

Agenda

Meeting No. 2: 2020-21



9300 Imperial Highway, Downey, CA 90242
(562) 401-5737 phone (562) 922-8952 fax

Executive Directors Council Virtual Meeting
January 28, 2021
8:00 a.m.

Zoom Meeting Participant Information

[Join Zoom Meeting Link](#)

Meeting ID: 202 850 2366

Passcode: 1951

Submit Public Comments to: Anderson_Jim@lacoedu

I. PRELIMINARY ACTIVITIES

- A. Call to Order
- B. Ordering of the Agenda
- C. Approval of the Minutes
 - 1. October 29, 2020 Executive Directors Council Meeting

II. COMMUNICATIONS

- A. Public Comment

III. HEARINGS (none)

IV. REPORTS / STUDY TOPICS

- A. Membership Report
- B. SELPA Reports

V. RECOMMENDATIONS

- A. Approval of SELPA Local Plan Section B – Governance and Administration

VI. CLOSING ITEMS

- A. SELPA Calendars: Executive Directors Council; Ad Hoc & Finance Committee; Program Council; CAC and Professional Development

VII. ADJOURNMENT

LOS ANGELES COUNTY CHARTER SELPA
EXECUTIVE DIRECTORS COUNCIL MEETING
Held Virtually Through Zoom

October 29, 2020

The Executive Directors Council Meeting of the LAC Charter SELPA was held on Thursday, October 29, 2020, virtually through Zoom.

PRESENT:

1. Ricardo Mireles (Academia Avance)
2. Xavier Reyes (Academia Moderna; Prepa Tec LA HS; Prepa Tec LA MS)
3. Loretta Burns (Blue Ridge Academy)
4. Mary Ring (DaVinci RISE)
5. Brook MacMillan (Granite Mountain)
6. Courtney McCorkle (Heartland)
7. James McGrath (Intellectual Virtue Academy)
8. Nadia Shaiq (Isana Achernar; Isana Himalia)
9. Zuzy Chavez (Jardin de la Infancia)
10. Jason Hasty (LACOE)
11. Donna Jacobson (LA's Promise High School #1; LA's Promise Middle School #1)
12. Amanda Johnson (Lake View Charter School)
13. Josh Stock (Lashon Charter Academy; Lashon Academy City Charter)
14. Colleen Mullen (OFL, Duarte; OFL William S. Hart; OFY Acton)
15. Sarah Bach (Sycamore Creek Community Charter School)

ABSENT:

1. Lee DeLeon (Edward B. Cole Sr. Academy)
2. Ryan Gomez (ICEF Inglewood Charter Elementary Charter Academy)
3. Padmini Srinivasan (International School for Science and Culture)
4. Beatriz Gutierrez (Soleil Academy)
5. Angela Miller (Palm Lane Elementary Charter School)
6. Jennifer Clark (Village Charter Academy)
7. Anita Ravi (We The People)

SELPA STAFF PRESENT: Jim Anderson (LACOE); Damali Thomas (LACOE); Lizabeth Thompson (LACOE); Abby Huang (LACOE); and Heather Whitaker (LACOE).

I. PRELIMINARY ACTIVITIES

A. Call to Order: The meeting was called to order at 8:08 a.m. as quorum was established with 19 LEA members present.

B. Ordering of the Agenda: The agenda was accepted as submitted.

Moved Approval: Ricardo Mireles; **Second:** Nadia Shaiq; **Aye:** 23; **Nay:** 0; **Abstention:** 0; **Motion:** Carried.

C. Approval of the Minutes

1. June 25, 2020 Executive Directors Council Meeting

Moved Approval: Ricardo Mireles; **Second:** Nadia Shaiq; **Aye:** 22; **Nay:** 0; **Abstention:** 1; **Motion:** Carried.

II. COMMUNICATIONS

A. Public Comment – there were no public comments.

III. HEARINGS (None)

IV. REPORTS / STUDY TOPICS

A. Membership Report

Staff shared information about possible SELPA applicants Future is Now and TIME Charter Schools. Members discussed items related to their Charter Schools including: Covid-19 testing being pushed to Charter School; opening for small cohorts and assessments. Isana and LA's Promise shared they are working through the renewal process. It was pointed out that a great number of LAUSD authorized Charter schools are also up for renewal. Members moving through renewal expressed gratefulness to other LEA members and the support received in the process and for the work of the SELPA staff. It was suggested that suggested SELPA staff bring back information on staffing and budget development for 21-22 to insure appropriate staffing to support the LEA members as the SELPA grows and as members work through COVID-19 related issues that may arise as schools return to in person instruction and look at mitigating learning loss and compensatory services.

B. SELPA Reports

Abby presented information and updates related to required financial reports including Maintenance of Effort Report, the Subsequent Year Tracking Report and the Table 8 report specific to IDEA funding. Projected 20-21 AB602 funding allocations including Administrative Fees and the PS/RS funding for the SELPA were shared with the members. The current study on special education funding by West Ed was highlighted and links to the information provided. Mary Ring share her previous SELPA experience on the various studies around special education funding and governance structures and offered to participate and support efforts on this report moving forward. The increase in Low Incidence Funding from about \$400 per ADA to \$2,900 per ADA was shared. SELPA is working on a Low Incidence guidance document and will it bring back to a future meeting. The increases to the AB602 Statewide Target rate was also discussed and is currently at \$625 per ADA. The state SELPA finance committee report was highlighted and made available to the

members. Jim shared the first CDE notice of the changes to the Local Plan as submitted by the end of August 2020 as required. Jim shared information and recommendations from the Ad Hoc Committee related to the revision of the Local Plan Section B – Governance and Administration. Information shared included:

Local Plan Approval and Certification Timelines

a) A review of the different sections and section content of the Governance and Administration section of the CDE local plan template as drafted for submission.

b) Ad Hoc Committee specific Local Plan Governance and Administration recommendations:

i) Governance Council Participation

- (1) LEA Board approved primary and secondary attendees - full voting privilege
- (2) 80% Governance meeting attendance/engagement expectation
- (3) Impact to non-participant/engagement
- (4) Admin. Fee remains/returns to the higher rate
- (5) Member in good standing status changed
- (6) Governance Council Action on SELPA membership revocation

ii) Voting – No change recommended

- (1) ADA weighted voting as in current Local Plan

iii) Becoming a member

- (1) Governance Council representation at capacity interviews
- (2) Padlet with information/overview of SELPA Applicants
- (3) SELPA Applicant Executive Leadership attendance at Executive Director's Council
- (4) Application submission timeline – Rolling with May 15th target
- (5) Details on the sufficiency of the projected special education budget.

iv) SELPA Director Evaluation & Compensation

- (1) 2 meetings a year SELPA Chair with AU/RLA Educational Programs Chief/Designee
- (2) Annual SELPA Director evaluation metric, rubric or standards established
- (3) 2 meetings a year for LEA member feedback/input
- (4) FTE % - currently 25% (75% funded by LACOE Court Schools SELPA)
- (5) Compensation discussion as needed based on SELPA growth and needs
- (6) Annually or as determined by Governance Council - closed door session

Ad Hoc Committee volunteers for the 20-21 school year were requested. Members volunteering included:

1. Mary Ring, DaVinci RISE High
2. James McGrath, Intellectual Virtues Academy
3. Loretta Burns, Blue Ridge Academy
4. Nadia Shaiq, Isana Academies

V. RECOMMENDATION

A. Approval of Ad Hoc Committee Members for the 2020-21 year.

Moved Approval: Mary Ring; **Second:** Amanda Johnson; **Aye:** 29; **Nay:** 0;

Abstention: 0; **Motion:** Carried.

VI. CLOSING ITEMS

Members reviewed closing items including future meeting dates and the importance of the January meeting for the Local Plan Section B Approval. The Ad Hoc Committee members were asked to stay on to discuss scheduling of future meetings.

VII. ADJOURNMENT

The meeting was adjourned at 9:28 a.m.

DRAFT

Item IV. **REPORTS / STUDY TOPICS**

A. Membership Report – **Discussion and Information**

1. [2021-22 Possible SELPA Applicants](#)
 1. Future is Now Preparatory Countywide
 2. TIME Charter School
 3. Irvine International Academy
 4. Bridges Preparatory Academy
2. 2021-22 Approved SELPA Members
3. 2020-2021 LAC Charter SELPA Members (**29 Members; 15 quorum**)
 1. Academia Avance
 2. Academia Moderna Charter School
 3. Blue Ridge Academy
 4. Da Vinci Rise Charter School
 5. Edward B. Cole Sr. Academy
 6. Granite Mountain
 7. Heartland Charter School
 8. ICEF Inglewood Charter Elementary
 9. Intellectual Virtues Academy
 10. International School for Science & Culture
 11. Isana Academies Achernar
 12. Isana Academies Himalia
 13. Jardin de la Infancia
 14. Los Angeles County Office of Education
 15. LA’s Promise Charter High School #1
 16. LA’s Promise Charter Middle School #1
 17. Lake View Charter School
 18. Lashon Academy Charter
 19. Lashon Academy City Charter
 20. Opportunities for Learning, Duarte
 21. Opportunities for Learning, William S. Hart
 22. Options for Youth – Acton
 23. Palm Lane Elementary Charter School
 24. Prepa Tec Los Angeles High School
 25. Prepa Tec Los Angeles Middle School
 26. Soleil Academy
 27. Sycamore Creek Community Charter School
 28. Village Charter Academy
 29. We the People High School
4. Charter Schools at the [LACOE Board of Education](#)
 1. 1/12/21 Hearing: *LA Promise Charter Middle School*, Grades 6-8: Renewal Petition (Enclosure)
 2. 1/12/21 Hearing: *LA Promise Charter High School*, Grades 9-12: Renewal Petition (Enclosure)
 3. 1/12/21: Adopt the Superintendent’s Recommendation to Authorize the Renewal Petition for *Soleil Academy*, Grades TK-5 Pursuant to Education Code Section 47607 (**5-2 Motion Passed**)
 4. 1/19/21: Staff Findings on the *Bridges Preparatory Academy*, Grades 6-8: Appeal of a Petition to Establish a Charter Previously Denied by Compton

Unified School District Board of Education

5. 1/19/21: Adopt the Superintendent's Recommendation to Deny the Charter for *Bridges Preparatory Academy* (BPA), Grades 6-8: Appeal of a Petition to Establish a Charter Previously Denied by Compton Unified School District Board of Education **(1-6 Motion Failed) Alternate Motion To Approve (6-1 Alternate Motion Passed).**

Item IV. **REPORTS / STUDY TOPICS - Informational**

- B. [SELPA Reports](#) – Member Discussion
 - 1. Finance
 - a. [21-22 Governor’s Budget Summary](#)
 - b. West Ed’s California’s Special Education Governance and Accountability System and Structure (SEGA Study)
 - c. [State SELPA Finance Report](#)
 - 2. Data, Accountability, Compliance & CDE
 - a. Local Plan Updates
 - CDE Revising Local Plan Templates D, E and Attachments
 - CDE Report on LEA Board Approval of Section B – Governance and Administration
 - b. CALPADS
 - Fall 1 Certification Deadline: January 29, 2021
 - CDE Data Identified Non-Compliance Changes
 - c. CDE Monitoring
 - CDE 2019–20 Annual Determination Notification Pursuant to the Individuals with Disabilities Education Act and Selection for 2020–21 Special Education Monitoring Activities including Identification of Significant Disproportionality Annual Notification Letters
 - Special Education Plans (SEP)
 - d. [State SELPA C-3 Report](#)
 - 3. Legislation and Policy
 - a. [State SELPA Legislative Matrix](#)
 - b. [State SELPA Government Relations Representative Report](#)
 - 4. Ad Hoc Committee Updates
 - a. Section B: Governance & Administration Report
 - b. SELPA Staffing Overview
 - c. Low Incidence Funding

Examination of California’s Special Education Governance and Accountability System and Structure (SEGA Study)

The SEGA study, authorized by Senate Bill (SB) 74, the Budget Act of 2020, will examine the state’s current governance and accountability structures for students with disabilities and provide recommendations regarding improvements.

