

SELPA: Yolo  Fiscal Year: 2020-21

840–Career Awareness (5 CCR 3051.14)  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.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other

850–Work Experience Education (5 CCR 3051.14)  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.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
SELPA: Yolo  Fiscal Year: 2020-21

855–Job Coaching (5 CCR 3051.14)  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.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Other
- Other
- Other
- Other
SELPA: Yolo  Fiscal Year: 2020-21

☐ 860–Mentoring (5 CCR 3051.14)  ☐ 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.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Other
- Other
- Other
- Other
- Other
Section E: Annual Service Plan

SELPA: Yolo  Fiscal Year: 2020-21

865–Agency Linkages, Referral and Placement (30 EC Section 56341.5)  Service is Not Currently Provided

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).

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Other
- Other
- Other
- Other

870–Travel Training, Including Mobility Training (5 CCR 3051.3)  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 Yolo County student requires this service at this time.
SELPA: Yolo  Fiscal Year: 2020-21

890–Other Transition Services
(5 CCR 3051 and 3051.24)

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.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Other
- Other
- Other
- Other
### Section E: Annual Service Plan

**SELPA:** Yolo  
**Fiscal Year:** 2020-21

<table>
<thead>
<tr>
<th>900–Other Related Service (5 CCR 3051 and 3051.24)</th>
<th>Qualified Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation with ERMH</td>
<td></td>
</tr>
</tbody>
</table>

**Physical location(s) where the service is provided:**

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] NPAs
- [x] NPSs
- [ ] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

Use of Code 900 requires further explanation. Related services may be provided throughout the full continuum of educational settings when needed as determined by the IEP team. All entities and individuals providing related services shall meet the qualifications found in 34 CFR sections 300.156(b) and 3001(r) and the applicable portions of section 3051 et seq. Provide a description of staff qualifications for each of the Code 900 services identified herein.

Consultation with Educationally Related Mental Health professionals to support students with mental health needs.
DATE: May 4, 2020

ITEM: 4.2

TOPIC: Consider Local Plan Governance Section B of the Local Plan Rewrite

PURPOSE: Action

PRESENTER: Elizabeth Engelken

ATTACHMENTS: YES ( X ) NO ( )

FISCAL IMPACT: N/A

BACKGROUND: AB 1808 (2017-2018) and AB 75 (2019-2020) added language to EC 56122 requiring the development of templates for SELPA Local Plans throughout the state of California. The majority of the sections of each Local Plan are due to the California Department of Education (CDE) by June 30, 2020, with the Annual Assurances due June 30, 2021. Section B: Governance and Administration is attached for consideration in approving the new template for the Yolo County SELPA.

DIRECTOR RECOMMENDATIONS: Approval

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division
January 2020
B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The 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.

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:

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. Individual membership amendments shall be submitted to 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.

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 consent of all participating boards. 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:

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

   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
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.

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 of 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.

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
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:

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.

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

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.

Each District and LEA Charter in the Yolo County SELPA may operate special education programs and services as specified in the Local Plan. The District will operate program(s) under the following conditions:

1. Each district and LEA Charter is responsible for approving only its portion of the annual
services and budget plans. The development of annual services and budget plans should coincide with the local District and LEA Charter budget process.

2. Any decisions or judgments that are the result of a due process procedure shall be the responsibility of the District of residence or the LEA Charter. Complaints filed against the LEA shall be the responsibility of the program operator.

3. Each participating District and LEA Charter shall cooperate with the SELPA in the provision of staff development activities as specified in applicable sections of the Education Code.

4. Each participating District and LEA Charter shall provide program, employee, student, and fiscal accountability; budget preparation, staff acquisition and training; and State, Federal, and local reporting.

5. Facilities for students with special education services are a District and LEA Charter responsibility. The Districts, Charter LEA, and the County Office will work in collaboration regarding facilities for housing regional programs on District school sites and school sites associated with the LEA Charter.

6. Each District and LEA Charter, through the Superintendents' Council and the Joint PAC/CBO Advisory Committee, will assist the SELPA in regional planning, annual student and program evaluation, and fiscal reports as required by State and Federal laws and regulations.

7. Discipline policies in effect at a school site apply to students with disabilities, except as modified by the Individual Education Plan (IEP) team decision, as specified in State and Federal law. These policies are incorporated into the child's IEP and are the responsibility of the site principal. Suspension and expulsion of those receiving special education services carry specific regulations, and will be aligned and implemented according to SELPA policy and procedures.

8. Pursuant to Education Code Section 56207, a program transfer may take effect no earlier than the first day of school of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency and the Superintendents' Council. The program transfer may take effect earlier (on the first day of the first fiscal year following that date) if the transfer is unanimously approved by the Superintendents' Council, which is the Governing Board of the SELPA. (Refer to SELPA Policy)

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:

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 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.
7. Providing active support of 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:

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 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:

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 Count 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:

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 interagency agreements between the State Department of Education and other State Public Agencies, as well as agreements between the SELPA and other local Public Agencies.

10. For multi-LEA local plans, specify:

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

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 consent of all participating boards. 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:

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.

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

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:

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:

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 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.

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: education programs:

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 to 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.
Section B: Governance and Administration

SELPA Yolo County SELPA Fiscal Year 2020-21

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

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.

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:

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. (Refer to Policy 3512).
DATE: May 4, 2020

ITEM: 4.4

TOPIC: Discuss Draft 2020-2021 Calendar for Superintendents’ Council

PURPOSE: Information

PRESENTER: Elizabeth Engelken

ATTACHMENTS: YES ( X ) NO ( )

FISCAL IMPACT: N/A

BACKGROUND: The superintendents will review the draft calendar developed for the 2020-2021 year, noting the governance meetings of the Superintendents’ Council, and the Superintendents’ Conference sessions.

DIRECTOR RECOMMENDATIONS: N/A

JOINT PAC/CBO REVIEW DATE AND RECOMMENDATION: N/A
<table>
<thead>
<tr>
<th>Date</th>
<th>Superintendents’ Council (SELPA)</th>
<th>Superintendents’ Conference</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
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<td>No Meeting</td>
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</tr>
<tr>
<td>August Date TBD</td>
<td>No Meeting</td>
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<td>Location TBD</td>
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<td>09/14/20</td>
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Easter is 04/04/21

Copy to: District Superintendents, Superintendents’ Assistants, Program Advisory Committee, CBOs, Community Advisory Committee, and SELPA.

Approved:  
Revised: