Special Education Local Plan Area (SELPA) Local Plan

SELPA West Contra Costa Unified School District **Fiscal Year** 2023-24

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

CDE Form Version June 2022

SELPA | West Contra Costa Unified School District | Fiscal Year | 2023-24

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 West Contra Costa Unified School District (WCCUSD) is a single district Special Education Local Plan Area (SELPA). The Richmond Unified School District (RUSD) was established in 1965. The district was renamed the West Contra Costa Unified School District (WCCUSD) in 1991. It covers the cities of Richmond, El Cerrito, San Pablo, Pinole, and Hercules and the unincorporated areas of Bayview-Montalvin Manor, East Richmond Heights, El Sobrante, Kensington, North Richmond, and Tara Hills.

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)]

The governing body of West Contra Costa Unified School District (WCCUSD) is the School Board of WCCUSD. 56205(a)(12) (A)

RESPONSIBILITIES OF LOCAL WCCUSD BOARD MEMBERS

The governing body of West Contra Costa Unified School District (WCCUSD) is the School Board of Trustees/Governing Board. 56205(a)(12) (A)

GOVERNANCE, STRUCTURE, AND ADMINISTRATIVE SUPPORT

WCCUSD, pursuant to section 56195 of the California Education Code has the responsibility to adopt a plan in accordance with California Education Code 56200 to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served WCCUSD Special Education Local Plan Area (WCCUSD SELPA).

Special Education Local Plan Area (SELPA) POLICY

Procedures for Development [56205 9a)(12)(B), 56205 (a)(D)(ii)(III). 56205 (b)(4)] 56205 (a)(D)(I), 56205 (a)(D)(ii)(I)]

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Policies governing West Contra Costa SELPA shall be adopted by the West Contra Costa Unified School District School Board of Trustees and are included as part of the Local Plan. Input may be received from parents, staff, public and nonpublic agencies and members of the public at large. The Community Advisory Committee (CAC) shall review the West Contra Costa Local Plan and recommend modifications as necessary. All such modifications shall be subject to input process prior to incorporation in the plan. The West Contra Costa SELPA Director, or their designee, shall assist with these reviews.

Policies addressing West Contra Costa SELPA responsibilities shall include, but not be limited to:

1. Free Appropriate Public Education
2. Full Educational Opportunity
3. Child Find
4. Individualized Education Program and Individualized Family Service Plan.

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)]

RESPONSIBILITY OF PARTICIPATING AGENCIES

(5620(A)(12)(d)(I), 56195,1 (b)(2), 56195.1 ©(1)

West Contra Costa SELPA is responsible for implementing those services assigned to it and provided for in the Annual Budget Plan. However, when WCCUSD is unable to provide an appropriate program for an individual student, it shall arrange for an appropriate placement, through an Individualized Education Team meeting with other agencies as required to meet the needs of the student.

Participating agencies may enter into additional contractual arrangements with WCCUSD to meet the requirements of each participating agency that agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students, including students attending charter schools where WCCUSD SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in WCCUSD programs. Such cooperation ensures that a range of program options is available throughout the WCCUSD Special Education Local Plan Area (see Annual Service Plan).

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

Contra Costa County Office of Education provides services to students with Individual Education Programs (IEPs) from the West Contra Costa Unified School District who are enrolled in County Community Day Schools, County Juvenile Schools and Adult Detention facilities as identified in the Annual Service Plan.

The West Contra Costa SELPA ensures that a full continuum of programs options is available and has determined that:

1. Program options, as appropriate to the student's need, are available at local neighborhood schools.

2. The majority of special education programs, to the maximum extent appropriate to the student's needs, are housed on regular school campuses and dispersed throughout the SELPA;

3. When scarcity of population or other factors prevent the West Contra Costa SELPA from directly providing required services for its students, the service may be provided by the county office, a school in a nearby SELPA or by an outside provider outlined in the West Contra Costa SELPA Service Plan.

4. The county provides services to students with Individual Education Plans (IEP) who are enrolled in County Community Day Schools, County Juvenile Schools, and Adult Detention facilities as identified in the Annual Service Plan. In addition, the county provides Differentiated Assistance as identified in the Annual Service Plan.

In determining the appropriate Least Restrictive Environment (LRE) placement for students with disabilities, the IEP team shall:

1. Determine if the student can be served in a general education classroom setting at the student's neighborhood school with supplemental aids and services. The IEP shall specify any supplemental aids and services;

2. Determine if the student can be served by the special education services provided at the student's neighborhood school campus. The IEP shall specify the extent to which the student will not be in the general education classroom setting and activities;

3. Take steps to ensure that the proper placement of ethnically and culturally diverse students is not disproportionate.

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.

Board Policy 0420.4

The School Board of Trustees/Governing Board recognizes that charter schools may assist the district in offering diverse learning opportunities for district students. In considering any petition to establish a charter school within the district, the Board shall give careful consideration to the potential of the charter school to provide students with a high quality education that enables them to achieve to their fullest potential.

CHARTER SCHOOL POLICY

56207.5 A request by a charter school to participate as a local educational agency in a special education local plan area may not be different from a similar request made by a school district. In reviewing and approving a request by a charter school to participate as a local educational agency in a special local plan area, the following requirements shall apply:

56207.5 (a) The Special Education Local Plan Area shall comply with Section 56140.

56207.5 (b) The charter school shall participate in state and federal funding for special education and the allocation plan developed pursuant to subdivision (l) of Section 56195.7 or Section 56836.05 in the same manner as other local educational agencies of the Special Education Local Plan Area.

56207.5 (c) The charter school shall participate in governance of the Special Education Local Plan Area in the same manner as other local educational agencies of the Special Education Local Plan Area.

This policy applies to all charter schools that are chartered by the West Contra Costa Unified School District Special Education Local Plan Area or by the State Board of Education in which oversight responsibilities have been assigned to the WCCUSD pursuant to Education Code section 47605 (k)(l). This policy does not apply to a charter school that was chartered by, or assigned to, an entity that is not a member of the Special Education Local Plan Area.

As students enrolled in charter schools are entitled to special education services provided in a similar manner to students enrolled in the public schools, charter schools within the Special Education Local Plan Area and a charter school shall comply with all requirements of state and federal law regarding the provision of special education services (Education Code section 56000 et.seq. Individuals With Disabilities Act 20 U.S.C. Chapter 33).

As students enrolled in charter schools are entitled to special education services provided in a similar manner to students enrolled in the public schools, charter schools within the Special Education Local Plan Area and a charter school shall not discriminate against any pupil in its admission criteria on the basis of disability.

Charter petitioners must delineate in their petition or in a Memorandum of Understanding (MOU) the entity responsible for providing special education instruction and services. This document must reference any anticipated transfer of special education instruction and services. This document must reference any anticipated transfer of special education funds between the granting entity and the charter school and any provisions for sharing deficits in funding. This document must affirm, in writing, that the district where the students reside, if different from the chartering entity, is not responsible for providing special education services to students that are enrolled in the charter school. The written agreement must also state that prior to final approval of a request to be deemed an Local Education Agency (LEA), the charter school will be deemed a public school within the chartering entity.

Public School Within the School District

Charter schools that are deemed to be public schools within the chartering entity will participate in state and federal funding in the same manner as other schools or programs within the chartering entity. The chartering entity will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instruction and services in a manner that is consistent with all applicable provisions of state and federal law. The chartering entity will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students enrolled in other schools or programs administered by the chartering entity.

The chartering entity will:

1. receive all applicable special education funds as specified in the SELPA Assembly Bill 602 Funding Allocation Plan. The allocation per ADA in the charter school will be the same as that received by the chartering entity;

2. represent the needs for the charter school in the SELPA governance structure;

3. be responsible for ensuring that all eligible students enrolled in the charter school are appropriately referred, assessed, and served in a timely manner;

4. be responsible for procuring and funding appropriate special education services wherever the student may reside; and

5. provide necessary special education services or contract for these services with public or nonpublic educational agencies.

When the chartering entity is the District, the charter school must be held fiscally responsible for

a fair share of any encroachment on District general funds that is created by the provision of special education services throughout the District. The District and the charter school may enter into agreements whereby the charter school is billed for excess costs associated with providing special education services to identified students, including the administration of special education programs.

B. Charter Schools as Independent LEA

If a charter school wishes to be an LEA, they must apply to a district in a multi-district SELPA for authorization of their charter. Should a charter school apply to be an LEA, the SELPA will treat applications by charter schools to be independent LEAs in the same manner that the SELPA treats applications by other districts and LEAs and may refer such applications to neighboring multidistrict SELPAs.

APPROVAL AND RENEWAL OF CHARTERS

Role of the SELPA Director

Prior to approval of a new charter school, or renewal of an existing charter school, the SELPA Director shall consult with the Board of Trustees/Governing Board of the District or designee to ensure that the charter school responds to District and SELPA guidelines and timelines as they relate to special education. The SELPA Director shall review all proposed charter petitions, including petitions for renewal and advise the Board of Trustees/Governing Board on whether the petition contains reasonable assurances that all eligible students enrolled in the Charter School will receive appropriate special education services in accordance with state and federal law and the SELPA Local Plan for Special Education (Local Plan).

B. Required Contents of Charter Petitions

Petitions must provide that no student otherwise eligible to enroll in the charter school be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Each charter petition must also contain a reasonably comprehensive description of the charter school's educational program, as it relates to the provision of special education services, including the following:

1. The specialized instruction and services available at the charter school;

2. The procedure for ensuring that students are referred, assessed, and served in a timely manner;

3. Assurances that staff members providing special education services are appropriately credentialed;

4. Assurances that the facility used by the charter school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs and that the school will comply with Section 504 of the Rehabilitation Act of 1973 (334 CFR104)

(hereinafter "504");

5. Assurances that disenrollment, suspension, and expulsion procedures comply with the protections of federal and state law afforded to special education and Section 504 eligible students; and

6. Alternative Dispute Resolution procedures that will apply to any disputes between educational entities, including the SELPA, regarding the provision of special education services in the charter school.

CATEGORIES OF CHARTER SCHOOLS

For the purpose of providing special education services, charter schools shall be deemed either a public school within the chartering district, or an LEA that receives funds and provides services independent of the chartering entity. All approved charter schools will be deemed public schools within the chartering entity until the charter school has been deemed an LEA and accepted into a SELPA.

Denial of Petition

The Board shall deny any petition to authorize the conversion of a private school to a charter school or that proposes to serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all grade levels served by the district. (Education Code 47602, 47605; 5CCR 11965)

Any other charter petition shall be denied only if the Board presents written factual findings specific to the petition that one or more of the following conditions exist:

(Education Code 47605)

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school;

2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;

3. The petition does not contain the number of signatures required;

4. The petition does not contain an affirmation of each of the conditions described in Education Code 476059(d)

5. The petition does not contain reasonably comprehensives descriptions of the charter provisions in education Code 47605 (b).

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities.

If the Board denies a petition, the petitioners may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to the SBE. (Education Code 47605)

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

The West Contra Costa Special Education Local Plan Area has established a Community Advisory Committee for special education (See Appendix B "Community Advisory Committee by-Laws"). The West Contra Costa Special Education Local Plan Area Community Advisory Committee is comprised of parents of students with disabilities enrolled in public or non-public schools within the West Contra Costa Special Education Local Plan Area, and may include students and adults with disabilities, general education teachers, special education providers, and other school personnel within the West Contra Costa Special Education Local Plan Area, representative of other public and non-public agencies, and persons concerned with the education of persons with disabilities. The West Contra Costa School Board shall appoint members to the CAC. West Contra Costa Special Education Local Plan Area shall establish policies for the operations of the CAC and the state regulations for CAC responsibilities (see Community Advisory Committee By-Laws).

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

1. advise in the development, amend and review the Local Plan

2. facilitate parent training on special education programs, and issues as identified by parents in the CAC;

3. encourage community involvement in local schools

4. support district-wide and local school activities on behalf of individuals with disabilities;

5. assist in parent awareness of the importance of regular school attendance.

The Community Advisory Committee shall consist of not less than 6 members and no more than 24 members. The term of office of CAC members shall be two years. CAC members shall not serve more than two terms consecutively. The Responsibilities of the Community Advisory Committee are:

1. advise in the development and review of the Local Plan

2. assist in parent and public education and in recruiting parents who may contribute to the implementation of the Local Plan

3. act in a support role to individuals and parents of individuals with exceptional needs

4. assist in recruiting volunteers who may contribute to parent activities and training

5. assisting in the development of parent awareness of the importance of regular school attendance

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 Local Plan is developed and updated cooperatively by a committee of representatives of special and general education teachers and administrators and representatives of charter schools selected by the groups they represent and with participation by the chair of the CAC Local Plan Committee to ensure adequate and effective participation and communication. Teacher participants shall be selected by their peers and/or administrator. General education and special education administrators shall be selected by the representative superintendents. Directors of charter schools shall be requested to select a representative to serve on the Local Plan committee.

The Local Plan shall be reviewed whenever new legislation,regulations, and or guidelines, or major changes in funding or services indicate the need for possible modification of the Local Plan.

The process used to amend and review the Local Plan will include the cooperative involvement by a committee of representatives of special and general education teachers and administrators selected by the groups they represent and with participation by parent members of the CAC, or parents selected by the CAC, to ensure adequate and effective participation and communication.

The Local Plan shall be reviewed whenever new legislation, regulations, and /or guidelines, or major changes in funding or services indicate the need for possible modification of the Local Plan.

If West Contra Costa SELPA wishes to elect an alternative option from those specified in Ed Code 56195 it must notify the California Department of Education(CDE) and County Office of its intent at least one (1) fiscal year prior to the proposed effective date of the implementation of the alternative plan.

Amendments to the Local Plan may be proposed by the Special Education Local Plan Area (SELPA) and shall be approved and permanent upon subsequent approval by the local Board of

Trustees/Governing Board, upon review by the County Office and subsequent approval of the State Superintendent. Nothing in the section shall modify the requirements of Education Code section 56205 requiring an annual budget and annual service plan.

Changes or amendments to the permanent portion of the Local Plan may be considered during the annual service and budget planning process. Amendments approved in this manner would become permanent upon subsequent approval by the local Board of Trustees/Governing Board and the State Board of Education.

Appendices to the Local Plan are not part of the permanent portion of the Local Plan, and each Appendix may be amended according to its own provision(s) for amendment.

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 Superintendent is the Chief Executive Officer for the school district. In this capacity, the Superintendent is responsible for coordinating district and regionalized special education programs and services. These responsibilities include:

- Recommending to the Board of Trustees/Governing Board the approval of the Special Education Local Plan Area Local Plan
- Recommending to the Board of Trustees/Governing Board adoption of Special Education Local Plan Area policies pertaining to special education.
- Recommending the Annual Budget Plan and staffing for special education services to the Board of Trustees/Governing Board as part of the Special Education Local Plan Area's total budget in the services plan.
- Delegating SELPA responsibilities to the SELPA Director for coordination and monitoring of special education services in accordance with the SELPA Local Plan.
- Ensuring the SELPA's compliance with State and Federal laws and regulations, as they pertain to individuals with exceptional needs, and the provision of due process through the SELPA Director.

Responsibilities of the SELPA Director:

The West Contra County Unified School District SELPA Director reports to the Superintendent.

The SELPA Director shall inform the Board of Trustees/Governing Board and Superintendent of legislative changes, proposals, trends, and concerns related to the provision of services for students with exceptional needs.

The SELPA Director is responsible to implement the SELPA Local Plan, including the following services and operations:

- Providing coordination and overseeing implementation of the SELPA Local Plan.
- Maintaining and monitoring of a SELPA system of internal program review, evaluation, and accountability.
- Monitoring compliance with federal and state laws and regulations to ensure that procedural safeguards are in place and implemented throughout the SELPA.
- Overseeing compliance of Child Find requirements.
- Monitoring the collection of data and facilitating transmission of required district, county, state, and federal SELPA reports.
- Advising the Superintendent, Cabinet, and Board of Trustees/Governing Board regarding special education laws and legislative changes that will impact the SELPA.
- Monitoring and overseeing COE reviews, verification reviews, and complaints related to special education programs.
- Assisting and participating in activities of the CAC.
- Monitoring the appropriate use and budgeting of federal, state, and local funds allocated for special education programs.
- Participating in the development of the Annual Service and Budget plans.
- Providing information to the Superintendent and Chief Business Officer of fiscal requirements and changes regarding the budget for special education programs and the SELPA.
- Participating in the development of agreements and contracts with non-public schools, nonpublic agencies, other SELPAs, and other agencies.
- Consulting with private schools within the SELPA for provision of services for eligible private school students.
- Participating as a liaison between and among the SELPA, the California State Department of Education, the Board of Trustees/Governing Board, the Community Advisory Committee, and Federal Office of Special Education Programs.
- Providing technical assistance and consultation to District staff in all areas of special

education, including complaint and due process procedures.

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

The concept of regional services is to provide a continuum of options necessary to ensure appropriate special education services to students with disabilities are available. WCCUSD SELPA will coordinate with other agencies for those students who require regionalized services offered outside the District or to provide other necessary and appropriate services not available in the District.

'Regionalized services' does not mean that every service and placement required for students with disabilities must be available at each site. The concept of regionalized service is to ensure that, even for those services that are less frequently needed, the services will be available within the District or region at District expense. It further means that the District is responsible to provide those services required by a child's Individual Education Program (IEP).

The District has elected to provide some special education services in regionalized settings. For example, students with severe disabilities requiring transportation will be provided regionalized services at selected sites within the District.

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)*]

N/A

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)]

N/A

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

N/A

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)*]

West Contra Costa Unified School District is a single district Special Education Local Plan Area (SELPA) and is therefore governed by the West Contra Costa Unified School District's School Board of Trustees/Governing Board. All SELPA staff are recruited and hired under the district board policies and contractual agreements.

Responsibilities of Special Education Directors, and Program Supervisors:

Special Education Directors and Program Supervisors serve under the direction of the SELPA Director and assist in the management and delivery of all special education programs and services.

Responsibilities of Special Education Administrative staff include:

• Observing, consulting with, and assisting special education teachers and support staff.

• Planning programs, overseeing programs, and designating staff to provide appropriate special education programs.

• Coordinating student placements according to student IEPs.

• Participating in the development and implementation of SELPA/District forms, policies, and Procedures.

• Coordinating and providing support for special education staff in implementing core and modified curriculum for special education students.

• Sharing in the design and evaluation of special education programs.

• Supporting school staff in developing and monitoring instructional programs and Innovation of special methods and approaches including inclusive practices.

• Participating in and facilitating IEP team meetings, as necessary.

• Assisting in mediation, due process hearings, and compliance proceedings by providing expertise in knowledge of special education law and regulations, as well as programs and appropriate interventions available throughout the SELPA/district.

• Participating in the planning and/or provision of professional development and training for general and special education teachers, administrators, support staff, and parents.

• Assisting as liaisons to various district committees and community agencies.

•Supporting the development and implementation, as needed, of the IEP for special education students served in the SELPA.

• Assisting site administrators in hiring, assigning, and training teachers and instructional assistants in collaboration with the Human Resource Department.

• Assisting with coordination of career and vocational education and transition services, including Workability.

• Coordinating, consulting, and supporting program development in their area of expertise to support school personnel, parents, and other public and private agency personnel.

• Participating in the SELPA/district response to CDE reviews, verification reviews, and complaints related to special education programs.

• Monitoring and participation in the collection of data and for required district, county, state, and federal SELPA/district reports.

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)]

The Superintendent or designee collaborates with the SELPA Director in determining budget and funding priorities for students with disabilities.

These budget priorities align with the district's vision, goals and priorities ratified to improve education outcomes with students who have an IEP.

Based upon these priorities, a budget is developed and included in the proposed budget adopted by the Board of Education each year.

The Local Plan shall be reviewed at least every three years or whenever new state or federal legislation, regulations, and/or guidelines, or major changes in funding or services indicate the need for possible modification of the Local Plan or there is a change to the governance structure, membership, or policy-making process of the SELPA. Changes or amendments to the permanent portion of the Local Plan may be considered during the Annual Service and Budget Plan process.

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

The SELPA Director, Special Education Directors, Finance Department , CAC and the Superintendent's Cabinet ensure the operation of a special education program in accordance with the Local Plan, federal and state guidelines.