Background

- Since the 1975 passage of Public Law 94-142, now the Individuals with Disabilities Education Act (IDEA), California policymakers and stakeholders have been grappling with how to both uphold the requirements and tenets of the IDEA and improve access and outcomes for students with disabilities.
- The [2015 Statewide Special Education Task Force](#) called out the need to move from two siloed systems of general and special education, to one system of education designed to serve all students.
- There has been little disagreement from policymakers about moving toward one, coherent system of education, but California’s governance and accountability structure related to special education has largely remained unchanged.
- Over the past few years, the California Department of Education has made strides toward aligning special education monitoring timelines, activities, and plans to allow for the greatest possibility of alignment between the two systems of general and special education accountability.
- Despite similar timelines and requirements, the two systems continue to exist in parallel to one another.
- In addition to alignment, the state has identified the following priorities: (1) ensure funds reach students with the greatest need, (2) incentivize appropriate early intervention and identification, (3) promote the implementation of inclusive practices, and (4) support local educational agencies (LEAs) to effectively serve students with disabilities with low incidence disabilities and students who are placed in high-cost programs.

Purpose/Research Questions

Examine the state’s *current* governance and accountability structures and *provide recommendations regarding improvements* in the following areas:

- **Improving student outcomes**, including those measured by state and federal accountability systems.
 - Delivering special education services and supports in the least restrictive environment.
- **Ensuring:**
 - **transparency** in decision-making and distribution of state special education funding.
 - **family and community input** in local decision-making.
 - an **equitable distribution of special education supports and services** to LEAs.
 - small LEAs have **access to necessary fiscal and administrative resources**.
- **Aligning** state and federal accountability, compliance, and support systems as related to pupils with disabilities.
- Identifying **strategies and challenges for funding and supports** in the current model and any recommended models.

Project Tasks and Timelines

Task 1: Review of applicable and related Federal and State law, regulations, policy, procedure, and guidance

Timeline: November 2020 – February 2021

- Conduct a thorough review of law, regulation, policy, procedures, and guidance related to governance and accountability for special education students in California.
- Describe current infrastructure for authority, governance, and accountability at state, regional, and local levels.
- Develop a framework for further analyses and recommendations that includes indicators of governance and accountability to describe the current system and to model recommendations for changes.

Task 2: Data analyses to identify and explore trends and opportunities

Timeline: November 2020 – February 2021

- Review statewide data to explore trends and opportunities including data related to the delivery of special education services and supports in the LRE; data on student outcomes, including those measured by state and federal accountability systems; and data on the distribution of special education supports and services to LEAs by CDE and by regional agencies including SELPAs and COEs.
- Use the examination of data to guide further investigation of LEAs to identify strategies and challenges for supports in the current state and local governance and accountability models and any recommended models.

Task 3: Interviews with key stakeholders

Timeline: March 2021 – May 2021

- Conduct interviews with key stakeholders to assess implementation, execution, and impact of existing governance and accountability mechanisms.
- Assess the current status of and identify potential areas of concern and best practice for recommendations related to each of the areas set by SB 74.
- Use interview data to document where the current governance system does or does not effectively fulfill accountability, compliance and continuous improvement requirements; describe the influence of state and local governance and accountability systems on improving student outcomes; and identify recommendations for potential changes to the current system.

Task 4: Review of other state/regional/district/school practices, research literature, and publicly available data

Timeline: March 2021 – May 2021

- Review the research literature and other state, regional, district, and school policies and practices to identify strategies to amplify in the current model and potential changes to the models.
- Focus on how other systems have leveraged governance and accountability across levels of the system (i.e., state, regional, and local) to improve student outcomes including both special education and general education accountability and governance systems.

Task 5: Broad community input – surveys, focus groups, and public meetings

Timeline: March 2021 – May 2021

- Solicit input from the broader special education and general education communities on the preliminary findings and the options for recommendations to include in the final study report to the CDE.
- The purposes of broad community input are to *inform the public of the findings of the study and to solicit feedback on the potential benefits and drawbacks of proposed options for recommendation.*
- Stakeholders include:
 - SELPA leaders and staff
 - COE leaders and staff
 - LEA leaders and staffs
 - School leaders and staff
 - Parents of students with disabilities
 - Students with disabilities

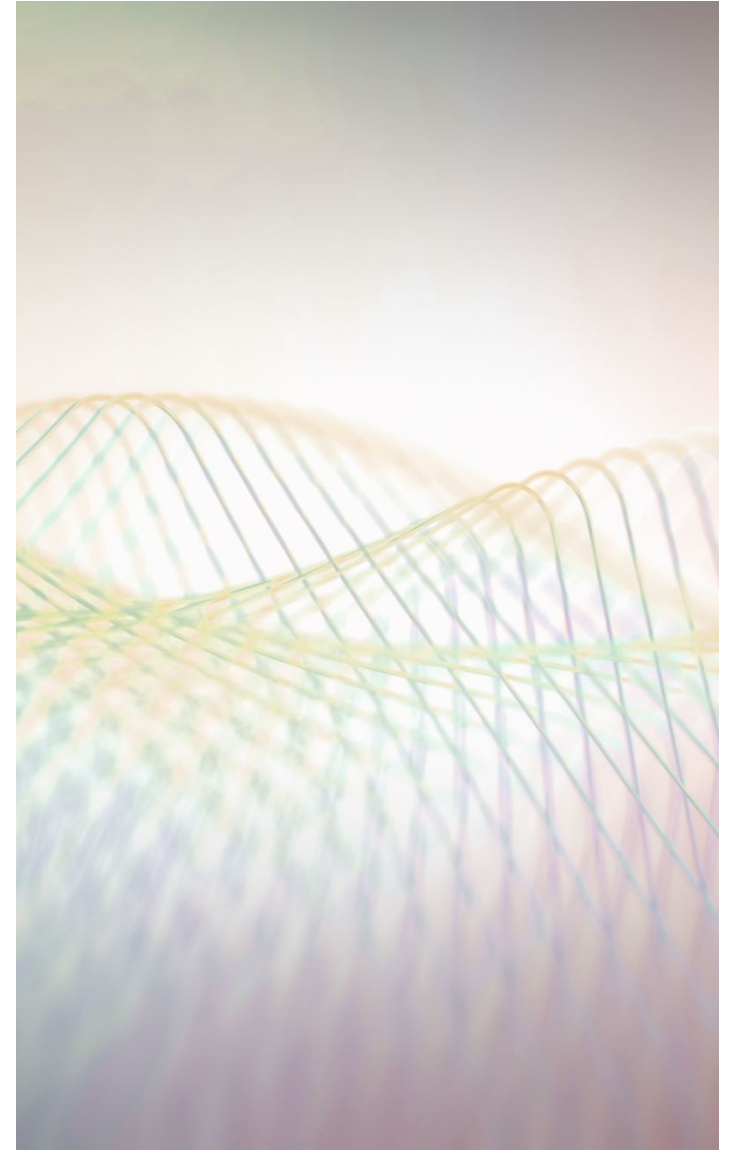
Final report will be prepared for the legislature by October 1, 2021

SECTION B: GOVERNANCE & ADMINISTRATION

SELPA Local Plan Section B Update

Ad Hoc Meeting Section B Review

1/28/2021



LOCAL PLAN: APPROVAL & TIMELINES

Step 1: 12/4/2020 Section B DRAFT and PowerPoint Presentation Ready

Step 2: December 8th CAC Submission & Review - 30 days (Certification 4)

Step 3: December 17th LEA Participation at Program Council (Sec. A: Titles/Names)

Step 4: January 28th SELPA Executive Directors Council Sec. B - Governance & Administration Approval (Certification 1) and Policy & Program Manual Approval

Step 5: LEA Governance Representative Signature (Certification 5)

Step 6: March Submission COE Review and Approval - 45 days (Certification 3)

Step 7: May 7th Public Hearing Notice Posted for Annual Budget & Service Plans

Step 8: May 27th Governance Approval of Section D & E Annual Budget & Service Plan (Certification 2)

Step 9: June 24th Governance Approval of New LEA Members (Local Plan Attachment Updates)

Step 10: June 30th CDE Submission

SECTION B
GOVERNANCE &
ADMINISTRATION
TEMPLATE OVERVIEW

- *Special Education Local Plan Area - Local Plan Requirements* - (12 Items)
- *Policies, Procedures, and Programs* - (23 Items)
- *Administration of Regionalized Operations and Services* - (17 Items)
- *Special Education Local Plan Area Services* - (6 Items)

*SPECIAL
EDUCATION LOCAL
PLAN AREA
LOCAL PLAN
REQUIREMENTS
(12 ITEMS)*

- Nomenclature and Cosmetic Changes
- All elements from the prior local plan
- Ad Hoc Recommendations:
 - a. Governance Council Participation
 - b. Voting – no changes
 - c. Becoming a member
 - d. SELPA Director Evaluation
- Ad Hoc Committee: Time & Focus Section

SPECIAL EDUCATION LOCAL PLAN AREA - LOCAL PLAN REQUIREMENTS (12 ITEMS)

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

SPECIAL EDUCATION LOCAL PLAN AREA - LOCAL PLAN REQUIREMENTS (12 ITEMS)

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

SPECIAL EDUCATION LOCAL PLAN AREA - LOCAL PLAN REQUIREMENTS (12 ITEMS)

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:

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process:
- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:
- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

SPECIAL EDUCATION LOCAL PLAN AREA - LOCAL PLAN REQUIREMENTS (12 ITEMS)

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:
- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:
- c. The operation of special education programs:
- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

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:

*POLICIES,
PROCEDURES,
AND PROGRAMS
(23 ITEMS)*

- 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.

