

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



California Department of Education

Special Education Division

January 2020

SELPA

Fiscal Year

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 Tuolumne County Special Education Local Plan Area (SELPA) encompasses all public and private schools within the geographical borders of Tuolumne County California. Public schools include Belleview School District, Big Oak Flat-Groveland Unified, Columbia Union School District, Curtis Creek School District, Gold Rush Charter School, Jamestown School District, Sonora School District, Sonora Union High School District, Soulsbyville School District, Summerville Elementary School District, Summerville Union High School District, Tuolumne County Superintendent of Schools and Twain Harte School District.

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 Tuolumne County SELPA is multi-district SELPA and comprised of twelve local educational agencies (LEAs) and one charter school joined together to provide for the coordinated delivery of programs and services to students with special needs. The Tuolumne County Superintendent of Schools (TCSOS) is designated as the Administrative Unit (AU) for the Tuolumne County SELPA. In adopting the local plan, each participating LEA and charter agrees to carry out the duties and responsibilities assigned to it within the plan and to ensure equal access to programs and services to eligible persons requiring special education in the service region.

The governance structure of the SELPA is established by agreement among the school boards of the member LEAs. It consists of the Governance Board which sets policy, and the Finance Committee and the Community Advisory Committee, each of which advises on policy. The SELPA Director may convene additional advisory committees. The SELPA Director is responsible for coordination of the SELPA and implementation of the Local Plan.

SELPA Governance Board

Role

The SELPA Governance Board adopts policy and allocates SELPA resources in accordance with the Local Plan. It also determines, under the Local Plan, the responsibility of each LEA for providing special education services and assures access to special education and services for all students with disabilities residing in the SELPA. All meeting of the Governance Board is open to the public and all persons are permitted to attend and address those meetings in accordance with Government Code Section 54950-54961 (Brown Act).

Functions:

The SELPA Governance Board services the following functions:

- Provides leadership for development of statements of philosophy, policies, goals, priorities and plans for

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comprehensive services and programs to the students with disabilities of the SELPA

- Makes decisions regarding implementation, administration and operation of regional special education programs and services in accordance with the Local Plan
- Instructs the SELPA Administrator regarding the implementation, administration and operation of the Local Plan
- Approves the Allocation Plan for the distribution of federal, state and local funds allocated for special education programs
- Approves procedures, which ensure the participation of each LEA Governing Board in regional planning
- Ensures equal access to programs and services for all students with disabilities within the SELPA
- Establishes policies and approves procedures to ensure compliance by LEAs with the Local Plan, state and federal laws and regulations
- Ensures that all regionalized operations and services are performed in accordance with the Local Plan

Membership

The SELPA Governance Board is composed of a Superintendent from each LEA in the SELPA, or the person performing these duties regardless of title (references throughout the document to Superintendent shall refer to the person performing the duties for the LEA). It is chaired by one of its members who will work with the SELPA Director to establish meeting dates and times. An annual organizational meeting will be held by June 30th of each year. The chair is elected at the annual organization meeting and assumes responsibility at the first scheduled meeting on the subsequent fiscal year. If the chair is unable to attend, he/she may delegate another Superintendent or designee to chair the meeting. A Superintendent may appoint a designee to represent him/her with authority to vote.

Community Advisory Committee

Role

The CAC advises the Superintendents' Council on the amendment and review of the local plan, recommend priorities to be addressed, assist in parent education, encouraging community involvement, supporting activities on behalf of students with disabilities, assisting in parent awareness of importance of regular school attendance, and supporting community involvement in parent advisory committees within LEAs.

Membership

Each participating LEA's governing board may appoint member(s) to the CAC based on their policies and procedures. Community members may also ask to be nominated with final approval given by the SELPA Governance Board.

Voting

Voting is consistent with the CAC bylaws, which are available at the SELPA Office.

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 Governance Board is made up of the superintendents from each of the participating LEAs and charter districts. A quorum shall consist of seven of the member district representatives. A chair and vice-chair shall be elected annually. The SELPA Director is an ex-officio member.