Each SELPA submitting a local plan must assure that it has in effect policies, procedures, and programs that are consistent with federal and state law governing the provision of special education and related services. (Education Code 56040, 56041, 56205) This includes provision of appropriate staff development programs. (Education Code 56240)

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

Both the annual budget and service plan for the District are reviewed, at least annually by the Finance Department, Special Education Directors, CAC, and the Superintendent's Cabinet. All policies implemented in the single district SELPA are developed consistent with the district Administrative Procedures.

The district shall also adopt policies for the programs it operates under the local plan, including: nonpublic services, review of placement of students with disabilities and their IEPs, when necessary, procedural safeguards, resource specialists, transportation, information on the number of individuals with exceptional needs who are being provided special education and related services, and caseloads. (Education Code 56195.8) This information may be included as part of the local plan.

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]

Low Incidence funds provided by the State to allow for the purchase of specialized books, materials, and equipment are necessary due to the adverse educational impact of a low incidence disability on access to instruction and learning. Low Incidence funding is intended to supplement and not supplant other available funding for books and materials.

"Low Incidence disability" means a severe disabling condition with an expected incidence rate of less than one (1) percent of the total statewide enrollment in kindergarten through grade twelve (12). For purposes of this definition, severe disabling conditions are hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof. The SELPA is responsible for ensuring that each student who has been identified as a student with a "low incidence" disability receives the required instructional support as

indicated on the IEP.

The SELPA Director is responsible for ensuring that all eligibility requirements are met prior to approving any expenditure of these funds.

Eligibility

The recommendation for the use of Low Incidence equipment is an Individual Education Plan (IEP) team determination made only after an assessment has been completed and during an IEP team meeting. It is not a unilateral decision made by a parent, classroom teacher or other related service provider such as a Speech and Language Pathologist, Occupational Therapist, Physical Therapist or Assistive Technology Specialist.

Low incidence categories for special education are:

Orthopedic Impairment (270) Visual Impairment (250) Hearing Impairment

1. Deaf (230) 2. Hard of Hearing (220)

Any combination of the above, including Deaf/Blind (300) Multiple Disabilities (310) in which one of the above mentioned disabilities must be included 22

LOW INCIDENCE PROCEDURES

1. Schedule and hold the Annual IEP team meeting or an Amendment IEP team

meeting as appropriate.

2. At the IEP meeting, identify the Low Incidence eligibility and list that handicapping condition first under "eligibility".

3. Review any assessments and recommendations. If an assessment specifically determines a need for specialized equipment or services, the IEP team must discuss the assessment results and make the determination as to what type of specialized equipment and/or services is needed. If the IEP team determines an assessment needs to be conducted for low incidence purposes, the procedures for developing an Assessment Plan, including permissions and time-lines must be followed and a new IEP team Meeting must be held to review the results of that assessment.

4. At the IEP meeting, the determination of the type of equipment and/or services and who will be responsible for obtaining the equipment, using it, etc. will be made by the IEP team. This must be reflected in the "Team Meeting Notes".

5. The rationale for the use of the equipment (do not use brand names) for Educational benefits must be described. This is MANDATORY.

6. Develop IEP Goals and Benchmarks specifically addressing the use of the specialized equipment/and or services. The equipment required must be embedded within the goal. Do not write in brand names of equipment, use the generic term such as "adaptive seating", or "speech generating device", etc. For example, "Johnny will request a desired object using a speech generating device by....".When the IEP team has agreed on the various components, update, affirm and attest the changes to the IEP in SEIS.

7. The designated IEP team member for handling the Low Incidence order will copy and attach the information to the IEP. This will include a description of the equipment, the catalogue where it is to be ordered, the vendor information, costs, shipping information, etc.

8. The IEP Case Manager, or individual designated to handle the specialized equipment, will complete the "Low Incidence Cover Sheet" and attach a complete copy of the IEP and equipment and vendor information and send to the Administrator in charge of Low Incidence.

9. The IEP Case Manager or individual designated to handle the specialized equipment will complete a district Purchase Requisition. The name of the student and the purpose for the equipment order must be included on the Purchase Requisition. The delivery location will be specified by the Low Incidence Manager.

10. The Low Incidence Administrator will review the IEP and equipment/vendor information. If all is satisfactory, he/she will process the order.

Note: The grant has a limited amount of funds each year so the equipment ordered must be the least expensive available that satisfies the need.

11. When the order has been received by the district, the Low Incidence Administrator will check the order for completeness, and record that the order has been received. He/she will then contact the Case Manager and inform him/her that the equipment has arrived and is available for pick up.

LOW INCIDENCE FOLLOW-UP PROCEDURES

1. For each Annual IEP thereafter, the IEP Goals and Benchmarks must reflect the progress the student has made utilizing the equipment.

2. Low Incidence equipment is specifically for the use of the Low Incidence student. While other students may use the equipment, such as a computer, if appropriate, the primary use is for the Low Incidence student.

3. Low Incidence Equipment "follows" the student. If a student changes school sites, the teacher may not retain the equipment for use with other students. The equipment must be transferred, according to district transfer procedures, so the assigned student has the equipment not only at the new school site, but also during Extended School Year as appropriate.

4. Equipment that is no longer needed by the student must be returned to the Low Incidence Administrator, currently based at Cameron School, for inventory and storage purposes.

5. Existing Low Incidence equipment that is no longer being used by the a student for whom it was ordered may be used for other Low Incidence students following the above mentioned procedures. The equipment will need to be checked out from the Low Incidence Administrator.

6. Any questions must be directed to the Low Incidence Administrator

TRANSFER OF SPECIAL EDUCATION STUDENT EQUIPMENT/SUPPLIES

The district has adopted an administrative procedure regarding "the transfer of special education student equipment/supplies. As severely handicapped students move from class to class and/or school to school, it is essential that the student's personalized equipment/ supplies are transferred with him/her.

Use of the Transfer of Special Education Student Equipment/Supplies Form

As need arises for the transfer of Special Education Student Equipment/Supplies, the on- site IEP Case Manager (teacher or speech therapist) shall complete and process the Transfer of Special Education Student Equipment Supplies Form. Upon receipt of the completed form, the Special Education Program Manager will contact the Site Case manager (teacher/speech therapist) and confirm the equipment/supplies, the transfer date and the person responsible for the transfer. The Program Manager will send the form to the receiving school and on site IEP Case Manager (teacher/speech therapist). The Special Education Program Manager will secure appropriate signatures, inventory the equipment on the computer, and file the white copy in the student's Special Education file at the Pupil Services Center.

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.

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

Policy/Procedure Number:	BP 0430
Document Title:	Philosophy, Goals, Objectives and Comprehensive Plans
Document Location:	WCCUSD Board Policy, Students

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

◉ Yes ○ No

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

Policy/Procedure Number:	BP 6159 Instruction
Document Title:	Individualized Education Plan
Document Location:	WCCUSD Board Policy, Instruction

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

◉ Yes ○ No

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

Policy/Procedure Number:	BP 6164.4 Instruction
Document Title:	Identification of Individuals for Special Education
Document Location:	WCCUSD Board Policy, Instruction

"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

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implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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

Policy/Procedure Number:	BP 6159 Instruction
Document Title:	Individual Education Program
Document Location:	WCCUSD Board Policy, Instruction

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

(●) Yes ( ) No

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

Policy/Procedure Number:	BP 6159
Document Title:	Individual Education Program
Document Location:	WCCUSD Board Policy; Assurances and Policies, pg. 22

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

(●) Yes ( ) No

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

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Policy/Procedure Number: BP 6159.1

Document Title: Procedural Safeguards and Complaints for Special Education

Document Location: WCCUSD Board Policy; Assurances and Polices pg.31

"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: BP 6164.4 Instruction

Document Title: Identification of Individuals for Special Education

Document Location: WCCUSD Board Policy; Assurances and Policies, pg 42

"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: BP 5022

Document Title: Student and Family Privacy Rights

Document Location: WCCUSD Board Policy, Student

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

(•) Yes ( ) No

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

Policy/Procedure Number:	BP 6164.4
Document Title:	Identification of Individuals for Special Education
Document Location:	WCCUSD Board Policy; Instruction

"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:	BP 6164.41 Instruction
Document Title:	Children with Disabilities Enrolled by their Parents in Privates School
Document Location:	Board Policy; Instruction

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

(●) Yes ( ) No

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

Policy/Procedure Number:	BP 0430
Document Title:	Local Plan for Special Education
Document Location:	WCCUSD Board Policy

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s)

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

◉ Yes ○ No

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

Policy/Procedure Number:	BP 1601 Community Relations
Document Title:	Relations between Non-Public and Other Educational Organizations and the Schools
Document Location:	WCCUSD Board Policy; Community Relations

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

◉ Yes ○ No

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

Policy/Procedure Number:	BP 9005 Board Bylaws
Document Title:	Board By Laws
Document Location:	WCCUSD Board Policy; Board Bylaws

"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)

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Policy/Procedure Number: BP 4111 Personnel

Document Title: Recruitment and Selection

Document Location: WCCUSD Board Policy; Personnel

"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: BP 0500 Philosophy, Goals, Objectives and Comprehensive Plans

Document Title: Accountability

Document Location: WCCUSD Board Policy; Philosophy, Goals, Objectives and Comprehensive Plans

"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: Board Policy BP 6190 Evaluation of Instructional Program

Document Title: Evaluation of Instructional Program

Document Location: WCCUSD Board Policies; Instruction

"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

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○ No

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

Policy/Procedure Number:	BP 3230 Business and Noninstructional Operations
Document Title:	Federal and State Funds
Document Location:	WCCUSD Board Policy Business and Noninstructional Operations

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

◉ Yes ○ No

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

Policy/Procedure Number:	BP 3230 Business and Noninstructional Operations
Document Title:	Federal and State Funds
Document Location:	WCCUSD Board Policy; Business and Noninstructional Operations

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

◉ Yes ○ No

19. Public Participation: 20 *USC* Section 1412(a)(19); *EC* 56205(a)(18)

Policy/Procedure Number:	WCCUSD Board Policy; Business and Noninstructional Operations
Policy/Procedure Title:	Budget
Document Location:	WCCUSD Board Policy, Business and Noninstrucitonal Operations

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public,including individuals with disabilities and parents of

children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

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

Policy/Procedure Number:	BP 5144.1 Students
Document Title:	Suspension and Expulsion/Due Process
Document Location:	WCCUSD Board Policy, Student

"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:	Board Policy 0410 Philosophy, Goals, Objectives and Comprehensive Plans
Document Title:	Nondiscrimination in District Programs and Activities
Document Location:	WCCUSD Policy, Philosophy, Goals, Objectives and Comprehensive Plans

"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:	BP 0411 Philosophy, Goals, Objectives and Comprehensive Plans
Document Title:	Disproportionality
Document Location:	WCCUSD Board Policy, Students

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

(●) Yes ( ) No

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

Policy/Procedure Number:	BP 5141.21 Students
Document Title:	Administering Medication And Monitoring Health Conditions
Document Location:	WCCUSD Board Policy, Students

"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:	BP 0430 Comprehensive Local Plan For Special Education
Document Location:	WCCUSD Board Policy, Philosophy, Goals, Objectives and Comprehensive Plans

The Board of Trustees/Governing Board desires to provide a free and appropriate public education to all individuals with disabilities, birth to 22 years (including the early childhood program at Cameron and the 18-22 year olds in the Transition group), who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic school or agency services.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the Board shall approve a plan to meet the needs of individuals with disabilities residing in the district. The goals for children in the special education program are incorporated into the district goals for student achievement, equity, safety, accountability and community engagement.

The special education local plan area shall administer a local plan and administer the allocation of funds.

RESPONSIBILITIES OF WEST CONTRA COSTA LOCAL EDUCATION AGENCY ADMINISTRATORS (56205(a)912)(A), 56195.1(a)(12)(D) GOVERNING BODY

The governing body of the West Contra Costa Unified School District(WCCUSD) is the School Board of WCCUSD 56205(a0(12)(A)

RESPONSIBILITIES OF THE LOCAL BOARD MEMBERS

The West Contra Costa SELPA Board of Education shall

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the SELPA

2. By approving the local Plan, enter into an agreement with other agencies participating in the plan for the purpose of delivery of services and programs.

3. Review and approve revisions of the WCCUSD SELPA Local Plan for Special Education.

4. Participate in the governance of the WCCUSD SELPA through its

5.Designated representative, the WCCUSD SELPA Director. The WCCUSD SELPA Director has the authority to act as the board Appoint members to the Community Advisory Committee. designee to approve and amend policies as necessary.

GOVERNANCE, STRUCTURE AND ADMINISTRATIVE SUPPORTS

WCCUSD, pursuant to Section 56195 of the California Education Code has the responsibility to adopt a plan in accordance with California

Education Code 56200 to ensure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by WCCUSD Special Education Local Plan Area (WCCUSD SELPA)

SUPERINTENDENT

The superintendent of the LEA shall be responsible for special education programs operated by the SELPA and for implementing all requirements of the Local Plan.

SELPA DIRECTOR

The WCCUSD SELPA Director is responsible for the coordination of special education services and programs within WCCUSD and for the implementation of the Local Plan. The SELPA Director is subject to the Administrative Unit's (AU) policies and procedures for day to day operations. The SELPA Director is given authority to implement policies and procedures.

The SELPA Director shall serve on behalf of the LEA and implement the Local Plan including the following services and operations:

1. Coordination of the SELPA and the administration of the Local Plan

2. Coordinated system of identification and assessment

3. Coordinated system of procedural safeguards

4. Coordinated system of staff development and parent 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

8. Coordinated of interagency agreements

9. Coordination of services to medical facilities

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

11. Preparation and transmission of required SELPA reports

12. Fiscal and logistical support of the Community Advisory Committee

13. Coordination of transportation services for students with disabilities

14. Coordination of career and vocational and transition services

15. Assurance of full educational opportunity

16. Fiscal administration and the allocation of state and federal funds

17. Direct instructional support provided by Program Specialists

Procedure for annual evaluation

The SELPA Director is responsible for the overall coordination, implementation and reporting of the program evaluation. Data gathering, compilation, reporting and local review will be completed by the designated responsible individual(s) assigned by the SELPA Director. LEAs will provide personnel to process data and certify the accuracy of information gathered. The SELPA will provide training and technical support to LEA staff. (Section 3015,20 USC 1412(a)(11) and 34 CFR 300.556).

Data collected shall be forwarded to the SELPA Director for compilation into the annual evaluation which shall be forwarded to the State Department. Published reports shall be available for review by interested members.

DIRECTOR, SPECIAL EDUCATION

The Director of Special Education serves under the direction of the SELPA Director. The WCCUSD Board of Education approves the appointment of the Special Education Director. The Director provides administrative leadership and assumes responsibility for the planning, implementation and evaluation of district-wide special education programs and services.

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Description:

At the direction of the SELPA Director, the Director may be responsible for the evaluation and supervision of the following job classification:

1. Administrator, Special Education

2. School Public Health Nurse

3. 504 Intervention Specialist

4. Program Specialist

5. School Psychologist

6. Other assigned certificated and classified staff.

Major Responsibilities

1. Assists in the organization, administration and supervision of special education programs and services

2. Develops and implements in-service programs related to special education for staff and members of the parent community

3. Assists in the development of an effective communication network to support parents and maintain positive communication

4. Supervises and monitors the Management Information System for Special Education students

5. Completes and submits accurate reports as required by district, state and federal jurisdictions

6. Meets on a regularly scheduled basis with school-level leadership personnel responsible for special education in the schools

7. Works with other departments and school sites to assure the alignment of the curriculum between the general education program and the curriculum offered in the Special Education classroom

8. Assists in the supervision and counseling of special education staff in the operation of their programs and recommends modification and/or additional programs as needed

9. Supervises, evaluates and monitors the performance of certificated

and classified personnel directly responsible to him/her

20. Administers, supervises, coordinates and evaluated Special Education Programs in accordance with the Local Plan for Special Education.

COORDINATOR, SPECIAL EDUCATION

Primary Functions:

Under direction, administer, monitor, coordinate, implement and direct all aspects of the special education program, provide technical support, training and information to special education to special education teachers, designated instructional staff and other assigned staff, ensuring district compliance with special education requirements, laws, rules, regulations and other pertinent bodies of law, responsible for creation, implementation, monitoring and reporting of fiscal components for programs or budgets as assigned, and perform related duties as assigned.

Major Duties and Responsibilities

1. Administers and supervises services to students placed in the Resource Specialist, Special Education Class, Itinerant Programs and in other programs or services; Monitors all referrals for special education assessments

2. Assists Special Education Department Head with program oversight and completes projects assigned by special education department head

4. Coordinates the placement of students in the above programs to encourage their optimum growth and maximum interaction with non-education students

5. Coordinates the development and implementation of Individualized Education Programs for all programs supervised

6. Coordinates all aspects of students; Individualized Education Program with the appropriate community agencies, e.g. California Children's Services, Department of Rehabilitation, Regional Center of the East Bay, etc.

7. Implements and monitors appropriate curriculum (resources, materials, equipment) for severely and non-severely handicapped populations

8. Oversee district assessments related to programs supervised (ex.. DRDP Desired Results Developmental Profile) and basic functional life skills assessments and critical function performance assessments.

9. Collaborate with special education programs specialist to develop and implement a specialized in-service training program for special and regular education personnel

10. Interprets federal, state and district law, rules, regulations, policies and procedures as they apply to special education programs, for district staff

11. Evaluates programs/or contracts and makes recommendations for modification as needed

12. Assists special education department head with preparation , implementation, monitoring and reporting of program budgets, grants and other revenues

13. Supervises and evaluates the performance of assigned Designated Instruction and Services personnel, support personnel and other assigned personnel

14. Assists school site administrators in the supervision and evaluation of Resource Specialist, teachers, special class teachers, and instructional assistants and aides

15. Recommends hiring, assignment, and transfer of teachers for programs supervised

16. Supervises and maintains accurate information for all special education information systems

17. Performs special assignments assigned by the special education department head, which may include non-public schools, extend year learning, early intervention programs, transition, transportation , mental health liaison, coordinated compliance and surrogate parent program

18. Assists with mediations, fair hearings, complaints, and other related hearings as assigned

SPECIAL EDUCATION ADMINISTRATORS

Special Education Administrators serve under the direction of the SELPA Director. The WCCUSD Board of Education approves the appointment of Special Education Administrators following the aforementioned guidelines. Special Education Administrators perform the duties listed hereunder for Program Specialist. In addition, Special Education Administrators must have Administrative Credentials and mya directly supervise employees and programs and participate in evaluations of said programs and employees.

PROGRAM SPECIALISTS

56205(b)(1)(f) article 6 Section 56836.23

The program specialist are employed by the SELPA and serve under the direction of the SELPA Director.

The WCCUSD Personnel Department approves the employment of program specialist following the procedure previously outlined. Program specialist provide unique and necessary services to pupils in the WCCUSD SELPA. Program specialist shall provide the following services:

1. Observe, consult with, and assist, in accordance with WCCUSD procedures, special education teachers and support staff

2. Plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities

3. Assist with WCCUSD staff development, program development and innovation of special methods and approaches

4. Provide coordination, consultation and program development in one or more specialized areas of expertise

5. Upon request, participate in and /or conduct IEP team meetings where technical assistance is needed

6. Assist in medication, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions

available throughout the SELPA

7. Assist in developing training for parents and members of the Community Advisory Committee

8. Provide in service training and technical assistance for regular and special education teachers, administrators, support staff and parents.

9. Assist as a liaison to various community agencies such as Department of Mental Health, Department of Human Services, the Regional Center of the East Bay, California Children's Services, and the Probation department.

2. Coordinated system of identification and assessment:

Document Title: BP 6164.4 Identification of Individuals For Special Education

Document Location: WCCUSD Board Policy, Instruction

Description:

The Board of Trustees/Governing Board recognizes the need to actively seek out and evaluate district residents from birth through age 21, who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Superintendent or designee shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review and triennial assessment. (Education Code 56301)

The Superintendent or designee shall develop a practical method to ensure that all eligible individuals residing within the district are currently receiving needed special education and related services. The district's process shall ensure that private school children with disabilities residing within the district, as well as highly mobile children with disabilities such as migrant and homeless children with disabilities residing within the district are accurately counted and are able to participate equitably in the district's program. The Superintendent or designee shall consult with appropriate representatives of private school students with disabilities on how to identify, locate and evaluate these students. (Education Code 56301;20 USC 1412 (a)(3))

The Superintendent or designee shall establish a method whereby parents/guardians, teachers, appropriate professionals, and others may

refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Education Code 56302).