POLICIES, PROCEDURES, AND PROGRAMS

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)
2. Full Educational Opportunity: 20 USC Section 1412(a)(2)
3. Child Find: 20 USC Section 1412(a)(3)
4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4)
5. Least Restrictive Environment: USC Section 1412(a)(5)
6. Procedural Safeguards: 20 USC Section 1412(a)(6)
7. Evaluation: 20 USC Section 1412(a)(7)
8. Confidentiality: 20 USC Section 1412(a)(8)

POLICIES, PROCEDURES, AND PROGRAMS

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)
10. Private Schools: 20 USC Section 1412(a)(10)
11. Local Compliance Assurances: 20 USC Section 1412(a)(11)
12. Interagency: 20 USC Section 1412(a)(12)
13. Governance: 20 USC Section 1412(a)(13)
14. Personnel Qualifications
15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)
16. Participation in Assessments: 20 USC Section 1412(a)(16)

POLICIES, PROCEDURES, AND PROGRAMS

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)
18. Maintenance of Effort: 20 USC Section 1412(a)(18)
19. Public Participation: 20 USC Section 1412(a)(19)
20. Suspension and Expulsion: 20 USC Section 1412(a)(22)
21. Access to Instructional Materials: 20 USC Section 1412(a)(23)
22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)
23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

*ADMINISTRATION OF
REGIONALIZED
OPERATIONS &
SERVICES
(17 ITEMS)*

- 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:
 1. An explanation of the direct instructional support provided by program specialists; and
 2. 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:

ADMINISTRATION OF REGIONALIZED OPERATIONS & SERVICES

1. Coordination of the SELPA and the implementation of the local plan:
2. Coordinated system of identification and assessment:
3. Coordinated system of procedural safeguards:
4. Coordinated system of staff development and parent and guardian education:
5. Coordinated system of curriculum development and alignment with the core curriculum:
6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

ADMINISTRATION OF REGIONALIZED OPERATIONS & SERVICES

7. Coordinated system of data collection and management:
8. Coordination of interagency agreements:
9. Coordination of services to medical facilities:
10. Coordination of services to licensed children's institutions and foster family homes:
11. Preparation and transmission of required special education local plan area reports:
12. Fiscal and logistical support of the CAC:

ADMINISTRATION OF REGIONALIZED OPERATIONS & SERVICES

13. Coordination of transportation services for individuals with exceptional needs:
14. Coordination of career and vocational education and transition services:
15. Assurance of full educational opportunity:
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.
17. Direct instructional program support that maybe provided by program specialists in accordance with EC Section 56368:

*SPECIAL
EDUCATION
LOCAL PLAN
AREA SERVICES
(6 ITEMS)*

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

SPECIAL EDUCATION LOCAL PLAN AREA SERVICES

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:

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)

Item V. **RECOMMENDATIONS**

1. Approval of SELPA Local Plan Section B: Governance and Administration

The Ad Hoc Committee recommends Approval of the Local Plan *Section B: Governance and Administration* as reviewed, amended and required pursuant to all relevant Codes and Regulations and in accordance with Education Codes: 56195; 56195.1(c)(f); and 56205(a)(12)(A):

56195. Each special education local plan area, as defined in subdivision (d) of Section 56195.1, shall administer local plans submitted pursuant to Chapter 3 (commencing with Section 56205) and shall administer the allocation of funds pursuant to Chapter 7.2 (commencing with Section 56836).

56195.1(c)(f). The governing board of a district shall elect to do one of the following described in subdivision (a), (b), or (c):

(c) Join with the county office, to submit to the superintendent a local plan in accordance with Chapter 3 (commencing with Section 56205) to assure access to special education and services for all individuals with exceptional needs residing in the geographic area served by the plan. The county office shall coordinate the implementation of the plan, unless otherwise specified in the plan. The plan shall include, through contractual agreements, all of the following:

(1) Establishment of a system for determining the responsibility of participating agencies for the education of each individual with exceptional needs residing in the geographical area served by the plan.

(2) Designation of the county office, of a responsible local agency, or of any other administrative entity to perform functions such as the receipt and distribution of funds, provision of administrative support, and coordination of the implementation of the plan. Any participating agency may perform any of these services required by the plan.

(f) A charter school that is deemed a local educational agency for purposes of special education pursuant to Article 4 (commencing with Section 47640) of Chapter 6 of Part 26.8 shall participate in an approved local plan pursuant to subdivision (a), (b), or (c). A charter school may submit written policies and procedures to the department for approval by the board that establish compliance with the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), and implementing regulations, either individually, pursuant to subdivision (a) or with other charter schools pursuant to subdivision (b). The board shall review these policies and procedures, based on the criteria established pursuant to Section 56100. Upon approval by the board, these written policies and procedures shall become the local plan.

56205(a) Each special education local plan area submitting a local plan to the Superintendent under this part shall ensure, in conformity with Sections 1412(a) and 1413(a)(1) of Title 20 of the United States Code, and in accordance with Section 300.201 of Title 34 of the Code of Federal Regulations, that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing the following:

(12) (A) A description of the governance and administration of the local plan, including identification of the governing body of a multidistrict local plan or the individual responsible for administration in a single district local plan, and of the elected officials to whom the governing body or individual is responsible.

SELPA Local Plan Updates
Section B: Governance and Administration

Ad Hoc Committee Recommendations
1/28/2021 Executive Directors Council

Ad Hoc Local Plan Reviews

The Ad Hoc Committee met four times to review *Section B: Governance and Administration* of the Local Plan.

1. 7/25/2019
2. 1/23/2020
3. 11/20/2020
4. 12/11/2020

Broad recommendation on nomenclature changes as a Charter SELPA:

- District to LEA or Charter LEA
- Superintendents/Executive Directors Council to Governance Council
- Directors Council to Program Council

Ad Hoc Recommendations

Governance Council Participation

- LEA Board approved primary and secondary attendees - full voting privilege
- 80% Governance meeting attendance/engagement expectation
- Impact for non-participant/engagement
 - Admin. Fee remains/returns to the higher rate
 - Member in good standing status changed
 - Governance Council Action on SELPA membership revocation

Voting – No change recommended

- ADA weighted voting as in current Local Plan

Ad Hoc Recommendations

Becoming a member

1. Governance Council representation at capacity interviews
2. Padlet with information/overview of SELPA Applicants
3. SELPA Applicant Executive Leadership attendance at Executive Director's Council
4. Application submission timeline – Rolling with May 15th target
5. Details on the sufficiency of the projected special education budget.

Ad Hoc Recommendations

SELPA Director Evaluation & Compensation

- 2 meetings a year SELPA Chair with AU/RLA Educational Programs Chief/Designee
- Annual SELPA Director evaluation metric, rubric or standards established
- 2 meetings a year for LEA member feedback/input
- FTE % - currently 25% (75% funded by LACOE Court Schools SELPA)
- Compensation discussion as needed based on SELPA growth and needs
- Annually or as determined by Governance Council - closed door session

Ad Hoc Recommendations

Administration of Regionalized Operations and Services

- All sections changed program specialist to program specialist and/or special education administrator
- Sec. 5 - Added language to Coordinated System of Curriculum Development and Alignment with the Core Curriculum
- Sec. 8 – Coordination of Interagency Agreements. Do we want to add something in this section about GLAAS or other SELPA Consortiums as it relates to NPS/NPA contracts? Committee discussed how the language should be general enough to provide flexibility.
- Sec. 17 – Direct Instructional Program Support that May be Provided by Program Specialist. Added special education administrator and need to delete “pupil services employee”

LOCAL PLAN

Section B: Governance and Administration



California Department of Education

Special Education Division

January 2020

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 Los Angeles County Charter (LAC Charter) Special Education Local Plan Area (SELPA), herein referred to as the LAC Charter SELPA or SELPA, ensures enrolled students with disabilities are served by SELPA member LEA schools and programs for students ages 5 through 21, inclusive. Under Education Code 56195.1(c), the LAC Charter SELPA is a multi-LEA SELPA including both the Los Angeles County Office of Education as an LEA member, Responsible Local Agency and Administrative Unit and authorized California Charter Schools who: are LEA's for special education purposes, applied for SELPA membership and have been approved for SELPA membership by the SELPA Governance Council. As such, the geographical area of the SELPA may include authorized LEA Charter Schools from across California.

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 administrative structure of the *Los Angeles County Charter Special Education Local Plan Area* (SELPA) incorporates executive leadership and management staff from all participating LEA members. The structure is a framework providing supervision over all programs and services ensuring access to special education and related services for all individuals with exceptional needs throughout the SELPA. The participating LEA's and the Community Advisory Committee provide appropriate support to the governance and implementation of the SELPA.

Boards of Education - Each participating local education agency (LEA) Board of Education shall:

- Adopt local policies and administrative regulations as required by law to support the Local Plan. LEA's update local policies per procedures specific to each LEA.
- Be represented by an LEA Board approved LEA/school executive leadership representative on the Governance Council.
- Select and approve two representatives with full LEA voting authority.
- Maintain responsibility for programs it operates including employment and evaluation of personnel, except where noted.
- Appoint members and alternates to the Community Advisory Committee.
- Adopt policies as required by law relative to Due Process Procedures in accordance with EC 56501-56507*
- Adopt policies as required by law relative to Complaint Procedures in accordance with EC 56500.2*
- Adopt policies as required by law relative to all Procedural Safeguards of "IDEA" (Individuals with Disability Education Act) in accordance with EC 56500*
- Post Annual Budget and Service Plan Hearing notices at each school site in the LEA at least fifteen days in advance of the Public Hearing.

*The description of due process in Education Code Section 56500-56507, for purposes of Code of Federal Regulations, 34 C.F.R. 300.237, are hereby included in the local plan by reference.

County Board of Education/County Superintendent of Schools

The Los Angeles County Board of Education, as the Responsible Local Agency (RLA) shall:

- Approve contractual agreements for all Special Education Local Plan Areas for which the County is the RLA and which meet the requirement of EC 56200 and hereafter referred to as "local plan."

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- Verify the Certificate of Assurances and Certificate of Compatibility by the County Superintendent of Schools.
- Approve written agreements for regionalized services and adopt budgets for those services.
- Approve budgets for all programs operated by the County Office.
- Adopt policies and budgets to assure the appropriate placement of individuals with exceptional needs who reside in licensed children's institutions, foster homes, and court schools.
- Approve SELPA policies, which affect the County's role as RLA or which affect programs operated by the County Office.
- Appoint representation to the Community Advisory Committee.

Resolution/Mediation Procedures for Differences at the Governing Board Level

All participating LEA Boards must approve the local plan for submission to the State. If any LEA board fails to approve the local plan, that board shall notify all other participating agencies of the reasons for not approving the plan and request that the County 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 RLA superintendent or designee shall convene a three-person panel as follows: (1) one person selected by the LEA objecting to the plan, (2) one person selected by the LEA agreeing to the plan, (3) one person selected by mutual agreement of the other two appointees within 5 days. The decision of the panel will be binding for all parties involved in the dispute. The County Board shall approve local written agreements if a simple majority of local boards have approved the agreements. If a vote results in a 50/50 split, the action of the County Board shall be decisive. If the written agreement for local requirements is not approved, the agreement shall be revised within two weeks in accord with instructions from the County Board and resubmitted to all participating districts. This process shall be repeated until agreement is reached by a simple majority.

Process for Joining the SELPA

A local education agency (LEA) seeking status for special education funding as an LEA may request to join the SELPA through the following procedure:

- Notification of their intent to apply to the SELPA
- Complete and submit the SELPA Membership Application with a target submission deadline of May 15th.
- The Governance Council will review all available application materials. As necessary and appropriate, the Governance Council and/or their designee may request additional information, including a face-to-face meeting with the LEA and/or charter school.
- The SELPA will review the application and conduct a special education capacity interview of the LEA.
- The SELPA will summarize the application and the capacity interview and report to the Governance Council as part of the decision making process.
- Applicant executive leadership, including LEA Board members, should be prepared to present to the Governance Council an overview of their Charter petition and capacity to serve students with disabilities.
- A final decision will be made by the Governance Council regarding membership and the projected start date.
- The SELPA may approve a guest status for a LEA applying for membership as an LEA for funding purposes to attend Program Council meetings during the process of reviewing the application for membership.
- The Governance Council may elect to approve or deny any request for membership based upon a review of the application and noted fiscal and programmatic issues. Priority for approval shall be requests where the programmatic issues are compatible with the SELPA Local Plan and fiscal issues are revenue neutral.

Requirements for all approved new members into the SELPA:

1. Agreement of all sections of the Local Plan and adoption of the LEA governance body.
2. Agreement of approved actions of the of SELPA Governance Council as contained in approved Governance Council minutes.
3. Agreement that the member LEA maintains responsibility for all aspects of providing special education and related services, including the contracting and cost of any nonpublic school or agency, attorney representation as part of mediation, due process/or complaint processing and other costs associated with the provision of special education and related services.
4. Agreement to provide fiscal and student data required by the CDE in such a manner as to be communicative with CALPADS and any other required data system to be compliant with the CDE.
5. Agreement to all sections of the SELPA Participants Agreement and adoption by the LEA Governance body.
6. As appropriate and voluntary on the part of a LEA or charter, agreement to representation via a SELPA approved Joint Powers Agreement (JPA).

The SELPA may approve membership of a group of LEAs and/or charter schools who elect to form a Joint Powers Agreement (JPA). The SELPA may develop a JPA for purposes of addressing small LEA/charter needs as a voluntary option for membership. Such development shall be approved by the Governance Council. The SELPA may elect to allow an existing JPA

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to join the SELPA up to a total of three JPAs maximum. It is understood that the JPA shall have voting privileges based on the total ADA of all JPA members and is entitled to the same representation as any individual LEA or charter school. The SELPA Director shall be an ex-officer member (non-voting) of this SELPA developed JPA and have access to other member JPAs to address issues consistent with the Local Plan.

Approval for membership into the SELPA shall be by any majority vote of the voting members of the Governance Council. Such membership requires the applicant to agree to the provisions of the current SELPA Local Plan, including policies and items approved by the SELPA governance and administrative structure. Such adoption of the current Local Plan and Participant's Agreement shall not require reauthorization of the Local Plan by all members. Such membership shall be indicated via the addition of the new member's name on the Local Plan and Participant's Agreement without new approvals by other members. In addition, the member must adopt local policies and administrative regulations or procedures sufficient to support the Local Plan and in compliance with state or federal review. Failure to comply with the criteria listed above shall result in the withholding of any funding allocations or portions of allocation until compliance of those items is completed.

LEA Executive Leadership: Superintendent/Executive Director/Chief Officer/Director

The executive leadership of each participating LEA:

- Shall continue to be responsible to their Boards for the administration of programs located within their schools.
- Shall inform their Boards of all aspects of the SELPA Local Plan for Special Education.
- Shall recommend policies to their Boards for adoption. These policies shall address legal requirements and issues of concern to the member agencies of the SELPA.
- Shall implement and administer policies recommended by the Governance Council and adopted by the LEA Board.
- Shall be responsible for:
 - a) The administration of all special education programs under the jurisdiction of their Boards of Education.
 - b) The submission of proposed policies by the Governance Council to Boards of Education with appropriate recommendations.
 - c) The implementation of policies and procedures adopted by the SELPA.
 - d) Ongoing collaboration with the SELPA director and various SELPA Councils and committees necessary to implement the Local Plan.
 - e) Timely submission of all required fiscal and student data required for compliance.

Governance Council

The Governance Council shall consist of the LEA Board approved representative of each participating LEA. Each participating LEA member shall have at least one of their selected Governance Council representatives attend each Governance Council meeting. The Governance Council shall meet quarterly at a minimum, or as needed, throughout the school year relative to their LEA needs. LEA's are expected to participate in each of the approved Governance Council meetings or Special Meetings as convened. The Governance Council may consider corrective actions for LEA members not regularly attending Governance Council meetings. These actions may include written notifications of non-participation, changes to the LEA's administrative fee structure, and recommendation for removal from membership within the SELPA. The Governance Council will annually select a Governance Council Chair from its members responsible for working with the SELPA Director in establishing meeting dates, times and meeting agendas. If the chair is unable to attend a meeting they will delegate another Governance Council member to chair the meeting.

Each LEA shall have voting on the Governance Council based upon average daily attendance as follows: (Note: the JPA votes are based on the total ADA from all members of the JPA who are also members of the SELPA.)

- 0 - 1099 = 1 vote
- 1,100 - 3,099 = 2 votes
- 3,100 - 6,499 = 3 votes
- 6,500 - 9,999 = 4 votes
- 10,000 - above = 5 votes

The annual ADA shall be used to determine the following year's voting system and thus updates the above formula annually. In the event the annual ADA has not been certified by the California Department of Education, the previous year's annual certified ADA shall be used until the next annual certified ADA report is available. A majority of members is required for a quorum. Any member LEA, who has approved a charter application for a new charter school to be set up as an LEA for purposes of special education, shall be required to represent the interest of the charter for purposes of voting on the Governance Council of the SELPA. The Governance Council shall elect a Chairperson from among its members for a term of one year. The Chairperson shall call and chair meetings and provide agenda items to the SELPA Director. The Chairperson may be elected for more than one term. Once the Local Plan is approved, the Governance Council shall serve as the governing board of the SELPA with all

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actions taken by the Council serving as the official position of the SELPA and the member LEA's. The Governance Council shall have the authority to approve policies and procedures for coordination and implementation of the local plan and the annual approval of the Annual Budget and Service Plan at a special Public Hearing and meeting held by the Council.

The Governance Council shall: Act in an advisory capacity to the Boards of Education of participating LEA's; Provide input and guidance for policies for programs under the jurisdiction of the SELPA as necessary. The Governance Council representatives shall submit these proposed policies and accompanying recommendations to their Boards of Education as appropriate and necessary; and Review and recommend approval to the Boards of Education, which reflects all components of the Local Plan.

The Governance Council may appoint Ad Hoc committees as appropriate to address key issues and to report back to the Council. Annually the Governance Council shall approve any committees, appoint membership, and assign specific tasks as appropriate. Unless appointed by the Governance Council, each committee may select a chairperson from the committee membership to chair the meetings and to communicate with the Council. The SELPA Director shall be a non-voting member of each committee providing support, technical assistance, and communication with the Council. It is understood that the SELPA Director is responsible for developing any recommendations to assure compliance with state and federal laws.

The annual budget and service plans shall be approved by the Governance Council at a public hearing as required. A 15-day notification of the date of the public hearing shall be given. The Governance Council shall approve including any allocation plans for distribution of funds.

The Governance Council shall communicate directly with the SELPA Director on SELPA-wide activities, as appropriate and provide input into the evaluation of the SELPA Director. The SELPA Director shall serve as secretary to the Governance Council.

SELPA Director and SELPA Support Staff

A SELPA Director shall be employed by LACOE as the Responsible Local Agency (RLA) or, as approved by the Governance Council in agreement with the RLA. Placement on the salary schedule of the RLA shall be in keeping with education, experience and the placement of other management employees of the RLA with comparable titles and responsibilities in accordance with personnel procedures.

Governance Council members may participate in the RLA interview and selection process when hiring for the SELPA Director position and may recommend a final candidate to LACOE for final selection as the hiring RLA.

The SELPA Director shall be evaluated annually by the LACOE as the RLA with input from the Chair of the Governance Council and Program Council including, when appropriate, recommendations for continued assignment in the position. The Chair of the Governance Council may submit input for members of the Governance Council.

The SELPA administrative support staff is the responsibility of LACOE as the RLA in accordance with their personnel practices. The Governance Council may make recommendations based on SELPA and LEA needs for additional SELPA staff to support specific functions under the direction of the SELPA Director.

The SELPA Director shall act as secretary to the Governance Council, prepare agendas for its meetings, record, and submit minutes of its meetings for approval.

At the direction of the Governance Council, the SELPA Director shall develop an annual schedule of meetings of the Program Council. The purpose of these meetings shall be to accomplish those tasks, which have been identified by the Governance Council and Local Plan as necessary to assure compliance and orderly and consistent implementation of policies affecting the SELPA.

The SELPA Director shall serve as the liaison between the Governance Council, the Program Council, the Finance Committee and the Community Advisory Committee and will share approved copies of the minutes and/or report on activities as appropriate.

The SELPA Director shall:

- Coordinate required CDE monitoring activity.

