

SELPA

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Certification 5: Participating Local Educational Agency

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

- Single LEA SELPA
- Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,
Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

LEA Superintendent/Chief Administrator

Date



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www.charter.sonomaselpa.org
5860 Labath Avenue
Rohnert Park, CA 94928
Phone (707) 524-2752
Fax (707) 524-2754
Adam Stein, Executive Director

June 8, 2020

To: Sonoma County SELPA Member Governing Boards
Re: LEA Board Approval for Sonoma County SELPA Local Plan Section B: Governance and Administration

Dear Board Members and Trustees:

The Individuals with Disabilities Education Act 20 *United States Code (20 USC)* Section 1400 et seq. and related federal regulations, require each special education Local Plan area (SELPA) to assure a continuum of program options are available to meet the needs of students with disabilities for special education and related services.

The Local Plan is the document that provides those assurances, describes how a SELPA operates, and how it supports its member LEAs. As one of those members, you are provided support for your staff, students, and families on all matters related to special education.

Submitted for your approval is the newly updated Local Plan Governance and Administration Section B. This version of the Sonoma County SELPA Local Plan is mostly new with a completely redesigned template. Under new regulations it must be approved every three years starting with this first revision.

Revisions to the Local Plan Governance and Administration, Section B must be adopted by each local educational agency's (LEAs) governing board prior to being submitted to the CDE for review and consideration for approval (EC Section 56195.1).

The Local Plan section before you was developed by a diverse group of LEA staff representing general education administrators and teachers and special education administrators and teachers. The Plan was reviewed and approved by the SELPA's Superintendents' Council, its governing board, which consists of 13 Sonoma County superintendents.

We urge you to approve the Local Plan as the updated road map for services for students with disabilities, their families, and your staff that support them.

Thank you for your support of the Sonoma County Charter SELPA.

Sincerely,

A handwritten signature in black ink, appearing to read "Adam Stein".

Adam Stein

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
January 2020

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B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The Sonoma County SELPA serves 44 LEAs within the boundaries of Sonoma County. LEAs served include urban, suburban, and rural ones with ADA ranging from approximately 8 (Kashia) to approximately 15,500 (Santa Rosa City Schools).

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:

The local education agencies within Sonoma County join together pursuant to Section 56195 of the California Education Code to adopt a plan in accordance with California Education Code 56200 to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by these agencies, hereafter known as the Sonoma County Special Education Local Plan Area (Sonoma County SELPA). In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

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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:

The local education agencies within Sonoma County join together pursuant to Section 56195 of the California Education Code to adopt a plan in accordance with California Education Code 56200 to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by these agencies, hereafter known as the Sonoma County Special Education Local Plan Area (Sonoma County SELPA). In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a local education agency of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout Sonoma County.

The governing body of the SELPA is the Superintendents' Council. Members of the Superintendents' Council are responsible to the governing boards of the local education agencies in the SELPA.

The Superintendents' Council shall consist of thirteen (13) superintendents and one (1) executive director of an LEA charter school, who may be represented at any meeting by a single alternate. The

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superintendents of each Area shall select their representatives from among the superintendents in their area to participate on the Superintendents' Council. These representatives shall be responsible for identifying the preferences and needs of the LEAs within their area and for representing those views at the Superintendents' Council. In areas in which there is more than one local education agency represented, members shall be selected by the superintendents within those areas. The County Superintendent of Schools shall be the representative for Area VII and shall represent the County Office Special Education program and the School and Community School program. The areas for governing board participation in the administration of the SELPA are established as follows:

AREA I Sonoma Valley Unified School District

AREA II Cinnabar, Dunham, Liberty, Old Adobe, Petaluma Elementary, Petaluma High School, Two Rock, Waugh, Wilmar school districts

AREA III Cotati-Rohnert Park Unified School District

AREA IV Bellevue, Bennett Valley, Kenwood, Mark West, Piner-Olivet, Rincon Valley, Roseland, Santa Rosa Elementary, Santa Rosa High School, Wright school districts

AREA V Forestville, Fort Ross, Gravenstein, Guerneville, Harmony, Monte Rio, Montgomery, Oak Grove, Sebastopol, Twin Hills, West Sonoma County Union High School districts

AREA VI Alexander Valley, Cloverdale Unified, Geyserville Unified, Healdsburg Unified, Horicon, Kashia, West Side, Windsor Unified school districts

AREA VII Sonoma County Office of Education

AREA VIII LEA Charter Schools approved in the Sonoma County SELPA.

Area representation on the Council shall be as follows:

AREA I Sonoma Valley superintendent

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AREA II One elementary and one high school district superintendent from local education agencies within the area

AREA III Cotati-Rohnert Park superintendent

AREA IV Four superintendents selected by the superintendents from the LEAs within the area. One of the four must be from the high school district. See Area IV Resolution delineating the selection of Superintendents' Council representatives in the SELPA office.

AREA V One elementary and one high school district superintendent from local education agencies within the area

AREA VI One elementary and one unified school district superintendent from local education agencies within the area

AREA VII Sonoma County Superintendent of Schools

AREA VIII One Executive Director of an LEA Charter School in the Sonoma County SELPA.

Each superintendent, Area representative, and charter executive director representative shall have one vote. Membership on the Superintendents' Council shall be for two years, and members may be re-appointed. The chairperson of the Council shall be elected from among the Council membership and shall serve for two years. He/she may be elected for additional terms. Superintendents' Council representatives may choose a single alternate to attend meetings. The alternate must be the same person for a complete school year. Alternates will receive Council packets and back up information needed to render a decision on action items.

The Superintendents' Council shall be responsible for the following areas of Local Plan administration:

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1. Employment of the SELPA Administrator.
2. Designation of participants for the SELPA Advisory Committee.
3. Establishment and promotion of a Community Advisory Committee.
4. Establishment of the number and type of SELPA office staff employed by the Administrative Unit for SELPA-wide services.
5. Review, approve, and monitor all budgets assigned to the SELPA.
6. Provide leadership to the SELPA regarding the development, revision, implementation and review of the Local Plan.
7. Review, approve, and monitor the allocation of special education funds to local education agencies.
8. Approval of all SELPA policies, standards and guidelines.

The Superintendents' Council shall meet on a regular basis according to Brown Act requirements and shall receive and act upon information provided by the SELPA Advisory Committee, Community Advisory Committee and the SELPA Administrator to assist in the administration of the SELPA.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The Sonoma County Office of Education is designated as the Administrative Unit (AU) for the Sonoma County SELPA. It shall be responsible for functions such as, but not limited to: 1. Receipt and distribution of special education funds to district accounts for the operation of special education programs and services. 2. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use. 3. The employment of staff to support SELPA functions. 4. The provision of support services to the SELPA office and staff in the following areas: Information Technology including internet access and support, Business Services, Human Resources, and other services as part of the SELPA's Indirect Cost contribution to the Sonoma County Office of Education. The Sonoma County SELPA office

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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 regulations. See MOU between SCOE as the AU and the SELPA, appendix L.

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

Refer to SELPA Policy 18 in the appendices.

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:

Membership in the Community Advisory Committee is by appointment and action of the participating LEA board of education. Each of the Sonoma County SELPA districts has a board approved policy which outlines the process for nomination, selection and board approval of CAC members and alternates. A continuous effort is maintained to inform and interest parents in participating on the committee. Each CAC member will receive information that outlines the duties and responsibilities of the organization.

Refer to appendix F, for a complete description of the CAC in the CAC By-Laws

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:

For Local Plan development, general education administrators will be nominated by the Superintendents' Council. Those general education administrators will choose the general education teachers for the Local Plan committee. Special Education Administrators will be selected by the SELPA Advisory Committee for special education and special education teachers will be nominated by the selected special education administrators. Parents will be selected by the CAC.

