

VENTURA COUNTY
Special Education Local
Plan Area
(SELPA)

LOCAL PLAN FOR
SPECIAL EDUCATION
2002

Please see companion document “Ventura County SELPA Local Plan Guidelines and Procedures” for additional information on the implementation of this plan.

Mary E. Samples, Executive Director

This local plan describes the commitment for the provision of special education services to students in the Ventura County SELPA, in accordance with state and federal laws and regulations.

The ultimate focus of the dedication, care and concern represented in this document is to the child with special needs.



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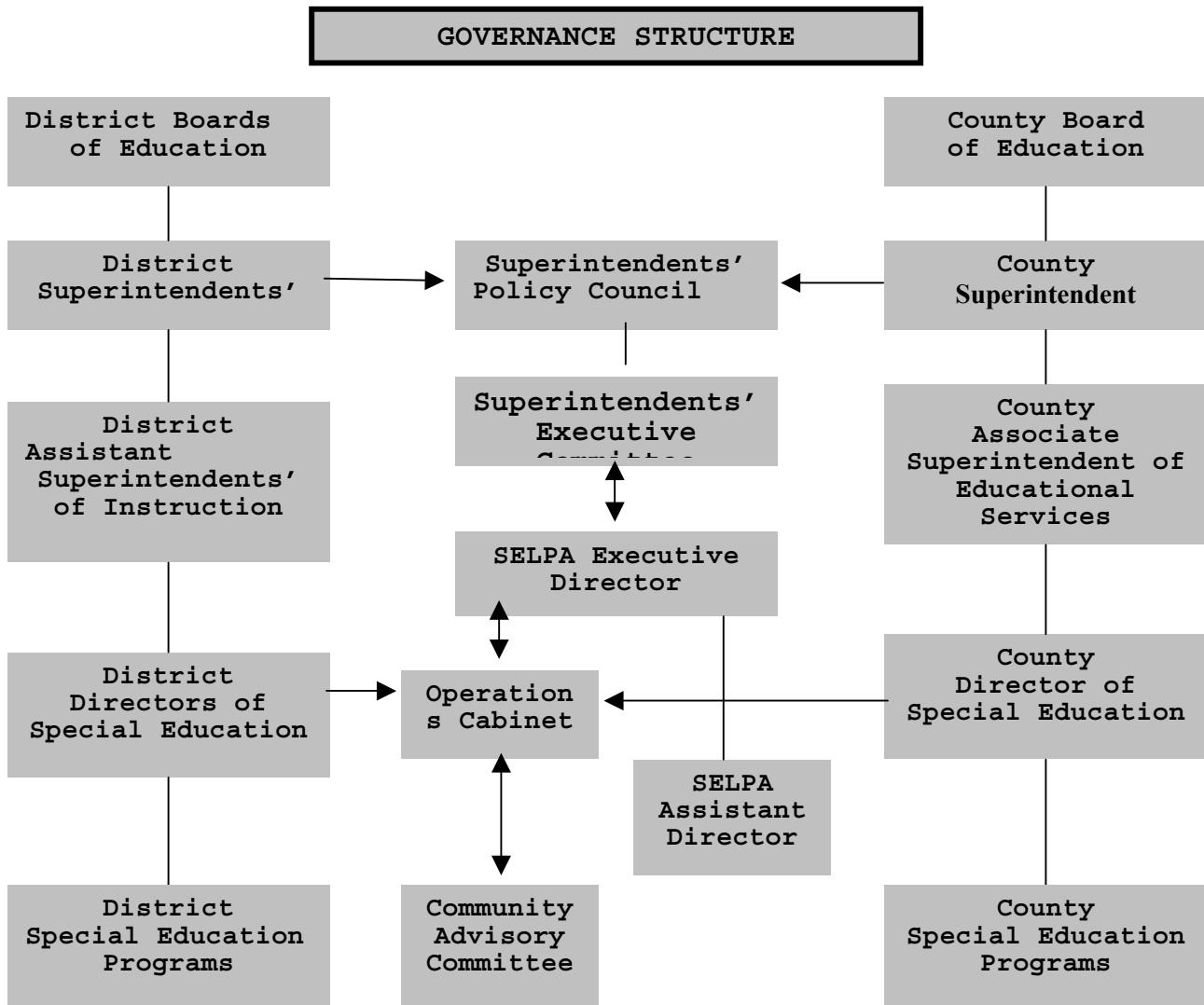
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A. GOVERNANCE

I. Governance Structure

The administrative structure for the Ventura County SELPA, shown in the following chart, maintains lines of authority and areas of responsibility for special education at the district and county levels. Each district maintains responsibility for special education programs within its boundaries.





II. Governance

A. Cooperative Plan

The Ventura County Special Education Local Plan Area consists of all the school districts in Ventura County, the Las Virgenes Unified School District in Los Angeles County, and the Ventura County Superintendent of Schools Office.

These educational agencies are joined to provide free, appropriate public education programs and services to individuals with exceptional needs from birth through 21 years residing in the SELPA, regardless of district of residence.

Governance of the SELPA is provided by (1) participating LEA Boards of Trustees, (2) the Superintendents' Policy Council, (3) the SELPA Executive Committee (4) the Executive Director of the Ventura County SELPA, (5) Operations Cabinet, and (6) the Community Advisory Committee.

B. Governing Boards

The plan for service delivery is the Interdistrict charts (Section 2, Appendix A). The Interdistrict charts will be reviewed and approved at a public hearing, scheduled to coincide with the first Operations Cabinet meeting in September each year. The Governing Boards of each participating agency will determine, and be responsible for, special education programs and related services offered in their district, as well as for special education curriculum decisions. Each Board, by certification of the Plan, assures equal access to appropriate special education programs and related services regardless of district of residence. Each Board is responsible for recruitment and hiring of district personnel and each Board administers district program budgets.

Approval of the Special Education Local Plan

Each governing board has the responsibility for approval of The SELPA Local Plan for Special Education and for approval of subsequent revisions of the plan.

C. Superintendents' Policy Council

Each superintendent shall participate in the Special Education Local Plan Area Superintendents' Policy Council. The Superintendents' Policy Council is the decision-making body on all matters related to SELPA. **(Appendix 1)**

D. Superintendents' Executive Committee

The Executive Committee works closely with the SELPA Executive Director to formulate recommendations to the Superintendents' Policy Council regarding SELPA policies. **(Appendix 2)**

E. SELPA Executive Director

Title: Executive Director, Ventura County Special Education Local Plan Area (SELPA)

1. Primary Responsibilities:

- a. Implementation of the Ventura County Special Education Local Plan.



- b. Implementation of authorized regional services.
 - c. Responsible for assuring that eligible pupils have full educational opportunity regardless of the district of residence.
 - d. Implementation of the policies and procedures authorized by the Ventura County Superintendents' Policy Council.
2. Major Duties:
- a. Act as a resource for local districts concerning state and federal laws and regulations pertaining to special education.
 - b. Provide leadership in fulfilling the adopted annual goals and objectives established by the Superintendents' Policy Council.
 - c. Coordinate the writing of the annual revision of the Ventura County Special Education Local Plan. Provide administrative support and coordinate the implementation of the local plan.
 - d. Assure that all disabled children eligible under IDEA have access to appropriate special education services.
 - e. Assist the Superintendents' Policy Council in providing a full continuum of special education services.
 - f. Develop an annual budget for public review and approval by the SELPA Executive Committee and Policy Council.
 - g. Plan the agenda and develop exhibits for the monthly meetings of the SELPA Operations Cabinet, Executive Committee and Superintendents' Policy Council.
 - h. Meet monthly with the Operations Cabinet, The Executive Committee and Superintendents' Policy Council.
 - i. Maintain necessary records and complete all reports required by the California State Department of Education and Federal Government.
 - j. Serve as an exofficio member to the Community Advisory Committee.
 - k. Advise districts concerning due process, fair hearings and complaints and participate as needed.
 - l. Develop written agreements with other public agencies, which serve people with disabilities.
 - m. Act as liaison between school districts, the County Office of Education and the California State Department of Education.
 - n. Act as an ombudsman for children with disabilities and their parents.
 - o. Manage the SELPA Assistive Technology Assessment Center (ATAC) and Adapted Physical Education Programs.
 - p. Assist school districts in finding and selecting private non-public school placements for children who cannot appropriately be served in Ventura County.
 - q. Represent the Ventura County SELPA on local, state, and federal committees.
 - r. Supervise and evaluate all personnel funded by the SELPA.
 - s. Implement policies established by the SELPA to assure that due process procedures are followed.
 - t. Provide outreach to private schools serving students with special needs.

F. Assistant Director

The Assistant Director shall be supervised by the Executive Director. Duties will include:

1. Facilitate the annual Personnel Development Plan, which includes needs assessment of needs, planning and implementation of resources, materials, and inservice opportunities to



- general education staff, special education staff, administrators, families and community members regarding students with disabilities, as per Education Code 56420.
2. Manage SELPA's participation in the Ventura County Early Start Program, as per California Government Code 95009 and 95028, including interagency collaboration with Tri-Counties and North Los Angeles County Regional Centers and facilitation of LEA infant staff.
 3. Manage the Ventura County WorkAbility I Program as per Education Code Section 56470.
 4. Manage the Ventura County SELPA Autism Certification Program.
 5. Manage the Ventura County SELPA Resource Specialist Assessor Panel program.
 6. Manage the training and certification of Behavior Intervention Case Managers, as per Title 5 CCR 3 |300| (e).
 7. Manage and provide training to Surrogate Parents, including coordinating with contacted providers and surrogates, as per California Government Education Code Section 7595.5__
 8. Manage the provision of training in emergency behavior interventions as mandated by Title 5, CCR Section 3001 (c).
 9. Represent the SELPA in interagency activities.
 10. Develop and provide information and resources to families of children with disabilities.
 11. Supervise the Ventura County SELPA Occupational Therapy and Behavior Specialist programs.
 12. Coordinate monthly Program/Personnel Development meetings to disseminate information to all school districts.
 13. Attend all Operations Cabinet meetings to give updates and gain support from Operations Cabinet members.
 14. Attend all Community Advisory Committee meetings as an ex-officio members and facilitate CAC activities and subcommittee work.

G. Operations Cabinet

The SELPA Executive Director will meet monthly with Operations Cabinet to review policies, procedures and issues and bring a recommendation or alternative recommendation(s) to the Superintendents' Policy Council for approval/adoption.

1. Members:
The Operations Cabinet shall consist of the Coordinator/Director of Special Education or their designee from each district of the Ventura County SELPA, the Ventura County Superintendent of Schools Office, and any Charter Schools operating as their own LEA.
2. Roles:
 - a. Advise the Executive Director and the Superintendents' Policy Council on issues of provision of special education programs and related services throughout the SELPA.
 - b. Facilitate cooperation among participating educational agencies and serve as a vehicle to resolve conflicts.
 - c. Recommend to the Superintendents' Policy Council establishment of new or expanded programs and needed policy changes.
 - d. Advise the Executive Director and the Superintendents' Policy Council on the annual Regionalized Services Budget and on the SELPA annual goals and objectives.
 - e. Facilitate conflict resolution at the local level

H. SELPA Administration



The Administrative Unit under the direction of the SELPA Executive Director will coordinate the governance and administration of the local plan, coordinate the implementation of the plan, and provide support personnel according to the Ventura County SELPA local plan.

1. Regionalized Service Funds

The SELPA Executive Director will receive and distribute regionalized services funds according to the Annual Budget Plan developed and approved by the SELPA Executive Committee and Policy Council.

2. Selection of SELPA Staff (Executive Director and Assistant Director)

The position of Executive Director and Assistant Director will be filled according to procedures of the Ventura County Superintendent of Schools Office, with final approval of the designee made by the Superintendents' Policy Council. **(Appendix 27, page 11, Certificated Manager, and pages 21-24, Employment Requirements).** The Executive Director is evaluated by the SELPA Executive Committee. **(See Appendix 2).** The Assistant Director will be evaluated according to procedures of the Ventura County Superintendent of Schools Office. **(Appendix 27, pages 12-14, Performance Appraisal-Management for Results).**

The SELPA Executive Director shall hire and supervise all SELPA staff also according to Ventura County Superintendent of Schools Office procedures. The Ventura County SELPA staff shall be employees of the Ventura County Superintendent of Schools and subject to all conditions as all other Ventura County Superintendent of Schools Office employees.

3. Changes in SELPA Governance Structure

The Ventura County SELPA governance structure may be changed by a majority vote of the Superintendents' Policy Council. Any superintendent may propose governance changes to be reviewed and determined by the Superintendents' Policy Council.

4. Implementation of Local Plan

The SELPA Executive Director has the responsibility for the implementation of the Local Plan through the Local Educational Agencies in the Plan. The plan will be implemented according to governance structure depicted on page 3.

III. Changes in Delivery of Programs and Services

Any change to the programs and services adopted by the Superintendents Policy Council of the Ventura County Special Education Local Plan Area are subject to specific provisions of Education Code Sections 56207(a) – 56207(a) (7)

1. Any local agency which is currently designated as a Local Education Agency (LEA) participating in the Ventura County Local Plan for Special Education may elect to pursue an alternative option to the agreed upon plan by notifying the county Executive Director of the intent at least one year prior to the date the alternative plan would become effective.
2. Any alternate plan of an LEA is subject to the approval of the Superintendent's Policy Council.



3. Approval of a proposed alternative plan by the Superintendent's Policy Council must be based on the capacity of the district(s) within the Ventura County SELPA to ensure that special education programs and services are provided to all children with disabilities. Any proposed alternate plan shall address:
 - Pupil Needs
 - The availability of the full continuum of services to affected pupils.
 - The functional continuation of the current individualized education programs of all affected pupils
 - The provision of services in the least restrictive environment from which affected pupils can benefit
 - The maintenance of all appropriate support services,
 - The assurance that there will be compliance with all federal and state laws, regulations and special education local plan area policies.
 - The means through which parents and staff were represented in the planning.
4. The date on which the transfer of a service plan approved by the Superintendent's Policy Council will take effect may be no earlier than the first day of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency and the Superintendent's Policy Council of its intent. Unless the Superintendent's Policy Council or affected district(s) unanimously approve the transfer taking effect on the first day of the first fiscal year following that date.
5. If either the sending or receiving district disagree with the proposed transfer, the matter shall be resolved by the resolution disagreement process below.