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- Act as liaison with the Department of Mental Health, California Children's Services and any other agency in accordance with adopted interagency agreements.
- Maintain awareness of all Office of Civil Rights (OCR), due process, and complaint findings. The SELPA Director shall share these findings, as appropriate, if they have SELPA-wide implications, and coordinate any necessary changes at the SELPA level. The SELPA Director shall support the alternative dispute resolution process resolve disputes as a proactive approach prior to state and federal procedures.
- Be responsible for the implementation of programs and services that promote positive parent and professional partnerships and parent support systems. This may include parent support systems, the Family Resource Center, a website and community outreach activities.
- Be an ad hoc member to all SELPA-wide committees, as appropriate.
- Submit all required data to the County Office and/or State Department of Education.
- Coordinate meetings with nonpublic schools' personnel to determine educational costs and shall recommend a Master Contract and rate schedule for use by member LEA's.
- Participate in state and county level SELPA directors' meetings and share information, as appropriate, with the Governance Council, Program Council, the CAC and the Finance Committee.
- Coordinate the local interagency agreements.
- Act as an ad hoc member to the CAC (Community Advisory Committee).
- Submit any waivers necessary for the implementation of the Local Plan.
- Co-sign all purchase orders for low incidence materials and equipment.
- Be responsible for processing all bills to LACOE business office for reimbursement to districts for program specialists and regionalized service funds, as approved by the Governance Council.
- Serve as line manager and supervisor of LACOE staff assigned to the SELPA in an effort to improve communication and services as approved by LACOE and the Governance Council annually.
- Be responsible for the coordination of the data collection, and CALPADS reports.
- Keep the member districts informed of current trends, best practices and innovation approaches via participation on advisory committees, conferences, and a review of the literature.

Program Council

LEA Staff responsible for LEA special education programs and services shall be employed by and responsible to their LEA and will regularly participate in Program Council meetings. Through the coordination of the SELPA Director, the Program Council shall establish committees as needed and develop procedures necessary to implement policies, which affect the SELPA. The SELPA Director will coordinate Program Council meetings and separate meetings to address the unique needs of member LEA's. Through the coordination of the SELPA Director, LEA Program Council members shall gather and compile all data required by the SELPA, the RLA, the State Department of Education, and the Federal Government.

Program Council LEA members shall:

- 1) Include LEA members responsible for the administration, oversight and delivery of special education programs within their LEA's including but not limited to: Directors of Special Education; Coordinators; Program Specialists; and Service providers
- 2) Develop local procedures necessary to implement policies which affect the SELPA, subject to the approval of the Governance Council, as needed.
- 3) Establish committees to address ongoing concerns and needs of the SELPA including innovative approaches to addressing the needs of students based on research.
- 4) Gather all data required by the SELPA, the County, the State Department and the Federal Government.
- 5) Coordinate and conduct LEA CDE compliance monitoring and implement corrective actions.
- 6) Submit, to the SELPA Director, copies of any Office of Civil Rights (OCR), CCR, due process, and/or complaint findings.
- 7) Implement and monitor corrective actions of rulings of OCR, Fair Hearings and complaints, as required. Participate in SELPA Alternative Dispute Resolution procedures as appropriate.
- 8) Appoint district liaison to Mental Health, California Children's Services, regional centers and other agencies, as required by the interagency agreements and memos of understanding. The LEA Program Council representative shall be the liaison if no appointment has been made.
- 9) Ensure equal access to all programs, within the SELPA, for students with disabilities by:
 - a) Acceptance of all SELPA IEP/IFSP forms and/or SELPA approved data systems necessary to complete CALPADS and maintain compliance.
 - b) Acceptance of students per SELPA placement agreements and/or Inter-SELPA agreements.
 - c) Implementing local procedures regarding services to students with disabilities placed in private schools by their parents.
- 10) Promote positive parent and professional collaboration via participation in SELPA activities and the CAC.

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11) Ensure that required corrective actions, as a result of complaints, Due Process Hearings and/or OCR investigations are implemented. Requests for mediation and hearings should go to: Office of Administrative Hearings (OAH) 2349 Gateway Oaks Drive, Suite 200, Sacramento, CA 95833-4231. Phone: (916) 263-0550 (Note: In the event the State of California changes the agency responsibility for mediation and hearings, the new address and information shall be substituted for the information above.) It is understood that the "stay put" provisions are in effect throughout all administrative and judicial proceedings. EC 56505(d).

12) Assure that required information is submitted to the SELPA Director.

13) Supervise the activities for staff development and coordinate at the SELPA level through the Program Council.

14) Maintain appropriate committees as necessary to address key issues in special education.

Community Advisory Committee

1) In accordance with Education Code 56190, each plan submitted under Education Code Section 56195.1 shall establish a Community Advisory Committee. Such committee shall serve only in an advisory capacity.

2) In accordance with Education Code 56191, the members of the Community Advisory Committee shall be appointed by, and responsible to, the governing board of each participating district charter or County Office or any combination thereof participating in the Local Plan. Appointment shall be in accordance with a locally determined selection procedure. Appointments determined by each participating LEA. The CAC and/or the SELPA Director may recommend potential appointees. Where appropriate, this procedure shall provide for selection in accordance with Education Code 56192. Such procedure shall provide that terms of appointment are for two years with additional terms up to eight years maximum.

a. Each participating district or charter within the Local Plan shall select two representatives from their respective area to participate on the Community Advisory Committee.

b. Each local school board shall fill vacancies created on the Community Advisory Committee from their respective districts.

c. The Program Council shall assist with the coordination of the CAC.

d. The SELPA Director, or designee, shall serve as the administrative liaison to the Community Advisory Committee.

3) In accordance with Education Code 56192, the Community Advisory Committee shall be composed of parents of individuals with exceptional needs enrolled in school, handicapped pupils and adults, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. The committee shall select officers annually in accordance with the bylaws.

4) In accordance with Education Code 56193, at least the majority of such committee shall be composed of parents of pupils enrolled in schools participating in the local plan, and at least a majority of such parents shall be parents of individuals with exceptional needs.

5) In accordance with Education Code 56194, the Community Advisory Committee shall have such authority and fulfill such responsibilities as are defined for it in the local plan. Such responsibilities shall include, but need not be limited to, all the following:

a. Advising the Governance Council, regarding the development, amendment, and review of the local plan. The Governance Council shall review and consider comments from the Community Advisory Committee.

b. Recommending annual priorities to be addressed in the plan.

c. Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.

d. Encouraging community involvement in the development and review of the local plan.

e. Supporting activities on behalf of individuals with exceptional needs.

f. Assisting in parent awareness of the importance of regular school attendance.

g. Supporting community involvement in the parent advisory committee established pursuant to Section 52063 to encourage the inclusion of parents of individuals with exceptional needs to the extent these pupils also fall within one or more of the definitions in Section 42238.01.

h. The CAC chairperson shall sign the certification page of the Local Plan signifying review and participation in the revision.

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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:

Participating LEA Boards have approved the Governance Council as the governing entity of the SELPA with all actions taken by the Council serving as the official position of the SELPA and the participating member LEA's. The Governance Council shall have the authority to approve policies and procedures for coordination and implementation of the local plan and the annual approval of the Annual Budget and Service Plan at a special Public Hearing and meeting held by the Council.

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 Los Angeles County Office of Education (LACOE) is a participating LEA member, the Responsible Local Agency (RLA) and the Administrative Unit (AU). In the event there is a need or reason to change the RLA, the Governance Council would notify in writing the RLA at least one year in advance of such action. If the RLA requested to be relieved of their responsibility, the RLA shall notify in writing the Governance Council at least one year in advance of such action.

RLA Responsibilities (Refer also to Approved Participant's Agreement)

The Los Angeles County Office of Education shall perform the functions of the RLA as coordinated by the SELPA Director as follows:

- 1) Receive and disburse regionalized service funds according to the allocation plan to include, but not be limited to, personnel development, evaluation, data collection, maintain a management information system, appropriate use of federal, state and local funds allocated for special education.
- 2) Provide support to the SELPA Director, Governance Council, Program Council and other SELPA Committees consistent with the expectations of the Governance Council.
- 3) Provide assistance to the Program Council in the development of policies and procedures to assure procedural safeguards to individuals with exceptional needs and their parents.
- 4) Assist the LEA members in meeting all aspects of the Local Plan including the Local Education Assurances.
- 5) Compile data and submit reports for the annual budget and services plans and other fiscal and data reports that may be required by the state.

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

A local education agency (LEA) seeking status for special education funding as an LEA may request to join the SELPA through the following procedure:

- Notification of their intent to apply to the SELPA
- Complete and submit the SELPA Membership Application with a target submission deadline of May 15th.
- The Governance Council will review all available application materials. As necessary and appropriate, the Governance Council and/or their designee may request additional information, including a face-to-face meeting with the LEA and/or charter school.
- The SELPA will review the application and conduct a special education capacity interview of the LEA.
- The SELPA will summarize the application and the capacity interview and report to the Governance Council as part of the decision making process.
- Applicant executive leadership, including LEA Board members, should be prepared to present to the Governance Council an overview of their Charter petition and capacity to serve students with disabilities.
- A final decision will be made by the Governance Council regarding membership and the projected start date.
- The SELPA may approve a guest status for a LEA applying for membership as an LEA for funding purposes to attend Program Council meetings during the process of reviewing the application for membership.

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- The Governance Council may elect to approve or deny any request for membership based upon a review of the application and noted fiscal and programmatic issues. Priority for approval shall be requests where the programmatic issues are compatible with the SELPA Local Plan and fiscal issues are revenue neutral.

Requirements for all approved new members into the SELPA:

1. Agreement of all sections of the Local Plan and adoption of the LEA governance body.
2. Agreement of approved actions of the of SELPA Governance Council as contained in approved Governance Council minutes.
3. Agreement that the member LEA maintains responsibility for all aspects of providing special education and related services, including the contracting and cost of any nonpublic school or agency, attorney representation as part of mediation, due process/or complaint processing and other costs associated with the provision of special education and related services.
4. Agreement to provide fiscal and student data required by the CDE in such a manner as to be communicative with CALPADS and any other required data system to be compliant with the CDE.
5. Agreement to all sections of the SELPA Participants Agreement and adoption by the LEA Governance body.
6. As appropriate and voluntary on the part of a LEA or charter, agreement to representation via a SELPA approved Joint Powers Agreement (JPA).

The SELPA may approve membership of a group of LEAs and/or charter schools who elect to form a Joint Powers Agreement (JPA). The SELPA may develop a JPA for purposes of addressing small LEA/charter needs as a voluntary option for membership. Such development shall be approved by the Governance Council. The SELPA may elect to allow an existing JPA to join the SELPA up to a total of three JPAs maximum. It is understood that the JPA shall have voting privileges based on the total ADA of all JPA members and is entitled to the same representation as any individual LEA or charter school. The SELPA Director shall be an ex-officer member (non-voting) of this SELPA developed JPA and have access to other member JPAs to address issues consistent with the Local Plan.