The Sonoma County SELPA's process for consulting with special education teachers and administrators will be through the SELPA Advisory Committee. This committee is made up of special education administrators who represent their special education staff. Through monthly meetings during the school year information will be passed from the special education teachers to the SELPA. The process for consulting with general education teachers shall be through the monthly Superintendents' Council meetings. The Council is made up of general education school leaders who represent general education staff and administrators in the SELPA's LEAs. Parents

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who are members of the CAC will be consulted through CAC attendance at the SELPA Advisory Committee meetings.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The Sonoma County Office of Education is designated as the Administrative Unit (AU) for the Sonoma County SELPA. It shall be responsible for functions such as, but not limited to:

1. Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
2. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
3. The employment of staff to support SELPA functions.

The Sonoma County SELPA office 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 regulations.

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:

The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. The SELPA Program Administrator shall develop, agree to and maintain Interagency agreements and/or memorandums of understanding necessary to support the implementation of the local plan, and as required by legal mandates, have been developed with agencies such as Regional Center. Other interagency agreements and/or memorandums of understanding will be developed as needed in support of the local plan. Copies of these documents can 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:

Local education agency boards shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency.
2. By approving the Local Plan, enter into an agreement with other local education agencies

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participating in the plan, for the purpose of delivery of regional services and programs.

3. Review and approve revisions of the Sonoma County SELPA Local Plan for Special Education.
4. Participate in the governance of the Sonoma County SELPA through their designated representative to the Superintendents' Council. The governing boards provide the Superintendents' Council with the authority to act as the board designee to approve and amend policies as necessary.
5. Appointment of members to the SELPA Community Advisory Committee.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

The superintendents of each participating local education agency and executive directors of each LEA charter school shall be responsible for special education programs operated by the agency and for implementing all requirements of the Local Plan. The superintendents shall select the representatives from the superintendents in each area to participate on the Superintendents' Council. These representatives shall be responsible for identifying the preferences and needs of the agencies within their area and for representing those views at the Superintendents' Council.

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

In adopting the Local Plan, each participating local education agency and SCOE agree to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a local education agency of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout Sonoma County.

Local education agency administrators of special education are responsible for the coordination of special education services and programs within their agencies and for the implementation of the Local Plan. The administrators participate on the SELPA Advisory Committee which is given authority by the Superintendents' Council to implement policies and procedures.

Member LEAs may form consortia for special education services. These consortia may be

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operated by a council made up of the member LEAs. Each consortium will be administered by one LEA acting as the AU for the consortium.

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

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The governing boards of each of the participating local education agencies agree to invest the Superintendents' Council with the responsibility of designating an appropriate agency as the Administrative Unit (AU) for the administration of the Local Plan and its implementation. The boards assure that the Superintendents' Council shall identify the need for and designate positions necessary for the operation of the SELPA functions according to this policy.

SELPA Administrator: The fundamental role of the SELPA Administrator is to provide leadership and facilitate the decision making process. The SELPA Administrator's role includes:

- 1. The provision of information, specific services identified by the Superintendents' Council, technical assistance, leadership and dispute resolution. The SELPA Administrator may serve as an agent of member LEAs as requested.
- 2. Representing the interests of the SELPA as a whole without promoting any particular local education agency's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the SELPA Administrator's responsibility to mediate a reasonable resolution of the issue(s).

The Superintendents' Council, with the AU Superintendent, shall conduct an annual evaluation of the SELPA Executive Director per a process that the Superintendents' Council will determine each year to address progress toward attainment of the SELPA's annual goals and performance on the other aspects of the job description. The evaluation will be completed by June 30 each year. The Superintendents' Council shall be assisted in the hiring and selection process by the Administrative Unit. The SELPA Administrator is subject to the Administrative Unit's policies and procedures for day to day operations, but receives direction from, and is responsible to, the Superintendents' Council.

SELPA Staff: In reviewing and approving the SELPA budgets on an annual basis, the Superintendents' Council designates the staffing for the SELPA Office upon recommendation of the SELPA Administrator.

SELPA staff shall be employed by the Administrative Unit and supervised by the SELPA

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Administrator according to the Administrative Unit's policy and practices.

SELPA Program Specialists: The program specialists are employed by the Administrative Unit for employment purposes, and serve the SELPA under the direction of the SELPA Administrator.

The Superintendents' Council designates the number and type of specialists upon recommendation of the SELPA Administrator after review of SELPA budgets. The governing boards of the local education agencies identify the importance of employment of program specialists to provide unique and necessary services to the agencies and to pupils in the SELPA.

Program specialists shall provide the following services:

1. Observe, consult with, and assist, in accordance with local education agency procedures, special education teachers and support staff.
2. Plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities.
3. Assist with local education agency staff development, program development and innovation of special methods and approaches.
4. Provide coordination, consultation and program development in one or more specialized areas of expertise.
5. Upon request, participate in and/or facilitate IEP team meetings where technical assistance is needed.
6. Assist in Alternative Dispute Resolution procedures, mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.
7. Provide ongoing support as needed to the Community Advisory Committee.
8. Provide in-service training and technical assistance for general and special education teachers, administrators, support staff and parents.
9. Assist as a liaison to various community agencies such as Department of Behavioral Health, Department of Human Services, North Bay Regional Center, California Children's Services, and the Probation Department.

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b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Superintendents' Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The Administrative Unit shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Plan. The SELPA Administrator is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

c. The operation of special education programs: education programs:

The governing boards of each of the participating local education agencies agree to invest the Superintendents' Council with the responsibility of designating an appropriate agency as the Administrative Unit (AU) for specific supports of the administration of the Local Plan and its implementation. The AU shall be responsible for receipt of and distribution of any funds for the operation of special education programs in accordance with the provisions of the Education Code Section 56836.

Local education agency administrators of special education are responsible for the coordination of special education services and programs within their agencies and for the implementation of the Local Plan. LEA boards assure that the Superintendents' Council shall identify the need for and designate positions necessary for the operation of the SELPA functions according to this policy.

SELPA Administrator: The fundamental role of the SELPA Administrator is to provide leadership and facilitate the decision making process. The SELPA Administrator's role includes:

1. The provision of information, specific services identified by the Superintendents' Council, technical assistance, leadership and dispute resolution.
2. Representing the interests of the SELPA as a whole without promoting any particular local education agency's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the SELPA Administrator's responsibility to mediate a reasonable resolution of the issue(s).

The Superintendents' Council shall be responsible for the selection, direction, discipline and annual evaluation of the SELPA Administrator, as well as the development and implementation of an employment contract. The Superintendents' Council shall be assisted in the hiring and

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selection process by the Administrative Unit. The SELPA Administrator is subject to the Administrative Unit's policies and procedures for day to day operations, but receives direction from, and is responsible to, the Superintendents' Council.

The evaluation process for the SELPA Administrator is delineated in the SELPA Administrator's employment contract.

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

It is the intent of the SELPA that the needs of students with disabilities, including severe disabilities as identified in the IEP shall be met. Funds allocated for special education programs shall be used for services to students with disabilities.

1. For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services.

2. To develop and implement a fully integrated and coordinated services system.

The AU as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to member LEAs within the SELPA through a sub-grantee process.

The SELPA Administrator, with the assistance of the SELPA Advisory Committee, and the Administrative Unit, shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the Superintendents' Council through the Annual Budget Plan process.

The individual LEAs, along with support from the SELPA Program Administrator, shall ensure that the funds received from part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local, and other Federal funds and not to supplant those funds; and 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 students with disabilities except as provided in Federal law and regulations.

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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:

Following the law which delineates students' eligibility for Low Incidence equipment and services, the Sonoma County SELPA assures that specialized equipment and services are provided to students in the least restrictive environment as dictated by the student's IEP. The SELPA operates an Adaptive Technology Center (ATC) which provides assessment, equipment, and staff training for students eligible for Low Incidence services. Most of the assessments and training are done in the student's classroom or at minimum on the campus where the student attends. The SELPA shall distribute annually the procedures for accessing specialized equipment and services.