It is the responsibility of the Governance Board to review and approve amendments to the local plan, the SELPA annual service and budget plans, program transfers, and any changes in the income distribution model. The Governance Board provides input to the County Superintendent and approves the evaluation of the SELPA Director.

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All governance board members have one vote and decisions will be made by a majority vote except in circumstances where state or federal mandates require a unanimous vote.

The Governance Board shall:

- Coordinate and implement the SELPA Local Plan
- Adopt policy for the SELPA including allocation of Federal and State revenue
- Provide input for the selection and evaluation of the SELPA Director
- Approve an agreement with Administrative Unit for services
- Adopt an operations budget for the SELPA including regionalized services and SELPA operation funds at an annual cost not to exceed the available funds for such service
- Approve interagency agreements
- Approve the Annual Budget and for submission to the state
- Approve the Annual Service Plan for submission to the state
- Monitor compliance as required by law
- Provide for an annual audit of all income and expenditures, as required by law
- Receive recommendations from the Community Advisory Committee, Finance Committee, Program Committee, LEA Boards, and other concerned agencies and individuals
- Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs

It shall further be the policy of this Governance Board 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 Governance Board meets a minimum of four times per school year. All meetings of the Governance Board shall be held according to law and the Brown Act. The notice and minutes of all regular meetings shall be sent to all district superintendents.

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 Tuolumne County Superintendent of Schools is the Administrative Unit (AU) AU and acts as the fiscal agent and is responsible for implementing the following functions:

- a. Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law
- b. Administrative support, including establishing and maintaining an office for SELPA staff
- c. Employment of SELPA and special education staff to coordinate implementation of the local plan
- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs.
- e. The preparation of program and fiscal reports required of the special education local plan area by the state.
- f. Subcontracting for essential services as appropriate.

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

A request by a charter school to participate as an LEA in the Tuolumne County SELPA will not be treated differently from a similar request made by a school district. In reviewing and approving such a request, the following requirements shall apply:

- a. The charter school shall participate in state and federal funding for special education and the receive funding in the same manner as other LEAs of the Tuolumne County SELPA as specified in the Tuolumne County SELPA income distribution model.
- b. The charter school shall participate in the governance of the Tuolumne County SELPA in the same manner as other LEAs of the Tuolumne County SELPA.
- c. The addition of new members to the Tuolumne County SELPA, as approved by the Governing Board, shall be followed by an amendment to the local plan.
- d. The charter school will be evaluated using an appropriate evaluation rubric to insure their program includes all special education services required of a grade equivalent public school.
- e. The charter will insure that any student potentially in need of special education will be the responsibility of the charter school.

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:

The Tuolumne County SELPA Community Advisory Committee (CAC) serves in an advisory capacity. CAC membership may include parents of individuals with exceptional needs enrolled in public or private schools, parents of other students enrolled in school, students with disabilities, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. At least a majority of the CAC shall be composed of parents of students enrolled in schools participating in the local plan and at least a majority of such parents shall be parents of individuals with exceptional needs.

CAC membership applications shall be approved by the SELPA Governance Board. The SELPA Director or SELPA designee serves as a voting ex officio member of the CAC and acts as the liaison between the CAC and the SELPA Governing Board.

CAC responsibilities include:

- a. Advising the SELPA Policy Board and the SELPA Director regarding the development and review of the Local Plan.
- b. Assisting in parent education and in recruiting parents and other volunteers
- c. Encouraging community involvement to participate in CAC
- d. Supporting activities on behalf of individuals with exceptional needs
- e. Assisting in parent awareness of the importance of regular school attendance

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The CAC shall have regularly scheduled meetings at least five times per academic school year. The SELPA Director/designee will present the CAC's input to the Governing Board for consideration. CAC members are also invited to address the board.

Announcements of CAC meetings and activities will be distributed to parents of children with special needs in the SELPA. In addition, information will be posted on the SELPA web page.