Approval for membership into the SELPA shall be by any majority vote of the voting members of the Governance Council. Such membership requires the applicant to agree to the provisions of the current SELPA Local Plan, including policies and items approved by the SELPA governance and administrative structure. Such adoption of the current Local Plan and Participant's Agreement shall not require reauthorization of the Local Plan by all members. Such membership shall be indicated via the addition of the new member's name on the Local Plan and Participant's Agreement without new approvals by other members. In addition, the member must adopt local policies and administrative regulations or procedures sufficient to support the Local Plan and in compliance with state or federal review. Failure to comply with the criteria listed above shall result in the withholding of any funding allocations or portions of allocation until compliance of those items is completed.

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 CAC membership includes special education parents, regular education teachers, representatives from community agencies, support staff, and administrators. The role of the CAC in the development of the local plan is to:

- Select representatives from the CAC to serve on the Local Plan Amendment Committee
- Provide input and review drafts
- Provide a forum for members of the public, including parents or guardians of students with disabilities who are receiving services under the plan to address questions or concerns
- Provide input to the Governance Council

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 Council will review the Local Plan and determine if changes or amendments to the Governance and Administration Structure 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

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preceding the Governance Council review.

Each year, the SELPA shall adopt annual budget and service plans at a public hearing scheduled at a Governance Council 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 Council adoption.

When the Governance Council determines that an amendment to the Governance and Administration Section of the local plan is needed, the following process occurs:

The SELPA Administrator, or designee, shall be responsible for the coordination of the amendment of the local plan, and pursuant to Education Code 56195.3 and 56195.9, shall gather committee representatives of the following groups:

- Special and General Education Teachers - Selected by their peers
- Parent members of the Community Advisory Committee
- Parents - Selected by the CAC Committee

These representatives will provide input, review drafts and make recommendations to the Governance Council in the development or amendment the Local Plan.

During the amendment process, the Governance Council reviews the recommendations of the CAC, reviews drafts of gathered representatives, seeks input from the governing boards of their respective LEAs, and reviews and approves the final draft of the local plan for submission to the local governing boards for approval.

The Governance Council 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 all LEAs' governing boards and 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 Los Angeles County Office of Education (LACOE) is the Responsible Local Agency (RLA) and the Administrative Unit (AU). In the event there is a need or reason to change the RLA, the Governance Council would notify in writing the RLA at least one year in advance of such action. If the RLA requested to be relieved of their responsibility, the RLA shall notify in writing the Governance Council at least one year in advance of such action.

RLA Responsibilities (Refer also to Participant's Agreement)

The Los Angeles County Office of Education shall perform the functions of the RLA as coordinated by the SELPA Director as follows:

- 1) Receive and disburse regionalized service funds according to the allocation plan to include, but not be limited to, personnel development, evaluation, data collection, maintain a management information system, appropriate use of federal, state and local funds allocated for special education.
- 2) Provide support to the SELPA Director, Governance Council, Program Council and other SELPA Committees consistent with the expectations of the Governance Council.
- 3) Provide assistance to the Governance Council in the development of policies and procedures to assure procedural safeguards to individuals with exceptional needs and their parents.
- 4) Assist the LEA members in meeting all aspects of the Local Plan including the Local Education Agency Assurances.
- 5) Compile data and submit reports as required and also need for the annual budget and services plans and other fiscal and data reports that may be required by the state.

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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:

As captured in the Governance and Administration Structure of the Local Plan and further specified within executed Participants Agreement between each LEA member, the RLA/AU and the SELPA, each participating LEA SELPA member maintains responsibility for all aspects of providing special education and related services to their students including the contracting and cost of any nonpublic school or agency, attorney representation as part of mediation, due process/or complaint processing and other costs associated with the provision of special education and related services.

10. For multi-LEA local plans, specify:

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

Boards of Education - Each participating local education agency (LEA) Board of Education:

- Shall adopt local policies and administrative regulations as required by law to support the Local Plan. LEA’s update local policies per procedures specific to each LEA.
- Will be represented by an LEA Board approved LEA/school executive leadership representative on the Governance Council.
- Each LEA Board will select and approve two representatives with full LEA voting authority.
- Shall maintain responsibility for programs it operates including employment and evaluation of personnel, except where noted.
- Shall appoint members and alternates to the Community Advisory Committee.
- Shall adopt policies as required by law relative to Due Process Procedures in accordance with EC 56501-56507*
- Shall adopt policies as required by law relative to Complaint Procedures in accordance with EC 56500.2*
- Shall adopt policies as required by law relative to all Procedural Safeguards of “IDEA” (Individuals with Disability Education Act) in accordance with EC 56500*
- Shall post Annual Budget and Service Plan Hearing notices at each school site in the LEA at least fifteen days in advance of the Public Hearing.

*The description of due process in Education Code Section 56500-56507, for purposes of Code of Federal Regulations, 34 C.F.R. 300.237, are hereby included in the local plan by reference.

County Board of Education/County Superintendent of Schools

The Los Angeles County Board of Education, as the Responsible Local Agency (RLA) shall:

- Approve contractual agreements for all Special Education Local Plan Areas for which the County is the RLA and which meet the requirement of EC 56200 and hereafter referred to as “local plan.”
- Verify the Certificate of Assurances and Certificate of Compatibility by the County Superintendent of Schools.
- Approve written agreements for regionalized services and adopt budgets for those services.
- Approve budgets for all programs operated by the County Office.
- Adopt policies and budgets to assure the appropriate placement of individuals with exceptional needs who reside in licensed children’s institutions, foster homes, and court schools.
- Approve SELPA policies, which affect the County’s role as RLA or which affect programs operated by the County Office.
- Appoint representation to the Community Advisory Committee.

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

LEA Executive Leadership: Superintendent/Executive Director/Chief Officer/Director
The executive leadership of each participating LEA shall:

- Be responsible to their Boards for the administration of programs located within their schools.

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- Inform their Boards of all aspects of the SELPA Local Plan for Special Education.
- Recommend policies to their Boards for adoption. These policies shall address legal requirements and issues of concern to the member agencies of the SELPA.
- Implement and administer policies recommended by the Governance Council and adopted by the LEA Board.
- Be responsible for:
 - a) The administration of all special education programs under the jurisdiction of their Boards of Education.
 - b) The submission of proposed policies by the Governance Council to Boards of Education with appropriate recommendations.
 - c) The implementation of policies and procedures adopted by the SELPA.
 - d) Ongoing collaboration with the SELPA director and various SELPA Councils and committees necessary to implement the Local Plan.
 - e) Timely submission of all required fiscal and student data required for compliance.

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

Each participating local education agency (LEA) shall:

- Adopt local policies and administrative regulations as required by law to support the Local Plan. LEA's update local policies per procedures specific to each LEA.
- Be represented by an LEA Board approved LEA/school executive leadership representative on the Governance Council.
- Select and approve two representatives with full LEA voting authority.
- Maintain responsibility for programs it operates including employment and evaluation of personnel, except where noted.
- Appoint members and alternates to the Community Advisory Committee.
- Adopt policies as required by law relative to Due Process Procedures in accordance with EC 56501-56507*
- Adopt policies as required by law relative to Complaint Procedures in accordance with EC 56500.2*
- Adopt policies as required by law relative to all Procedural Safeguards of "IDEA" (Individuals with Disability Education Act) in accordance with EC 56500*
- Post Annual Budget and Service Plan Hearing notices at each school site in the LEA at least fifteen days in advance of the Public Hearing.

*The description of due process in Education Code Section 56500-56507, for purposes of Code of Federal Regulations, 34 C.F.R. 300.237, are hereby included in the local plan by reference.

The Los Angeles County Office of Education shall:

- Approve contractual agreements for all Special Education Local Plan Areas for which the County is the RLA and which meet the requirement of EC 56200 and hereafter referred to as "local plan."
- Verify the Certificate of Assurances and Certificate of Compatibility by the County Superintendent of Schools.
- Approve written agreements for regionalized services and adopt budgets for those services.
- Approve budgets for all programs operated by the County Office.
- Adopt policies and budgets to assure the appropriate placement of individuals with exceptional needs who reside in licensed children's institutions, foster homes, and court schools.
- Approve SELPA policies, which affect the County's role as RLA or which affect programs operated by the County Office.
- Appoint representation to the Community Advisory Committee.
- Perform the functions of the RLA as coordinated by the SELPA Director as follows:
 - 1) Receive and disburse regionalized service funds according to the allocation plan to include, but not be limited to, personnel development, evaluation, data collection, maintain a management information system, appropriate use of federal, state and local funds allocated for special education.
 - 2) Provide support to the SELPA Director, Governance Council, Program Council and other SELPA Committees consistent with the expectations of the Governance Council.
 - 3) Provide assistance to the Program Council in the development of policies and procedures to assure procedural safeguards to individuals with exceptional needs and their parents.
 - 4) Assist the LEA members in meeting all aspects of the Local Plan including the Local Education Assurances.
 - 5) Compile data and submit reports as required and also need for the annual budget and services plans and other fiscal and data reports that may be required by the state.

Resolution/Mediation Procedures for Differences at the Governing Board Level

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All participating LEA Boards must approve the local plan for submission to the State. If any LEA board fails to approve the local plan, that board shall notify all other participating agencies of the reasons for not approving the plan and request that the County 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 County 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 the LEA agreeing to the plan, (3) one person selected by mutual agreement of the other two appointees within 5 days. The decision of the panel will be binding for all parties involved in the dispute. The County Board shall approve local written agreements if a simple majority of local boards have approved the agreements. If a vote results in a 50/50 split, the action of the County Board shall be decisive. If the written agreement for local requirements is not approved, the agreement shall be revised within two weeks in accord with instructions from the County Board and resubmitted to all participating districts. This process shall be repeated until agreement is reached by a simple majority.

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:

A SELPA Director shall be employed by the Responsible Local Agency (RLA) or, as approved by the Governance Council in agreement with the RLA. Placement on the salary schedule of the RLA shall be in keeping with education, experience and the placement of other management employees of the RLA with comparable titles and responsibilities in accordance with personnel procedures. Governance Council members may participate in the RLA interview and selection process when hiring for the SELPA Director position and may recommend a final candidate to LACOE for final selection as the hiring RLA.

The SELPA Director shall be evaluated annually by the LACOE as the RLA with input from the Chair of the Governance Council and Program Council including, when appropriate, recommendations for continued assignment in the position. The Chair of the Governance Council may submit input for members of the Governance Council.

The SELPA administrative support staff is the responsibility of LACOE as the RLA in accordance with their personnel practices. The Governance Council may make recommendations based on SELPA and LEA needs for additional SELPA staff to support specific functions under the direction of the SELPA Director.

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

Federal and state funds are received by LACOE as the Administrative Unit and distributed to the SELPA and participating LEA members in accordance with the Governance Council Approved Allocation Plan and in accordance with all relevant Education Codes. The allocation plan may be reviewed and revised as needed to address changes in funding or SELPA needs. At least every three years, as the Governance Council reviews and revises the Governance and Administration section in accordance with Education Code the allocation plan will be reviewed.

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

As described throughout the Governance and Administration Structure of the Local Plan, each participating LEA maintains responsibility for special education programs and services to ensure special education and related services pursuant to a student's IEP are provided to students with disabilities enrolled in their schools. Each LEA is responsible for maintaining practices, procedures and policies toward compliance with the Local Plan and all applicable state and federal laws. Specifically, each participating LEA will:

1. Maintain the responsibility for providing the programs and services described in the Annual Budget and Service Plans.

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2. Bring changes to the Annual Budget and Service Plans to the Program Council for consideration and approval.
3. Significant changes in existing regionalized program operation, delivery of services or facilities must be brought to the attention of the SELPA in writing one year in advance of anticipated change. SELPA members will receive support for considering membership options for regionalized programs. Final approval shall be made by the Governance Council.

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

The role of the RLA/AU in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to monitor through the review of expenditure reports, special education maintenance of effort reports, or any other documents to ensure appropriate use of these funds. Consistent with education code, the Los Angeles County Office of Education will review any fiscal audits.

The role of the SELPA Administrator, or designee, in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to review expenditure reports, special education maintenance of effort reports, and any other necessary documents to review for appropriate use of the funds and take any corrective steps that may be necessary. The SELPA Administrator, or designee, may provide technical assistance to individual LEAs as appropriate.

The role of the individual LEAs in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to monitor the appropriate use of federal, state and local funds allocated for special education programs. LEAs utilize their own procedures, including reviews by auditors as required under California Education Code.

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 as agreed to by the Individualized Education Program (IEP) team as part of the offer of Free Appropriate Public Education in the Least Restrictive Environment. An inventory of specialized equipment available for use from members may be inventoried at the SELPA as reflected in the SELPA Policy and Procedure Manual.

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:

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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 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:

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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 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)

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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:

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

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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

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)

Policy/Procedure Number:

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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:

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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 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

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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:

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"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:

"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

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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:	<input type="text" value="1"/>
Document Title:	<input type="text" value="Local Plan, Section B Governance and Administration: Administration of Regionalized Operations and Services"/>
Document Location:	<input https:="" type="text" value="SELPA Office and website @: https://www.lacountycharterselpa.org; www.lacoe.edu ; participating SELPA Member LEA websites"/>
Description:	<p>Direct Instructional support provided by program specialists and/or special education administrators: Not applicable.</p> <p>Role of the RLA/AU: The RLA/AU is responsible for the receipt and distribution of special education funds to LEAs and SELPA accounts for the operation of special education programs and services, providing for administrative support, and employment of SELPA staff to coordinate implementation of the plan.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator will ensure that the local plan is implemented and will make recommendations to the Governance Council when revisions are needed. They will facilitate the review, revision, and administration of the local plan. They will also facilitate development and approval of SELPA policies and procedures necessary to implement the local plan.</p> <p>Role of the individual LEAs: The individual LEAs ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities enrolled within their schools. Participating LEA's, through the representative to the Governance Council, will approve policies and procedures needed to implement the local plan. Each LEA will approve and implement the local plan as well as any LEA policies and procedures needed to implement the plan. LEA's through their representative to the Governance Council directs the SELPA Director regarding the implementation, administration and operation of the local plan. The Program Council provides input on the modification and implementation</p>

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2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Description:

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3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location: https://www.lacountycharterselpa.org; www.lacoe.edu; participating SELPA Member LEA websites"/>

Description:

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

Reference Number:

Document Title:

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Document Location:	<input type="text" value="SELPA Office and website @: https://www.lacountycharterselpa.org; www.lacoe.edu; participating SELPA Member LEA websites"/>
Description:	<p>Direct Instructional support provided by the program specialist and/or special education administrator: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, coordinate curricular resources for students with disabilities, as requested.</p> <p>Role of the RLA/AU: Not applicable.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance and staff development on curriculum develop and alignment with the common core standards and/or other LEA approved evidence-based curriculum, as determined appropriate.</p> <p>Role of the individual LEAs: LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs. They ensure that each student with a disability has full access to the required core curriculum, any alternative curriculum and textbooks, and supplementary curriculum and textbooks as appropriate, and instructional materials to students identified with blindness or other students with print disabilities.</p>

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

Reference Number:	<input type="text" value="6"/>
Document Title:	<input type="text" value="Local Plan, Section B Governance and Administration: Administration of Regionalized Operations and Services"/>
Document Location:	<input type="text" value="SELPA Office and website @: https://www.lacountycharterselpa.org; www.lacoe.edu; participating SELPA Member LEA websites"/>
	<p>Direct Instructional support provided by a program specialists and/or special education administrator: Upon request, the program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, will evaluate the effectiveness of programs for students with disabilities.</p> <p>Role of the RLA/AU: Not applicable.</p>

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the review of the Annual Budget and Service Plans, and the LEAs' Annual Performance Indicators. This includes any additional pertinent data such as the annual evaluation of services offered by the SELPA. They will facilitate reviews by the LEA leaders, CAC, and other interested parent, community or educational groups. The SELPA Administrator will also review the Funding Allocation Plan prior to the distribution of yearly funds to LEAs.

Role of the individual LEAs : Individual LEAs through their representative to the Governance Council will review the Annual Budget and Service Plans, and conduct the evaluation of services offered by the SELPA. Each LEA representative on the Program Council shall provide input through the annual evaluation of SELPA services on the effectiveness of the local plan.

Each individual LEA reviews and monitors their LEA Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Participating LEAs also engage in monitoring activities as required by the CDE. The Program Council shall provide leadership for cooperative action among LEAs pertaining to the implementation, administration, and operation of the local plan.

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Direct Instructional support shall be provided by the program specialist and/or special education administrator: Upon request, the program specialists and others assigned to carry out these duties, whether they are employed by the SELPA or the LEA, will provide technical assistance and guidance on the SELPA special education data management systems.

Role of the RLA/AU: Enter into any requested contracts on behalf of the SELPA to ensure a coordinated system of data collection and management.

Section B: Governance and Administration

SELPA Los Angeles County Charter SELPA

Fiscal Year 2021-22

Description:

Role of the Administrator of the SELPA: The SELPA Administrator will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA Administrator, or designee, will provide technical assistance and staff development to LEAs as requested and/or deemed necessary by the SELPA.

Role of the individual LEAs: Individual LEAs are responsible for data entry, accuracy, and integrity. The LEAs gather, interpret, and report special education program data and quality indicators regarding current program operations and effectiveness. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Reference Number:

8

Document Title:

Local Plan, Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Description:

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

Role of the RLA/AU: Not applicable.

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. This includes participation in developing the Master Contract and rates negotiated on behalf of the participating LEA's.

Role of the individual LEAs: Through their representative to the Governance Council, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

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SELPA

Fiscal Year

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location: https://www.lacountycharterselpa.org; www.lacoe.edu; participating SELPA Member LEA websites"/>

Description:

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

Reference Number:

Document Title:

Document Location: https://www.lacountycharterselpa.org; www.lacoe.edu; participating SELPA Member LEA websites"/>

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SELPA

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Description:

by the SELPA or the LEA, assure pupils have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance and guidance to the licensed children’s institutions and foster family homes and LEAs as appropriate.

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 LEA in which the foster family home or the licensed children’s institution is located, unless based on education code there is another district of special education accountability which would be responsible.

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

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist and/or special education administrator: Not applicable.

Role of the RLA/AU: The RLA/AU reviews, sign and submit as appropriate any required special education local plan area reports.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports.

Role of the individual LEAs: Individual LEAs will submit required accurate data in order for the SELPA to submit timely reports. The LEAs gather, interpret, and report special education program data and quality indicators regarding current program operations and effectiveness as well as fiscal data and information for accurate fiscal reporting.

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12. Fiscal and logistical support of the CAC:

Reference Number:	<input type="text" value="12"/>
Document Title:	<input type="text" value="Local Plan, Section B Governance and Administration: Administration of Regionalized Operations and Services"/>
Document Location:	<input https:="" type="text" value="SELPA Office and website @: https://www.lacountycharterselpa.org; www.lacoe.edu ; participating SELPA Member LEA websites"/>
Description:	<p>Direct Instructional support provided by the program specialist and/or special education administrator: Not applicable.</p> <p>Role of the RLA/AU: Not applicable.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide recruitment, fiscal and logistical support of CAC meetings, events, and trainings as approved by the Governance Council.</p> <p>Role of the individual LEAs: The LEA through their representative to the Governance Council will ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. Program Council members shall facilitate communication between their LEA CAC representative. Each LEA is responsible to appoint members to the CAC in accordance with CAC bylaws and LEA policies. Each LEA's governing board encourages parental involvement through the members of CAC, receives and consider requests and recommendations from their CAC representatives and other parent groups.</p>

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

Reference Number:	<input type="text" value="13"/>
Document Title:	<input type="text" value="Local Plan, Section B Governance and Administration: Administration of Regionalized Operations and Services"/>
Document Location:	<input https:="" type="text" value="SELPA Office and website @: https://www.lacountycharterselpa.org; www.lacoe.edu ; participating SELPA Member LEA websites"/>
	<input type="text" value="Direct Instructional support provided by the program specialist and/or special education administrator: The program specialists and others that are assigned to carry out these duties, whether they are employed by"/>

Section B: Governance and Administration

SELPA Los Angeles County Charter SELPA

Fiscal Year 2021-22

Description:

the SELPA or the LEA, provides staff development as requested by the LEAs.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance, training and support in coordinating transportation as requested by the LEAs.

Role of the individual LEAs: Each member LEA is responsible for providing transportation for their students with disabilities per IEP team decision.

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

Reference Number:

14

Document Title:

Local Plan, Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location:

SELPA Office and website @: <https://www.lacountycharterselpa.org>; www.lacoe.edu; participating SELPA Member LEA websites

Description:

Direct Instructional support provided by the program specialist: The program specialists and/or special education administrator that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, support staff development, program development, and innovation of special methods and approaches.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance and staff development as needed. The SELPA Administrator, or designee, may provide targeted or intensive support to LEAs based on identified needs in the Annual Performance Report and assist LEAs in completing any monitoring activities required by the CDE. The SELPA Administrator, or designee, will serve on committees as interagency agreements that address this area as they 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.

Role of the individual LEAs: Each LEA will provide appropriate career

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and vocational education and transition services as required under state and federal laws. They may also provide staff development in this area. Additionally, through their representative to the Governance Council, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

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.

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Reference Number:	<input type="text" value="16"/>
Document Title:	<input type="text" value="Local Plan, Section B Governance and Administration: Administration of Regionalized Operations and Services"/>
Document Location:	<input type="text" value="SELPA Office and website @: https://www.lacountycharterselpa.org; www.lacoe.edu; participating SELPA Member LEA websites"/>
Description:	<input type="text" value="Direct Instructional support provided by the program specialist and/or special education administrator: Not applicable.

Role of the RLA/AU: The role of the RLA/AU is to receive federal and state funds on behalf of the SELPA, and distribute the funds as determined by the Governance Council.

Role of the Administrator of the SELPA: The SELPA Administrator will facilitate the distribution of funds in accordance to the Governance Council approved Allocation Plan. The SELPA Administrator will also facilitate the completion and submission of the Annual Budget Plan.

Role of the individual LEAs: Each LEA through their representative to the Governance Council, determines and approves the Allocation Plan for the distribution or allocation of funds to member LEAs. The Governance Council reviews and approves the Annual Budget Plan. The LEAs will also submit required fiscal reports as required by state and federal laws."/>

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

Reference Number:	<input type="text" value="17"/>
Document Title:	<input type="text" value="Local Plan, Section B Governance and Administration: Administration of Regionalized Operations and Services"/>
Document Location:	<input type="text" value="SELPA Office and website @: https://www.lacountycharterselpa.org; www.lacoe.edu; participating SELPA Member LEA websites"/>
	<input "="" type="text" value="Direct Instructional support provided by the program specialist and/or special education administrator:
These may be a SELPA or LEA employee possessing (or eligible for) one of the following California credentials: Special Education, Clinical Rehabilitative Services, Adapted Physical Education, or School Psychology. He/she shall also have an in-depth knowledge of specific disabilities, preschool, and/or vocational development,"/>

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depending upon the needs of the SELPA. The program specialists and/or special education administrator that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA shall be available to all students with disabilities, their families, and LEA staff. They shall work in a cooperative manner planning activities to meet the needs of the students with disabilities within the SELPA. They help to coordinate the delivery of services by serving on SELPA committees that deal with topics such as staff development, infant and preschool services, low incidence services, transition between districts, and the SELPA's CAC. Program specialists' services and responsibilities may include, but are not limited to:

Description:

- Assure that students with disabilities have full educational opportunity regardless of LEA of residence
- Plan, direct, coordinate and evaluate instructional programs in accordance with state and federal regulations
- Provide direct instructional support, as directed
- Identify needs and develop short and long-range plans for staff development, curriculum development, and program effectiveness
- Provide staff development and training for general and special education administrators and staff
- Represent the SELPA on committees
- Coordinate student placements across LEA and SELPA boundaries
- Develop and disseminate forms, policies and procedures throughout the SELPA
- Monitor services and programs in nonpublic schools
- Provide direction to LEAs regarding complaints filed with the CDE
- Develop and submit proposals for grants and research projects, as requested
- Assure appropriate coordination of general and special education instructional resources for students
- Serve as LEA representatives and commit LEA resources, as appropriate
- Interpret and implement new laws and regulations (Federal and State)
- Design and implement alternative dispute resolution strategies
- Coordinate mediation and due process issues for LEAs as requested
- Serve as liaison to collaborate with other public agencies.
- Provide support to LEAs in the area of positive behavior intervention
- Coordinate program reviews of the effectiveness of the Local Plan
- Assist in the preparation, implementation and follow-up of reviews by the state including those that are part of the Focused Monitoring and the Quality Assurance Process
- Conduct audits or reviews for the LEAs as requested

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Role of the RLA/AU: The RLA/AU will hire staff to perform these duties upon request of the Governance Council.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will hire, supervise, evaluate, and discipline the program specialists who are employed by the SELPA, and provide technical support needed for the implementation of the duties above for those carrying out these functions regardless of their employer. The SELPA Administrator will annually request an allocation for the services of the staff required to provide the function in EC 56836 to serve SELPA-wide needs from the Governance Council.

Role of the individual LEAs: Each LEA individually decides on its allocation of staff who perform the duties of program specialists listed above. LEAs may request to enter into an MOU with the SELPA on an individual basis for the services of a program specialist within their LEA. The individual LEAs will select, direct the work, supervise, evaluate and discipline staff that they employ to carry out these functions.

Individual LEAs, through their representative to the Governance Council, determine annually the allocation the services of the staff required to provide the functions in EC 56836 to serve SELPA-wide needs.

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:	<input type="text" value="1"/>
Document Title:	<input type="text" value="Local Plan, Section B Governance and Administration"/>
Document Location:	<input type="text" value="SELPA Office and website @: https://www.lacountycharterselpa.org; www.lacoe.edu; participating SELPA Member LEA websites"/>
Description:	<input type="text" value="Charter schools in the LAC Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs."/>

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

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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:

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one person selected by mutual agreement of the other two appointees within 5 days. The decision of the panel 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:

Document Title:

Document Location: https://www.lacountycharterselpa.org; www.lacoe.edu; participating SELPA Member LEA websites"/>

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: https://www.lacountycharterselpa.org; www.lacoe.edu; participating SELPA Member LEA websites"/>

Description:

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An LEA representative or designee shall review the master contract, the individual services agreements, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

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:	<input type="text" value="6"/>
Document Title:	<input type="text" value="Local Plan, Section B Governance and Administration"/>
Document Location:	<input type="text" value="SELPA Office and website @: https://www.lacountycharterselpa.org; www.lacoe.edu; participating SELPA Member LEA websites"/>
Description:	<input type="text" value="The SELPA will provide technical support to any LEA's identified as the responsible agency for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested by LEA."/>

Executive Directors Council Meeting – January 28, 2021

Item VI. **CLOSING ITEMS**

- A. SELPA Calendars: Executive Directors Council; Ad Hoc & Finance Committee; Program Council; Community Advisory Commission; and Professional Development



**2020-2021 Executive Directors Council
 Calendar of Meetings**

Doors Open: 7:30 a.m.
 Meeting: 8:00 a.m. to 10:00 a.m.

<u>MONTH</u>	<u>DATE</u>	<u>LOCATION</u>
October	29	<u>LAC SELPA Office</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
January	28	<u>LAC SELPA Office</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
March	25	<u>LAC SELPA Office</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
April	29	<u>LAC SELPA Office</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
May	27	<u>LAC SELPA Office</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
June	24	<u>LAC SELPA Office</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242

Created: 5/23/20 ja; Approved: 5/28/20; 6/25/20 rev.
 *Please note the room change.



**2020-2021 Finance & Ad Hoc Committees
 Calendar of Meetings**

Meeting: 10:00 a.m. to 12:00 p.m.

MONTH	DATE	LOCATION
October	29	LAC SELPA Office Room: TBD 9300 Imperial Hwy., Downey, CA 90242
January	28	LAC SELPA Office Room: TBD 9300 Imperial Hwy., Downey, CA 90242
March	25	LAC SELPA Office Room: TBD 9300 Imperial Hwy., Downey, CA 90242
April	29	LAC SELPA Office Room: TBD 9300 Imperial Hwy., Downey, CA 90242
May	27	LAC SELPA Office Room: TBD 9300 Imperial Hwy., Downey, CA 90242
June	24	LAC SELPA Office Room: TBD 9300 Imperial Hwy., Downey, CA 90242

Created: 5/23/20 ja; Approved: 5/28/20; 6/25/20 rev.

*Please note the room change.

**2020-2021 Program Council
 Calendar of Meetings**

1:00 p.m. – 3:00 p.m. – Regular Meeting
 3:00 p.m. – 4:00 p.m. – New Member Support

MONTH	DATE	LOCATION
August	27	LAC SELPA Office & Virtual 9300 Imperial Highway Downey, CA 90242
October	15	LAC SELPA Office & Virtual 9300 Imperial Highway Downey, CA 90242
December	17	LAC SELPA Office & Virtual 9300 Imperial Highway Downey, CA 90242
February	11	LAC SELPA Office & Virtual 9300 Imperial Highway Downey, CA 90242
April	15	LAC SELPA Office & Virtual 9300 Imperial Highway Downey, CA 90242
June	3	LAC SELPA Office & Virtual 9300 Imperial Highway Downey, CA 90242



**2020-2021 Community Advisory Committee
 Calendar of Meetings**
 3:00 p.m. to 4:00 p.m.

<u>MONTH</u>	<u>DATE</u>	<u>LOCATION</u>
September	8	<u>LAC SELPA Office</u> 9300 Imperial Highway Downey, CA 90242
December	8	<u>LAC SELPA Office</u> 9300 Imperial Highway Downey, CA 90242
March	9	<u>LAC SELPA Office</u> 9300 Imperial Highway Downey, CA 90242
June	1	<u>LAC SELPA Office</u> 9300 Imperial Highway Downey, CA 90242



2020-2021 Professional Development Calendar

Full Day	Presenter	Time	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Woodcock Johnson IV Achievement Test Administration and Scoring	SELPA	9 A.M. - 4 P.M.			25					3			
Administrative Designee: The Art of Facilitating IEP Meetings	SELPA	9 A.M. - 4 P.M.		26					14				
Special Education 101: Foundations of Serving Students with Disabilities	Expatiate Communications	9 A.M. - 4 P.M.			15								
Instructional Strategies for Serving Students with Mild/Moderate Disabilities	Expatiate Communications						9						
Legally Defensible IEPs: A Framework for Effectively Serving Students with Disabilities	SELPA	9 A.M. - 4 P.M.			9								
Purposeful Transition Planning to Foster Post-Secondary Success	Cross Country	9 A.M. - 4 P.M.								18			
Half Day	Presenter	Time	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Implicit Bias in the IEP Process and Strategies to Promote Inclusion	Harper Conflict Resolution	1 P.M. - 4 P.M.				22							
Nonviolent Crisis Intervention - Initial	SELPA	9 A.M. - 2 P.M.		28						26			
Nonviolent Crisis Intervention - Refresher	SELPA	9 A.M. - 12 P.M.			4								
SEIS for Teachers	SEIS	9 A.M. – 12:30 P.M.		27									
SEIS for Administrators	SEIS	9 A.M. – 12:30 P.M.		24									
Psychologist Support	Presenter	Time	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School Psychologist Professional Development	SELPA	8 A.M. - 4 P.M.			18		20			12	26		28

California Diagnostic Center Trainings												
Moving Up the Pyramid: Secondary and Tertiary Behavioral Interventions Within a Multi-Tiered System of Supports	Diagnostic Center	Date, Time, and Location TBD										
Do This Not That! Mental Health for Educators	Diagnostic Center	Date, Time, and Location TBD										