The LEA is responsible for providing a student with disabilities who requires the use of an assistive technology device, as noted in their IEP, with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student 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 student ceased to be enrolled in that LEA, whichever occurs first (EC 56040.3).

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; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with

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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)

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)

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)

Policy/Procedure Number:

Document Title:

Document Location:

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"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 a of 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)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

7. Evaluation: 20 USC Section 1412(a)(7)

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

8. Confidentiality: 20 USC Section 1412(a)(8)

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

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

10. Private Schools: 20 USC Section 1412(a)(10)

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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)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

12. Interagency: 20 USC Section 1412(a)(12)

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:

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Yes No

13. Governance: 20 USC Section 1412(a)(13)

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

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and

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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)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds

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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)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

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)

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

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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)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

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 direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

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

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Reference Number:

Document Title:

Document Location:

Description:

2. Coordinated system of identification and assessment:

Reference Number:

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Document Title:

Sonoma County SELPA Local Plan

Document Location:

SELPA Office and Website

Description:

Direct Instructional support provided by the program specialist: While the program specialists will not provide direct instruction to students, they will observe, consult and assist service providers in methods of child find, identification and assessment.

Role of the RLA/AU: Role of the RLA/AU: See Local Plan Section B: Governance

Role of the Administrator of the SELPA: Through coordination of the Local Plan, the SELPA Administrator will ensure each LEA conducts child find activities. The SELPA will provide technical support to LEAs and guidance to parents, as needed. The SELPA will also participate in child find activities by establishing policies and procedures for the member LEAs and ensuring appropriate interagency agreements are in place.

Role of the individual LEAs: Each LEA is responsible for identifying and assessing all students for whom they are responsible.

The governing boards of the Sonoma County SELPA member LEAs assure an ongoing effort to identify all individuals with disabilities including infants, children for whom English is not a primary language, students with low incidence disabilities, students attending private schools, highly mobile children, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The Sonoma County SELPA works closely with a variety of public agencies as appropriate in the identification of individuals with disabilities. Materials are distributed to pediatricians, health care professionals, and other agencies within the SELPA. Each local education agency within the SELPA has established procedures for the identification, location and evaluation of students who may require special education services. Information regarding child find activities is included in the annual notice that is distributed to parents of all children.

Parents, whose primary language is not English, shall be informed of the need to file a written request when a verbal request is made. They shall be informed both verbally and in writing in their primary language, unless to do so is clearly not feasible.

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3. Coordinated system of procedural safeguards:

Reference Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="Sonoma County SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<p>Direct instructional support provided by the program specialists: The program specialists provide alternative dispute resolution with LEAs as requested by parents and LEAs. The program specialist assists parents with filing complaints with the Office of Administrative Hearings when requested. The program specialists also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.</p> <p>Role of the RLA/AU: See Local Plan Section B: Governance</p> <p>Role of the Administrator of the SELPA: The SELPA administrator assures that the SELPA staff provides alternative dispute resolution with LEAs as requested by parents and LEAs. The SELPA administrator also assures that the SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA Administrator also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.</p> <p>Role of the individual LEAs: The LEAs provide procedural safeguards to parents consistent with state and federal law, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.</p>

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

Reference Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="Sonoma County SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>

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Description:

Instructional support provided by the program specialist: While not providing direct instructional support to students, program Specialists will provide support and training for staff and parents on skills development, program development, and innovation in instructional and professional practices, using evidence-based practices.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: On an annual basis input is collected from the Special Education Directors from member LEAs to determine the staff 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 assure the provision of needed training and supports as requested, or determined appropriate, for each LEA, and to parents and guardians, to the extent practicable.

Role of the individual LEAs: LEAs 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.

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

Reference Number:

N/A

Document Title:

Sonoma County SELPA Local Plan

Document Location:

SELPA Office and Website

Instructional support provided by the program specialist: Program Specialists will not provide direct instructional support to students. To achieve goals for students in academic areas, social-emotional learning, and positive behavioral interventions and supports,, the Sonoma County SELPA Program Specialists provide staff development opportunities:

- (1) For special educators, general educators, and families in evidence based curriculum, instruction, and procedures that align with the core curriculum and support optimal progress for students with disabilities.
- (2) That support literacy programs in the areas of reading, writing, speaking and listening with more instructional time, precisely sequenced direct instruction, more coaching and practice, and careful progress monitoring

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Description:

(2) The Sonoma County SELPA will provide instruction and guidance on methods of including students with disabilities in general education classrooms effectively.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator will provide technical assistance and staff development, as requested or determined appropriate. The SELPA Administrator assures that students with disabilities have full access to the Common Core State Standards and all required core curriculum including state adopted core curriculum textbooks and supplementary textbooks as well as instructional materials and support in order for students with disabilities attain higher standards in reading.

Role of the individual LEAs: LEAs will determined their needs for curriculum development and alignment with the core curriculum, based on their local needs, and participate with the SELPA in developing appropriate professional development related to their needs.

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

Reference Number:

N/A

Document Title:

Sonoma County SELPA Local Plan

Document Location:

SELPA Office and Website

Description:

Instructional support provided by the program specialist: Based on SELPA goals, and as requested, the program specialists will evaluate the effectiveness of programs for students with disabilities under the Local Plan. Program Specialists will also assist the Participating LEAs in the development and implementation of program objectives and provide for continuous expert evaluation of the identified objectives to assure that such objectives are effective and in compliance with the intent of the Local Plan.

Role of the RLA/AU: See Local Plan Section B: Governance

Role of the Administrator of the SELPA: Under the guidance of the SELPA Administrator, the Sonoma County SELPA will provide updates to all member LEAs on the effectiveness of the Local Plan by providing

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updates to SELPA annual goals set by the Superintendent's Council. The SELPA staff will conduct ongoing internal reviews of the progress on goals and the Local Plan. The SELPA Administrator will structure and maintain the SELPA Advisory Committee and Superintendent's Council for the purpose of monitoring the program operations of the Local Plan and make recommendations to the SELPA for necessary modifications. The SELPA Administrator will provide for the regular in-service training and staff development of SELPA staff responsible for the operation and conduct of the Local Plan.

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

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quality and integrity. The LEAs will approve the California Longitudinal Pupil Achievement Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Reference Number: N/A

Document Title: Sonoma County SELPA Local Plan

Document Location: SELPA Office and Website

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: N/A

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

It shall be the policy of this SELPA and its LEAs that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

The SELPA will provide services to infants through preschool aged children in accordance with federal and state laws. See Appendix G: Interagency Agreement between Sonoma County SELPA and North Bay Regional Center

Role of the individual LEAs: Through their representative to the Superintendents' Council, the LEAs will approve review and implement interagency agreements as appropriate.

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9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

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Document Location: SELPA Office and Website

Description:

Direct Instructional support provided by the program specialist: The program specialist(s) assure(s) pupils have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA will facilitate the coordination of these services by the Sonoma County Office of Education and designated LEAs.

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. In Sonoma County, students with disabilities placed in a licensed children's institution and served by a local Non-Public School will be served by the Sonoma County Office of Education which will serve as the district of special education accountability.

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

Reference Number: N/A

Document Title: Sonoma County SELPA Local Plan

Document Location: SELPA Office and Website

Direct Instructional support provided by the program specialist: Not applicable

Role of the RLA/AU:

The Sonoma County Office of Education acts as the fiscal agent for participating LEAs as specified in the Plan and law. In this capacity, SCOE receives, compiles, and submits required reports to state and federal agencies and collects state aid funds for regionalized services

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Description:

per Education Code 56836.23 through 56836.25.

Role of the Administrator of the SELPA:
The SELPA Program Administrator will ensure preparation and timely submission of required reports and provide technical assistance to LEAs in completing said reports.

Role of the individual LEAs:
Participating LEAs in the Local Plan shall prepare and submit all necessary and required reports, including fiscal reports, reports on student enrollment, program evaluation, staffing, and program management to the SELPA.

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist-
The program specialist(s) will provide logistical support to the CAC.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA:
The SELPA Program Administrator will provide fiscal and logistical support for CAC meetings, events, and trainings that are approved by the Superintendents' Council when required.

Role of the individual LEAs:
The LEA superintendents through the Superintendents' Council will ensure that the SELPA has appropriate fiscal and logistical support for the CAC. LEA Special Education administrators shall facilitate communication between their CAC representative and their LEA.

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

Reference Number:

Document Title:

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Document Location: SELPA Office and Website

Description:

Direct Instructional support provided by the program specialist:
The program specialist(s) will provide staff development as needed or requested by member LEAs.

Role of the RLA/AU: Not applicable

Role of the Administrator of the SELPA:
The SELPA Program Administrator will provide technical assistance as needed or requested by LEAs.

Role of the individual LEAs:
Each individual LEA will be responsible for providing transportation for their students with disabilities as determined by their IEP teams.

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

Reference Number: N/A

Document Title: Sonoma County SELPA Local Plan

Document Location: SELPA Office and Website

Description:

Direct Instructional support provided by the program specialist:
The program specialist(s) will support staff development, program development, and innovation of special methods and approaches. The program specialist(s) will collaborate with outside agencies to support transition as needed or requested.

Role of the RLA/AU: Not applicable

Role of the Administrator of the SELPA:
The SELPA Administrator will provide staff and professional development and technical assistance as needed or requested. The SELPA Administrator will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate.

Role of Individual LEAs:
Individual LEAs will provide appropriate career and vocational education and transition services as required under state and federal law as appropriate. LEAs will also coordinate with local agencies (e.g.,

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15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Description:

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.

Reference Number:

Document Title:

Document Location:

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applicable

Role of the RLA/AU: The AU will work collaboratively with the SELPA to ensure that the distribution of funds are in alignment with the Funding Allocation Plan. The AU shall be responsible for functions including, but not limited to:

- Receipt and distribution of any funds for the operation of special education programs to appropriate accounts.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

Role of the Administrator of the SELPA:
The SELPA Program Administrator will

- Ensure that the distribution and allocation of funds to member LEAs is in alignment with the Funding Allocation Plan.
- Review, monitor and submit required fiscal reports as identified by the California Department of Education.
- Review and submit the Annual Budget Plan

Role of the individual LEAs:
The individual LEAs through representation to the Superintendents' Council, determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will submit required fiscal reports as required by state and federal law.

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

Reference Number: N/A

Document Title: Sonoma County SELPA Local Plan

Document Location: SELPA Office and Website

Direct Instructional support provided by the program specialist:
Under the direction of the SELPA Program Administrator, direct instructional program support that may be provided by the program specialist(s) which shall include, but are not limited to:

- 1) Observe, consult with, and assist, in accordance with local education agency procedures, special education teachers and support staff.
- (2) Utilize evidence-based data to plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities.

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(3) Assist with local education agency staff development, program development and innovation of special methods and approaches.
 (4) Provide coordination, consultation and program development in one or more specialized areas of expertise.
 (5) Where possible, participate in ADR activities and/or conduct IEP team meetings where technical assistance is needed.
 (6) Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.
 (7) Assist in developing training for parents and members of the Community Advisory Committee.
 (8) Provide in-service training and technical assistance for general and special education teachers, administrators, support staff and parents
 (9) Assist as a liaison to various community agencies.
 (10) Coordinate the assessment of student needs for assistive technology or specialized in the least restrictive environment.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA:
 The SELPA Program Administrator will supervise and evaluate the SELPA program specialist(s) and provide training and guidance to the program specialist(s) as need.

Role of the individual LEAs:
 The program specialist(s) will provide direct instructional support to LEAs as requested or determined necessary.

Special Education Local Plan Area Services

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

Reference Number:	N/A
Document Title:	Local Plan Appendix G, Interagency Agreements, and Appendix H, Transition from Part C to Part B
Document Location:	SELPA Office and Website
	The Sonoma County SELPA acts as the regional provider for Early Start services for all member Local Educational Agencies (LEAs) in

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conjunction with the North Bay Regional Center and the Early Learning Institute. These agencies serve low incidence (visually, hearing, or orthopedically impaired) identified children birth-3 years of age, providing service coordination and special education and related services. The agencies work together to assure timely referrals are made to the appropriate agency.

(See Memorandum of Understanding between the Sonoma County SELPA and the North Bay Regional Center related to services for children aged birth to three years). For a listing of programs and/or services for children aged three through five years of age, refer to the Annual Service Plan.

Referrals for students ages 3, 4, and 5 who are not in transitional kindergarten or kindergarten are made to the child's school district of residence/special education accountability. Referrals for assessment may be received from parents, pediatricians, social workers or other community members. Parents will receive either an Assessment Plan or Prior Written Notice within 15 days of the referral. If an Assessment Plan is signed by the parent/guardian, the assessment will be completed within 60 days of receipt by the LEA.

Preschool special education services are provided to students with IEPs in a variety of ways according to LEA procedures. Some LEAs offer individual and small group instruction in special education class settings. Trans-disciplinary teams share their expertise, working with parents, in assessing, identifying and addressing the needs of preschool-age children. LEAs may work collaboratively and in consortia to provide regionalized preschool services and/or programs within the SELPA. Some 3, 4 and 5-year old preschoolers with disabilities are enrolled in state preschool programs or Head Start as part of their IEP and receive special education and related services to support progress in that setting. The IEP team may determine that some preschoolers who are eligible for special education do not require individual and small group instruction to address their special education needs.

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:

Reference Number:	N/A
Document Title:	SELPA Local Plan Section B: Governance
Document Location:	SELPA Office and Website

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Description:

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment will be available to the general public, including individuals with disabilities and parents of children with disabilities, which are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

The Superintendents' Council, CAC, and SELPA Advisory Committee shall meet on a regular basis according to Brown Act requirements. The Superintendents' Council shall receive and act upon information provided by the SELPA Advisory Committee, Community Advisory Committee, and the SELPA Administrator to assist in the administration of the SELPA. Members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the plan, may address questions or concerns to the SELPA Advisory Committee, CAC, or Superintendents' Council at a regularly scheduled meeting.

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 to the Superintendents' Council. Upon approval by the Superintendents' Council, these documents shall be submitted to the LEAs and the California Department of Education.

All business meetings of the Superintendents' Council, SELPA Advisory Committee, and CAC, shall be open to the public. The only exceptions are those meetings or portions of meetings which may be held in closed session under the provisions of the Ralph M. Brown Act, such as a closed personnel session.

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:

Reference Number:

Document Title:

Document Location:

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distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the Superintendents' Council that issues be resolved at the lowest level possible in the governance structure outlined in the Local Plan. The Superintendents' Council is considered to be the board of last resort. This policy is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority. If a local education agency disagrees with a decision or practice of another agency or the SELPA Office, that local education agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Administrator, or his/her designee, or Chair of the Superintendents' Council or the services of a neutral mediator from outside the SELPA. In the event the issue has not been resolved, either party may request review by the Superintendents' Council. If either party disagrees with the recommendation of the Superintendents' Council, the parties may pursue a hearing on the issues and resolution with the Superintendents' Council. The decision of the Superintendents' Council shall be final.

All LEA boards must approve the Local Plan for final submission to the State. If any LEA board fails to approve the Local Plan, that board shall notify all other participating agencies of the reason for not approving the plan and request that the Administrative Unit (AU) Superintendent or designee conduct a hearing on the merits of the local board's objections and negotiate a settlement. If negotiations cannot be settled, the superintendent shall convene a three-person panel as follows: (1) one person selected by the LEA objecting to the plan, (2) one person selected by one of the LEAs agreeing to the plan, and (3) one person selected by mutual agreement of the other two appointees within five days. The panel's decision shall be given to the Superintendents' Council to make a final determination of outcome. The decision of the Superintendents' Council will be binding for all parties involved in the dispute.

- 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:

Reference Number: N/A

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Document Title:

Document Location:

Description:

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:

Reference Number:

Document Title:

Document Location:

Each LEA shall oversee and evaluate all placements in nonpublic, nonsectarian schools. The LEA shall follow the guidelines in EC 56366.1 (a)(4) which currently include:

- Annually verify the NPS has conducted training pursuant to EC 56366.1 (a)(4)
- Conduct one onsite visit to the NPS prior to placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement
- Conduct one onsite monitoring visit each school year that the LEA has a pupil attending and which it maintains a master contract. The monitoring visit shall include:
 - o A review of services provided to the pupil through the individual

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service agreement between the LEA and NPS

- o A review of progress the pupil is making toward the goals in the IEP
- o A review of progress the pupil is making toward the goals set forth in the pupil's behavior intervention plan, should one be included in the IEP
- o Observation of the pupil during instruction
- o Conduct a walkthrough of the facility

- The onsite monitoring visit shall be documented in a report to be submitted to the CDE within 60 calendar days of the visit
- The local education agency representative shall review the master contract, the individual services agreement and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Should either the content of EC 56366.1 (a)(4) change or the regulations and guidelines provided by CDE to support this part of the law change then these written processes in this Local Plan will change accordingly.

The IEP team shall consider the onsite monitoring visit report when evaluating whether the student is making appropriate educational progress at the NPS.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in EC 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041)

Reference Number: N/A

Document Title: Local Plan Appendix K: Incarcerated Youth in County Jail

Document Location: SELPA Office and Website

SELPA

Sonoma County SELPA

Fiscal Year

2020-21

Description:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040)

It is the responsibility of the District of Residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041).

The LEAs of the SELPA shall:

- Seek out eligible adults residing within its boundaries
- Review and revise IEPs as necessary, including conducting annual reviews
- Determine whether the qualified individual wishes to receive FAPE and if so ensure FAPE is provided with consent

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons:

- Eligible individuals are exempt from
 - o State and LEA-wide assessment programs
 - o Transition Planning and transition services
 - o IEP team may modify the individual's IEP or placement notwithstanding the least restrictive environment requirement if there is a security or compelling penological interest that cannot otherwise be accommodated.

SONOMA STATE UNIVERSITY



School of Education
1801 East Cotati Ave
Rohnert Park, CA 94928
(707) 664-3115
www.sonoma.edu/education/

June 8, 2020

Superintendent David Rose
Gravenstein Union School District
725 Bloomfield Road
Sebastopol, CA. 95472

Dear Superintendent Rose:

Enclosed please find a copy of the student teaching agreement between Sonoma State University and Gravenstein Union School District from July 1, 2020 through June 30, 2022.

As you review the enclosed student teaching agreement, please pay particular attention to #1, paragraphs 2 and 3 under GENERAL TERMS AND CONDITIONS. Based on recent changes to clinical practices requirements from the California Commission for Teacher Credentialing, we are including the criteria which reflect these changes, detailed in their entirety in Addendum A, Standard 3: Clinical Practice.

In addition, #3 under GENERAL TERMS AND CONDITIONS has been expanded to include specific requirements for student teachers performing the solo or co-teaching portion of their clinical practice.

Following your review and approval, please, certify and sign the attached contract and return either electronically to: credentials.office@sonoma.edu, or you can mail it in the enclosed envelope. As soon as the contract has been signed by Sonoma State's Buyer, you will receive a fully executed, signed copy for your records. The contract will be sent electronically to your email address. Your prompt attention would be appreciated.

We greatly value the collaborations we have with your district.

Sincerely,

A handwritten signature in cursive script that reads "Gayle Graff".

Gayle Graff
Administrative Manager
Enclosures

**SONOMA STATE UNIVERSITY
STUDENT TEACHING AGREEMENT**

THIS AGREEMENT entered into by and between the Trustees of the California State University, on behalf of the State of California, through Sonoma State University, hereinafter called University and **Gravenstein Union School District**, hereinafter called the District:

WITNESSETH

WHEREAS, the District is authorized to enter into agreements with the University, to provide teaching experience through practice teaching to students enrolled in teacher training curricula of the State University; and

WHEREAS, any such agreement may provide for the payment for the services rendered by the District of an amount not to exceed the actual cost to the District of the services rendered; and

WHEREAS, it has been determined between the parties hereto that the payments to be made to the District under this agreement do not exceed the actual cost to the District of the services rendered by the District; and

WHEREAS, the honorarium or payment provided herein is intended to be transmitted promptly by the District to the supervising teacher (hereafter referred to as District Employed Supervisor) as compensation for and recognition of services performed for the student teacher in the supervisory teacher's charge;

NOW, THEREFORE, it is mutually agreed between the University and the District as follows:

SPECIAL PROVISIONS

The term of the Agreement is from July 1, 2020 through June 30, 2022.

Pending no further budget reductions, the University shall pay District for such completed services at the RATE AND AMOUNT OF \$100.00 per full-time student teacher (10 or more units).

GENERAL TERMS AND CONDITIONS

1. The District shall provide to Sonoma State University students, teaching experience through practice teaching in schools and classes of the District not to exceed the units of practice teaching set forth in the Special Provisions. Such practice teaching shall be provided in such schools or classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and the University through their duly authorized representative may agree upon.

As required by State law, the student teacher will be completing a teacher performance assessment (e.g. CalTPA, EdTPA) to demonstrate proficiency on the California Teacher Performance Expectations. The terms of this process will be provided to the District in a separate notice.

As required by State law, participating districts and the associated District Employed Supervisors must meet the requirement set forth by the California Commission for Teacher Credentialing with regard to clinical practice* including:

- a. Criteria for School Placements
- b. Criteria for the Selection and Training of District Employed Supervisors
- c. Criteria for the supervision and evaluation of student teachers

*CTC clinical practice criteria is detailed in Addendum A and can be accessed via the following link:

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/prelimmsstandard-pdf.pdf?sfvrsn=a35b06c_2

The District may, for good cause, refuse to accept for practice teaching any student of Sonoma State University assigned to practice teaching in the District, and upon request of the District, made for good cause, the University shall terminate the assignment of any student of Sonoma State University to practice teaching in the District.

"Practice teaching" as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District holding valid credentials issued by the State Board of Education authorizing them to serve as classroom teachers in the schools or classes in which the practice teaching is provided.

2. The University will pay the District for the performance by the District of all services required to be performed under this agreement at the rates set forth in the Special Provisions for each semester unit of practice teaching.

3. An assignment of a student of Sonoma State University to practice teaching in schools or classes of the District shall be, at the discretion of the University, either for approximately nine (9) weeks or for approximately eighteen (18) weeks, but a student may be given more than one assignment by Sonoma State University to practice teaching in such schools or classes. Student teaching must include a minimum of four weeks of solo or co-teaching or its equivalent. Students who are working in private schools and seeking a credential are required to complete a substantive clinical experience in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of the California's student population.

The assignment of a student of Sonoma State University to practice teaching in the district shall be deemed to be effective for purposes of this agreement as of the date the student presents to the proper authorities of the District the assignment card or other document given the student by Sonoma State University effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

In the event the assignment of a student of Sonoma State University to practice teaching is terminated by Sonoma State University for any reason, the District shall receive payment on account of such student except that if such assignment is terminated before the end of the ninth week of the term of the assignment, the District shall receive payment for an assignment for nine (9) weeks only. If a student is assigned by Sonoma State University to another teacher of the District after an assignment has become effective, this shall be considered for payment purposes as an entirely new and separate assignment.

Absences of a student from assigned practice teaching shall not be counted as absences in computing the semester units of practice teaching provided the student by the District.

4. Within a reasonable time following the close of each semester of Sonoma State University, Sonoma State University shall pay the District at the rate provided herein, for all units of practice teaching provided by the District under and in accordance with this agreement during said semester. The University will pay the amount of such invoice from monies made available for such purpose by or pursuant to the laws of the State of California.

5. Notwithstanding any other provisions of this agreement, the University shall not be obligated by this agreement to pay the District any amount in excess of the total sum set forth in the Special Provisions.

6. Workers' Compensation benefits as required by law. University agrees to provide Workers' Compensation coverage for students during a practice teaching assignment with the District.

7. Before assigning student to District, Sonoma State University will instruct such student on applicable University and federal laws relating to unlawful discrimination (including harassment).

8. Sonoma State University (University) shall be responsible for damages caused by the negligence of its officers, agents and employees occurring in the performance of this event. District shall be responsible for damages caused by the negligence of its officers, agents and employees occurring in the performance of this event. It is the intention of University and School District that the provision of this paragraph be interpreted to impose on each party responsibility for the negligence of their respective officers, agents, and employees.

9. All new University credential program admits must present a valid negative TB test, file for a Certificate of Clearance and complete the Legal Seminar requirement prior to beginning the Credential Program and enrolling in participant observation. Proof of a substitute-teaching permit will suffice for Certificate of Clearance and TB requirements.

10. All University students advancing to Full Time Student Teaching, must have a Certificate of Clearance, a valid Negative TB test and documentation of completion of the Legal Seminar requirements on file with University, in the student's record prior to the first day of the semester of Full Time Student Teaching.

Pending no further budget reductions, all District Employed Supervisor (Master Teacher) stipends will be paid at the rate of \$100 per full-time student teacher (10 or more units). Only the following courses will receive stipends:

Program	Course Number	Units	Amount \$
Single Subject	458	12	100.00
Special Education (Mild/Moderate)	465	10	100.00
Special Education (Moderate/Severe)	467	10	100.00
Multiple Subject	482	10	100.00

STATE OF CALIFORNIA

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY

SONOMA STATE UNIVERSITY
1801 East Cotati Avenue
Rohnert Park, CA 94928

BY: _____

Carolyn Faulconer
Administration and Finance

and

Gravenstein Union School District
3840 Twig Avenue
Sebastopol, CA. 95472

BY: _____

TITLE: _____

CERTIFICATION

I, the duly appointed and acting Clerk or Secretary of the Governing Board of the School District listed below, do hereby certify that the following is a true and exact copy of a portion of the Minutes of the regular meeting of said Board held on 6/18/2020 (month/day/year)

"It was moved, seconded and carried that the attached contract with Sonoma State University, whereby the University may assign students to the schools in the School District for practice teaching, be approved; and the Clerk is hereby authorized to execute the same."

Gravenstein Union School District
(DISTRICT)

Sonoma
(COUNTY)

By: _____
Clerk, ~~Secretary~~ (strike one) of the Governing Board of the School District



SONOMA STATE UNIVERSITY

Office of the Dean
School of Education
(707) 664-2132
(707) 664-2483 FAX

April 5, 2020

To: All School Districts Hosting Teacher or Administrative Service Candidates from Sonoma State University
From: David England, Interim Dean, School of Education, Sonoma State University
Re: Performance Assessment Requirements

In compliance with the state requirement that (1) all teacher candidates in Multiple Subject and Single Subject Credential programs complete a Teaching Performance Assessment and that (2) all candidates in Administrative Services Credential programs complete an Administrator Performance Assessment, pursuant to SB 2042 and SB 1209, Sonoma State University has adopted the State approved CalTPA for multiple subjects, edTPA for single subject, and CalAPA for administrative services. Under these performance assessments, credential candidates complete activities in their clinical practice assignment that reflect the authentic work of teachers or administrators. These activities include, but not limited to, lesson (for teachers) or community of practice (for administrators) planning, analysis and reflection of teaching or facilitation, and analysis of student work/data. Candidates video record targeted segments from their teaching or facilitation and submit these videoclips along with artifacts and commentary to demonstrate the required competencies. The candidates all receive clear and accurate information about (1) the competencies called for in the performance assessment, (2) the requirements associated with passing the performance assessment, (3) the types of support that can and cannot receive, (4) the appropriate use of materials submitted, and (4) the requirement of passing the performance assessment to be recommended for a preliminary credential. Sonoma State implements support activities so that all candidates are prepared for the performance assessment. For some of these support activities, program instructors, mentors/support providers, or supervisors may ask candidates throughout the year to

videotape portions of their teaching for analysis and reflection. In light of these components Sonoma State would like to advise school districts, schools, and their professional staff of the following:

1. The candidates have been trained and understand that in their written descriptions of the student (multiple and single subject) or educator (administrative services) learning process they may not use information that would individually identify any individual. The confidentiality rights of students are understood and will be fully honored.
2. Video Clip. As part of this portion of performance assessment and program support activities, students will undoubtedly appear in the videotape of the demonstrated lesson for multiple and single subject candidates. Students, although less likely, may also appear in the videotape for administrative services candidates. Therefore it will be important that parents have given their permission for their students to participate and be viewed in the video clip. Many districts already have in place a release from parents for children to participate in photo events by way of a general release that parents sign at the beginning of the school year. In the event that your district does not have that process in place or it is unclear about its application to this situation we have attached a release that can be distributed to children so that they can take it home and have their parents review and authorize their being viewed in the video clip. The releases will be maintained in the students' cumulative files. The student teacher in coordination with their resident/mentor teacher will be responsible for ensuring that the only children that are seen in the video clip are those children for whom an authorization has been received.
3. Another aspect of the video clip for the performance assessment and support activities is the actual taping of the demonstrated lesson or meeting. Candidates will work with their resident/mentor teachers to determine the best practice for doing this. Candidates will have access to appropriate equipment through Sonoma State and the actual videotaping can either be done by way of a tripod or a volunteer camera person which might include the resident/mentor teacher. Again, the process for this will be done in a coordinated effort between the candidate

Should you have any questions concerning the performance assessment requirement of the California Department of Education and the Commission on Teacher Credentialing, I encourage you to call CDE at 916-319-0800 or CCTC at 916-445-7254.

Copies of the Video Permission form, in English and Spanish are enclosed. We thank you in advance for your wonderful cooperation in providing our student teachers with this important opportunity to learn and develop their skills as teachers.

Standard 3: Clinical Practice

A. Organization of Clinical Practice Experiences

The program's Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms. Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice across the arc of the program. The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom.

Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for an additional 150 hours.

Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.

The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.

B. Criteria for School Placements

Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

C. Criteria for the Selection of Program Supervisors

The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and

should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

D. Criteria for the Selection of District-Employed Supervisors (also may be known as the cooperating teacher, master teacher or on-site mentor)

The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.

Citation: Preliminary Multiple and Single Subject Credential Program Standards. Commission on Teacher Credentialing Program Handbook. Revised June 22, 2017. Located at:

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/prelimmsstandard-pdf.pdf?sfvrsn=a35b06c_2

RELEASE FORM

Sonoma State University
School of Education

PARENT/GUARDIAN RELEASE FORM FOR PHOTOGRAPHS,
FILMS, SLIDES, VIDEO AND AUDIO TAPE RECORDINGS OF
PUPILS ENROLLED IN _____ SCHOOLS

Pupil's Name: _____

Classroom Teacher: _____ Grade: _____

School: _____

School Year: _____

You have my permission for film, video and audio tape recordings, slides and photographs to be made of my son/daughter in classroom activities, assessment and other school activities. I understand that the films, video and audio tape recordings, slides and/or photographs are being produced for educational purposes for the candidate working in my student's classroom. Such records shall only be used for the following: to record and evaluate the Credential Candidate teaching or working with students in their classroom placement. Such record will be used as part of a performance assessment of the candidate by Sonoma State University that is required by State law.

_____ Yes, I give my consent.

_____ No, I do not give my consent.

Parent/Guardian Signature: _____

Date: _____

After signing, please return to ⁵⁵ your child's teacher. Thank you.