For assessment purposes, staff shall use appropriate tests using testing materials and procedures that are nondiscriminatory, to identify specific information about the individual's abilities in accordance with Education Code 56320.

The Superintendent or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation and review, including the district's procedures for initiating a referral for assessment to identify individuals who need special education services.

3. Coordinated system of procedural safeguards:

Document Title:	BP 6159.1 Procedural Safeguards And Complaints For Special Education
Document Location:	WCCUSD Board Policy, Instruction
Description:	In order to protect the rights of students with disabilities, the district shall follow all procedural safeguards as set forth in law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation. The Superintendent or designee shall represent the district in any due process hearing conducted with regard to district students and shall inform the Board of Trustees/Governing Board about the result of the hearing. Complaints for Special Education Complaints concerning compliance with state or federal law regarding special education shall be addressed in accordance with the district's uniform complaint procedures.

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

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Document Title: BP 4131, 4231, 4331 Staff Development

Document Location: WCCUSD Policy, Personnel

SELPA Local Plan provides assurances for special education instructional personnel to participate in staff development in-service opportunities in the area of literacy to include current literacy research, state adopted standards and framework, increased participation of students with disabilities in statewide assessment and research based reading strategies. Further, students with disabilities will have access to all core curriculum.

PAREN'T AND GUARDIAN EDUCATION:

SELPA Director, Special Education Director, and Program Specialists offer support to parents/guardians through IEP meetings, trainings and CAC Workshops throughout the school year. Support is provided to parents, guardians, and community members through coordination with First 5 Contra Costa County and CAC workshops and meetings. On an annual basis the community advisory committee will provide input on the parent and guardian education needs. The SELPA Director will provide input regarding the parents and Family education needs. The SELPA Director will provide needed training and supports as requested or determined appropriate.

Description: The Board of Trustees/Governing Board believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in pedagogy and subject matter.

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district priorities for student achievement, school improvement objectives, the local control and accountability plan, and other district and school plans.

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but is not limited to:

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Description:

1. Mastery of subject-matter knowledge, including current state and district academic standards

2. Use of effective, subject-specific teaching methods, strategies, and skills

3. Use of technologies to enhance instruction

4. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students of various racial and ethnic groups, students with disabilities, English learners, economically disadvantaged students, foster youth, gifted and talented students, and at-risk students

5. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning

6. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education

7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, tolerance, and discipline, including conflict resolution, and hatred prevention

8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn

9. Ability to interpret and use data and assessment results to guide instruction

10. Knowledge of topics related to student health, safety, and welfare

11. Knowledge of topics related to employee health, safety, and security

As necessary, teachers shall receive professional development, as defined in 20 USC 7801, which is designed to help them meet the requirements of federal law for teachers of core academic subjects. (20 USC 6319)

The Superintendent or designee shall, in conjunction with teachers, interns, and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom assignments and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement.

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

Document Title: BP 6141 Curriculum Development and Evaluation

Document Location: WCCUSD Board Policy, Instruction

The Board of Trustees/Governing Board desires to provide a research-based, sequential curriculum which promotes high levels of student achievement and emphasizes the development of basic skills, problem solving, and decision making. Upon recommendation of the Superintendent or designee, the Board shall adopt a written district curriculum which describes, for each subject area and grade level, the content objectives which are to be taught in all district schools.

The district's curriculum shall be aligned with the district's vision and

Description:

goals for student learning, Board policies, academic content standards, state curriculum frameworks, state and district assessments, graduation requirements, school and district improvement plans, and, when necessary, related legal requirements.

The Superintendent or designee shall establish a process for curriculum development, selection, and/or adaptation which utilizes the professional expertise of teachers, principals, and district administrators representing various grade levels, disciplines, special programs, and categories of students as appropriate. The process also may provide opportunities for input from students, parents/guardians, representatives of local businesses and postsecondary institutions, and other community members.

The selection and evaluation of instructional materials shall be coordinated with the curriculum development and evaluation process.

When presenting a recommended curriculum for adoption, the Superintendent or designee shall provide research, data, or other evidence demonstrating the proven effectiveness of the proposed curriculum. He/she also shall present information about the resources that would be necessary to successfully implement the curriculum and describe any modifications or supplementary services that would be needed to make the curriculum accessible to all students.

The Board shall establish a review cycle for regularly evaluating the district's curriculum in order to ensure continued alignment with state and district goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum.

In addition, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or parent/guardians; new research on program effectiveness; or changing student needs.

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

Document Title: BP 0500 Accountability

WCCUSD Board Policy, Philosophy, Goals, Objectives and

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Document Location: | Comprehensive Plans

The Board of Trustees/Governing Board recognizes its responsibility to ensure accountability to the public for the performance of the district and each district school. The Board shall regularly review the effectiveness of district programs, personnel, and fiscal operations, with a focus on the capacity to improve student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals set forth in the local control and accountability plan (LCAP).

District and school performance shall be annually evaluated based on multiple measures specified in the California Accountability and Continuous Improvement System as reported on the California School Dashboard.

The district's alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, community day schools, and nonpublic, nonsectarian schools pursuant to Education Code 56366, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction. (Education Code 52052, 56366)

The district and each district school shall demonstrate comparable improvement in academic achievement for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth or homeless students. (Education Code 52052)

The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the LCAP.

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

Accountability includes the following components:

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Description:

1. District-wide goals, objectives, and the indicators that measure the progress toward the adopted goals.

2. School-level indicators which show progress that each school is making toward its unique objectives that are aligned to the adopted goals.

3. Division/department indicators which show the progress that each division/department is making toward the division/ department objectives that are aligned to the adopted goals.

4. Quarterly reports to the Board and community that include approximately one-fourth of the indicators. These reports will include the goal, the indicator, data for the previous year(s), current data, the annual target, and whether or not the target was met. The narrative will include an explanation of the strategies that were used, an analysis of the degree to which those strategies had a positive impact on achieving the target, and description of the next step for what will be continued or done differently during the next reporting period.

5. Project plans for each indicator that include the goal, the objective, the name of the project owner, the activities, the deliverables, and the measures by which progress on the indicator will be demonstrated. The superintendent's cabinet will review each project plan twice during each calendar year.

6. An annual report to the Board and community that includes a "report card" on each indicator.

Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of the review and evaluation of district programs and operations.

Following the annual publication of the API and school rankings by the Superintendent of Public Instruction, the Board shall, at a regularly scheduled meeting, discuss the results of each school's annual ranking. (Education Code 52056)

Evaluation results may be used as a basis for identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support or assistance, awarding incentives or rewards, and establishing other performance-based consequences.

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7. Coordinated system of data collection and management:

Document Title:	BP 0500 Accountability
Document Location:	WCCUSD Board Policy, Philosophy, Goals, Objectives and Comprehensive Plans
Description:	SELPA Director shall coordinate with District Accountability Department regarding the district system of data collection and management to review and analyze data to improve student outcome. Description: The Board of Trustees/Governing Board recognizes its responsibility to ensure accountability to the public for the performance of district schools. The Board shall regularly review the effectiveness of the district's programs, personnel, and fiscal operations, with a focus on the district's effectiveness in improving student achievement. The Board shall establish systems and processes to monitor results and to evaluate the district's progress toward accomplishing the district's vision and goals. Accountability includes the following components: 1. District-wide goals, objectives, and the indicators that measure the progress toward the adopted goals. 2. School-level indicators which show progress that each school is making toward its unique objectives that are aligned to the adopted goals. 3. Division/department indicators which show the progress that each division/department is making toward the division/department objectives that are aligned to the adopted goals. 4. Quarterly reports to the Board and community that include approximately one-fourth of the indicators. These reports will include the goal, the indicator, data for the previous year(s), current data, the annual target, and whether or not the target was met. The narrative will include an explanation of the strategies that were used, an analysis of the degree to which those strategies had a positive impact on achieving the target, and description of the next steps¬óor what will be continued or done differently¬óduring the next reporting period. 5. Project plans for each indicator that include the goal, the objective, the name of the project owner, the activities, the deliverables, and the

measures by which progress on the indicator will be demonstrated. The superintendent's cabinet will review each project plan twice during each calendar year.

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Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of the review and evaluation of district programs and operations.

Following the annual publication of the API and school rankings by the Superintendent of Public Instruction, the Board shall, at a regularly scheduled meeting, discuss the results of each school's annual ranking. (Education Code 52056)

Evaluation results may be used as a basis for identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support or assistance, awarding incentives or rewards, and establishing other performance-based consequences.

8. Coordination of interagency agreements:

Document Title: BP 1600 Relations between Non-Public and Other Educational Organizations and the Schools

Document Location: WCCUSD Board Policies, Community Relations

Description:

The SELPA Director will serve as the liaison to the Regional Center, California Children's Services and other private and public agencies to coordinate services for students with disabilities

It shall be the policy of West Contra Costa Unified School District 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 Board of Trustees/Governing Board recognizes the need and the worth of cooperative relationships with other schools, colleges, and educational organizations. It encourages members of the school staff to work with their counterparts in such organizations on It shall be the policy of West Contra Costa Unified School District 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.

Description: The Board of Trustees/Governing Board recognizes the need and the worth of cooperative relationships with other schools, colleges, and educational organizations. It encourages members of the school staff to work with their counterparts in such organizations on educational matters within the framework established by statutes, state regulations and Board Policy.

9. Coordination of services to medical facilities:

Document Title:	West Contra Costa Unified School District's Individualized Education Program Practices and Procedures Manual
Document Location:	West Contra Costa Unified School District's Individualized Education Program Practices and Procedures Manual, Chapter 16, page 157 (Coordination of Services and Medical Facilities)
Description:	Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the district if located within the boundaries of the school district in which the hospital or facility is.

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

Document Title:	BP 6173.1 Education For Foster Youth
Document Location:	WCCUSD Board Policy, Instruction

The Board of Trustees/Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and district academic standards, the Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the district's local control and accountability plan (LCAP).

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Description:

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights.

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build a foster youth's feeling of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

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

Document Title: BP 0430 Comprehensive Local Plan for Special Education/West Contra Costa Unified School District's Individualized Education Program Practices and Procedures Manual

SELPA: West Contra Costa Unified School District | Fiscal Year: 2023-24

Document Location:	BP 0430/West Contra Costa Unified School District's Individualized Education Program Practices and Procedures Manual Chapter 1, Page 11
Description:	The Board of Trustees/Governing Board desires to provide a free and appropriate public education to all individuals with disabilities, birth to 22 years (including the early childhood program at Cameron and the 18-22 year olds in the Transition group), who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic school or agency services. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303) In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the Board shall approve a plan to meet the needs of individuals with disabilities residing in the district. The goals for children in the special education program are incorporated into the district goals for student achievement, equity, safety, accountability and community engagement. The special education local plan area shall administer a local plan and administer the allocation of funds.

12. Fiscal and logistical support of the CAC:

Document Title:	BP 1200.1 Citizen Advisory Committees/West Contra Costa Unified School District's Individualized Education Program Practices and Procedures Manual
Document Location:	BP 1220 Community Relations/West Contra Costa Unified School District's Individualized Education Program Practices and Procedures Manual chapter 1 page 10
	SELPA Director coordinates the logistics and provides fiscal support to CAC meetings, activities and training annually by providing personnel, child care, refreshments, and documents when coordinating between the SELPA Director and the CAC Executive Board. Description: The Board of Trustees/Governing Board recognizes that citizen advisory committees enable the Board to better understand the interests and concerns of the community. The Board shall establish citizen advisory committees as the need arises or as required by law.

Description:

The purposes of any such committees shall be clearly defined and aligned to the district's vision and goals.

Citizen advisory committees shall serve in a strictly advisory capacity; they may make recommendations regarding Board policy, but their actions shall not be binding on the Board. The Board may dissolve any advisory committee not required by law when the committee has fulfilled its duties or at any time the Board determines it necessary.

The membership of citizen advisory committees should represent the diversity of the community and a diversity of viewpoints. With Board approval, the Superintendent or designee may appoint committee members.

The Superintendent or designee shall provide training and information as necessary to enable committee members to understand the basic administrative structure, program processes, and goals of the committee.

The Superintendent or designee may establish advisory committees which shall report to him/her in accordance with law, Board policy, and administrative regulation.

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

Document Title: BP 3541.2; Business and Noninstructional Operations
AR 3541.2

Document Location: WCCUSD Board Policy, Business and Noninstructional Operations

The School Board of Trustees/Governing Board desires to meet the transportation needs of students with disabilities to enable them to benefit from special education and related services. The district shall provide appropriate transportation services for a student with disabilities when the district is the student's district of residence and the transportation services are required by his/her individualized education program (IEP) or Section 504 accommodation plan.

The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan.

The Superintendent or designee shall provide IEP teams with information about district transportation services in order to assist them in making decisions as to the mode, schedule, and location of transportation services that may be available to each student with disabilities. The IEP team may communicate with district transportation staff and/or invite transportation staff to attend IEP team meetings where the student's transportation needs will be discussed.

Transportation services specified in a student's IEP or Section 504 plan shall be provided at no cost to the student or his/her parent/ guardian.

If a student whose IEP or accommodation plan specifies transportation needs is excluded from school bus transportation for any reason, such as suspension, expulsion, or other reason, the district shall provide alternative transportation at no cost to the student or parent/guardian. (Education Code 48915.5)

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Superintendent or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP. (Education Code 56366)

Description:

The Superintendent or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.

The Superintendent or designee shall ensure that any mobile seating devices used on district buses are compatible with bus securement systems required by 49 CFR 571.222. (Education Code 56195.8)

As necessary, a student with disabilities may be accompanied on school transportation by a service animal, as defined in 28 CFR 35.104, including a specially trained guide dog, signal dog, or service dog. (Education Code 39839; Civil Code 54.1-54.2; 28 CFR 35.136)

When transportation is not specifically required by the IEP or Section 504 plan of a student with disabilities, the student shall be subject to the rules and policies regarding regular transportation offerings within the district.

AR 3541.2
Transportation for students with disabilities shall be provided in

accordance with a student's Individualized Education Program (IEP) or Section 504 accommodation plan.
If a disabled student is excluded from school bus transportation, the district shall provide alternative transportation at no cost to the student or parent/guardian provided that transportation is specified in the student's IEP. (Education Code 48915.5)
When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Superintendent or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP. (Education Code 56366)
Guide dogs, signal dogs and service dogs trained to provide assistance to disabled persons may be transported in a school bus when accompanied by disabled students, disabled teachers or persons training the dogs. (Education Code 39839)

Regulation WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT approved: October 6, 2008 Richmond, California

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

Document Title: BP 6178 & 6178.1Career and Technical Education

Document Location: WCCUSD Board Policy, Instruction Chapter 8 Page 88-94

The School Board of Trustees/Governing Board desires to provide a comprehensive career technical education (CTE) program in the secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The district's CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy.

The district's CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations by providing a rigorous academic component and practical experience in all aspects of an industry. CTE opportunities may be offered through linked learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, regional occupational centers or programs (ROC/Ps), charter schools, small learning communities, magnet programs, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

The Superintendent or designee shall explore available funding sources that may be used to support CTE programs. The Board shall review and approve all district plans and applications for the use of district, state, and/or federal funds supporting CTE.

The Board shall adopt district standards for CTE which meet or exceed the state's model content standards and describe the essential knowledge and skills that students enrolled in these courses are expected to master. The course curriculum shall be aligned with district-adopted standards and the state's curriculum framework.

At least every three years, the Board shall compare the district's curriculum, course content, and course sequence of CTE with the model state curriculum standards. (Education Code 52376)

The Superintendent or designee shall systematically review the district's CTE courses to determine the degree to which each course may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. CTE courses approved for these purposes shall be equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)

The Superintendent or designee shall develop partnerships with local businesses and industries to ensure that course sequences, career technical and integrated curriculum, classroom instruction and projects, and assessments have real-world relevance and reflect labor market needs and priorities. The Superintendent or designee shall also work to develop connections with businesses, postsecondary institutions, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities.

The Superintendent or designee shall collaborate with postsecondary institutions to ensure that the district's program is articulated with postsecondary programs in order to provide a sequential course of study. Articulation opportunities may include dual or concurrent enrollment in community college courses.

The Board shall appoint a CTE advisory committee to develop recommendations on the district's CTE program and to serve as a liaison between the district and potential employers. The committee shall consist of at least one student, teacher, business representative, industry representative, school administrator, member of the general public

Description:

knowledgeable about the disadvantaged, and representative of the field office of the California Employment Development Department. (Education Code 8070)

The Superintendent or designee shall inform all secondary students and their parents/guardians about the CTE experiences available in the district, CTE courses that satisfy college admission criteria, and, if applicable, CTE courses that satisfy high school graduation requirements. In addition, secondary students shall receive individualized academic counseling which provides information about academic and CTE opportunities related to the student's career goals.

Prior to the beginning of each school year, the Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to any actual or perceived characteristic protected from discrimination by law. The notification shall be disseminated in languages other than English as needed and shall state that the district will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in the district's CTE program. (20 USC 2354; 34 CFR 100 Appendix B, 104.8, 106.9)

To the extent required by law, the Superintendent or designee shall invite the participation of private school students in CTE programs supported by federal funding under the Strengthening Career and Technical Education for the 21st Century Act (Perkins). (20 USC 2397)

The Superintendent or designee shall collaborate with businesses, government agencies, postsecondary institutions including universities and career technical schools, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities through college and/or career fairs.

When planning to hold a college or career fair, the Superintendent or designee shall notify each apprenticeship program in the county. The notification shall include the planned date, time and location of the college or career fair. (Labor Code 3074.2)

The Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications and credentials necessary to teach their assigned courses. The Superintendent or designee shall also provide teachers and administrators with professional development designed to enhance their knowledge of standards-aligned CTE and shall provide opportunities for CTE teachers to collaborate with teachers

of academic courses in the development and implementation of integrated curriculum models.

The Superintendent or designee shall provide counselors and other guidance personnel with professional development that includes, but is not limited to, information about current workforce needs and trends, requirements of the district's CTE program, work-based learning opportunities, and postsecondary education and employment options following high school.

The Superintendent or designee shall regularly assess district needs for facilities, technologies, and equipment to increase students' access to the district's CTE program.

The Superintendent or designee shall annually report to the Board achievement data on participating students, including, but not limited to, the percentage of participating students who successfully complete CTE programs, their performance on state and district academic achievement tests, and graduation rates. Data shall be disaggregated by program and various student subgroups. Based on such data, the Board shall determine the need for program improvements and update the goals in the district's local control and accountability plan as necessary.

In order to provide students with valuable instruction in the skills, attitudes and understandings necessary for successful employment, the Board of Trustees/Governing Board shall offer a program of work experience education. Students enrolled in this program shall receive guidance and supervision designed to ensure maximum educational benefit from placement in suitable work experience education courses.

Work experience education shall include the part-time employment of students in jobs which are selected or approved as having educational value for the employed students and which are coordinated by school employees. (Education Code 51764)

The Board may provide for liability insurance for students participating in work experience programs of study off school grounds in accordance with law and Board policy. (Education Code 51760)

15. Assurance of full educational opportunity:

Document Title: BP 0410 Nondiscrimination In District Programs and Activities

SELPA: West Contra Costa Unified School District

Fiscal Year: 2023-24

Document Location: BP 0410 Philosophy, Goals, Objectives and Comprehensive Plans/ West Contra Costa Unified School District's Individualized Education Program Practices and Procedures Manual page 29

Description:

The School Board of Trustees/Governing Board is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, immigration status, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Annually, the Superintendent or designee shall review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

In addition, the annual parental notification shall inform parents/ guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/ guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities
District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

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

education funding.

Document Title:	BP 0430 Comprehensive Local Plan For Special Education
Document Location:	WCCUSD Board Policy, Philosophy, Goals, Objectives and Comprehensive Plans
Description:	The School Board of Trustees/Governing Board desires to provide a free and appropriate public education to all individuals with disabilities, birth to 22 years (including the early childhood program at Cameron and the 18-22 year olds in the Transition group), who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic school or agency services. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303) In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the Board shall approve a plan to meet the needs of individuals with disabilities residing in the district. The goals for children in the special education program are incorporated into the district goals for student achievement, equity, safety, accountability and community engagement. The special education local plan area shall administer a local plan and administer the allocation of funds. (Education Code 56195)

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

Document Title:	West Contra Costa Unified School District's Individualized Education Program Practices and Procedures Manual/Appendix 13 Program Specialists
Document Location:	West Contra Costa Unified School District's Individualized Education Program Practices and Procedures Manual, appendix 13, page 270
	PROGRAM SPECIALISTS 56205(b)(1)(f) article 6 Section 56836.23 The program specialist are employed by the SELPA and serve under the direction of the SELPA Director. The WCCUSD Personnel Department approves the employment of

Description:

program specialist following the procedure previously outlined. Program specialist provide unique and necessary services to pupils in the WCCUSD SELPA. Program specialist shall provide the following services:

Major Responsibilities:

- Assists in implementing Individualized Education Program (IEP) team decisions by conferring with parents, teachers, and administrators.
- Assists in coordinating and monitoring special education placements.
- Assists special educators in the development, implementation, and evaluation of the school site programs.
- Reviews the development of student instructional plans, assuring legal compliance.
- Assists Administrator of Special Education in program and curriculum development.
- Assists in the evaluation of program effectiveness.
- Assists in placing children in nonpublic schools.
- Assists in Facilitated IEP Meetings and Alternate Dispute Resolution Panel.
- Assists in Due Process Hearings.
- Attends Board of Education meetings as requested.

Performs other related duties assigned by the SELPA Director.

Works with other departments and school sites to assure the alignment of the curriculum between the general education program and the curriculum offered in Special Education classrooms.

Special Education Local Plan Area Services

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

BP 6159 Individualized Education Program and Individualized Family

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Document Title:	Service Plan Part C. Transition/West Contra Costa Unified School District's Individualized Education Program Practices and Procedures Manual, Chapter 4 Early Childhood Education
Document Location:	Board Policy/West Contra Costa Unified School District's Individualized Education Program Practices and Procedures Manual

It shall be the policy of West Contra Costa Unified School District that an Individual Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized program. It shall be the policy of this LEA that a review of an IEP will be conduction on at least an annual basis to review the student's progress and make appropriate revisions.

It shall be the policy of West Contra Costa Unified School District that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition Process shall be smooth, timely and effective for the child and the family.

See: Regional Center of the East Bay Agreement

West Contra Costa Unified School District's Individualized Education Program Practices and Procedures Manual

CHAPTER 4

EARLY CHILDHOOD EDUCATION

Procedures for Working with Infants and Toddlers

The procedures for working with Infants and Toddlers is described in detail in the agreement between the Regional Center of the East Bay (RCEB) and all the Special Education Local Plan Areas (SELPA) located within Contra Costa County, including the West Contra Costa Unified School District (WCCUSD) SELPA.

This agreement describes how the assignment of service coordinators takes place as well as describing the procedures used to develop services to infants, toddlers and their families. A signed (by all participants) dated copy of the agreement is maintained in the SELPA Director's office located Pupil Services Center (PSC).

This Interagency agreement can also be located in the Appendix to the

WCCUSD Local Plan for Special Education. Special Education personnel wishing to learn these procedures may look at the agreement maintained in the SELPA Director's office and, if necessary, obtain a copy.

The following procedures are those agreed upon by all the Contra Costa County SELPAs and the Regional Center of the East Bay.

Referral Procedures

RCEB and the Alameda and Contra Costa County SELPAs work cooperatively to meet the needs of all children eligible for services under Early Start Part C of the Individuals With Disabilities Education Act (IDEA).

RCEB Eligibility

To be found eligible, infants and toddlers from birth to two years of age, for whom a need for early intervention services as specified in IDEA and applicable regulations, is documented by means of assessment and evaluation as required by law. Infants and toddlers must meet one of the following criteria for eligibility:

1. Infants and toddlers with a developmental delay in one of more of five areas:

a. Cognitive development;

b. Physical and motor development including vision and hearing;

c. Communication development;

d. Social or Emotional development; or

e. Adaptive development.

Developmentally delayed infants and toddlers are those who are determined to have a significant difference between the expected level of development for their age and their current level of function. Qualified personnel who are recognized by, or part of a multidisciplinary team, including the parents, will make this determination. A significant difference is defined as a thirty-three (33) percent delay in one or more developmental areas.

2. Infants and toddlers with established risk conditions, with conditions of known etiology, or conditions with established harmful developmental

consequences. The conditions shall be diagnosed by a qualified personnel recognized by, or part of a multidisciplinary team, which includes the parents. The condition shall be certified as having a high probability of leading to developmental delay even if the delay is not evident at the time of diagnosis.

Infants and toddlers who are at high risk of having substantial developmental disability due to a combination of biomedical risk factors, the presence of which are diagnosed by qualified personnel recognized by or part of, a multidisciplinary team, including the parents.

Local Education Agency (LEA) Referral Procedures and Eligibility Criteria

Under California Education Code 56424, LEAs are responsible for providing Early Start Part C services to infants and toddlers with Solely Low Incidence (SLI) Disabilities. These are disabilities defined as severely disabling conditions that including hearing impairments, vision impairments and severe orthopedic impairments or any combination thereof.

Based on the above criteria, the RCEB Interagency Agreement specifies which agency is to perform which functions. For the purpose of the WCCUSD Procedures Manual, the following procedures and responsibilities are to be carried out by the LEA herein referred to as the District:

1. The District will refer all infants and toddlers that may be potentially eligible for RCEB, IDEA Part C services. All cases regarding children suspected of being eligible for services under Part C will be referred to the RCEB within seven (7) days of identification using the Early Start Referral form for referrals to RCEB. . The RCEB is responsible for evaluating and determining eligibility.

2. If a toddler is two years, ten months of age or more at the time of initial referral to RCEB, the District will accept the referral for educational assessment and recommendations regardless of the suspected disabling conditions, with parental/guardian consent.

3. The District will identify an individual who will act as infant contact for all children birth to three years of age referred to RCEB.

4. All children currently receiving infant services through the District, and served by the District regardless of the suspected disabling condition, will continue to receive services, provided the District does not exceed

Description:

its 1980-81 mandate and its funded capacity per current fiscal year related to Maintenance of Effort (see the WCCUSD Local Plan Budget Plan).

The SELPA shall notify RCEB when it reaches its funded capacity and when openings for services occur. The District and the RCEB shall determine a mutually agreeable method in which these notifications will occur.

5. The District is responsible for providing services and service coordination to infants and toddlers with a Solely Low Incidence (SLI) birth to 36 months of age. It accepts referrals from RCEB for a child who has an SLI disability, and assumes responsibility for assessment and the determination of eligibility for the child.

6. The District accepts referrals of children with hearing impairments from the California Department of Education Newborn Hearing Screen Program. Upon receipt of the referral, the District will contact the child's family to initiate the evaluation and assessment process.

7. Within 45 days of referral, the District will complete the evaluation and assessment process for all children referred and suspected of having a SLI, if the child is found eligible, the District will develop an IFSP with the family.

8. When a child enters the District for Part C services, such early intervention services shall be child and family directed as agreed upon by the family.

9. The District accepts direct referrals for educational evaluation, assessment and recommendations for Part B of IDEA, regardless of disabling condition and with parent/guardian consent for a child who is two years, 10 months of age or more. State and federal laws apply.

Individualized Family Service Plan (IFSP)

Each child eligible for services under Part C must have an Individuaized Family Service Plan (IFSP). The evaluation, assessment, and meeting to develop the IFSP must be held within 45 calendar days from the date of referral. All IFSP meetings shall be in the native language of the family and the IFSP shall be provided in the family's native language unless to do so is not feasible.

The District is responsible for the following:

The development of the IFSP for children with SLI disabilities;

The IFSP team which includes representation from all agencies that provide necessary services to the infant and/or family;

The IFSP document, written and implemented in accordance with state and federal regulations.

Appointing a service coordinator who meets with the family and conducts a six-month and annual review of the IFSP either in person, or by telephone.

Transition

All children receiving Early Start services are potentially eligible for the District special education and related services at age three. The RCEB service coordinator must notify the District of all potentially eligible toddlers and the need to establish a transition plan in the IFSP conference not more than nine months, and not fewer than 90 days, prior to the toddler's third birthday. The transition process begins planning for service options to the child as he/she approaches age three but no later than 36 months of age. The child who is served either by RCEB or the District shall have the benefit of transition planning from Part C infant services to educational services under Part B of IDEA and provided by the District. The District will:

1. Confirm receipt of the invitation to attend the transition planning conference and IFSP meeting for a child between the ages of 2.6- 2.9 years but not fewer than 90 days prior to the child's third birthday. During the Extended Year School Year (ESY), the District will identify a representative to be available to attend the IFSP Transition Planning Conference.

2. During the IFSP Transition Planning Conference, the District will participate in the discussion of the transition steps as part of the IFSP including:

a. The Assessment process

b. Timelines

c. Eligibility criteria

d. A review of possible preschool program and service options

e. Suggest a notification/referral date at least 90 days prior to the third birthday

f. Identify additional information to be included

g. Provide the parent/guardian a copy of the Parent's Due Process rights.

3. When the IFSP Transition Conference is held with the District and the toddler is between the ages of 2.6 through 2.8 years of age, the IFSP team will determine the date the official notification and referral to the District will be made. The notification/referral cannot be fewer than 90 days prior to the toddler's third birthday. Upon receipt of the notification/ referral, the District will respond in accordance to state and federal regulations.

4. IF the IFSP Transition conference is held between the ages of 2.8 and 2.9 years of age, the District may present the Assessment Plan or Prior Written Notice to the parent/guardian during the meeting.

5. The District will schedule an IEP meeting, which will include the parent/guardian, the RCEB Service Coordinator (at the request of the parent/guardian), and all other appropriate District personnel. The IEP will be developed and implemented upon written parent/guardian sent by the child's third birthday.

Service Coordination

Service Coordination is an early intervention service and must be provided under public supervision. The role of the Service Coordinator is to facilitate implementation of the IFSP and to coordinate services with other agencies and persons. The Service Coordinator must be knowledgeable about eligible infant and toddler programs, Part C law and regulations and the nature and scope of services under Part C of IDEA.

The District and RCEB shall both do the following:

1. Appoint a Service Coordinator that meets the Part C standards;

2. The Service Coordinator serves as the primary point of contact for eligible children and their families;

3. The Service Coordinator is responsible for coordinating with other agencies and persons providing services to the family.

Service Coordination activities include the following:

1. Coordinating evaluations and assessments;

2. Facilitating and participating in the development, review, and evaluation of IFSPs;

3. Assisting families in identifying service providers and informing families about additional non-required services;

4. Coordinating and monitoring the delivery of services outlined on the IFSP;

5. Informing families of Early Start their Parental Rights and Procedural Safeguards;

6. Facilitating the development of a transition plan from Part C of IDEA to Part B of IDEA preschool service, as appropriate, and/or other community resources.

The Provision of Services

All services must be provided and monitored by the appropriate qualified personnel. Services to families are to provide the "supports and services necessary to enhance the capacity of the family to meet the developmental needs of the child". It is understood that the level, type, frequency and provider of services may change upon the transfer of a case between agencies.

The District shall:

Provide services to all children with SLI;

Shall continue to serve non-categorical infants at their previously mandated 1980-81 mandated funded capacity numbers;

Shall consider the RCEB recommendations but is not obligated to implement or continue services provided by RCEB prior to the referral to the District.

Parents of infants and toddlers are entitled to a copy of their rights as specified under Procedural Safeguards. District personnel are to follow the district guidelines regarding the provision of the safeguards to children in the Early Start Program

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Surrogate Parents

When needed, RCEB and the District will cooperate in the assignment and training of surrogate parents. Surrogate parents may be called upon to ensure that the rights of eligible children are protected if: a. No parents can be identified; b. The whereabouts of the parent cannot be determined and c. The child is a dependent of the juvenile court and the parental rights of the parent have been limited by the court or relinquished.

Surrogate parents may represent the child in all matters related to:

1. The evaluation and assessment of the child;

2. The development and implementation of the child's IFSP and reviews;

3. The ongoing provision of early intervention services '

4. Any other rights established under Part C.

*District personnel should consult the "WCCUSD Surrogate Parent Handbook" for specifics as needed.

Dispute Resolution

It is the intent of both RCEB and the District to resolve all disputes at the lowest administrative level possible. Dispute resolution for issues between RCEB and the District should be resolved at the earliest opportunity. District staff should immediately consult with their Program Managers should any dispute arise. Children receiving early intervention services continue to receive all such services, including placement as previously identified and agreed upon during the IFSP, during the period of the dispute. If the dispute arises around procedures prior to the development of the IFSP and local discussion cannot be resolved within 15 days, the issue will be referred to DDS and CDE for a state-level review and resolutions.

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

Document Title: BP 1312.3 Notice of Procedural Safeguards/Uniform Complaint Procedures, Community Relations

WCCUSD SELPA Director's Office/WCCUSD Board Policy, Community

SELPA: West Contra Costa Unified School District | Fiscal Year: 2023-24

Document Location: Relations

It shall be the policy of West Contra Costa Unified School District that children with disabilities and their parents shall be afforded all the procedural safeguards throughout the provision of a free appropriate public education, including the identification, evaluation and placement process.

Uniform Complaint Procedures

The School Board of Trustees/Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts a uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, after school education and safety programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs consolidated categorical aid programs, Career Technical Education, agricultural vocational education, American Indian Education, Centers and Early Childhood Education program assessments, bilingual education, California Peer Assistance and Review programs for teachers, compensatory education, English learner programs, every student succeeds act / no child left behind, regional occupational centers and programs, school safety plans, state preschool, tobacco-use prevention education, and any other district-implemented program which is listed in Education Code 64000(a). (5 CCR 4610)

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, or

Description:

parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics. (5 CCR 4610)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (5 CCR 4610)

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan. (Education Code 52075)

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

8. Any complaint, by or on behalf of a former juvenile court school student who transfers into the district after his/her second year of high school, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in the juvenile court school or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

9. Any complaint alleging district noncompliance with the requirements

of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

10. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

11. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.

12. Any other complaint as specified in a district policy.

The district shall establish an office entitled District Ombudsperson reporting directly to the Superintendent for the purpose of fair, objective and timely responses to complaints.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or Ombudsperson or designee shall keep the identity of the complainant, and/or the subject of the complaint, if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or Ombudsperson will provide Trustees with quarterly updates about the state of complaints in the district.

The Superintendent or Ombudsperson or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or Ombudsperson or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

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Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing- exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.

4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments.

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:	BP 6159 Procedural Safeguards And Complaints for Special Education
Document Location:	WCCUSD Board Policy, Instruction
Description:	In order to protect the rights of students with disabilities, the district shall follow all procedural safeguards as set forth in law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation. The Superintendent or designee shall represent the district in any due process hearing conducted with regard to district students shall inform

the Board of Trustees/Governing Board about the result of hearing.

Complaints for Special Education

Complaints concerning compliance with state of federal law regarding special education shall be addressed in accordance with the district's uniform complaint procedure.

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: BP 6164.4 Identification of Individuals for Special Education

Document Location: WCCUSD Board Policy, Instruction

Description:

The School Board of Trustees/Governing Board recognizes the need to actively seek out an evaluate district residents from birth through age 21, who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. .

The Superintendent or designee shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment planning, implementation, review and triennial assessment. (Education Code 56301)

The Superintendent or designee shall develop a practical method to ensure that all eligible individuals residing within the district are currently receiving needed special education and related services. The district's process shall ensure that private school children with disabilities residing within the district, as well as highly mobile children with disabilities such as migrant and homeless children with disabilities residing within the district are accurately counted and are able to participate equitably in the district's program. The Superintendent or designee shall consult with appropriate representatives of private school students with disabilities on how to identify, locate and evaluate these students (Education Code 56301; 20 USC (1412(a)(3)).

The Superintendent or designee shall establish a method whereby parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Education Code

56301)

For assessment purposes, staff shall use appropriate tests using testing materials and procedures that are nondiscriminatory, to identify specific information about the individual's abilities in accordance with Education Code 56320.

The Superintendent or designee shall notify parents/guardians in writing of their rights brelated to identification, referral, assessment, instructional planning, implementation and review, including the district's procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)

Adopted: June 6, 2007, Richmond, California

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:	BP 6159.21 Service to Parentally Placed Private School Students
Document Location:	Board Policies; Assurance and Policies
Description:	The School Board of Trustees/Governing Board recognizes that occasionally students with exceptional needs may attend private schools at parent choice. The Board authorizes the Superintendent to provide special education services to eligible disabled individuals ages 3-22, in accordance with regulations set forth in the Individuals With Disabilities Education Act of 1977 (IDEA97). The Superintendent shall establish procedures for the provision of services to parental placed private school student including child find, assessment, offer of a free appropriate public education [FAPE] and the proportionate expenditures of federal funds for services.

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:	BP 6159.22 Services to Adult Students in County Jail Facilities Local Policies
Document Location:	WCCUSD Board Policies; Instruction, West Contra Costa Unified School District Policies and Procedures Manual, chapter 16, page 172-173, and appendix 14

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 Education 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 Section 1412(a)(1) of Title 20 of the United States Code and Section 300.101 of Title 34 of the Code of Federal Regulations.

Eligible Adults

Adults who are aged 18 through 21 years, who have not graduated with a high school diploma, who, at the time they turned 18 years 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); Cal. Educ. Code, §§ 56000, 56026(c)(4).) This applies to adults incarcerated in California adult jails and prisons. However, an individual, aged 18 through 21 years, who, in the educational placement prior to his or her incarceration in an adult correctional facility was not identified as an individual with exceptional needs or did not have an IEP under the IDEA, is not entitled to a FAPE. (20 U.S.C. § 1412(a)(1)(B); Cal. Educ. Code, § 56040(b).)

District of Residence

For eligible adults who prior to reaching the age of majority resided within the West Contra Costa Unified School District's (WCCUSD)

Description:

geographic boundaries the West Contra Costa Unified School District's Special Education Local Plan Area (SELPA) shall ensure that the student is provided 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 residence of his or her conservator shall control. (Cal. Educ. Code, § 56041)

Individualized Education Program (IEP)

It is the responsibility of the incarcerated student to request a review of their special education services. Once the LEA is informed that one of its residents is an eligible adult incarcerated at the Contra Costa County Jail and the student has requested a review of their IEP, the West Contra Costa Unified School District will arrange to review the individual's IEP as necessary, subject to the cooperation of the correctional facility where the student is located.

The LEA will determine within 30 days whether the qualified individual requires a FAPE and if so will ensure that the qualified individual is provided a FAPE pursuant to the IDEA and corresponding California special education law. To receive special education services while incarcerated, the student must consent to the receipt of such services such as but not limited to transition services, specialized academic instruction and other services as determined by the IEP team. The student may revoke their consent for special education services at any time.

The West Contra Costa Unified School District SELP A has a Memorandum of Understanding (MOU) between the Contra Costa County Office of Education and the WCCUSD (SELPA) to provide services to those adults eighteen to twenty-one years of age who had been identified as a child with a disability and had received services in accordance with their IEP.

Adults eighteen to twenty-two years of age who have been identified as a child with a disability and had received services in accordance with their IEP, whose parents live within the boundaries of the West Contra Costa Unified School District but are incarcerated in a county jail outside of Contra Costa County the WCCUSD will contract with service providers to provide the services in accordance with their IEP

Limitations

The following special education requirements do not apply to eligible

individuals who are convicted as adults under State law and incarcerated 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)(i)(VI) (relating to participation in general assessments) do not apply. Eligible individuals convicted as adults under State law and incarcerated 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 transition 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 county jail.
3. If an individual with a disability is convicted as an adult under State law and incarcerated in an adult county jail, 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. § 1412(a)(5)(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.