

Special Education Local Plan Area (SELPA) Local Plan

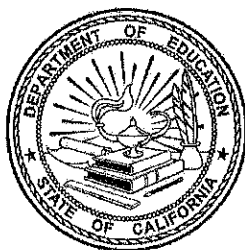
**SELPA** 3415 - Twin Rivers Unified School District

**Fiscal Year** 2023-24

## **LOCAL PLAN**

### **Section B: Governance and Administration**

### **SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

**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 Twin Rivers Unified School District (District) is located in northern Sacramento County and serves an 82 square mile area covering the communities of Arden Fair, Del Paso Heights, Dos Rios, Elverta, Foothill Farms, Gardenland, McClellan Park, Natomas, Northgate, North Highlands, North Sacramento, Robla, Rio Linda and Woodlake. Twin Rivers serves approximately 30,000 students in District schools, charter schools that are authorized by the District, and special education students who are served in other programs. The District serves students from Pre-Kindergarten-12 grade and adult education residing within the boundaries of the District or attending District programs under other authorization. Accordingly, the Board of Trustees of the District elects to operate as a single district SELPA for the purpose of providing comprehensive special education services. The service area encompassed by the geographic limits of the District shall be known as the Twin Rivers Special Education Local Plan Area (Twin Rivers SELPA).

The Twin Rivers Unified School District (District) is located in northern Sacramento County and serves an 82 square mile area covering the communities of Arden Fair, Del Paso Heights, Dos Rios, Elverta, Foothill Farms, Gardenland, McClellan Park, Natomas, Northgate, North Highlands, North Sacramento, Robla, Rio Linda and Woodlake. Twin Rivers serves approximately 27,000 students in District schools, charter schools that are authorized by the District, and special education students who are served in other programs. The District serves students from Pre-Kindergarten-12 grade and adult education residing within the boundaries of the District or attending District programs under other authorization. Accordingly, the Board of Trustees of the District elects to operate as a single district SELPA for the purpose of providing comprehensive special education services. The service area encompassed by the geographic limits of the District shall be known as the Twin Rivers Special Education Local Plan Area (Twin Rivers SELPA).

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)]

**Board of Trustees**

As a single-district SELPA, the Board of Trustees of the Twin Rivers Unified School District (Board) shall be the sole governing body of the Twin Rivers SELPA and is solely responsible for the approval or policies governing this Local Plan for Special Education. The members of the Board are elected public officials subject to the District Board

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Policies. It is the intent of the Board for this Local Plan and the policies and procedures described herein to be in compliance with the District Board Policies. The Board shall appoint the District Superintendent, who in turn shall provide a hiring recommendation for the Executive Director, Special Education/SELPA to the Board. The District Superintendent (or designee) and the Executive Director, Special Education/SELPA shall oversee the operations of the Twin Rivers SELPA.

The District Board is responsible for adopting SELPA related policies at regularly scheduled public meetings of the Board. Prior to adoption, policies shall be developed cooperatively with input received from parents, students, special and regular teachers, staff, and members of the public at large.

The responsibilities of the Board pertaining to the policies of the SELPA, shall include, but are not limited to:

- A. Review and approve the Local Plan, including the annual budget and service plans.
- B. Adopt District policies relating to special education.
- C. Set priorities for the Local Plan.
- D. Assume responsibility and be fiscally accountable for the special education services operated by the SELPA.
- E. Enter into agreements or memorandums of understanding with other agencies for the purpose of delivering services and programs to students.
- F. Participate in the governance of the Local Plan.
- G. Approve revisions to the Local Plan.
- H. Appoint members to the Community Advisory Committee.
- I. Appoint members of the Program/Business Review Committee.
- J. Ensure compliance with all applicable laws and regulations.

**Implementation of Administrative Functions**

As a single-district SELPA, the District is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Twin Rivers SELPA and shall be responsible for the administration of the Local Plan. It shall be responsible for functions such as, but not limited to:

- A. Receipt and distribution of special education funds to District accounts for the operation of special education programs and services;
- B. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use; and
- C. The employment and evaluation of staff to support SELPA functions.

**Responsibilities of the SELPA and District Administrators**

**Superintendent**

With regard to the SELPA and Local Plan, the Superintendent of the District's responsibilities include but are not limited to:

- A. Leadership within the District in support of special education programs.
- B. Implementing all requirements of the Local Plan.
- C. Recommending the adoption of District board policies and administrative regulations regarding special education by the District Board.
- D. Recommending the adoption of the Local Plan, Annual Service Plan, and Annual Budget Plan by the Board.
- E. Contacting the Executive Director, Special Education/SELPA when a potential legal issue arises.
- F. Providing appropriate space at school sites for special education programs and services.

Additional information is available in the position description for the Superintendent.

**Executive Director, Special Education/SELPA**

The Executive Director, Special Education/SELPA, serves under the supervision of the Superintendent of the District, and is responsible for the provision of administrative support to include but not be limited to:

- A. Ensure provision of services to students with disabilities served by the SELPA.
- B. Monitor compliance with State and federal laws and regulations.
- C. Coordinate the administration, and implementation of the Local Plan and develop a calendar of meetings.
- D. Coordinate the development of forms, manuals and handbooks, and ensure they are provided to appropriate individuals.
- E. Coordinate Community Advisory Committee activities, including the development of an annual calendar.
- F. Coordinate Program/Business Review Committee activities, including the development of an annual calendar.
- G. Coordinate the development and implementation of the District/SELPA programs and student outcomes, and the annual accountability procedures.

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- H. Provide coordination for due process, nonpublic school placements, and staff development.
- I. Prepare and submit any and all State waiver requests that are needed to allow for the provision of appropriate programs and services to students with disabilities.
- J. Coordinate services to students with disabilities through the development of procedural handbooks, negotiation and oversight of agreements, understandings, and ongoing dialogue.
- K. Develop and implement a plan for providing staff development opportunities to staff, parents, the Community Advisory Committee, and others.
- L. Collect, process, and report program, personnel, and fiscal data related to the State evaluation of special education as specified in accordance with State and Federal laws and regulations.
- M. Maintain and modify, as necessary, a Management Information System (MIS) to be utilized to record, document, and report student referrals, assessments, program planning, parent involvement and notifications, placements and evaluations.
- N. Act as a liaison to the California Department of Education, Department of Health and Human Services, California Children's Services, Alta California Regional Center, Sacramento County Office of Education, and any other agency in accordance with interagency agreements.
- O. Provide management of complaints with the California Department of Education (CDE), Office for Civil Rights (OCR), and Office of Administrative Hearings (OAH), and share the findings, as appropriate, and coordinate any necessary changes at the District/SELPA level.
- P. Propose amendments to the Local Plan to bring it into compliance if a portion or portions of the currently-adopted Local Plan are determined to be invalid due to:
  - Conflict with existing State or Federal laws or regulations,
  - Conflict with changes in State or Federal laws or regulations, or
  - Invalidation by an Administrative Law Judge or court of law.
- Q. Develop recommendations for, facilitate the development of, and administer the Annual Budget Plan and Annual Service Plan.
- R. Develop annual income and expenditure budgets for the implementation of special education programs and services for the SELPA.
- S. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- T. Make staff assignments, supervise, and evaluate special education personnel.

Additional information is available in the position description for the Executive Director, Special

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Education/SELPA.

**Special Education/SELPA Department**

The District Special Education/SELPA Department, under the direction of the Executive Director, Special Education/SELPA, is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and requirements. These responsibilities include and are not limited to:

- A. Identification, referral, placement and monitoring of special education students in accordance with State and Federal laws and regulations. The SELPA will utilize a Management Information System (MIS) to record, document, and report student referrals, assessments, program planning, parent involvement and notifications, placements and evaluations.
- B. Procedural safeguards will be followed in accordance with State and Federal laws and regulations.
- C. Interagency agreements between the State Department of Education and other public agencies and agreements between the District/SELPA and other public agencies will be followed. The SELPA will participate, as necessary, in meetings with other public agencies established to coordinate and/or fund services for students with disabilities.
- D. Developing recommendations regarding the number, type, and location of special education classes, programs, and services based on (a) the service limits and proportions established by the State, and (b) the number of students with special education needs.
- E. Ensure that special day class programs are geographically distributed within the District so that students may be placed in an appropriate special day class and assure equal access of all students to special education programs and services that will provide each student with an appropriate education as required by law.
- F. Coordinate, document, and report child find activities in public and private schools, and conduct related public awareness activities, as required by State and Federal laws and regulations.
- G. Maintain an inventory, complete required reports, receive funds, and approve purchases for low-incidence students utilizing low-incidence funds for equipment and services based upon California Department of Education-approved guidelines and local policies and procedures.

**Program/Business Review Committee**

The Superintendent (or designee) shall appoint a Business/Program Review Committee, an advisory group responsible for developing and reviewing special education programs and monitoring costs of the SELPA. The Business/Program Review Committee shall be comprised of administrators from both the District's Business office and Special Education office in order to provide a balanced perspective in making recommendations for the SELPA.

The Business/Program Review Committee shall be responsible for advisory functions such as, but not limited to:

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- A. Generate program development recommendations the following year.
- B. Ensure standardization of interagency agreements and memorandums of understanding.
- C. Propose long range strategic planning.
- D. Examine budget information, including all Interim Reports, special education staffing ratios, programs currently in place, growth patterns, cost-cutting strategies, bill-back calculation factors, current enrollment figures, etc.
- E. Collect data/information as appropriate.
- F. Compile data into a meaningful, standardized format.
- G. Share information with decision-makers, including the Superintendent and Executive Director, Special Education/SELPA.
- H. Review and discuss the Annual Service Plan and Annual Budget Plan prior to the required public hearing and approval by the Board.

**Community Advisory Committee**

The District Board shall appoint a Community Advisory Committee (CAC), consisting of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs.

Pursuant to Education Code 56193, at least the majority of the CAC shall be composed of parents of pupils enrolled in the District's schools. Further, at least a majority of such parents shall be parents of individuals with exceptional needs. Members of local PTAs, special education teachers, general education classroom teachers and school personnel, students with disabilities, representatives of related public and private agencies, and other persons concerned with the needs of children with disabilities may also be represented.

The CAC shall serve only in an advisory capacity and shall be responsible to the District Board in accordance with the procedures specified in the Twin Rivers SELPA Community Advisory Committee Handbook.

The CAC shall be responsible for functions such as, but not limited to:

- A. Advise the Board regarding the development, amendment and review of the Local Plan, programs and services. The Board must review and consider comments from the CAC.
- B. Inform and advise SELPA staff regarding community conditions, aspirations, and goals for children with disabilities.
- C. Make recommendations for annual priorities to be addressed by the SELPA.
- D. Assist in parent education and in recruiting parents/guardians, volunteers, and agencies who may contribute to the implementation of the Local Plan.
- E. Encourage community awareness and involvement in the development and review of the Local Plan.

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- F. Support activities on behalf of individuals with exceptional needs.
- G. Facilitate communication between schools, parents/guardians, and community.
- H. Assist in parent awareness of the importance of regular school attendance.
- I. Establish and review by-laws to govern committee operations, including a procedure designed to provide for a systematic rotation of the membership.

**Amendments and Review of the Local Plan**

This Local Plan will be developed, revised, and updated cooperatively by a committee of representatives of special and regular teachers and administrators selected by the groups they represent and with participation by parent members of the CAC, or parents selected by the CAC, in order to ensure adequate and effective participation and communication.

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

Proposed amendments to the Local Plan shall be effective upon approval by the District Board, the County Office of Education, and the State Superintendent. Nothing in this section shall modify the requirements of Education Code 56205 requiring an annual budget and annual service plan.

Changes or amendments to the permanent portions of the Local Plan may be considered during the annual service and budget plan process. Amendments approved in this manner would become effective upon subsequent approval by the District 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.

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

The governance structure of the Twin Rivers SELPA is established by this local plan. The Board of Education of Twin Rivers Unified School District serves as the Governing Board for the SELPA and approves the Local Plan, the Annual Service Plan and the Annual Budget Plan. The Annual Service Plan and Annual Budget Plan are approved yearly by the Board of Trustees.

The Local Plan is developed, revised, and updated cooperatively by a committee of representatives of special and regular teachers and administrators selected by the groups they represent and with participation by parent members of the CAC, or parents selected by the CAC, in order to ensure adequate and effective participation and communication.

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Plan.

Twin Rivers Unified School District receives funding from the State for the Local Plan Area. The District coordinates and provides services within the District using these resources, local contributions, and federal funds allocated for Special Education. Students eligible for special education services provided within the region are defined as those students physically residing within the geographic boundaries of the District, students who are granted interdistrict transfers, and students attending charter schools sponsored by the District.

Twin Rivers is responsible for implementing those services assigned to it and provided for in the Budget Plan. When Twin Rivers 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 Twin Rivers to meet the requirements of applicable federal and state law. Contracts are approved by the Board of Trustees at the recommendation of the Superintendent (or designee).

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. The District has elected to provide some special education services in regionalized settings. Regionalize services 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, for students with autism or other severe disabilities requiring more intensive or low incidence services regionalized services are those services only provided at selected sites within the District. Transportation is provided for any such student to receive those services who is not on an interdistrict transfer at the parent request, or attending a charter school.

Twin Rivers will coordinate and collaborate with the Sacramento County Office of Education for services for children whose service needs cannot be met within the District, and who are served instead in regionally-operated programs. Such students will be provided FAPE.

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]

Twin Rivers Unified School District is located within the boundaries of the Sacramento County office of Education.

Amendments to the Local Plan may be proposed by the Twin Rivers SELPA and shall be approved and permanent upon subsequent approval by the local governing board, upon review by the County Office and subsequent approval of the State Superintendent. Nothing in this section shall modify the requirements of Education Code section 56205 requiring an annual budget and annual service plan.

The Sacramento County office of Education provides services to students with Individual Education Programs (IEPs) who are enrolled in infant and preschool programs, regionalized programs, County Community Day Schools, County Juvenile Schools and Adult Detention facilities as identified in the Annual Service Plan. Twin Rivers has developed a Memorandum of Understanding (MOU) with the Sacramento County Office of Education to serve

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students identified for these programs.

In addition, the county provides Differentiated Assistance as needed.

County offices shall do all of the following per Educational Code 56140:

(a) Initiate and submit to the Superintendent a countywide plan for special education that demonstrates the coordination of all local plans submitted pursuant to Section 56205 and that ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by county offices of education, and juvenile court schools, will have access to appropriate special education programs and related services.

However, a county office shall not be required to submit a countywide plan when all the districts within the county elect to submit a single local plan.

(b) Within 45 days, approve or disapprove any proposed local plan submitted by a district or group of districts within the county or counties. If approved, the county office shall submit the plan with comments and recommendations to the Superintendent. If disapproved, the county office shall return the plan with comments and recommendations to the district. The district may immediately appeal to the Superintendent to overrule the county office's disapproval. The Superintendent shall make a decision on an appeal within 30 days of receipt of the appeal. A local plan shall not be implemented without approval of the plan by the county office or a decision by the Superintendent to overrule the disapproval of the county office.

Approval shall be based on the capacity of the district or districts to ensure that special education programs and services are provided to all individuals with exceptional needs, and both of the following:

- 1) Whether the local plan adheres to the guidelines established pursuant to Section 56122 for the development of local plans.
- 2) Whether the local plan contains all of the required components as detailed in Section 56205.

(c) Participate in the state onsite review of the district's implementation of an approved local plan.

(d) Join with districts in the county that elect to submit a plan or plans pursuant to subdivision (c) of Section 56195.1. Any plan may include more than one county, and districts located in more than one county. Nothing in this subdivision shall be construed to limit the authority of a county office to enter into other agreements with these districts and other districts to provide services relating to the education of individuals with exceptional needs.

(e) For each special education local plan area located within the jurisdiction of the county office of education that has submitted a revised local plan pursuant to Section 56836.03, the county office shall comply with Section 48850, as it relates to individuals with exceptional needs, by making available to agencies that place children in licensed children's institutions.

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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.

N/A

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 District Board shall appoint a Community Advisory Committee (CAC), consisting of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. An Executive Board for the CAC is elected by parents, community members, students and staff.

Pursuant to Education Code 56193, at least the majority of the CAC shall be composed of parents of pupils enrolled in the District's schools. Further, at least a majority of such parents shall be parents of individuals with exceptional needs. Members of local PTAs, special education teachers, general education classroom teachers and school personnel, students with disabilities, representatives of related public and private agencies, and other persons concerned with the needs of children with disabilities may also be represented.

The CAC shall serve only in an advisory capacity and shall be responsible to the District Board in accordance with the procedures specified in the Twin Rivers SELPA Community Advisory Committee Handbook.

The CAC shall be responsible for functions such as, but not limited to:

- A. Advise the Board regarding the development, amendment and review of the Local Plan, programs and services. The Board must review and consider comments from the CAC.
- B. Inform and advise SELPA staff regarding community conditions, aspirations, and goals for children with disabilities.
- C. Make recommendations for annual priorities to be addressed by the SELPA.
- D. Assist in parent education and in recruiting parents/guardians, volunteers, and agencies who may contribute to the implementation of the Local Plan.
- E. Encourage community awareness and involvement in the development and review of the Local Plan.
- F. Support activities on behalf of individuals with exceptional needs.
- G. Facilitate communication between schools, parents/guardians, and community.
- H. Assist in parent awareness of the importance of regular school attendance.
- I. Establish and review by-laws to govern committee operations, including a procedure designed to provide for

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a systematic rotation of the membership.

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 shall be 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 parent members of the community advisory committee.

Standing committees meet a minimum of four times per year and include:

- The Executive Board for the CAC
- Twin Rivers United Educators (TRUE) Special Education Liaison Committee
- Principal Advisory Committee for Special Education
- Program/Business Committee for Special Education
- Twin Rivers United Educators (TRUE) Special Education Liaison Committee
- Principal Advisory Committee for Special Education
- Program/Business Committee for Special Education

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]

As a single district SELPA, the District is the Responsible Local Agency (RLA). The Board is the governing board of the RLA. The responsibilities of the RLA include the following:

- Receipt and allocation of regionalized services, funds, and the provision of administrative support.
- Employment and evaluation of the SELPA staff using Board-adopted employment and evaluation procedures. It shall be the responsibility of the Superintendent (or designee) to evaluate the Executive Director of Special Education/SELPA.

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- Implement policies and procedures for special education programs and services provided in the SELPA, according to the Local Plan and the Board's direction. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the Education Code.
- Upon the recommendation of the Superintendent, the Board, as the governing board of the RLA, is responsible for approval of the annual service and budget plans. The development of the annual service and budget plans shall coincide with the District budget process.

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)]

In addition to providing a broad range of programs and services to students within the District attendance area, the SELPA may provide for the education of individual students in special education programs maintained by other districts or counties. Students who reside in other districts or counties may be included within the special education programs.

The District contracts with nonpublic, nonsectarian schools (NPS) and nonpublic, nonsectarian agencies (NPA) certified by the CDE, via the appropriate certification process. The SELPA has the authority to visit, observe, monitor and report on the educational program provided by any NPS/NPA under contract with the District or involved in a potential placement with the District. Any request for a waiver shall be considered and approved at the discretion of the Executive Director of Special Education/SELPA.

The SELPA shall consider the needs of the individual student and the recommendations of the IEP team when entering into agreements with nonpublic, nonsectarian schools or agencies. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs, towards the goals identified in each student's IEP.

The SELPA will submit NPS Master Contracts to the Board for approval. Each Master Contract is modeled after the State Master Contract and Service Agreement which contains requirements to allow the SELPA to monitor the placement and services of students in certified nonpublic, nonsectarian schools. The school shall have at least an annual IEP meeting that will facilitate the evaluation of the placement and services to ensure implementation of the IEP. The Master Contract provided by the SELPA contains language requiring reporting from the certified nonpublic, nonsectarian school regarding IEP progress as frequently as required by the District. At each annual IEP meeting, which shall include a representative of the SELPA, the certified nonpublic, nonsectarian school shall provide documentation as to the student's progress towards annual goals and objectives. The annual data provided by the certified nonpublic, nonsectarian schools shall be authentic curriculum-based measurements, in accordance with

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state-adopted grade level standards.

The SELPA's contract with a nonpublic, nonsectarian school shall evaluate the placement of its student(s) in such schools on an annual basis as part of the annual IEP review. The SELPA shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the school to ensure that they were appropriate and valid for measuring student progress. The SELPA may choose to administer additional assessments as necessary, with parental consent, to determine whether the student is making appropriate educational progress.

Interagency agreements necessary to support the implementation of the local plan, and as required by legal mandates, include the following agencies:

- Sacramento County Office of Education
- California Children's Service
- Head Start
- Regional Center

Other interagency agreements will be developed as needed. Copies of these documents may be requested through the SELPA office.

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

N/A

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

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

The hiring of the Executive Director Special Education/SELPA and staff is done in accordance with Board Policy and the Twin Rivers Unified School District's approved hiring practices. The Executive Director Special Education/SELPA and staff are supervised and evaluated by the Superintendent or designee. The evaluation and disciplinary process is done in accordance with Board Policy and the District's approved evaluation and disciplinary practices and documents. Policies and procedures for hiring, supervision, evaluation and discipline of employees is kept on file in the Twin Rivers Human Resources Department.

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 Board has designated the authority to determine the distribution of all federal and state special education funds to the SELPA in order for the district to carry out its responsibilities. The SELPA shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Plan. The Executive Director Special Education/SELPA is responsible to ensure that the funds are distributed in accordance with the funding allocation plan and in accordance with District policies and procedures. In accordance with the law, the SELPA is required to submit an Annual Budget and Service Plan approved by the Board and submitted to the California Department of Education. As a single district SELPA, the Special Education Allocation Plan includes funding from the overall district budget supporting special education services within the district. The District budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

An annual budget development process and calendar is established yearly. A public meeting shall be held annually to provide the Community Advisory Committee and members of the public the opportunity to review the Annual Budget Plan and Annual Services Plan and provide input. A public hearing of the proposed Annual Budget Plan and Services Plan. Upon approval by the Board, these documents shall be submitted to the California Department of Education in accordance within the required timelines.

In compliance with Education code 47646(b), the District is responsible for ensuring that charter schools receive an equitable share of special education funding (equal to the District's per pupil funding) and services consisting of state and federal funding provided to support special education instruction and/or designated instruction and services provided by the charter school. The district transfers any State and Federal special education funding received by the district on behalf of the charter school to the charter

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school annually based on special education expenses submitted by the charter school to the District at the end of the fiscal year. The charter school shall not incur a larger encroachment upon its general fund than that of the District (equal encroachment).

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

It shall be the policy of Twin Rivers SELPA, to ensure a free appropriate public education (FAPE) is available to all children with disabilities who are eligible for special education and related services and who reside within the boundaries of the Twin Rivers Unified School District or attend District programs under other authorization, including children with disabilities who have been suspended or expelled from school.

The Twin Rivers SELPA shall provide, or arrange for provision of, special education instruction and services for students with disabilities eligible for special education and related services in accordance with the federal Individuals with Disabilities Education Act (IDEA). Modifications and/or supplementary aids and services shall also be provided as needed for students who are eligible for services under Section 504 of the federal Rehabilitation Act of 1973, the Americans with Disabilities Act and related federal regulations. Appropriate education is that combination of educational and related service(s) as determined on an Individualized Education Program (IEP) that meets the unique needs of each student with a disability in order to benefit from his/her access to educational opportunities.

It is the policy of the Twin Rivers SELPA that to the maximum extent appropriate, children with disabilities are educated with nondisabled peers. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the type or severity of the disability of the child is such that education in regular classes, with the use of supplemental aids and services, cannot be achieved satisfactorily.

Supplemental aids and services means aids, services, and other supports that are provided in regular education classes or other education-related settings and in extracurricular and nonacademic settings to enable individuals with exceptional needs to be educated with nondisabled children to the maximum extent appropriate.

The Twin Rivers SELPA shall ensure the following to address the least restrictive environment for individuals with exceptional needs:

a. To the maximum extent appropriate, individuals with exceptional needs, including children in public or private institutions or other care facilities, are educated with children who are nondisabled.

b. Special classes, separate schooling, or other removal of individuals with exceptional needs from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Physical Location of Programs

The Twin Rivers SELPA shall ensure that the physical location of the special education programs is chosen to encourage continuing social interaction with nondisabled students. Program location decisions within the District are driven by a commitment to produce continuing social interaction among regular and special education



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students.

The promotion of positive social interaction between students with disabilities and nondisabled students will guide decisions and actions concerning the physical location of special education programs. To maximize social interaction with nondisabled peers, students with disabilities will be placed in facilities that provide access to school extracurricular activities unless their IEPs document reasons that placement in alternative settings is appropriate.

Equal Access to General Education

The District shall ensure that individuals with disabilities shall have equal access to regular education activities, programs, and facilities on the regular school site and participate in those activities as appropriate to their needs.

The District will ensure that IEPs contain a statement of supplementary aids and services that the student with a disability needs to ensure his/her participation in the general education curriculum to the maximum extent appropriate.

- The District shall encourage all school personnel to facilitate opportunities for social as well as academic interaction among individuals with disabilities and nondisabled individuals.
- The District shall provide school personnel the necessary support to ensure student success such as, but not limited to, in-service training provided to assist staff in meeting the social and educational needs of students with disabilities, current laws, and diversity.
- The District shall ensure that a pupil will be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, Student Study Teams, early literacy programs, and remedial programs.
- When a student's IEP team determines that the student requires specialized equipment and/or service, the equipment and/or service shall be provided to the student at his or her classroom site unless the IEP provides documentation that the equipment and/or service is to be provided by an alternative means, as determined by the student's unique needs.

The District's Special Education Procedure Manual addresses the least restrictive environment in Chapter 8.

It shall be the policy of the Twin Rivers SELPA that all pupils with disabilities have access to the variety of educational programs and services available to nondisabled pupils, including nonacademic and extra-curricular services and activities.

A full range of program options and services are provided by the Twin Rivers Unified School District. The appropriate services for a student are determined by the student's Individualized Education Program (IEP) team based on the student's instructional needs and not on the student's disability. Services options include but are not limited to:

- General Education Classroom: A nondisabled peer instructional setting appropriate for inclusion and access to the core curriculum.
- Specialized Academic Instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public

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agency that apply to all children.

- Intensive Individual Instruction: Additional support for all or part of the day to meet his or her IEP goals.
- Related Services: Means transportation and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, and school nurse services designed to enable an individual with exceptional needs to receive a Free Appropriate Public Education (FAPE) as described in the Individualized Education Program (IEP) of the child, counseling services including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist an individual with exceptional needs to benefit from special education, and includes the early identification and assessment of disabling conditions in children.

Related Services do not include a medical device that is surgically implanted, including cochlear implants, the optimization of the functioning of a medical device, maintenance of that device, or the replacement of that device.

The Twin Rivers SELPA believes that all students need to meet high standards of academic knowledge and skills. In addition, they must have the ability to apply their skills to the workplace, where they will be required to adapt to emerging technologies and changing societal needs.

The Twin Rivers Unified School District recognizes that content and performance standards are necessary to clarify for students, parents/ guardians, and staff what students are expected to know and be able to do at each grade level and in each area of study. Student goals and objectives on individual IEPs shall be based on the State content standards whenever appropriate.

The District shall provide data and/or information to the California Department of Education (CDE) required by regulations for purposes of the State Performance Plan (SPP). The District will review data to inform the design, implementation, monitoring, evaluation and overall operations of special education programs.

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

The Superintendent (or designee) shall appoint a Business/Program Review Committee, an advisory group responsible for developing and reviewing special education programs and monitoring costs of the SELPA. The Business/Program Review Committee shall be comprised of administrators from both the District's Business office and Special Education office in order to provide a balanced perspective in making recommendations for the SELPA.

The Business/Program Review Committee shall be responsible for advisory functions such as, but not limited to:

- A. Generate program development recommendations the following year.
- B. Ensure standardization of interagency agreements and memorandums of understanding.
- C. Propose long range strategic planning.
- D. Examine budget information, including all Interim Reports, special education staffing ratios, programs currently in place, growth patterns, cost-cutting strategies, bill-back calculation factors, current enrollment figures, etc.

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E. Collect data/information as appropriate.

F. Compile data into a meaningful, standardized format.

G. Share information with decision-makers, including the Superintendent and Executive Director, Special Education/SELPA.

H. Review and discuss the Annual Service Plan and Annual Budget Plan prior to the required public hearing and approval by the Board.

Additional monitoring the appropriate use of federal, state, and local funds allocated for special education programs is provided through approved policies and protocols. Budget technicians and analysts monitor the revenues and expenditures and recommend budget amendments with departments and school sites to ensure accurate projections. To ensure fiduciary responsibility and oversee the prudent expenditure of district funds, TRUSD has developed and maintains effective purchasing procedures that are consistent with sound financial controls and that ensure the district receives maximum value for items purchased.

All purchases must follow established purchasing procedures including appropriate department and authorized signatures. To effectively manage and safeguard the district's assets and resources an accurate, efficient financial management system is in place that meets its fiscal obligations, produces reliable financial reports.

Twin Rivers has internal controls which aid in the prevention and detection of fraud, financial impropriety, or irregularity within the district. These internal controls may include, but are not limited to, segregating employee duties relating to commitment of district funds, establishing vendor and credit accounts, authorization, custody of assets, and recording or reporting of transactions; providing detailed, written job descriptions explaining the segregation of functions; adopting an integrated financial system; conducting background checks on business office employees; and requiring continuous in-service training for business office staff on the importance of fraud prevention.

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

It shall be the policy of the Twin Rivers SELPA to provide, in a timely manner, instructional materials to blind students or other students with print disabilities according to the state adopted National Instructional Materials Accessibility Standard.

In addition, the Twin Rivers SELPA shall provide special education and related services to students identified as having "low incidence disabilities," in a manner that is consistent with state and federal laws and regulations.

The Twin Rivers SELPA shall ensure that IEP teams follow all state and federal regulations to ensure that each pupil with a low incidence disability receives the specialized equipment, materials, services, and any other identified instructional support necessary for them to benefit from special education.

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“Low incidence disabilities” 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 12. Current low incidence disabilities include hearing impairments (deaf or hard of hearing), vision impairments (blind or visually impaired), and severe orthopedic impairments, or any combination thereof.

When a student is assessed as having a low incidence disability and is determined to need specialized services, materials, or equipment, personnel who assess the student shall prepare a written report which shall identify the specific educational need for any specialized services, books, materials, and equipment for such pupils, consistent with guidelines established by the State.

The District will ensure that each Individualized Education Program (IEP) team follows all state and federal regulations in determining an appropriate plan for the pupil with a low incidence disability, including but not limited to access to the least restrictive environment. The IEP team shall also identify the goals or objectives the student is expected to achieve with the assistance of the specialized services, materials, and equipment.

Specialized services provided to students with a low incidence disability related services may include but are not limited to such services as readers, transcribers, and vision and hearing services. Such specialized services will be provided by appropriately credentialed or trained individualize specific to the impairment.

Low incidence funds may only be used to purchase specialized services, materials, and equipment, which 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.

The Executive Director of Special Education/SELPA shall ensure that all eligibility requirements are met prior to approving any expenditure requests of low incidence funds.

The District will ensure that specialized books, materials, and equipment are purchased; that the use of equipment is coordinated as necessary; and that the books, materials, and equipment are reassigned when a student no longer needs them.

The process to utilize low incidence funds includes the following procedures:

1. Funds allocated to the District from the State are deposited in a separate budgeting account established for that purpose.
2. The Executive Director, Special Education/SELPA has the responsibility to manage the disbursement of funds in accordance with SELPA policy.
3. The Special Education/SELPA Department has the responsibility to:
  - a) Develop an application process and appropriate forms to be used in applying for low incidence funding.
  - b) Review all requests for low incidence funding submitted.
4. All purchases of approved low incidence specialized books, materials and equipment are to be made by the District in accordance with District's purchasing practices.
5. Copies of purchase orders, billings and verification of payment must be submitted to the appropriate representative in the Purchasing Department in order to receive reimbursement for items purchased with

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low incidence funds.

The Special Education/SELPA Department shall maintain a record of the cost and location of all items purchased with low incidence dollars for specialized books, materials, and equipment

Existing law establishes a right of individuals with exceptional needs to receive free appropriate public education, and ensures the right to special instruction and related services needed to meet their unique needs, in conformity with federal law. Under existing law, a local educational agency, as defined, may be responsible for providing an assistive technology device, as defined, for the use of a pupil with exceptional needs when that device is needed to implement that pupil's individualized education program. Pursuant to Section 300.105 of Title 34 of the Code of Federal Regulations, the Twin Rivers SELPA shall provide, on a case-by-case basis, the use of school-purchased assistive technology devices in a child's home or in other settings if the child's individualized education program team determines that the child needs access to those devices in order to receive a free appropriate public education.

Twin Rivers SELPA shall be responsible for providing an individual with exceptional needs who requires the use of an assistive technology device with continued access to that device, or to a comparable device when that individual, due to enrollment in another local educational agency, ceases to be enrolled in that local educational agency.

It is the responsibility of a local education agency to allow the student continued use of the assistive technology device until alternative arrangements for providing the individual with exceptional needs with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the individual ceased to be enrolled in Twin Rivers SELPA, whichever occurs first.

**Policies, Procedures, and Programs**

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

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

Policy/Procedure Number:	1
Document Title:	Public Participation - Twin Rivers SELPA Policy and Procedure Guide
Document Location:	SELPA Office, 5115 Dudley Blvd, McClellan park, Ca 95652

"It shall be the policy of this LEA that a free appropriate public education is available to all children

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with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

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Document Title: Individualize Education Programs (IEPs) - Twin Rivers SELPA Policy and Procedure

Document Location: SELPA Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

"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: 5

Document Title: Least Restrictive Environment - Twin Rivers SELPA Policy and Procedure

Document Location: SELPA Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

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

Yes  No

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

Policy/Procedure Number: 6

Document Title: Procedural Safeguards Twin Rivers SELPA Policy and Procedure Guide

Document Location: SELPA Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

"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

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the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:



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Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

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Document Location: SELPA Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

"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: 15

Document Title:

Performance Goals and Indicators - Twin Rivers SELPA Policy and Procedure Guide

Document Location:

SELPA Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

"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: 16

Document Title:

Participation in State/District-Wide Assessments - Twin Rivers SELPA Policy and Procedure Guide

Document Location:

SELPA Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

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

Yes  No

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

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**56205(a)(16)**

Policy/Procedure Number: 17

Document Title: Supplementation of State, Local and Federal Funds -Twin Rivers SELPA Policy and Procedure Guide

Document Location: SELPA Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

"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: 18

Document Title: Maintenance of Financial Effort - Twin Rivers SELPA Policy and Procedure Guide

Document Location: SELPA Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

"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: 19

Policy/Procedure Title: Public Participation - Twin Rivers SELPA Policy and Procedure Guide

Document Location: SELPA Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

"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

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comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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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:

Document Title:

Document Location:

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

Yes  No

**Administration of Regionalized Operations and Services**

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

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

Document Title:

Document Location:

***Direct Instructional Support Provided by the Program Specialist:***  
  
The Program Specialists provide a variety of instructional supports to assist with implementing the local plan. These supports are outlined in the *Program Specialist Job Description* on file in the Human Resources Department at the Twin Rivers Unified

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Description:

School District main office. A program specialist may do all the following:

- Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
- Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
- Participate in each school's staff development, program development, and innovation of special methods and approaches.
- Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.
- Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.

**Role of the RLA/AU:**

The Twin Rivers SELPA is a single district SELPA. Memorandum of Understanding (MOUs) between Twin Rivers Special Education Local Plan Area and charter schools within the district are on file at the Twin Rivers Unified School District main office.

**Role of the Administrator of the SELPA:**

The Executive Director Special Education/SELPA will ensure that the local plan is implemented and will make recommendations to the Superintendent and Board when revisions are needed. Additionally, the Executive Director Special Education/SELPA facilitates development and approval of SELPA policies and procedures necessary to implement the local plan. These duties are outlined in the Local Plan on file at the Twin Rivers SELPA office located at the Twin Rivers Unified School District main office on are posted on the district website. The *Job Description of the Executive Director Special Education/SELPA* on file with the Human Resources Department at the Twin Rivers Unified School District main office.

**Role of the individual LEAs:**

Twin Rivers Unified School District is a single district SELPA. District schools ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The Board will approve any policies and procedures needed to implement the local plan. The roles and governance for the Twin Rivers SELPA are outlined in the *Twin Rivers SELPA Local Plan* on file with the SELPA office and posted on the district website.

2. Coordinated system of identification and assessment:

Program Specialist Job Description; Job Description of the Executive

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Document Title:

Director Special Education/SELPA; Twin Rivers SELPA Local Plan; Twin Rivers Special Education Procedure Manual

Document Location:

Twin River Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

**Direct Instructional Support Provided by the Program Specialist:**

The Program Specialists provide a variety of instructional supports to assist with identification and assessment of students for special education services under Child Find. These supports are outlined in the *Program Specialist Job Description* on file in the Human Resources Department and the *Special Education Procedure Manual* on file in the SELPA office at the Twin Rivers Unified School District main office. Program Specialist supports may include:

- Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
- Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
- Participate in each school's staff development, program development, and innovation of special methods and approaches.
- Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.

**Role of the RLA/AU:**

The Twin Rivers SELPA is a single district SELPA. Memorandum of Understanding (MOUs) between Twin Rivers Special Education Local Plan Area and charter schools within the District are on file at the Twin Rivers Unified School District main office.

**Role of the Administrator of the SELPA:**

The Executive Director of Special Education/SELPA ensures each school and charter school authorized by the district conducts child find activities. The SELPA will provide technical support to staff and guidance to parents, as needed. The SELPA will also participate in child find activities by establishing policies and procedures and ensuring appropriate inter-agency agreements are in place. These duties are outlined in the *Twin Rivers SELPA Local Plan* on file at the Twin Rivers SELPA office located at the Twin Rivers Unified School District main office and posted on the district website. The *Job Description of the Executive Director Special Education/SEL* on file with the Human Resources Department at the Twin Rivers Unified School District main office.

Description:



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**Role of the individual LEAs:**

Each school within the district is responsible for identifying and assessing all students for whom they are responsible. Procedures are outlined in the *Twin Rivers SELPA Local Plan* and *Special Education Procedure Manual* on file with the SELPA office. The *Twin Rivers SELPA Local Plan* is also posted on the district website.

3. Coordinated system of procedural safeguards:

Document Title: Program Specialist Job Description; Job Description of the Executive Director Special Education/SELPA; Twin Rivers SELPA Local Plan; - Special Education Procedure Manual

Document Location: Twin River Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

**Direct Instructional Support Provided by the Program Specialist:**

The Program Specialists provide alternate dispute resolution as requested by parents. The Program Specialist assists parents with filing complaints with the California Department of Education and Office of Administrative Hearings when requested. The Program Specialists also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to staff in the areas of assessment, identification, and placement. These supports are outlined in the *Program Specialist Job Description* on file in the Human Resources Department at the Twin Rivers Unified School District main office. Procedures are outlined in the *Special Education Procedure Manual* on file in the SELPA office.

**Role of the RLA/AU:**

The Twin Rivers SELPA is a single district SELPA. Memorandum of Understanding (MOUs) between Twin Rivers Special Education Local Plan Area and charter schools within the District are on file at the Twin Rivers Unified School District main office.

**Role of the Administrator of the SELPA:**

The SELPA provides alternate dispute resolution with districts as requested by parents. The SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to staff in the areas of assessment, identification, and placement. The SELPA will also provide parents with a copy of their procedural safeguards upon request and will maintain a copy on their website. These duties are outlined in the *Twin Rivers SELPA Local Plan* on file at the Twin Rivers SELPA office located at the Twin Rivers Unified

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School District main office and are posted on the district website. The *Job Description of the Executive Director Special Education/SELPA* is on file with the Human Resources Department at the Twin Rivers Unified School District main office.

**Role of the individual LEAs:**

Each school within the District provides procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensure that they are implemented. Staff assist parents with filing complaints with the Office of Administrative Hearings when requested. Procedures for providing procedural safeguards and assisting parents are outlined in the *Special Education Procedure Manual*.

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

Document Title:

Title Program Specialist Job Description; Job Description of the Executive Director Special Education/SELPA; Twin Rivers SELPA Local Plan; Twin Rivers SELPA Policy and Procedure Guide

Document Location:

Twin River Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

**Direct Instructional Support Provided by the Program Specialist:**

The Program Specialists provide a variety of instructional supports to assist with providing staff development and parent and guardian education. These supports are outlined in the *Program Specialist Job Description* on file in the Human Resources Department at the Twin Rivers Unified School District main office. Program Specialist supports my include :

- Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
- Participate in each school's staff development, program development, and innovation of special methods and approaches.
- Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.

**Role of the RLA/AU:**

The Twin Rivers SELPA is a single district SELPA. Memorandum of Understanding (MOUs) between Twin Rivers Special Education Local Plan Area and charter schools

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Description:

within the District are on file at the Twin Rivers Unified School District main office.

**Role of the Administrator of the SELPA:**

On an annual basis, input is collected from staff to determine the professional development needs that the SELPA is requested to provide. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Administrator will provide needed training and supports as requested, or determined appropriate, for each group. These duties are outlined in the *Twin Rivers SELPA Local Plan* on file at the Twin Rivers SELPA office located at the Twin Rivers Unified School District main office on are posted on the district website. The *Job Description of the Executive Director Special Education/SELPA* on file with the Human Recourses Department at the Twin Rivers Unified School District main office.

**Role of the individual LEAs:**

Each school within the District will determine their staff development and parent and guardian education, based on their local needs. They may seek technical assistance or input from the SELPA. These roles are outlined in the *Twin Rivers SELPA Local Plan* and *SELPA Policy and Procedural Guide* file with the SELPA office. The *Twin Rivers SELPA Local Plan* is also and posted on the district website.

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

Document Title:	Program Specialist Job Description; Job Description of the Executive Director Special Education/SELPA; Twin Rivers SELPA Local Plan
Document Location:	Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652
	<p><b>Direct Instructional Support Provided by the Program Specialist:</b> The Program Specialists provide a variety of instructional supports to assist with curriculum development and alignment with the core curriculum. These supports are outlined in the <i>Program Specialist Job Description</i> on file in the Human Resources Department at the Twin Rivers Unified School District main office. Program Specialists support in curriculum development and alignment with core curriculum include:</p> <ul style="list-style-type: none"> <li>• Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.</li> <li>• Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.</li> <li>• Participate in each school's staff development, program development, and</li> </ul>

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innovation of special methods and approaches.

- Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.

**Role of the RLA/AU:**

The Twin Rivers SELPA is a single district SELPA. Memorandum of Understanding (MOUs) between Twin Rivers Special Education Local Plan Area and charter schools within the District are on file at the Twin Rivers Unified School District main office.

**Role of the Administrator of the SELPA:**

The Executive Director Special Education/SELPA will provide technical assistance and staff development, as requested or determined appropriate. The Executive Director Special Education/SELPA's duties are outlined in the *Twin Rivers SELPA Local Plan* on file at the Twin Rivers SELPA office located at the Twin Rivers Unified School District main office and is posted on the district website. The *Job Description of the Executive Director Special Education/SELPA* is on file with the Human Resources Department at the Twin Rivers Unified School District main office.

**Role of the individual LEAs:**

Each school within the District will determine their needs for curriculum development and alignment with the core curriculum, based on Board approved policy and procedures. Twin Rivers Unified School District's Board Policies are located on the district website.

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

Document Title: Twin Rivers SELPA Local Plan

Document Location: Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

**Direct Instructional Support Provided by the Program Specialist**

When requested, the program specialist will review and evaluate the effectiveness of programs for students with disabilities. This may include:

- Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
- Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.

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**Role of the RLA/AU:**

The Twin Rivers SELPA is a single district SELPA. Memorandum of Understanding (MOUs) between Twin Rivers Special Education Local Plan Area and charter schools within the district are on file at the Twin Rivers Unified School District main office

**Role of the Administrator of the SELPA:**

The Executive Director Special Education/SELPA will review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. The Executive Director Special Education/SELPA's duties are outlined in the *Twin Rivers SELPA Local Plan* on file at the Twin Rivers SELPA office located at the Twin Rivers Unified School District main office and is posted on the district website. The *Job Description of the Executive Director Special Education/SELPA* is on file with the Human Resources Department at the Twin Rivers Unified School District main office.

**Role of the individual LEAs.**

Each school within the District will review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs will also engage in monitoring activities as required by the CDE.

7. Coordinated system of data collection and management:

Document Title:

Twin Rivers SELPA Local Plan; Twin Rivers SELPA Policy and Procedure Guide

Document Location:

Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

Description:

**Direct Instructional Support Provided by the Program Specialist**

Not Applicable

**Role of the RLA/AU:**

The Twin Rivers SELPA is a single district SELPA. Memorandum of Understanding (MOUs) between Twin Rivers Special Education Local Plan Area and charter schools within the District are on file at the Twin Rivers Unified School District main office

**Role of the Administrator of the SELPA:**

The Executive Director Special Education/SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission for the district and charter schools authorized by the District in the SELPA as required by the

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California Department of Education. The SELPA will provide technical assistance and training as requested and/or deemed necessary by the SELPA.

**Role of the individual LEAs:**

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

8. Coordination of interagency agreements:

Document Title: **Twin Rivers SELPA Local Plan; Twin Rivers SELPA Policy and Procedure Guide**

Document Location: **Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652**

Description: **Direct Instructional Support Provided by the Program Specialist  
Not Applicable**

**Role of the RLA/AU:**  
The Twin Rivers SELPA is a single district SELPA. Memorandum of Understanding (MOUs) between Twin Rivers Special Education Local Plan Area and charter schools within the District are on file at the Twin Rivers Unified School District main office

**Role of the Administrator of the SELPA:**  
The Executive Director Special Education/SELPA, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The Executive Director Special Education/SELPA will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed.

**Role of the individual LEAs:**  
Each school within the District will implement interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Document Title: **Twin Rivers SELPA Local Plan; Twin Rivers SELPA Policy and Procedure Guide**

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Document Location: Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

Description:

**Direct Instructional Support Provided by the Program Specialist:**  
The Program Specialists assist with the coordination of services to medical facilities by assuring that pupils have full educational opportunity regardless of the district of residence. These duties are outlined in the *Program Specialist Job Description* on file in the Human Resources Department and the *Special Education Procedure Manual* on file in the SELPA office at the Twin Rivers Unified School District main office.

**Role of the RLA/AU:**  
The Twin Rivers SELPA is a single district SELPA. Memorandum of Understanding (MOUs) between Twin Rivers Special Education Local Plan Area and charter schools within the District are on file at the Twin Rivers Unified School District main office

**Role of the Administrator of the SELPA:**  
The Executive Director Special Education/SELPA, or designee will facilitate the coordination of services to medical facilities by assuring that pupils have full educational opportunity regardless of the district of residence.

**Role of the individual LEAs:**  
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 local educational agency in which the hospital or facility is located.

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

Document Title: Twin Rivers SELPA Local Plan; Twin Rivers SELPA Policy and Procedure Guide

Document Location: Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

**Direct Instructional Support Provided by the Program Specialist:**  
The Program Specialists assist with the coordination of services to licensed children's institutions and foster family homes by assuring that pupils have full educational opportunity regardless of the district of residence. These duties are outlined in the *Program Specialist Job Description* on file in the Human Resources Department and the *Special Education Procedure Manual* on file in the SELPA office at the Twin Rivers Unified School District main office.

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Description:

**Role of the RLA/AU:**

The Twin Rivers SELPA is a single district SELPA. Memorandum of Understanding (MOUs) between Twin Rivers Special Education Local Plan Area and charter schools within the District are on file at the Twin Rivers Unified School District main office

**Role of the Administrator of the SELPA:**

The Executive Director Special Education/SELPA, or designee will facilitate the coordination of services to licensed children's institutions and foster family homes by assuring that pupils have full educational opportunity regardless of the district of residence. .

**Role of the individual LEAs:**

Special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the district in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

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

Document Title: Twin Rivers SELPA Local Plan; Twin Rivers SELPA Policy and Procedure Guide

Document Location: Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

Description:

**Direct Instructional Support Provided by the Program Specialist**

Not Applicable

**Role of the RLA/AU:**

The Twin Rivers SELPA is a single district SELPA. Memorandum of Understanding (MOUs) between Twin Rivers Special Education Local Plan Area and charter schools within the District are on file at the Twin Rivers Unified School District main office

**Role of the Administrator of the SELPA:**

The Executive Director Special Education/SELPA will ensure timely transmission of required reports and provide technical assistance to staff in completing those reports.

**Role of the individual LEAs:**

Individual LEAs will submit required data in order for the SELPA to submit timely



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reports.

12. Fiscal and logistical support of the CAC:

Document Title: Twin Rivers SELPA Policy and Procedure Guide

Document Location: Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

Description: **Direct Instructional Support Provided by the Program Specialist**  
  
Not Applicable  
  
**Role of the RLA/AU:**  
The Twin Rivers SELPA is a single district SELPA. Memorandum of Understanding (MOUs) between Twin Rivers Special Education Local Plan Area and charter schools within the District are on file at the Twin Rivers Unified School District main office  
  
**Role of the Administrator of the SELPA:**  
  
The Executive Director Special Education/SELPA, will provide fiscal and logistical support to the Community Advisory Committee (CAC) meetings, events, and trainings that are approved by the SELPA.  
  
**Role of the individual LEAs:**  
  
Each school within the District shall facilitate communication between the SELPA, community and CAC representatives.

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

Document Title: Twin Rivers SELPA Local Plan; Twin Rivers SELPA Policy and Procedure Guide; Special Education Transportation Guide; Twin Rivers Special Education Procedure Manual

Document Location: Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

**Direct Instructional Support Provided by the Program Specialist:**  
The Program Specialists assist with the coordination of transportation services by assuring that pupils have full educational opportunity and will provide staff development as needed. These duties are outlined in the *Program Specialist Job Description* on file in the Human Resources Department and the *Special Education Procedure Manual* on file in the SELPA office at the Twin Rivers Unified School District

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main office.

**Role of the RLA/AU:**

The Twin Rivers SELPA is a single district SELPA. Memorandum of Understanding (MOUs) between Twin Rivers Special Education Local Plan Area and charter schools within the District are on file at the Twin Rivers Unified School District main office

**Role of the Administrator of the SELPA:**

It is the policy of the Twin Rivers SELPA that appropriate transportation services are provided for students with disabilities as specified in their individualized education program (IEP) of Section 504 plan. The Twin Rivers Unified School District shall make home-to-school transportation available for students at no cost to parents/guardians as specified in the student's IEP or Section 504 plan.

The Executive Director Special Education/SELPA will communicate and collaborate with the Transportation Department and provide technical assistance as needed for the coordination and implementation transportation services.

**Role of the individual LEAs:**

Each school within the District is responsible to assist with the implementation of transportation procedures and the communicating updates of student information to the Transportation Department as outlined in the *Special Education Transportation Guide*.

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

Document Title:

Twin Rivers SELPA Local Plan; Twin Rivers SELPA Policy and Procedure Guide; Twin Rivers Special Education Procedure Manual

Document Location:

Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

**Direct Instructional Support Provided by the Program Specialist:**

The Program Specialists assist with the coordination of career and vocational education and transition services by supporting staff development, program development, and innovation of special methods and approaches. These duties are outlined in the *Program Specialist Job Description* on file in the Human Resources Department and the *Special Education Procedure Manual* on file in the SELPA office at the Twin Rivers Unified School District main office.

**Role of the RLA/AU:**

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Description:

The Twin Rivers SELPA is a single district SELPA. Memorandum of Understanding (MOUs) between Twin Rivers Special Education Local Plan Area and charter schools within the District are on file at the Twin Rivers Unified School District main office

**Role of the Administrator of the SELPA:**

The Executive Director Special Education/SELPA will provide technical assistance and staff development as needed. The SELPA Administrator will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate. These duties are outlined in the *Executive Director Special Education/SELPA Job Description* on file in the Human Resources Department and the *Twin Rivers SELPA Procedure Guide* on file in the SELPA office at the Twin Rivers Unified School District main office

**Role of the individual LEAs:**

Each school within the District will provide appropriate career and vocational education and transition services as required under state and federal law.

15. Assurance of full educational opportunity:

Document Title:

Twin Rivers SELPA Local Plan; Twin Rivers SELPA Policy and Procedure Guide; Twin Rivers Special Education Procedure Manual

Document Location:

Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

Description:

**Direct Instructional Support Provided by the Program Specialist:**

The Program Specialists assure full educational opportunity regardless of the district of special education accountability. These duties are outlined in the *Program Specialist Job Description* on file in the Human Resources Department and the *Special Education Procedure Manual* on file in the SELPA office at the Twin Rivers Unified School District main office.

**Role of the RLA/AU:**

The Twin Rivers SELPA is a single district SELPA. Memorandum of Understanding (MOUs) between Twin Rivers Special Education Local Plan Area and charter schools within the District are on file at the Twin Rivers Unified School District main office

**Role of the Administrator of the SELPA:**

Through the approval of the Annual Service Plan, the Executive Director Special Education/SELPA will ensure that the SELPA provides the full continuum of services. The SELPA will assist with Inter-SELPA/Inter-District transfers as needed. Additionally, the Executive Director of Special Education/SELPA will ensure that professional

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development and technical assistance are provided upon request or as determined to be needed by the SELPA to District schools and/or nonpublic schools,

*Role of the individual LEAs:*

Twin Rivers Unified School District/SELPA will determine the regional programs needed to meet the needs of the students with disabilities within the District

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: Twin Rivers SELPA Local Plan; Twin Rivers SELPA Policy and Procedure Guide

Document Location: Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

**Direct Instructional Support Provided by the Program Specialist**

Not Applicable

**Role of the RLA/AU:**  
The Twin Rivers SELPA is a single district SELPA. Memorandum of Understanding (MOUs) between Twin Rivers Special Education Local Plan Area and charter schools within the District are on file at the Twin Rivers Unified School District main office

**Role of the Administrator of the SELPA:**

Twin Rivers Unified School District receives funding from the State for the Local Plan Area. The District coordinates and provides services within the District using these resources, local contributions, and federal funds allocated for Special Education. Students eligible for special education services provided within the region are defined as those students physically residing within the geographic boundaries of the District, students who are granted inter-district transfers, and students attending charter schools sponsored by the District.

The Executive Director Special Education is responsible for facilitation of the Annual Budget Plan and Annual Service Plan development in collaboration with the Program/Business Committee and with input from the Community Advisory Committee. The Board of Trustees approves the Annual Budget Plan and Annual Service Plan yearly. The Executive Director Special Education/SELPA is responsible to facilitate the implementation and oversight of the Board approved SELPA budget. The Executive Director Special Education/SELPA's duties are outlined in the *Twin Rivers SELPA Local Plan* on file at the Twin Rivers SELPA office located at the Twin Rivers Unified School

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District main office and is posted on the district website. The *Job Description of the Executive Director Special Education/SELPA* is on file with the Human Resources Department at the Twin Rivers Unified School District main office.

**Role of the individual LEAs:** Twin Rivers School District and charter schools authorized by the District receiving Special Education/SELPA funds will also submit required fiscal reports as required by state and federal laws.

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

Document Title:

Twin Rivers SELPA Local Plan; Twin Rivers SELPA Policy and Procedure Guide; Twin Rivers Special Education Manual; Program Specialist Job Description; Executive Director Special Education/SELPA Job Description

Document Location:

Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

Description:

**Direct Instructional Support Provided by the Program Specialist:**

The Program Specialists provide a variety of instructional program supports in accordance with EC56368. These supports are outlined in the *Program Specialist Job Description* on file in the Human Resources Department at the Twin Rivers Unified School District main office. A program specialist may do all the following:

- Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
- Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
- Participate in each school's staff development, program development, and innovation of special methods and approaches.
- Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.
- Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.

**Role of the RLA/AU:**

The Twin Rivers SELPA is a single district SELPA. Memorandum of Understanding

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(MOUs) between Twin Rivers Special Education Local Plan Area and charter schools within the district are on file at the Twin Rivers Unified School District main office.

**Role of the Administrator of the SELPA:**

The Executive Director Special Education/SELPA or designee is responsible for the hiring, supervision and evaluation of Program Specialists in accordance with Board Policy and Board approved employee contracts.

These duties are outlined in the *Twin Rivers SELPA Local Plan and Twin Rivers SELPA Policy and Procedure Guide* on file at the Twin Rivers Unified School District main office. The *Job Description of the Executive Director Special Education/SELPA* is file with the Human Recourses Department at the Twin Rivers Unified School District main office. Hiring, supervision and evaluation documents are located in the Human Resources Department at the Twin Rivers Unified School District main office.

**Role of the individual LEAs:**

Not applicable.

**Special Education Local Plan Area Services**

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

Document Title: Twin Rivers SELPA Local Plan; Twin Rivers SELPA Policy and Procedure Guide

Document Location: Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

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 Twin Rivers SELPA has procedures to ensure that infants and toddlers who reside within the boundaries of the District and are identified as eligible for special education services from birth to 36 months of age receive early intervention services in accordance with the provisions and guidelines of California's Early Start Program.

A. A collaborative effort will continue with all agencies in Sacramento County to

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ensure services to infants and their families. The following public agencies within Sacramento County have provided and will continue to provide services:

Alta California Regional Center

Early Head Start

Sacramento County Office of Education

California Children's Services

Agency involvement is a major component of the Infant Program. Ongoing agency participation and involvement is essential to the Infant Program and participating families.

B. Major goals and objectives for the Infant Program are:

1. To inform parents/guardians, agencies and the communities that special education services are available for identified and eligible infants from birth to 36 months.
2. To coordinate the referral and assessment components with the appropriate agencies including assessment in all five domains, and vision and hearing with parents/guardians are involved in the assessment process.
3. To provide an educational program for infants and their families to best meet their individual and family needs based on the family's concerns, priorities and resources and assessment information. The delivery of services will be provided whenever possible in the "natural environment" which may include a combination of home, community settings, day care, preschools, and community center based programs.
4. To incorporate parent and family education and involvement as an integral part of the total comprehensive program.

C. Staffing of the Infant Program

The Infant Program is staffed using a transdisciplinary team approach. Membership on the teams shall consist of a group of professionals from various disciplines and agencies, including an early childhood special educator, speech and language therapist, school nurse, school psychologist, and others when appropriate. The team will be used in assessment, program planning, the Individual Family Service Plan (IFSP) process, and IFSP implementation and review.

The team process shall involve the crossing of disciplinary boundaries the sharing of expertise and knowledge.

D. Collaborative Teams

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Special agency teams have been established and utilized in Sacramento County to assist families and agencies in exploring alternative services, coordination of services and program options. The benefits of a multiagency team are:

1. A team approach saves time and energy and provides families with information and support.
2. Parents are able to meet with all agency representatives who may be involved with the infant.
3. A team approach provides an opportunity to explore all resources and options with the family and all team members.
4. Agencies are more effective when working with all participants; to encourage creative problem solving techniques.
5. The team is able to decide the nature and level of involvement.
6. Services available will focus on the infant as an individual within the family.

E. Interagency Agreements

Procedures for identification, assessment, instruction, planning, implementation, review, and the transition between Part C to Part B are identified in the interagency agreements between Alta California Regional Center and the Twin Rivers SELPA and the Sacramento County Office of Education and the Twin Rivers SELPA.

F. Staff Development

Pre-service and in-service training and education will be provided to assure early intervention providers have the necessary skills in working with other agencies and families. Staff development will be conducted on an interdisciplinary basis to the extent appropriate and will address the training needs of all staff, including public/private providers. Training will include but is not limited to the following areas:

1. Interagency and family/professional collaboration
2. Coordination of transition services from infant to preschool programs and services
3. Basic components and requirements of California's Early Intervention Services Act
4. Strategies to enhance the development and implementation of IFSPs
5. Other topics identified from local needs assessments



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G. Parent Support and Education

Parent support and education will continue to be a primary focus on both a formal and informal basis. Parents and families will have an opportunity to participate in family education training provided by a variety of agencies, as appropriate.

The District's Special Education Procedure Manual addresses early childhood in Chapter 12.

- A. The Twin Rivers SELPA will provide educational preschool services for children identified as eligible for special education from three years through five years of age. These services will be provided by the Twin Rivers Unified School District and will be available to all eligible preschool children within the boundaries of the District. The services will be designed to support a standards-based preschool curriculum. Any person making a referral for special education assessment will contact the Twin Rivers SELPA or District staff or school of residence who will arrange to screen students and/or institute the referral process.
- B. Special education programs and services for children between the ages of three and five years of age will include opportunities for active parent participation and involvement and may include the following:
1. Parent/guardian education and training
  2. Parent/guardian participation in their child's education program
  3. Agency awareness
  4. Direct services to children
- C. The District operates a continuum of service options for preschool age students and to the extent possible provides services to assure equal access to all services and programs available to nondisabled children. Appropriate settings may include:
1. A public school setting which provides an age appropriate environment, materials and services;

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2. Head Start programs;
3. Programs located within a community setting;
4. The child's natural environment which may include the home;
5. Regular public or private nonsectarian preschool programs;
6. A special education preschool program with children who are not disabled attending and participating for all or part of the program in accordance with EC 56441.4 (e);
7. A special site where preschool programs for both children with disabilities and children who are not disabled are located close to each other and have an opportunity to share resources and programming in accordance with EC 56441.4(d); or
8. A special class, school or site for children with disabilities.

As the preschool child approaches the age to enter an elementary school environment, the child's preparation shall be geared toward a readiness for kindergarten and later school success.

D. The District may provide preschool services by any of the following methods:

1. Directly by the District;
2. Through an interagency agreement between the District and another public agency;
3. Through a contract with another public agency pursuant to EC 56369; and/or
4. Through a contract with a certified nonpublic, nonsectarian school, or nonpublic, nonsectarian agency pursuant to Section 56366.

E. A transdisciplinary team approach shall be provided and shall include appropriate personnel. Transdisciplinary teams shall involve the crossing of disciplinary boundaries, sharing skills and expertise, and shall incorporate an appropriate range of approaches in working with children and families. The teams will be utilized in assessment, program planning, the IEP process, and IEP implementation and review.

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F. Transition services will be a major focus for preschool children transitioning to Kindergarten, first grade, or any other educational programs. The major goals of preschool transition services within the SELPA are to:

1. Support successful transition in the child's education program and learning;
2. Ensure continuation of appropriate support provided to families;
3. Provide support and information to the receiving programs;
4. Support children and families experiencing change.

G. The SELPA will ensure that appropriate staff are knowledgeable of sending and receiving program services, policies, and procedures in order to assure an appropriate transition. Transition planning also needs to focus on providing information and support to families in order to address their concerns, priorities and resources. A transition timeline needs to be established no later than between four and six months prior to the transition actually occurring. As children become ready to transition to another preschool program, kindergarten, or to first grade, an assessment needs to be done to prepare the IEP Team to determine the child's needs.

1. An appropriate assessment of the child with disabilities shall be conducted. A transition IEP meeting for each child will be conducted to determine if the child is still in need of special education and services. At this transition meeting, an individual from the school/District will be designated to follow the child's progress.
2. Appropriate staff must be included in the meeting in order to promote an effective transition for the child, the family, and the community.
3. If the child is going to exit from special education services, the general education staff will be notified.

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:

Twin Rivers SELPA Local Plan; Twin Rivers SELPA Policy and Procedure Guide

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Document Location:	Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652
Description:	<p>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.</p> <p>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 Superintendent of the Twin Rivers Unified School District and/or the Executive Director, Special Education/SELPA by phone, email, or scheduling an appointment.</p> <p>Members of the public may also address the Board of Trustees of the District during any regularly scheduled Board meeting.</p> <p>Members of the public will be provided an opportunity for comment prior to the adoption of any policies and procedures needed to comply with federal and state law (including any amendments to any such policies and procedures).</p>

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

Document Title:	Twin Rivers SELPA Local Plan; Twin Rivers SELPA Policy and Procedure Guide;
Document Location:	Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652
	<p>It shall be the policy of the Twin Rivers SELPA to utilize alternative dispute resolution processes in an effort to effectively and positively resolve any conflicts or disputes.</p> <p>The following is a summary of the alternative dispute resolution process utilized by the Twin Rivers SELPA for special education disputes.</p> <ol style="list-style-type: none"><li><u>Introduction</u>: Informal conversation often resolves conflict and helps maintain open communication and positive relationships. Disagreement is normal and a natural part of life; however, it is how it is approached and dealt with that determines everyone's level of comfort with decisions made.</li><li><u>Alternative Dispute Resolution Overview</u>: Communication between home and</li></ol>

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school is an important factor in the development of a child's educational program. In this regard, the District has embraced the concept of Alternative Dispute Resolution to encourage conflict resolution through continued home/school communication, before either party seeks more formal intervention. The District will encourage parents to resolve conflicts first at the School Site level, then the District/SELPA Level, before parent files with the California Department of Education (CDE) or Office of Administrative Hearings (OAH). *Nothing in this Policy/Procedures shall be construed to mean that a parent and/or District must first exhaust these ADR interventions before filing a complaint with CDE or OAH. If at any time a conflict with special education arises, parents and/or the District have a right to seek formal intervention.*

3. Hierarchy of Local Conflict Resolution Contacts (See Attachment)

- a. **School Site Level:** Parents concerned about their child's education are encouraged to first contact the child's teacher, school psychologist and/or school principal to discuss their concerns.
- b. **District/SELPA Level I:** If an issue is not resolved at the School Site level, parents are encouraged to contact the District's Program Specialist or Coordinator, Special Education to discuss their continued concern.
- c. **District/SELPA Level II:** If an issue is not resolved at the School Site and Program Specialist/Coordinator levels, parents are encouraged to contact the Executive Director, Special Education/SELPA to facilitate finding the option that best fits the need at the time.

4. Local Alternative Dispute Resolution (ADR) Options: ADR is a cost-free process for resolving conflicts, and one that respects the dignity of individuals while creating mutually satisfying solutions. ADR resolves disagreements and conflicts by focusing on communication, collaboration, negotiation, and mediation to achieve agreements that meet the interests of all the parties involved. ADR provides a variety of options for the District and parents seeking to work toward a resolution at the local level.

- a. **Collaborative IEP Process:** The District has administrators and teachers trained in the Collaborative IEP Process - this is a process where an agreement is reached at each point in the IEP before moving on. Often parents and the District find they agree on many more things than they disagree, and can build on those areas to reach a compromise.
- b. **Facilitated IEP:** The District/SELPA can help locate a trained IEP Facilitator to help an IEP team build and improve relationships among IEP team members. This Facilitator is a neutral party that clarifies the agenda and meeting outcomes, enforces working agreements, keeps the group focused on the IEP process, encourages problem solving, monitors time and encourages participation by all team members. The goal is to achieve a signed IEP that all team members feel represents all the issues needed to educate a student.

- c. **Local Mediation:** Parents and the District will be able to participate in a cost-free,

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impartial local mediation when desired. Local mediation uses an effective problem-solving method through a Mediator who will discuss possible solutions and develop agreements that are mutually acceptable to both parties. It is a safe, low-pressure process. Final decisions will be committed to writing in a Settlement Agreement.

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: Twin Rivers SELPA Local Plan and Twin Rivers SELPA Policy and Procedure Guide, Child Find and Referral - Special Education Procedural Manual, Chapter 2 and 3

Document Location: Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

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

The Twin Rivers SELPA carries out a variety of activities to ensure that all individuals with disabilities residing within its jurisdiction or attending private schools located within its jurisdiction are located, identified, and evaluated. These activities include maintaining an ongoing system of coordination, documentation and reporting with regard to child find and public awareness activities throughout the SELPA as required by statute.

The Twin Rivers Unified School District works closely with public agencies such as Alta California Regional Center, Head Start, California Children's Services, and others as appropriate in the identification of individuals with disabilities. Information regarding services for children with disabilities is disseminated through local media on an annual basis and materials are also distributed to pediatricians, health care professionals, and other agencies within the District.

The District has a continuous child find system that addresses the relationships among identification, screening, referral, assessment, planning, implementation, review, and the triennial assessment.

The District's annual notice to all parents includes notice of their rights under federal and state law, and the procedure for initiating a referral for assessment to identify

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individuals with exceptional needs.

The District will make training available to all District and site level administrators on referral procedures, including the need for a written referral request.

- A. If a parent/guardian makes a verbal request for special education assessment, the public school employee responsible for receiving referrals will inform of the need for the request to be in writing and that they can assist the parent/guardian, if necessary, to make a written request. The public school employee will provide the parent/guardian with assistance, as needed, in completing the written request.
- B. If a parent/guardian, whose primary language is not English, makes a verbal request for special education assessment, the public school employee responsible for receiving referrals will inform the parent/guardian of the need to make a written request through the use of an interpreter or by providing the parent/guardian with written information in the parent/guardian's primary language. The public school employee will provide the parent/guardian with assistance, as needed, in completing the written request.

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate.

All referrals from school staff for special education and related services shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and their effect.

The child find procedures for parentally placed private school students are addressed in the Policy and Procedure titled, "Serving Children Parentally Placed in Private Schools."

District Board Policy 6164.4 and Administrative Regulation 6164.4 also address the identification and evaluation of individuals for special education.

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:

Twin Rivers SELPA Local Plan and Twin Rivers SELPA Policy and Procedure Guide - Non-Public, Non-Secretarian School and Agency Services and Monitoring

Twin Rivers Unified School District Main Office, 5115 Dudley Blvd,

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Document Location: McClellan Park, Ca 95652

It shall be the policy of Twin Rivers SELPA to provide students with disabilities with services from a nonpublic, nonsectarian school (NPS) or nonpublic, nonsectarian agency (NPA) certified by the California Department of Education as needed when an appropriate public education program is not available.

Contracting with a CDE-certified NPS or NPA

The Twin Rivers SELPA shall develop a master contract for use with nonpublic, nonsectarian schools and agencies (NPS and NPA respectively) to provide special education and related services to eligible students with exceptional needs when an appropriate public education program is not available. All master contracts shall be developed in accordance to EC 56365 and 56366.

The contracting process by the District with an NPS or NPA shall also include an individual services agreement for each student being served by the NPS or NPA.

The District shall consider the needs of the individual student and the recommendations of the IEP team when entering into agreements with any NPS or NPA. Individual services agreements shall be for the length of time for which an NPS or NPA is specified as the service provider in the student's individualized education program (IEP), not to exceed one year.

Monitoring of an NPS and NPA

The master contract the District enters into with an NPS or NPA shall include a description of the process being utilized by the District to oversee and evaluate placements in an NPS or NPA, which shall include a method for evaluating whether the student is making appropriate educational progress.

The District will ensure that a student's IEP team annually reviews the IEP of a student placed in an NPS or NPA. At each annual IEP meeting for a student receiving services from an NPS or NPA, the IEP team shall include a representative of the District, and the NPS or NPA shall provide documentation as to the student's progress towards annual goals and objectives. The annual data provided by the NPS or NPA shall be authentic, curriculum-based measurements, in accordance with state-adopted grade level standards. The IEP team shall remain accountable for monitoring the progress of students placed in an NPS or NPA, and ensure that such programs work towards the goals identified in each student's IEP.

Description:

At least once every year, the District shall do the following as part of an IEP meeting for a student provided with special education and/or related services from an NPS or NPA:

- A. Evaluate the educational progress of each student placed in an NPS or NPA, including all state assessments.
- B. Consider whether the needs of the student continue to be best met at the NPS or



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NPA and whether the student should be transitioned to a public school setting.

The SELPA may choose to administer additional assessments as necessary, with parent consent, to determine whether the pupil is making appropriate educational progress. In addition, an IEP/IFSP review may also be requested at any time to review student progress.

Ensuring Monitoring Requirements are met for NPS/NPA Staffing

The District shall evaluate the NPS and NPA staffing qualifications and staffing levels required as set forth in the Master Contract at least on an annual basis, as part of the renewal of the Master Contract process, and also when new staff are added. The District shall review and document these monitoring efforts to ensure that all services agreed upon and specified in the IEP are provided by highly qualified staff.

Out-of-State Placements

Before contracting with an NPS or NPA outside California, the District shall document its efforts to find an appropriate program offered by an NPS and/or NPA within California.

Within 15 days of any decision for an out-of-state placement, the student's IEP team shall submit to the Superintendent of Public Instruction a report with information about the services provided by the out-of-state program, the related costs, and the District's efforts to locate an appropriate public school or NPS and/or NPA within California.

If the District decides to place a student with a NPS or NPA outside the state, the District shall indicate the anticipated date of the student's return to a placement within California and shall document efforts during the previous year to return the student to California.

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

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

Document Title: Twin Rivers SELPA Local Plan and Twin Rivers SELPA Policy and Procedure Guide - Obligation of FAPE for Eligible Adults in County Jail, Age 18-21

Document Location: Twin Rivers Unified School District Main Office, 5115 Dudley Blvd, McClellan Park, Ca 95652

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.

It shall be the policy of Twin Rivers that 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.

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.

The Twin Rivers SELPA shall provide, or arrange for provision of, special education instruction and services for students with disabilities age 3-21 eligible for special education and related services in accordance with the federal Individuals with Disabilities Education Act (IDEA). Exceptions include: students aged 18, 19, 20, and 21 when State law specifically makes such exceptions, certain incarcerated adults, and students who have received a regular high school diploma.

Adults age 18 -21 who were enrolled in or eligible for a special education program before their 19th birthday and who have not graduated with a regular high school diploma, are entitled to receive special education and related services as identified in their Individualized Education Program (IEP). (This eligibility extends to age 22 under certain circumstances.) However, an adult in county jail, age 18 to 21, is entitled to FAPE only if, in the educational placement prior to his incarceration in the county jail:

1. The student was actually identified as being a child with a disability;
2. The student had an IEP

Twin Rivers has an obligation for Child Find under Individuals with Disabilities Education Act (IDEA) to identify students who are in need of special education. This Child find responsibility extends to nontraditional settings or students such as highly mobile students. IN order to meet the Child Find obligation, Twin Rivers "actively and systematically" seeks out all individuals with exceptional needs.

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This responsibility includes identifying adult students in a county jail within the boundaries the Twin Rivers SELPA of who remain eligible for special education services, through means such as self-reporting, interviewing, and requesting prior school records. Twin Rivers SELPA will comply with California Education Code in determining residency:

*Except for those pupils meeting residency requirements for school attendance specified in subdivision (a) of Section 48204, and notwithstanding any other provision of law, if it is determined by the individualized education program team that special education services are required beyond the pupil's 18th birthday, the district of residence responsible for providing special education and related services to pupils between the ages of 18 to 22 years, inclusive, shall be assigned, as follows:*

*(a) For nonconserved pupils, the last district of residence in effect prior to the pupil's attaining the age of majority shall become and remain as the responsible local educational agency, as long as and until the parent or parents relocate to a new district of residence. At that time, the new district of residence shall become the responsible local educational agency.*

*(b) For conserved pupils, the district of residence of the conservator shall attach and remain the responsible local educational agency, as long as and until the conservator relocates or a new one is appointed. At that time, the new district of residence shall attach and become the responsible local educational agency.*

In certain cases, Twin Rivers SELPA may identify an eligible adult student whose responsible LEA is located outside the SELPA. In such cases, Twin Rivers SELPA will work with the sheriff and the responsible SELPA/LEA to assist the eligible adult student in contacting the responsible SELPA/LEA. This may include contacting the responsible SELPA/LEA on the eligible adult student's behalf, and/or providing contact information for the responsible SELPA/LEA to the sheriff, and/or providing contact information for the responsible SELPA/LEA to the eligible adult student.

After identification of a student residing in the boundaries of the SELPA, Twin Rivers will provide special education and related services to an adult student in county jail who remains eligible for special education and related services and desires to receive such services.