FORMA DE PERMISO

Universidad Estatal de Sonoma
Escuela de Educación

FORMA DE PERMISO PARA PADRES/GUARDIANES PARA FOTOGRAFIA,
PELICULAS, DIAPOSITIVAS, GRABACIONES DE AUDIO CASETE Y VIDEO
DE ESTUDIANTES MATRICULADOS EN ESCUELAS DE _____

Nombre del Estudiante: _____

Maestro/a: _____ Grado: _____

Escuela: _____

Año Escolar: _____

Usted tiene mi permiso para tomar película, grabaciones de audio y de vídeo, diapositivas y fotografías de mi hijo/a en las actividades del salón de clase, evaluaciones y otras actividades escolares. Entiendo que las películas, las grabaciones de audio y de vídeo, las diapositivas y/o fotografías se producirán solamente con propósito educativo para el estudiante que está haciendo su práctica en el salón de clase de mi hijo/a. Tales expedientes serán utilizados únicamente para lo siguiente: para registrar y evaluar a los estudiantes que son candidatos para maestros quienes son colocados en el salón de clase. Tal expediente será utilizado como parte de una evaluación del desempeño del candidato por la Universidad Estatal de Sonoma que es requerido por ley Estatal.

_____ Si, doy mi permiso.

_____ No doy mi permiso.

Firma del Padre/Guardián: _____

Fecha: _____

Favor de devolver después de firmar al maestro de su hijo/a. Gracias.

**Adopted Budget
 2020-21 Budget Attachment
 Balances in Excess of Minimum Reserve Requirements**

Reasons for Assigned and Unassigned Ending Fund Balances In Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances

Form	Fund	2020-21 Budget	Objects 9780/9789/9790
01	General Fund	\$7,457,758.23	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$542,995.00	Form 17
Total Assigned and Unassigned Ending Fund Balances		\$8,000,753.23	
District Standard Reserve Level		4%	Form 01CS Line 10B-4
Less District Minimum Reserve for Economic Uncertainties		\$350,186.00	Form 01CS Line 10B-7
Remaining Balance to Substantiate Need		\$7,650,567.23	

Reasons for Fund Balances In Excess of Minimum Reserve for Economic Uncertainties

Form	Fund	2020-21 Budget	Description of Need
01	General Fund	\$350,000.00	Textbook Adoptions Multi Year
01	General Fund	\$250,000.00	Facilities Master Plan Approved Projects
01	General Fund	\$110,000.00	STRS & PERS Increases 2 Years
01	General Fund	\$1,500,000.00	Program Stabilization Enrichments Reserve 5 Years
01	General Fund	\$2,000,000.00	Rainy Day Reserve Current Year
01	General Fund	\$2,800,000.00	Reserve for 2021-2022 & 2022-23 (Economic Stability)
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$300,000.00	Excess Special Education Expense Reserve 3 Year
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$242,995.00	Home to School Transportation Expense Reserve 5 Year

Insert Lines above as needed

Total of Substantiated Needs \$7,552,995.00

Remaining Unsubstantiated Balance \$97,572.23

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

**BEFORE THE BOARD OF EDUCATION
GRAVENSTEIN UNION SCHOOL DISTRICT
SONOMA COUNTY, CALIFORNIA**

**RESOLUTION #200618-1
ONGOING MAJOR MAINTENANCE PLAN**

WHEREAS, Education Code §17070.75 and Education Code §17070.77 requires School District Governing Boards (“School Board”) applying for funds through the State’s Facility Bond Program to certify, as part of the School District (the “District”) annual budget process, that it is in compliance with completing ongoing and major maintenance plan requirements; and

WHEREAS, the School Board desires to maintain a plan for major maintenance to include all actions necessary to keep roofing, siding, painting, floor and window coverings, fixtures, cabinets, heating and cooling systems, landscaping, fences, and other items designated in good repair;

NOW, THEREFORE, be it resolved that the School Board of the Gravenstein Union School District hereby certify that the plan includes and is being implemented with all of the following components:

- (1) Be it resolved that the District will identify the major maintenance needs for the projects; and,
- (2) Be it resolved that the District will provide a schedule for completing the major maintenance needs; and,
- (3) Be it resolved that the District will provides an estimated cost for completing scheduled major maintenance needs; and,
- (4) Be it resolved that the District will establish a restricted fund within the General Fund that is funded at a minimum of 3% of the total general fund’s annual expenditures for each fiscal year with the District not needing to expend all of its annual allocation for ongoing and major maintenance in the year in which it is deposited if the cost of major maintenance requires that the allocation be carried over into another fiscal year. However, any state funds carried over into a subsequent year may not be counted toward the annual minimum contribution by the school district.; and,
- (5) Be it resolved that the District will review the plan annually as part of the district’s annual budget process, and update, as needed, the major maintenance needs, the estimates of expected costs, and any adjustments in funding the fund; and,
- (6) Be it resolved that the District will make the plan available for public inspection at the office of superintendent of the District during the work hours of the District; and,

- (7) Be it resolved that provisions will be provided in the District's annual budget for the reserve that contains the total funding available for scheduled major maintenance needs as specified in the plan, and an explanation if this amount of the reserve is less than that specified in the plan.

PASSED AND ADOPTED by the Board of Trustees of the Gravenstein Union School District on June 18, 2020, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

Steve Schwartz, President
Gravenstein Union School Board

Gregory Appling, Clerk
Gravenstein Union School Board

CA Educ Code § 17070.75

(a) The board shall require the school district to make all necessary repairs, renewals, and replacements to ensure that a project is at all times maintained in good repair, working order, and condition. All costs incurred for this purpose shall be borne by the school district.

(b) In order to ensure compliance with subdivision (a) and to encourage school districts to maintain all buildings under their control, the board shall require an applicant school district to do all of the following before the approval of a project:

(1) Establish a restricted account within the general fund of the school district for the exclusive purpose of providing moneys for ongoing and major maintenance of school buildings, according the highest priority to funding for the purposes set forth in subdivision (a). Funds in the account may be used for drought mitigation purposes related to the implementation of Executive Order B-29-15.

(2) (A) Agree to deposit into the account established pursuant to paragraph (1), in each fiscal year for 20 years after receipt of funds under this chapter, a minimum amount equal to or greater than 3 percent of the total general fund expenditures of the applicant school district, including other financing uses, for that fiscal year.

(B) Notwithstanding subparagraph (A), for the 2015–16 and 2016–17 fiscal years, the minimum amount required to be deposited into the account established pursuant to paragraph (1) shall be the lesser of the following amounts:

(i) Three percent of the total general fund expenditures for that fiscal year.

(ii) The amount that the school district deposited into the account in the 2014–15 fiscal year.

(C) Notwithstanding subparagraph (A), for the 2017–18 to 2019–20 fiscal years, inclusive, the minimum amount required to be deposited into the account established pursuant to paragraph (1) shall be the greater of the following amounts:

(i) The lesser of 3 percent of the general fund expenditures for that fiscal year or the amount that the school district deposited into the account in the 2014–15 fiscal year.

(ii) Two percent of the total general fund expenditures of the applicant school district for that fiscal year.

(D) A school district contribution to the account may be provided in lieu of meeting the ongoing maintenance requirements pursuant to Section 17014 to the extent the funds are used for purposes established in that section. A school district that serves as the administrative unit for a special education local plan area may elect to exclude from its total general fund expenditures, for purposes of this paragraph, the distribution of revenues that are passed through to participating members of the special education local plan area.

(E) This paragraph applies only to the following school districts:

(i) High school districts with an average daily attendance greater than 300 pupils.

(ii) Elementary school districts with an average daily attendance greater than 900 pupils.

(iii) Unified school districts with an average daily attendance greater than 1,200 pupils.

(F) It is the intent of the Legislature that a school district shall be required to comply with the requirements of subparagraph (A) in the year in which the local control funding formula is fully implemented.

(3) Certify that it has publicly approved an ongoing and major maintenance plan that outlines the use of the funds deposited, or to be deposited, pursuant to paragraph (2). The plan may provide that the school district need not expend all of its annual allocation for ongoing and major maintenance in the year in which it is deposited if the cost of major maintenance requires that the allocation be carried over into another fiscal year. However, any state funds carried over into a subsequent year may not be counted toward the annual minimum contribution by the school district.