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:

At least every three years during the annual budget and service plan process, the Governance Board will review the Local Plan and determine if changes or amendments to the permanent portion of the Local Plan may be needed. At that time, any public input and consultation can be provided by anyone including special education and regular education teachers, and administrators selected by the groups they represent as well as parent members of the CAC to ensure information contained within the plan remains relevant and accurate. The CAC may also review the local plan at one of their meetings preceding the Governance Board's review.

Each year, the SELPA shall adopt annual budget and service plans at a public hearing scheduled at a Governance Board's Meeting. As it is a public hearing, it provides for public input and consultation by anyone including special education and regular education teachers, and administrators selected by the groups they represent as well as parent members of the CAC. The CAC may also review the annual budget and service plans at one of their meetings preceding the Governance Board's adoption.

When the Governance Board determines that an amendment to the local plan is needed, the following process occurs:

The SELPA Director, or designee, shall be responsible for the coordination of the amendment of the local plan, and shall form a committee that includes representatives of the following groups who provide input, review drafts and make recommendations to the SELPA's Governance Board.

- Special Education Teachers
- General Education Teachers
- General Education Administrator
- Community Advisory Committee

During the amendment process, the Governance Board reviews the recommendations of the CAC, reviews drafts of the local plan amendment committee, seeks input from the governing boards of their respective LEAs, and reviews and approves the final draft of the local plan.

The Governance Board may adopt amendments to the permanent portion of the Local Plan on an interim basis, not to exceed one school year. Amendments approved in this manner shall become permanent upon subsequent approval by the California Department of Education.

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

The Tuolumne County Superintendent of Schools (TCSOS) serves as the Administrative Unit (AU). TCSOS is the

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SELPA’s fiscal agent and is responsible for implementing the following functions:

- a. Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law
- b. Administrative support, including establishing and maintaining an office for SELPA staff
- c. Employment of SELPA and special education staff to coordinate implementation of the local plan
- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs.
- e. The preparation of program and fiscal reports required of the special education local plan area by the state.
- f. Subcontracting for essential services as appropriate.

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:

Appropriate Memorandum of Understandings (MOU) are developed between SELPA, the AU and LEA Members as appropriate to insure FAPE is provided in the least restrictive environment. Local agencies are responsible for the students ages three to twenty-two within the geographical area consistent with California education code. For children birth to three the SELPA provides services based on their allocation of Infant Funding Units. The Valley Mountain Regional Center also provides services for children birth to three as outlined in the Local Interagency Agreement between Valley Mountain Regional Center, Tuolumne County SELPA and the Tuolumne County Superintendent of Schools.

10. For multi-LEA local plans, specify:

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

The school board of each LEA shall approve its participation in the Tuolumne County Local Plan for Special Education. This includes the County Superintendent of Schools. The County Office of Education acts as the Administrative Unit.

The local school board responsibilities include, but are not limited to

- a. Support implementation of the Local Plan
- b. Adopt and implement policies and procedures for special education programs and services within their districts
- c. LEA compliance with all elements of the local plan
- d. Input on SELPA policies and procedures through the superintendent of the LEA
- e. Support the activities of the Community Advisory Committee
- f. Address questions and concerns of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan.

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

uperintendents of each LEA are responsible to their respective school boards. In addition, district superintendents:

- a. Serve as a member of the Governance Board

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- b. Assist in the identification of special education program and service needs for the Tuolumne County SELPA through participation on the Governance Board
- c. Communicate SELPA information to their school boards
- d. Insure implementation of Local Plan in their respective LEAs

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

The role of each LEA for coordinating the administration of the local plan includes:
Individual LEAs' are responsible for:

- Exercising authority over the programs they directly maintain consistent with the local plan and individual LEA policies (may include students with disabilities who reside in other LEAs or SELPAs)
- Developing, implementing, and evaluating, and improving of special education programs and services within the LEA
- Gathering, interpreting, and reporting special education program data and annual performance plan indicators, regarding current program operations and effectiveness
- Cooperating among LEAs pertaining to the implementation, administration and operation of the local plan
- Recommending allocation of resources within the SELPA in accordance with the local plan and the Tuolumne County SELPA Allocation Plan
- Establishing, modifying, and implementing procedures for the operations of the local plan
- Establishing and implementing guidelines and procedures to ensure that students with disabilities have access to appropriate programs and services regardless of his/his district of special education accountability

-Insuring that general and special education staff receive and participate in appropriate training to insure students with disabilities receive a free and appropriate public education

The SELPA Administrator is responsible to plan, organize, coordinate, direct and manage program activities and services related to the local plan implementation. They are also responsible for providing leadership on legislative issues impacting the SELPA programs.