IV. Resolution of Disagreements within the SELPA

The Ventura County SELPA shall maintain 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 plan.

The Ventura County SELPA Superintendents' Policy Council is the policy-making entity of the SELPA. It is the intent of the Superintendents' Policy Council that issues are resolved at the level of initiation. The Superintendents' Policy Council is considered the board of last resort and will take no action that would undermine local authority.

If resolution is not reached, the SELPA Executive Director and district superintendent will meet and attempt to resolve the disputed issue. If the issue is not resolved the SELPA Executive Director will present the contested issue at the next regularly scheduled SELPA Executive Committee for discussion and resolution. Resolution shall be determined by a majority vote of the members present at the meeting.

Conflict resolution will be facilitated at the local level by allowing any Director of Special Education who is a member of Operations Cabinet to bring before an Operations Cabinet Committee meeting a motion for a modification to the Governance Structure. Said motion, if approved, will be forwarded to the Superintendents' Policy Council for action.

V. Interagency Agreements



In the continuing effort to meet the educational needs of all the special education students residing in the SELPA, the agencies participating in the Plan agree to adhere to those agreements entered into by the State Department of Education.

Additionally, the Ventura County Special Education Local Plan Area has developed agreements with:

- *California Children Services (Patty Chan, Agency Liaison)* - (approved 6/9/82; revised 8/86; revised and approved 6/94) **(Appendix 3)**
- *Tri-Counties Regional Center (Agency Liaison)* - (approved 9/12/83; revised September 1999) **(Appendix 4)**
- *Ventura County Department of Behavioral Health (Agency Liaison)* - (approved 9/23/82; revised January 2002) **(Appendix 5)**
- *Department of Rehabilitation (Mario Rivera, Thousand Oaks Office; and Doug Van Bogelan, Oxnard Office; Agency Liaisons)* - (approved 12/15/89) **(Appendix 6)**
- *Ventura County Head Start and Early Head Start Program (Hilda Jurado, Agency Liaison)* - (approved 6/96) **(Appendix 7)**
- *Ventura County Human Services Agency (Barbara Fitzgerald, Agency Liaison)* - (approved 2/24/82; revised 10/6/86) **(Appendix 8)**
- *Tri-Counties Regional Center - Part C (Agency Liaison)* - (approved 2/18/94, Revised September 1999) **(Appendix 9)**
- *Rainbow Connection Family Resource Center* **(Appendix 10)**
- *Ventura County Transition Project* **(Appendix 11)**

Agreement for provision of educational or related services may be entered into by any participating educational agency or other local public agencies.

Consideration of proposed agreements shall be reviewed by the District Administrator of Special Education for each LEA in the SELPA and, in the case of SELPA-wide agreements, by the Operations Cabinet with submission to the SELPA Executive Committee and Policy Council for approval. Special attention in this review process will be given to possible effects or impact on all participants in the Plan.

VI. Charter Schools

The Ventura County Superintendent of Schools Office has guidelines for Charter Schools, **(Appendix 12)**

VII. Community Advisory Committee

The SELPA Executive Director or his/her designee represents the Superintendents' Policy Council to the Community Advisory Committee and on a rotating basis a district Director of Special Education



shall serve as liaison to the Community Advisory Committee and report to the Operations Cabinet.

Selection of members of the Community Advisory Committee will be the responsibility of each administrator of special education acting for the Local Board, and with its approval. The Operations Cabinet will assure that the make-up of the Committee meets the standards as stated in the California *Education Code Sections 56192 and 56193* and that annually staggered two-year terms are established so that no more than half of the members serve the first year of a term in any one year.

The SELPA Executive Director and Operations Cabinet representatives to CAC will ensure that Community Advisory Committee concerns and comments are forwarded to the Superintendents' Policy Council and Operations Cabinet and that reactions are reported to the Community Advisory Committee.

The Local Plan will be reviewed and updated cooperatively by a committee of representatives of special and regular teachers and administrators selected by the group they represent and with recommended priorities from the Community Advisory Committee.

The Community Advisory Committee of the Ventura County SELPA accepts as one of its main purposes the maintenance of open and free-flowing communication from the Special Education Administration to the entire community, as well as directing information from the community to the administration.

A major focus of the Community Advisory Committee with the SELPA Assistant Director is community education directed toward awareness and information about the Plan and its implementation. As a group, and individually, Community Advisory Committee members will encourage community involvement in and knowledge of the Plan, as well as the general education of pupils with disabilities and their parents. Community Advisory Committee members will support activities on behalf of individuals with exceptional needs. Additionally, Community Advisory Committee members will assist in parent awareness of the importance of regular school attendance.

The constitution and bylaws stipulate that CAC membership shall include:

- a. Parents of individuals with exceptional needs enrolled in public or private schools.
- b. Parents of other pupils enrolled in school.
- c. Pupils with disabilities.
- d. Adults with disabilities.
- e. Regular education teachers.
- f. Special education teachers.
- g. Other school personnel.
- h. Representative of other public and private agencies.

The bylaws contain a description of the process used to appoint members of the CAC. When appropriate, this procedure provides for selection of representatives by their peers.

Members of the public, including parents or guardians of individuals with exceptional needs who are receiving special education services, may address questions or concerns to the governing body or individual responsible for the administration of the plan by contacting the SELPA Executive Director.

Selection of members of the Community Advisory Committee will be the responsibility of each administrator of special education, acting for the Local Board, and with its approval.



The Operations Cabinet will assure that the make-up of the Committee meets the standards set in Education Code Sections 56192 and 56193, and that annually-staggered two-year terms are established so that no more than half of the members serve the first year of a term in any one-year.

Community Advisory Committee members will support activities on behalf of individuals with exceptional needs. Additionally, Community Advisory Committee members will assist in parent awareness of the importance of regular school attendance.

(Appendix 13)

VIII. Program Specialists

Allocation of funding for Program Specialists is based on the unduplicated special education pupil count for each participating district is flowed through to each district. Each district determines how to utilize their funds to provide program specialist services.

Program Specialists will be subject to the hiring and recruitment policies of the hiring agency (district/County Office of Education). Responsibility for supervision and evaluation of Program Specialists will be defined at time of hiring. Program Specialists will operate, regardless of employing agency, within generally consistent guidelines as to roles and functions throughout the SELPA, and may include consultation, staff development, and IEP Team participation/leadership.

IX. Annual Report to State

The SELPA will participate in evaluation activities as prescribed by *Education Code Section 56601* under the direction of the SELPA Executive Director. The SELPA Office will collect data from each district and submit to the State Department of Education as required.

X. Development Of The Local Plan

The SELPA Executive Director/designee shall be responsible for the coordination of the development of the Local Plan.

Membership on the Local Plan Development Committee included parents, special education teachers, general education teachers, representatives from community agencies, support staff and administrators. The role of the Local Plan Development Committee in the development of the Local Plan is to:

- provide input;
- provide a forum for members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the plan;
- address questions or concerns;
- review drafts;
- make recommendations to the Advisory Steering Committee;
- review the final plan before submission.

The role of the Operations Cabinet in the development of the Local Plan is to:

- review the input of the Local Plan Development Committee;
- review drafts;



- provide input;
- make recommendations to the SELPA Superintendents' Executive Committee;
- review the final plan before submission.

The role of the SELPA Superintendents' Executive Committee is to:

- review the recommendation of Operations Cabinet and the Local Plan Development Committee;
- review drafts;
- provide input to the Superintendents' Policy Council;
- seek input from the Superintendents of the districts in the area they represent and through those Superintendents their respective governing boards;
- review and approve the final plan for submission to the full Superintendents' Policy Council and local governing boards for approval;
- Submit the plan to the Ventura County Superintendent of Schools Office.

Evidence of Participation in the Development of the Local Plan shall be determined by:

- a. The membership of each of the groups involved in the development of the Local Plan
- b. The dates of meetings to review and provide input to the development of the Local Plan follow:

October 7, 2002	5:30 – 7:30 p.m.
November 4, 2002	5:30 – 7:30 p.m.
December 2, 2002	5:30 – 7:30 p.m.

XI. Amendments to the Local Plan

The SELPA Superintendents' Policy Council can approve amendments to the local plan on an “interim” basis, up to one year. Amendments approved in this manner would become permanent upon subsequent approval by all LEA governing boards and the State Board of Education.

B. STATEWIDE ASSESSMENT

All special education teachers will ensure students with disabilities will participate in statewide assessments. This is currently addressed at every IEP meeting. Accommodations or modifications will be provided based on the student's needs and disability and will reflect accommodations provided in general education.

It is estimated that 10-20% of students with disabilities (1-2% of the general student population) will not be able to take part in the standardized statewide assessment even with accommodations or partial assessment and must participate in the California Alternate Performance Assessment. In general, the only students in a functional skills curriculum should participate in California Alternate Performance Assessment.

Decisions regarding participation in the California Alternate Performance Assessment or general statewide assessment must be documented in the IEP.

(Appendix 14 “California Alternate Assessment” and Appendix 15 “STAR”)



C. LITERACY AND CORE CURRICULUM

Copies of the *California Reading Initiative Handbook (Appendix 16)* will be disseminated at workshops related to reading disabilities and the annual workshop for new Resource Specialists entitled “It’s Lonely Out There.” Copies will also be made available to all special education staff who teach reading. Copies of the Handbook will be given to all district Curriculum Directors to copy and distribute to general education teachers as appropriate. Operations Cabinet members will encourage ongoing dissemination of the document to teachers within the district.

The SELPA will assure that all Special Education instructional personnel are provided with opportunities to participate in staff development opportunities in the area of literacy, including information about current literacy and learning research, and state adopted standards and frameworks. This will be accomplished via the following means:

- Dissemination of a “bank” of IEP goals and objectives which are correlated to state curricular standards. **(See Appendix 17 – Sample of Reading Section)**
- Assuring that all Special Education staff have access to state standards and frameworks.
- Dissemination of information from the Ventura County Superintendent of Schools Office Department of Curriculum, Instruction and Assessment to all Special Education staff if related to the topic of literacy and learning research or state adopted standards and frameworks.
- Inservice opportunities will be made available to all staff on research-based instructional strategies for teaching reading to a wide range of diverse learners. The SELPA offers workshops on reading disabilities on a regular basis which include assessment and intervention strategies.

Also, using the research of Michael Spagna, Ph.D., and G. Reid Lyon, several reading methods were adopted by our SELPA Reading Disabilities Task Force in 1998 as those which are best supported by research for effectiveness in working with children with reading disabilities. We are committed to offering presentations of these approaches and/or materials on a regular basis over the next several years. **(See Appendix 18)**

All Directors and Coordinators of Special Education shall assure that all special education students have access to state adopted standards and frameworks, core curriculum text books, supplementary text books, instructional materials and support so that students with disabilities may attain higher standards in reading.

D. EARLY CHILDHOOD

I. Early Start Program

Designated districts provide Early Start services on a regional basis. Those designated districts are Conejo Valley Unified, Moorpark Unified, Oxnard Elementary, Simi Valley Unified, and Ventura Unified School Districts. These districts will serve all solely low incidence identified infants. Additionally, districts will “*dually serve*”, with Regional Center, an additional number of infants up to funded capacity. Regional Center remains payer of last resort for those children who are “dually served.” The majority of children are from the Tri-counties Regional Center, but some are referred by North Los Angeles Regional Center.

A. Staff Development



Staff development activities are coordinated with those activities in the “Personnel Development” Section of this Local Plan. In addition, SELPA Early Start staff participates in the Early Start Personnel Development Committee to determine training needs and implement activities. All trainings include SELPA Infant Staff, Regional Center Staff, parents, and appropriate agency personnel, including staff of the Rainbow Connection Family Resource Center.

B. Programs, Services, and Options

Services provided by the school Early Start Program include special education and related services as per the Individual Family Service Plan (IFSP). These services are provided in the natural environment, to include home, group and community settings. **(Appendix 19 “Early Intervention Services”)**

For solely low incidence children, the designated school district provides additional early intervention services as indicated in the IFSP to include Occupational Therapy (OT), Physical Therapy (PT), nutrition services and respite care. These services are paid for directly by SELPA upon invoice by school district staff. **(Appendix 20, invoice for early intervention services)**

Each school district serving infants and toddlers has a transdisciplinary team of early intervention specialists which includes teachers, nurses and other specialists. The team works together to provide assessment and direct services to children and their families. In order to meet the needs of infants and toddlers with low incidence disabilities, the school district infant teams include specialists for vision and hearing impairments. The SELPA employs Occupational Therapists to provide OT services to infants not served by California Children Services (CCS), or to supplement services by CCS.

Infant Specialists provide numerous family involvement activities such as: participation in group activities, linking families with similar concerns together, and helping families be aware of support groups in the community to meet their specific needs. The Ventura County SELPA maintains a positive working relationship with the Rainbow Connection Family Resource Center. Every family receives a referral to the Family Resource Center. School staff disseminate all materials and informational items distributed by the Family Resource Center. In addition, the SELPA sponsors many activities for families including workshops on specific disabilities, the annual Walking the Path Together Conference **(Appendix 21)**, workshops on the IEP process, and bi-monthly Interagency Coordinating Council meetings **(Appendix 22)**. Free childcare and Spanish interpretation is provided at all these events.

C. Procedural Safeguards

The Ventura County SELPA is committed to providing all of the procedural safeguards to families of infants and toddlers with disabilities as mandated by state and federal law. Parent rights are given to all families upon initial meeting. **(Appendix 23)**

D. Notices, Consent Forms and IFSP Forms

See “Memorandum of Understanding (MOU) with Tri-Counties Regional Center,” for copies of all forms used in the Early Start Program. **(Appendix 9)**

E. Interagency Collaboration with Regional Center



See (**Appendix 9 - MOU with Tri-Counties Regional Center**) which describes all procedures for Interagency Collaboration for providing services under California’s Early Start Program.

F. Interdistrict Charts

See attached **Appendix 24** for charts for service delivery for Infants and Toddlers 0-36 months.

II. Transition to Preschool

A. See **Appendix 9 - MOU with Tri-Counties Regional Center** page 6 for description of transition process. See **Appendix 25 - “What’s Next After Early Start?”** which is given to all families, describing the transition process.

III. Preschool

Preschool services are provided to students with IEPs in a variety of ways according to district procedures. Some districts offer special day class (SDC) services with a range of weekly program options. Designated Instruction and Services (DIS) services are provided to children in SDCs as per their IEPs.

Other children receive DIS services only, either in community preschools or at the local school sites. Children enrolled in State Preschool Programs or HeadStart may receive all IEP services in that setting.

If a child is offered an IEP at a public pre-school site, but the family enrolls the child in a private preschool, the child would be eligible for limited services under a Private School Individual Service Plan (ISP).

(See **Appendix 26 - Preschool Interdistrict Charts**)

IV. Caseload for Preschool Services

The maximum caseload for a speech and language specialist providing services to preschoolers in special education program (between ages 3-5 years old) shall not exceed 40.

For group services provided to preschool children, the adult-to-child ratio shall not exceed 1:5.

V. Head Start

Some children with IEPs receive all or some of their programming in the Head Start Setting. (**Appendix 7 - Memorandum of Understanding with Head Start**)

VI. Budgets

Please refer to “Budget” Section of this Local Plan for information on both infant and preschool budgets. Please refer to “Budget” section for low incidence funding pertinent to preschoolers.

E. BUDGET

I. Annual Budget Plan Adoption



The annual budget plan shall be adopted at a public hearing held by the Ventura County Special Education Local Plan Area. Notice of this hearing shall be posted in each school in the local plan area at least fifteen days prior to the hearing. The annual budget plan may be revised during any fiscal year according to the policies established by the Ventura County Superintendents' Policy Council.

II. Budget Funding Model

A. Funding Allocation

The annual fiscal allocation plan shall be submitted for approval to the Superintendents' Policy Council. The following work groups shall be given the opportunity to provide input to the development of the plan: Operations Cabinet, the Community Advisory Committee, business officials, and the SELPA Executive Committee. The plan reflects the SELPA's current understanding of statutory requirements and is subject to change by the Superintendents' Policy Council if necessary to conform to changes in statute or regulation, or to address changing educational needs.

B. Decision-Making Guidelines and Principles

As much as possible, the adopted Budget Funding Allocation Model:

1. Provides an incentive for providing cost-effective programs for students in public school programs;
2. Provides no incentive for districts to over-identify students for special education services;
3. Equalizes funding among districts by raising the level of funding for those that were below the SELPA median in the base year;
4. Acknowledges that the Funding Allocation Model will not cover the total cost of special education services;
5. Recognizes that SELPA member districts will need to continue contributing special education revenue limits and general fund contributions to cover special education costs;
6. Is designed to meet program requirement needs.

C. Funding Sources

As a consequence of AB 602, passed in 1997, most special education revenues are received by the SELPA in the form of a block grant. The base amount of the block grant is from the 1997/98 school year. The sources of the funding include:

1. State aid including Nonpublic Schools /Nonpublic Agencies reimbursements and extended school year funding;
2. IDEA Part B Staff Development Grants
3. Equalization Funds
4. County Property Taxes
5. Preschool (3-5 year olds) Grants
6. IDEA Part B Local Assistance
7. IDEA Part B State Discretionary Grants



D. Maintenance of Fiscal Support

Each district in the Ventura County SELPA understands and agrees that Part B funds will not be used to reduce the level of support beyond the amount permitted by federal laws and regulations. The budget plan shall annually identify revenue and expected expenditures for administrative services and services to pupils:

1. With severe disabilities
2. With low incidence disabilities
3. With non severe disabilities
4. To support individuals with exceptional needs placed in regular education programs
5. To provide for regionalized operations

E. Summary

1. ADA Based – The Special Education ADA rate will be calculated for each district and will serve as the basis for distribution of funds
2. Equalization – The SELPA will move toward equalization by ‘leveling up’. New equalization money generated by the block grant will be used to provide equalization funding for districts whose rate is below the SELPA average.
3. Base Allocation – The base allocation will not be affected by ADA growth/decline in subsequent years.
4. Entitlement – No district entitlement will be lower than the revenues received for their 1997/98 units from federal and state property tax, special day class revenue limit sources, equalization funds and COLA.
5. Funding – The first source of funding for district entitlements will be the revenue limit dollars generated by students in district-operated Special Day Classes.
6. The second source of funding will be funds generated by a server district invoicing a district of residence for services provided.
7. Growth Funds – If the SELPA receives special education ADA growth funds, those dollars will be apportioned among districts experiencing growth.

Districts whose ADA entitlement was below the SELPA average received equalization adjustments starting in 1999/2000, using a portion of COLA funds generated by the block grant. However, changes in ADA may impact the extent to which a district is eligible for COLA equalization funds if available.

III. Ventura County Superintendent of Schools Office (VCSSO)

A. Funding Sources:

VCSSO will be entitled to receive revenues equivalent to funds received from Federal and State property taxes, Special Day Class revenue limit sources, equalization funds, longer day/longer year funds, and COLA funds.

1. The first source of funding for the VCSSO entitlement will be the revenue limit dollars generated by students in VCSSO-operated programs.
2. The second source of funding will be any unexpended dollars from the VCSSO operated SH extended school year program.
3. The third source of funding will be that portion of AB 602 funding which supports base allocations.



4. The fourth source of funding will be the adopted excess cost formula:

- Excess cost on programs for the severely handicapped will be determined by calculating the total cost of operating the programs less remaining special education revenue.
- Excess costs will be allocated to the district of residence based on the average cost per ADA of the consumer district.

B. Court & Community Schools

All Resource Specialists for the Court/Community Schools, and Audiologists hired by the Ventura County Superintendent of Schools Office will be funded from VCSSO revenue. Services such as (but not limited to) psychological services, speech services, and occupational therapy, which have been approved by the district of residence, and all related indirect costs will be billed to the user district on a “fee for service” basis. (Except at Gateway School at which speech and language services and psychological services only are available. Sending district will provide all other services.)

C. 1:1 Aides

In the event of the need for a 1:1 aide, approved by the district of residence, the cost will be charged to the district of residence.

IV. Non Public School/Agencies

Under the provisions of AB 602 each LEA in the Ventura County SELPA received the 1997/98 apportionment for NPS/NPA cost. It shall be the responsibility of each LEA in the Ventura County SELPA to pay for all costs associated with Non Public School or Agency placements.

V. Preschool

Funds allocated will equal those Federal and State dollars which are specifically allocated for Preschool Services. The purpose is to fund DIS services (primarily speech and language) for preschoolers who do not require more intensive services. There is no funding source for serving preschoolers with the need for more intensive services. The funds shall be allocated to the LEAs on the basis of the number of preschool students served.

VI. Low Incidence Services

If Low Incidence Services are included in the block grant, they will be allocated for this purpose. The purpose is to provide a reimbursement pool for specialized services provided to deaf, blind, and orthopedically impaired students. Claims will be submitted monthly to the SELPA'S Low Incidence Committee for review. Approved claims will be charged to the LEA's share of Low Incidence Funds.

VII. Low Incidence Equipment

If Low Incidence Equipment is included in the block grant, it will be allocated for this purpose. The purpose is to provide a reimbursement pool for specialized equipment provided to deaf, blind, and orthopedically impaired students. Claims will be submitted monthly to the SELPA'S Low Incidence Committee for review. Approved claims will be charged to the LEA's share of Low Incidence Funds.



VIII. Personnel Development

Federal staff development funds are allocated for staff development purposes, to provide funds for training personnel to work with special education students. All dollars will be allocated to the SELPA to provide the resources to implement the SELPA personnel development plan.

IX. Project WorkAbility

If SELPA receives funding from the state for Project Workability it will allocate funding to all districts with students aged 14 years and older, using a formula which determines their proportionate share. The Las Virgenes Unified School District and Conejo Valley School District do not participate in the SELPA Project WorkAbility program, as they receive their own grants.

X. Early Start

The Early Start grant comes to the SELPA for use for additional services mandated by California's participation in the IDEA "Part C" program. These are services which are required in order to fully serve all infants and toddlers with solely low incidence disabilities. These additional services include:

- Receipt of referrals and conducting assessment of children with suspected low incidence disabilities (0-36 months) 12 months per year.
- Respite services.
- Occupational Therapy/Physical Therapy
- Nutrition
- Transportation

Additional expenditures to serve these children may also include:

- Equipment
- Supplies
- Training and staff development

XI. District to District Excess Cost

The following District to District Excess Cost Agreement was made on March 31, 2000:
After the serving district and district of residence communicate, the district providing services is responsible for providing the agreed upon services. Those services will be included in the excess cost billing formula. Exceptional services beyond those typically provided in the program shall be stated in writing and signed off by both the serving district and district of residence. The agreed upon exceptional service will be excluded from excess cost calculations and shall be paid by the district of residence.

The SELPA Superintendents' Executive Committee shall hear disputes that arise over exceptional services that are not resolved by the districts involved. The districts involved shall have the opportunity to present the rationale for each position. The SELPA Superintendents' Executive Committee shall determine final resolution.