(c) A school district to which paragraph (2) of subdivision (b) does not apply shall certify to the board that it can reasonably maintain its facilities with a lesser level of maintenance.

(d) For purposes of calculating a county office of education requirement pursuant to this section, the applicable maintenance requirement specified in paragraph (2) of subdivision (b) shall be based upon the county office of education general fund less any restricted accounts.

(e) (1) This subdivision shall only apply to a school district that received funds pursuant to this chapter equal to or greater than 10 percent of the State School Facilities Funds of 1998, 2002, 2004, and 2006.

(2) Notwithstanding subparagraphs (B) and (C) of paragraph (2) of subdivision (b), a school district shall comply with the requirements of subparagraph (A) of paragraph (2) of subdivision (b) if the amount available in any fiscal year for the public school system pursuant to Section 8 of Article XVI of the California Constitution is equal to or greater than the amount available in the prior fiscal year, unless a school district has locally negotiated an alternative minimum annual deposit percentage in a collective bargaining agreement with the representatives of the school district's skilled crafts employees.

(3) Under no circumstances shall a school district deposit less than the amounts required in subparagraphs (B) and (C) of paragraph (2) of subdivision (b).

(4) This subdivision shall be operative from July 1, 2015, until June 30, 2020.

CA Educ Code § 17070.77

(a) For each project funded after January 1, 2002, the board shall require the applicant school district governing board to certify, as part of the school district's annual budget process and beginning in the fiscal year in which the project is funded by the state, that it is in compliance with the plan adopted pursuant to paragraph (3) of subdivision (b) of Section 17070.75 for completing major maintenance requirements for the project.

(b) For purposes of this chapter, the term "major maintenance" means all actions necessary to keep roofing, siding, painting, floor and window coverings, fixtures, cabinets, heating and cooling systems, landscaping, fences, and other items designated by the governing board of the school district in good repair.

(c) The board shall require the school district's governing board to certify that the plan includes and is being implemented with all of the following components:

- (1) Identification of the major maintenance needs for the project.
- (2) Specification of a schedule for completing the major maintenance.
- (3) Specification of a current cost estimate for the scheduled major maintenance needs.
- (4) Specification of the school district's schedule for funding a reserve to pay for the scheduled major maintenance needs.
- (5) Review of the plan annually, as a part of the school district's annual budget process, and update, as needed, the major maintenance needs, the estimates of expected costs, and any adjustments in funding the reserve.
- (6) Availability for public inspection of the original plan, and all updated versions of the plan, at the office of the superintendent of the school district during the working hours of the school district.
- (7) Provision in the school district's annual budget for the reserve that contains the total funding available for scheduled major maintenance needs as specified in the updated plan, and an explanation if this amount of the reserve is less than that specified in the updated plan.

(Added by Stats. 2001, Ch. 194, Sec. 1. Effective January 1, 2002.)

Draft

Effective July 1, 2020

Gravenstein Union School District Management Salary Schedule

Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step Increase
School Counselor	183	\$ 70,450	\$ 72,176	\$ 73,944	\$ 75,756	\$ 77,612	\$ 79,513	\$ 81,462	\$ 83,457	\$ 85,502	\$ 87,597	\$ 89,743	2.45%
Daily Rate		\$ 384.97	\$ 394.40	\$ 404.07	\$ 413.97	\$ 424.11	\$ 434.50	\$ 445.15	\$ 456.05	\$ 467.22	\$ 478.67	\$ 490.40	
Mental Health Coordinator	204	\$ 59,064	\$ 60,511	\$ 61,994	\$ 63,512	\$ 65,068	\$ 66,663	\$ 68,296	\$ 69,969	\$ 71,683	\$ 73,440	\$ 75,239	2.45%
Daily Rate		\$ 289.53	\$ 296.62	\$ 303.89	\$ 311.34	\$ 318.96	\$ 326.78	\$ 334.78	\$ 342.99	\$ 351.39	\$ 360.00	\$ 368.82	
Principal	210	\$ 112,064	\$ 114,810	\$ 117,622	\$ 120,504	\$ 123,457	\$ 126,481	\$ 129,580	\$ 132,755	\$ 136,007	\$ 139,339	\$ 142,753	2.45%
Daily Rate		\$ 533.64	\$ 546.71	\$ 560.11	\$ 573.83	\$ 587.89	\$ 602.29	\$ 617.05	\$ 632.17	\$ 647.65	\$ 663.52	\$ 679.78	
Superintendent	225	\$ 147,290	\$ 150,899	\$ 154,596	\$ 158,383	\$ 162,264	\$ 166,239	\$ 170,312	\$ 174,485	\$ 178,759	\$ 183,139	\$ 187,626	2.45%
Daily Rate		\$ 654.62	\$ 670.66	\$ 687.09	\$ 703.93	\$ 721.17	\$ 738.84	\$ 756.94	\$ 775.49	\$ 794.49	\$ 813.95	\$ 833.89	
CBO	260	\$ 111,488	\$ 114,219	\$ 117,018	\$ 119,885	\$ 124,224	\$ 127,267	\$ 130,386	\$ 133,580	\$ 136,853	\$ 140,206	\$ 143,641	2.45%
Daily Rate		\$ 428.80	\$ 439.31	\$ 450.07	\$ 461.10	\$ 477.78	\$ 489.49	\$ 501.48	\$ 513.77	\$ 526.36	\$ 539.25	\$ 552.46	

Doctorate Stipend: \$1,000 per year

Master Stipend \$1,000 per year

Longevity Five years after completing step 11, longevity increase of an additional \$60 per month, and an additional \$60 per month every 5th year there after.

Board Approved:

Note #

- 1) All step increases are 2.45%
- 2) CBO salary schedule for 2019/20 contained a one year "me too" increase for step 5, subsequent steps are at 2.45% (effective 7/1/2019)
- 3) A "me too" 3% increase over prior year has already been approved by the Board and has been included in step 1 of each position, (effective 7/1/2020)

For 20-21 : + 20,980

ANNUAL BUDGET REPORT:
July 1, 2020 Budget Adoption

Insert "X" in applicable boxes:

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Public Hearing:

Place: Gravenstein Union School District
Date: June 04, 2020

Place: Gravenstein Union School District
Date: June 11, 2019
Time: 05:00 PM

Adoption Date: June 18, 2020

Signed: _____
Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Wanda Holden

Telephone: 707-823-7008

Title: Chief Business Officer

E-mail: wholden@grav.k12.ca.us

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.	X	
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?		X
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		<ul style="list-style-type: none"> If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2019-20) annual payment? 		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		<ul style="list-style-type: none"> If yes, are they lifetime benefits? 	X	
		<ul style="list-style-type: none"> If yes, do benefits continue beyond age 65? 	X	
		<ul style="list-style-type: none"> If yes, are benefits funded by pay-as-you-go? 	X	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		<ul style="list-style-type: none"> Certificated? (Section S8A, Line 1) 	X	
		<ul style="list-style-type: none"> Classified? (Section S8B, Line 1) Management/supervisor/confidential? (Section S8C, Line 1) 	X	
			n/a	
S9	Local Control and Accountability Plan (LCAP)	<ul style="list-style-type: none"> Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? 		X
		<ul style="list-style-type: none"> Adoption date of the LCAP or an update to the LCAP: 	Jun 18, 2020	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	_____
Less: Amount of total liabilities reserved in budget:	\$	_____
Estimated accrued but unfunded liabilities:	\$	_____ 0.00

This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

This school district is not self-insured for workers' compensation claims.

Signed _____
Clerk/Secretary of the Governing Board
(Original signature required)

Date of Meeting: Jun 18, 2020

For additional information on this certification, please contact:

Name: Wanda Holden

Title: Chief Business Officer

Telephone: 707-823-7008

E-mail: wholden@grav.k12.ca.us