The County Office of Education is an LEA that employs special education staff to support implementation of the Local Plan and provides seat based programs for students with severe disabilities.

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 AU is responsible for the recruitment of the SELPA Director. The selection and supervision of the SELPA Director shall be the responsibility of the Tuolumne County Superintendent of Schools. The Governance Board provides input for the evaluation of the SELPA Director and the County Superintendent conducts the evaluation. Directors and Program Specialists are evaluated by the SELPA Director. The SELPA Director, Directors and Program Specialists are responsible for supervision and evaluation of all other SELPA staff.

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

An income distribution model has been adopted by the Tuolumne County SELPA and shall be reviewed and revised on a regular schedule. The model distributes all funds pursuant to applicable state and federal regulations. Districts

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acknowledge the obligation to maintain the level of general fund contribution towards the provision of special education services at a level equal to or greater than that of the prior year (Maintenance of Effort), in compliance with state and federal mandates.

c. The operation of special education programs:

All LEAs in the SELPA provide site-based special education programs in a manner that promotes services provided in the least restrictive environment. The AU employs related service providers that conduct comprehensive assessments and provide services to insure all students have access to the general education curriculum. The AU also provides seat-based programs located on public school campuses or in the community to students with more severe disabilities from infant through age twenty-two.

It shall be the policy of this Governance Board 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

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

It shall be the policy of this SELPA 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 Governance Board shall adopt policies for the allocation of Special Education Resources to LEAs. The intent is to assure access and availability of services to all eligible students through an equitable distribution system. The policy provides for distribution of the following funds:

- Distribution of State Apportionment to LEAs
- Distribution of Property Tax to LEAs although received by the Tuolumne County Superintendent of Schools Office as payment for LEA obligations
- Distribution of Federal Local Assistance revenue to LEAs
- Distribution of Federal Preschool revenue to LEAs and the SELPA operations budget for regionalized staff development and regionalized services to preschool programs

The duties of the Finance Committee include, but are not limited to, the following:

1. Provide information and recommendations for the development, modification and implementation of the SELPA funding allocation plan to the Governance Board.
2. Review and make recommendations to the Governance Board regarding decisions which impact the finances of local education agencies.
3. Develop the Annual Budget Plan for approval by the Governance Board.

The Finance Committee may be requested by the Governance Board to provide advice or assistance in other areas as needs are identified within the SELPA.

The Finance Committee meets twice yearly or more often as established on a yearly calendar. The SELPA Director serves as the chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, notes for the meeting and additional documentation as needed to provide for informed decision making.

In addition to carrying out the responsibilities identified in the Local Plan, the Finance Committee may choose to form special subcommittees to focus on special issues. Such subcommittees shall report to the Finance Committee.

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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:

Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined appropriate for the student to receive a free and appropriate public education in the least restrictive environment.

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 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

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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:

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

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5)

Policy/Procedure Number:

Document Title:

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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:

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:

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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)

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

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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:

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

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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 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

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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 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:

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"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 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:

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

Yes No

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

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:

Reference Number:

Document Title:

Document Location:

Description:

2. Coordinated system of identification and assessment:

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Reference Number:

Document Title:

Document Location:

Description:

3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

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Reference Number:

Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Description:

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:

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Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

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Document Location:

Description:

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:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

Special Education Local Plan Area Services

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

Reference Number:

Document Title:

Document Location:

Description:

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:

Document Title:

Document Location:

Description:

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:

Description:

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:

Document Title:

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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:

Description:

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:

Document Title:

Document Location:

Description: