

Glenn County SELPA

LOCAL PLAN Section I

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SECTION I

GLENN COUNTY SELPA LOCAL PLAN

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 - 4. GLENN COUNTY HEALTH SERVICES**
 - BEHAVIORAL HEALTH (ANNUAL)**
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 - 5. HRA/YES AGREEMENT (ONGOING)**
 - 6. E-CENTER/HEADSTART (ANNUAL)**
 - 7. STONYCREEK BLENDED SERVICE MODEL (2010/11 - 2011/12)**
 - 8. HAMILTON JOINT UNIFIED BLENDED SERVICE MODEL (2010/11 - 2012/13)**
 - 9. CHILD AND FAMILY SERVICES (ANNUAL)**

SECTION IV

GLENN COUNTY PROCEDURES (See IEP Procedural Manual)

FLOW CHART OF GOVERNANCE STRUCTURE

COMMON ACRONYMS, TERMS AND DEFINITIONS USED IN LOCAL PLAN

ABP	Annual Budget Plan - a state required special education financial report
ASP	Annual Service Plan - a state required document listing the special education programs and services available from each program operator.
AU	Administrative Unit - the local education agency designated to perform functions outlined in the plan including state and federal requirements.
CAC	Community Advisory Committee
CBEDS	California Basic Educational Data System
CBO	Chief Business Official
CCR	California Code of Regulations
CCS	California Children's Services
CDE	California Department of Education
CEC	California Education Code
CFR	Code of Federal Regulations
DOR	District of Residence
EC	Education Code
FAPE	Free Appropriate Public Education
FERPA	Family Equal Rights and Privacy Act
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan - a plan for students ages 3 - 22

IFSP	Individual Family Service Plan - a plan for children ages birth - 3
LEA	Local Education Agency - according to EC 56026.3 LEA means a school district, county office of education, a charter school participating as a member of the SELPA, or a SELPA.
LRE	Least Restrictive Environment
NPS/A	Non-public Schools and Agencies
PS	Program Specialist
SELPA	Special Education Local Plan Area
SST	Student Study Team
USC	United States Code - federal laws

DEFINITIONS:

Early Start	That part of the IDEA pertaining to children ages zero to 2.
Low Incidence	
Disabilities	Students with visual, hearing and/or severe orthopedic impairments.
Part B	That part of the IDEA pertaining to children ages 3 through 21.
Part C	That part of the IDEA pertaining to children birth to age 3.
Part 30	Education Code covering California Special Education Laws
Program	
Operator	An LEA that operates special education programs pursuant to the SELPA Annual Service Plan (ASP).
Regional	
Centers	
Regionalized	
Services	A group of services to be provided in Education Code 56195.7

GLENN COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

SELPA GOVERNANCE

1.0 ORGANIZATION, IMPLEMENTATION, ADMINISTRATION AND OPERATION OF THE GLENN COUNTY SELPA

The Glenn County Special Education Local Plan Area (SELPA) was formed under authority of Section 56195.1 of the State of California Education Code (CEC). School District and County Office Boards located within Glenn County hereby form a SELPA for the purpose of providing coordinated programs and services to students with disabilities.

1.1 Purpose

The principal purpose of the Glenn County SELPA and its member Local Education Agencies (LEAs) is to identify all disabled individuals, birth to age 22 years, within the geographic boundary of the SELPA for placement in programs designed to help them meet their individual special needs. Special education programs and services will supplement the general education program to the fullest extent possible. Early Start programs and preschool will provide a seamless transition to pre-kindergarten and kindergarten, respectively, through coordinated efforts of preschool staff, general education staff, and families. The LEAs and Glenn County Office of Education (GCOE) join together as a SELPA to:

- Provide a coordinated system of child find birth to age 18.
- Provide a coordinated system of identification, referral, assessment and Individualized Education Program for ages 3 to 22 residing in Glenn County.
- Provide a free appropriate public education to all students found eligible and in need of special education and related services.
- Provide a continuum of service options, including general education.
- Assure that instructional plans are developed according to individual learning needs.
- Inform the general educational community of the purpose of the Local Plan and solicit input from school staffs, parents, students, and community agencies in the development of special education programs.
- Place students in the least restrictive environment (LRE).
- Practice non-discriminatory procedures in the assessment and placement of all students, and make a conscientious effort to enforce this policy in all practices and procedures.
- Utilize the services of public and non-public agencies and the State residential schools.
- Work as a group to provide access to services for all disabled students.
- Establish and maintain program evaluation, as directed by law, for purposes of improving the local program and providing required State data.

1.2 Governing Body

The governing body of the SELPA is the Governance Committee. Members of the Governance Committee include the superintendent of each school district, the county superintendent of schools, and the SELPA Director. The SELPA Director is a non-voting member.

1.3 Governance Structure and Administrative Support

The Glenn County SELPA's legal status is that of an unincorporated association. Each LEA shall be responsible for adoption and implementation of the Local Plan as outlined.

The LEAs within the Glenn County SELPA join together to assure access to special education and services for all eligible individuals who reside in the geographic area served by these agencies. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the Local Plan (See Education Code Section 56205.) Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable Federal and State law.

1.4 Responsibilities of Participating Agencies

In adopting the Local Plan, each participating local education agency (LEA) agrees to carry out the duties and responsibilities assigned to it within the plan. LEAs are responsible for the identification, referral, evaluation and IEP development for students residing within their attendance areas. LEAs will employ a student study team process (SST) to ensure that the resources of the general education program have been considered and, where appropriate, utilized prior to referring students for a special education evaluation.

All LEAs will retain primary responsibility for the education of individuals with exceptional needs residing in their respective boundaries, including students attending charter schools where an LEA of the SELPA has granted that charter, and will participate in all meetings to develop, review, and/or revise the individualized education programs for such students, including such meetings conducted by other agencies which are providing services to such students. LEAs may either provide services directly or through agreement with a program operator within the SELPA, a public agency other than a public school or a non-public school or agency. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve disabled individuals who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the Glenn County SELPA.

1.5 Implementation of Administrative Functions

The Glenn County Office of Education shall serve as the responsible local Administrative Unit (AU) for the SELPA to perform functions such as receipt and distribution of funds, provision of administrative support, and coordination of the implementation of the Local Plan.

1.6 Responsibilities of District Governing Boards, the County Board of Education and the County Superintendent of Schools

The Governing Board for each participating school district, the County Board of Education and the County Superintendent of Schools have overall responsibility for the development, implementation, and operation of the Local Plan, which assures access to special education and services for all disabled individuals, birth to age 22 years, residing in the geographic region served by the Local Plan. Responsibilities for governing board members and the County Superintendent of Schools include the following:

1.6.1 Plan Adoption: The Governing Board of each participating school district and the Glenn County Office of Education have individual responsibility for approving and adopting this Local Plan and any significant revisions thereto.

This Local Plan shall be considered the general policy under which school districts and the county office of education, as participants in the Local Plan and members of the Glenn County SELPA, share in the management and operation of special education programs and services to meet their shared responsibility for providing a free appropriate public education for individuals with exceptional needs.

The respective Governing Boards shall have input into the development or significant revision of a Local Plan through their appointments to the Community Advisory Committee, their administrative representation on the Governance Committee, and their individual approval/adoption process.

Adoption of this Local Plan, and any substantive revision thereto, shall be the final step in the policy

making process for the management of the SELPA. Thus, the District Governing Boards and the County Superintendent of Schools serve as approval agencies, reviewing and adopting the Local Plan and, thereby, continuing their individual commitments to the implementation of the Local Plan.

Proposed additions to, or modifications of, existing policies concerning the management of the SELPA may originate at any administrative level, from site administrator to Governing Board member, or through recommendation of the Community Advisory Committee. The development of such additions or modifications shall be the responsibility of the SELPA Advisory Cabinet (see Section 1.10 of the local plan) with the assistance of the SELPA Director. Approval of such additions or modifications shall be the responsibility of the SELPA Governance Committee (see Section 1.9 of the local plan) with the assistance of the SELPA director. If such additions or modifications are of a significant nature, they must also be considered a revision of the Local Plan and would be, therefore, subject to the Local Plan approval process.

The Governing Board of each school district and the County Superintendent of Schools, in adopting this Local Plan also adopt the organizational structure, the governance mechanism, the operational agreements, and the coordinated identification, referral, assessment, instructional planning, implementation, and review framework contained herein. Any substantive revisions to these elements will be subject to the Local Plan approval process.

1.6.2 Program Operation: The Governing Board of each school district and the County Superintendent of Schools has the responsibility to operate those programs which have been assigned to them through the annual budget and service plans developed for the Local Plan Area. Each school district and the county office of education will retain control over the recruitment and hiring of personnel necessary to staff the programs they respectively operate.

1.6.3 Fiscal Authority: The Governing Board of each school district and the County Superintendent of Schools will retain authority over the budgets for the special education programs which they operate. However, special education program budgets shall be made available for review upon the request of the SELPA Governance Committee. The special education budget for each program operator shall be developed and reviewed utilizing procedures established by the SELPA.

The individual school districts and the county office of education will also adopt fiscal and budgetary procedures that assure funds apportioned to their respective LEAs under Part 30 of the Education Code and Part B of the Individuals with Disabilities Education Act are expended exclusively for the purposes for which they were intended.

1.6.4 Policy Development: Each district Governing Board and the County Superintendent of Schools, in adopting this Local Plan, adopt the SELPA policies and procedures contained herein. District Governing Boards also participate in the governance of the Glenn County SELPA through their designated representative to the Governance Committee. The governing boards provide the Governance Committee with the authority to act as the Board designee to approve and amend policies as necessary.

Individual LEAs may elect to utilize alternative procedures to meet their specific needs provided that they consult with the SELPA Director to assure their compliance with federal and state laws and their conformity with the general intent of the SELPA's procedural framework.

1.6.5 Community Advisory Committee: Each district Governing Board and the County Board of Education shall appoint representatives to the Community Advisory Committee as specified elsewhere in this Local Plan. The appointing boards will solicit nominees for these appointments from the representative groups, including School Site Councils, and will invite periodic reports from their appointees.

1.6.6 Least Restrictive Environment: The individual district Governing Boards and the County Superintendent of Schools, in order to assure that individuals with exceptional needs have placement

alternatives available in least restrictive settings, will endorse and support SELPA-wide cooperative planning activities to identify appropriate school sites where special education programs can be located.

In order to assure that individuals with exceptional needs have ample opportunities to be educated with their non-disabled peers, each school district and the county office of education will support practices which ensure that individuals with exceptional needs are removed from general education programs only to the extent necessary to specifically address their special education needs.

1.6.7 Facility Planning: Individual district Governing Boards and the County Superintendent of Schools will provide suitable housing for special education programs provided at their respective school sites, whether operated by the District or operated by the GCOE on behalf of the SELPA. When planning new facilities, school districts and the county office of education will work with the SELPA Governance Committee to assure that any projected special education needs will be addressed in building plans. In order to assure that individuals with exceptional needs will have program and location stability, the individual district Boards, when reorganizing and/or relocating general education programs, will make every effort to avoid doing so in such a manner that it will require the relocation of special education programs.

1.6.8 Expulsion: The Governing Board of each school district will comply with the recommendation of IEP teams and implement expulsion procedures as they apply to individuals with exceptional needs in accordance with their respective policies. The County Board of Education shall serve as the appellate body with regard to the implementation of these expulsion procedures.

1.7 Responsibilities of Superintendents

School district superintendents are directly responsible to the governing boards of their respective school districts. School district superintendents, chief administrative officers of local education agencies, and the County Superintendent of Schools maintain primary responsibility for the implementation of the SELPA policies and procedures in their areas of jurisdiction. These individuals provide a liaison function between the local education agency governing body and the SELPA through participation in the governance of the SELPA as members of the Governance Committee and representation on the Advisory Cabinet. Their responsibilities include:

- Provide leadership within the LEA for the support of special education programs and the compliant implementation of the Local Plan.
- Advise the Governing Board of their LEA, as appropriate, about policies adopted by the Governance Committee, provide them with copies of each policy, and recommend they adopt special education policies as approved and recommended by the Governance Committee or develop separate policies consistent with the SELPA policies.
- Through participation on the Governance Committee, adopt policies and procedures for the implementation of the Local Plan and submit to the Governing Boards any proposed significant revisions to the Local Plan.
- Within their respective LEAs, assure the compliant implementation of the Local Plan and the provision of services to individuals with exceptional needs in accordance with their IEPs.
- Place items requiring Governing Board action on the agendas of their Governing Boards in a timely manner.
- Assure that necessary pupil, program and fiscal data is submitted to the GCOE in a timely manner.
- Participate in cooperative planning activities to assure that appropriate facilities in which to house special education programs and services are available.
- Implement fiscal and budgetary procedures which assure that funds apportioned to their respective local education agencies under Part 30 of the Education Code and Part B of the Individuals With Disabilities Education Act are expended exclusively for the purposes for which they were intended and are not used in a manner which supplants the use of local resources except as provided by state and federal law.
- Review SELPA issues with members of their respective staff and represents those needs and concerns to the general membership of the Governance Committee.

1.8 Responsibilities of District and County Program Administrators

District and county administrators of special education are responsible for the coordination of special education services and programs within their agencies and for the implementation of the policies and procedures contained in the Local Plan.

1.9 SELPA Governance Committee

The Governance Committee serves as the decision making body for the SELPA. The membership of the Governance Committee shall include a superintendent, or designee, from each of the participating LEAs and the Glenn County Superintendent of Schools.

Superintendents must notify the SELPA Director prior to a meeting when appointing a designee in their absence. When possible, notification should be at least 24 hours prior to the meeting. Superintendents may appoint a designee for a period of up to one school year. Appointments for extended periods of time must be submitted in writing to the SELPA Director prior to the date of the first meeting the designee is scheduled to attend. The SELPA Director as a non-voting member shall assist in the preparation of agendas, gather special education program information, and complete other duties as requested by the Governance Committee.

The Governance Committee meets monthly during the school year to implement the business of the SELPA and to provide the necessary direction and guidance to the SELPA Director with regard to SELPA related issues. The Committee may meet more or less often depending on the needs of the SELPA, but no less than 4 times per year. All meetings shall comply with Brown Act requirements and be posted accordingly. Summary minutes of each meeting shall be distributed to each superintendent at least 3 calendar days prior to the next Governance Committee meeting.

Voting in the Governance Committee shall be on a one agency-one vote system. A two thirds vote of the total number of eligible voting members of the Governance Committee, including at least one vote from each of the following, a unified school district, a joint unified school district and an elementary school district, is required in order to approve an action item. Two thirds of the voting members, including at least one representative from each of the following, a unified school district, a joint unified school district and an elementary school district, must be present to constitute a quorum. If a school district is without a superintendent, either the person designated to act as temporary superintendent or a person designated by the district governing board will be considered a valid voting member of the Governance Committee until the permanent superintendent is available.

Unless otherwise agreed upon, the Governance Committee shall annually elect one of the members to act as chairperson. If the chairperson is unable to attend a Committee meeting, the chairperson will appoint a substitute from among the remaining Committee members to act as chairperson for the meeting. Examples of the duties of the chairperson include the following:

- Review and become familiar with agenda items prior to each meeting
- Consult with the SELPA Director as appropriate regarding agenda items
- Facilitate the meeting process

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

- Establish policies and procedures for the implementation of the local plan.
- Approve SELPA financial actions including distribution of special education funding, development of cost containment agreements and procedures, and review the budgets of the AU and other program operators
- Monitor the appropriate use of State, Federal, and local funds allocated for special education programs. Annually reviews the prior year expenditures and the proposed budgets of the SELPA AU and the LEAs providing special education programs and services, regionalized services, and program

specialist services

- Review and approve needed modifications, and adopt amendments to the permanent portion of the Local Plan.
- Approve the SELPA-wide annual service and budget plans, and subsequent modifications as needed.
- Approve operation manuals and handbooks to assist in the implementation of the Local Plan.
- Establishes operational procedures and renders decisions regarding the administration, implementation, and operation of special education programs and services in accordance with the Local Plan
- Approve the type, number, location and relocation of special education programs and services with consideration of recommendations from the Advisory Cabinet.
- Review inservice/staff development programs, including parent education activities developed by the Advisory Cabinet.
- Consider recommendations from the SELPA Director
- At the request of any LEA, reviews administrative decisions or recommendations made by the SELPA Director
- Provides for public input at each meeting

In addition to carrying out the responsibilities identified in the Local Plan, the SELPA Governance Committee may form specific subcommittees to focus on special issues. Such subcommittees shall report to the SELPA Governance Committee. Agenda items for the Governance Committee may originate from the Governance Committee, the Advisory Cabinet, another subcommittee appointed by the Governance Committee or from individual members of these groups.

1.10 SELPA Advisory Cabinet

The Advisory Cabinet will function as the working committee of the SELPA. When appropriate, the Advisory Cabinet will forward agenda items and recommended action for consideration by the Governance Committee. It will be composed of the following members:

Program Specialists
Special Education Coordinators
SELPA Director
Representative from the Governance Committee

The cabinet may be expanded to include inter-agency partners, parents, community members, other district representatives and other persons as appropriate depending on the issues to be addressed. Additional members will be determined by the Advisory Cabinet. Additional members, however, will not be considered voting members. Voting members must notify the SELPA Director prior to the meeting when appointing a designee in their absence. The SELPA Director is a non-voting member and shall serve as the chairperson of the committee.

The Advisory Cabinet shall meet as often as necessary, but at least four times annually, to implement the business of the Special Education Local Plan Area. All meetings will comply with Brown Act requirements and be posted accordingly. Summary minutes of each meeting shall be distributed to each member and a copy maintained in the SELPA office.

Voting will be on a one person one vote system with a simple majority required to pass an action item. Two thirds of the voting members must be present to constitute a quorum. In the case of a quorum, a unanimous vote is required in order to pass an action item.

At their request, the opinions of the members voting in the minority shall be presented to the Governance Committee. It will be the responsibility of those members to develop their opinions in writing and submit it to the SELPA Director at least one week before the meeting of the Governance Committee. If the SELPA Director disagrees with a recommendation of the Advisory Cabinet, he/she may submit his/her opinion and/or alternative recommendation, in writing, to the Governance Committee.

The Advisory Cabinet will perform, but is not limited to, the follow activities:

- Serves as the body charged with the ongoing review of special education programs and services provided throughout the SELPA and serves as the advisory body to the Governance Committee
- As appropriate, develops policies and procedures for revision and/or adoption by the Governance Committee
- Reviews the special education delivery system to assure that each individual with exceptional needs, regardless of residence within Glenn County, is provided equitable access to the appropriate special education programs and services that he/she may require
- Facilitates cooperation among the LEAs within the SELPA regarding the provision of special education programs and services
- Identifies needs and recommends the establishment of new programs or the relocation of programs to the Governance Committee
- Receives and considers recommendations from the Community Advisory Committee;
- Develops proposed solutions to any and all problems encountered in meeting federal and state laws and regulations or SELPA policy for the Governance Committee
- Recommends operational procedures and/or practices for adoption and/or revision to the Governance Committee
- Reviews interagency proposals and makes recommendations regarding them to the Governance Committee
- Provides for public input at each meeting

1.11 Policy and Procedure Adoption

Policies and procedures are formulated and refined by the aforementioned committees. Policies and procedures may originate at the Governance Committee or Advisory Cabinet level. Once a program policy or procedure is approved through the Advisory Cabinet, it moves forward to the Governance Committee for final approval. Once approved by the Governance Committee policies and procedures must be implemented by each participating member of the SELPA. Individual LEAs may develop additional policies and procedures provided they are consistent with those adopted by the SELPA.

1.12 Responsibilities for the Operation of Special Education Programs

LEAs shall operate special education programs and services as specified in the Local Plan. Programs will be assigned or re-assigned pursuant to Section 56207 of the California Education Code and local SELPA policy. The annual service plan provides a list of authorized program operators and the special education programs and services provided by each.

LEAs that operate special programs, including the Glenn County Office of Education shall:

- Operate programs under the guidelines established by the Local Plan Policies and Procedures.
- Provide ongoing instructional and procedural support to special education staff
- Conduct referral, identification, and placement of special education students in accordance with applicable State and Federal requirements and policies and procedures of the Local Plan
- Assure equal access to all programs and services operated by the District/County Office.
- Follow procedural safeguards in accordance with State and Federal laws and regulations.
- Utilize the same management information forms, procedures, and system.
- Follow interagency agreements between the State Department of Education and other State Public Agencies, as well as agreements between the SELPA and other local Public Agencies.
- Assume responsibility for any unfunded deficits associated with the operation of special education programs subject to SELPA funding policies.
- Recruit, employ, evaluate and, when appropriate, dismiss staff.

Program operators who operate regional programs/services and/or provide special education services to students from other school districts will involve LEAs when reviewing the efficacy of programs and when changing the nature and availability of programs. Prior to eliminating or re-designating any program or service, program operators will inform the Governance Committee of their intentions.

2.0 SELPA ADMINISTRATION

LEA Governing Boards agree that the Governance Committee shall identify the need for and designate the positions necessary for the operation of SELPA functions.

2.1 Administrative Unit

The Glenn County Office of Education serves as the AU for the Glenn County SELPA. The AU is responsible for but not limited to the following functions:

- Coordinates the governance, administration, and implementation of this Local Plan
- Receive funds that fall under SELPA authority
- Distributes federal local assistance funds and state aid funds to assist LEAs to provide special education services and programs in accordance with the Annual Budget Plan and Annual Service Plan.
- Provides regionalized programs and services and program specialist services
- Directly operates special education programs and services as determined by the SELPA governance
- Monitors the use of special education funds including maintenance of effort requirements.

The County Superintendent of Schools shall be designated as the Superintendent of the Administrative Unit. SELPA staff shall be employed by the Administrative Unit and supervised by the SELPA Director according to the Administrative Unit's policy and practices. The SELPA Director shall use a selection process that includes representation from appropriate members of the educational community. Evaluations will be conducted according to the policies of the Administrative Unit.

2.2 SELPA Director

The SELPA Director provides assistance and serves as a special education administrative resource to all the participating LEAs. The fundamental role of the SELPA Director is to provide leadership and facilitate the decision making process. The SELPA Director's role includes the provision of information, consultation, technical assistance, leadership and mediation. It is the SELPA Director's responsibility to represent the interests of the SELPA as a whole without promoting any particular local education's interest over the interest of any other LEAs. In the event there are differences of opinions and/or positions on issues, it is the SELPA Director's responsibility to attempt to assist the LEAs with reaching a mutually agreeable resolution of the issue(s).

The Governance Committee shall participate in the selection, direction, discipline and annual evaluation of the SELPA Director. The governance committee shall appoint two of its members, one program operator and one non-program operator, to assist the County Superintendent in the selection and annual evaluation of the SELPA Director. Selection, evaluation and discipline of the SELPA Director will be according to the Glenn County Office of Education HR procedures and timelines. The evaluation process will include input from other Governance Committee members as appropriate. As an employee of the County Superintendent of Schools, the SELPA Director is subject to the policies and procedures of the Administrative Unit and the County Superintendent for daily direction relative to his/her duties.

2.3 Responsibilities of the SELPA Director

The duties of the SELPA Director include but are not limited to the following:

- Formulates SELPA policy recommendations for governance committee review and approval.
- Serves as liaison between the SELPA's member agencies and the Office of Special Education of the

California State Department of Education, other public agencies, and other SELPAs.

- Administers the implementation of the Local Plan, the provision of regionalized services, and the delivery of program specialist services.
- With input from the SELPA Advisory Cabinet, develops and provides forms and procedures manuals that will assist the Districts in complying with procedural safeguards.
- Provides the Advisory Cabinet and the Governance Committee with ongoing fiscal and programmatic "state of the SELPA" reports including the identification of any needs or revisions to which those bodies should attend.
- Assists the State Department of Education in conducting investigations of complaints including conducting local investigations, or assisting therein, when so requested by the Department and/or the local education agency under investigation.
- Facilitates the implementation of due process procedures throughout the SELPA.
- Assists LEAs in identifying non-compliant practices and procedures and in developing action plans to correct findings of non-compliance;
- Monitors the SELPA and coordinates the provision of services to assure that all individuals with exceptional needs have equitable access to all programs and services in the Glenn County SELPA regardless of where they reside in the County.
- Provides LEAs with advice and consultation so as to assist them in providing FAPE and in utilizing compliant practices and procedures throughout the referral/assessment/IEP development/service delivery process.

2.4 Regionalized Services

The GCOE shall assure that all functions as listed below are performed in accordance with the governance structure and processes as described in the Local Plan:

- Coordination and implementation of the SELPA's Local Plan.
- Assist LEAs in the development/implementation of policies and procedures to assure procedural safeguards for individuals with exceptional needs and their parents including:
 - Assurance of equal access to all programs and services in the SELPA region;
 - Advice to parents on the availability of free or low cost legal services and sources from which independent assessments can be obtained;
 - The development of resolution processes for complaints and the correction of identified compliance concerns; and,
 - The implementation of due process procedures;
- Develop and facilitate the implementation of coordinated systems for identifying, referring, and assessing individuals with exceptional needs, determining eligibility for the provision of special education services, developing individualized education programs for those found eligible for special education services, determining appropriate educational placements for such individuals, and reviewing the progress of such individuals in those programs and placements;
- Implement a coordinated system of personnel development, including parent education programs;
- Implement a coordinated system of curriculum development and alignment with the respective areas of the core curriculum;
- Implement a coordinated system of internal program review including the coordination of the SELPA's self-review for compliance with state and federal special education requirements;
- Implement a coordinated system of data collection and maintenance of management information;
- Implement a coordinated system for the evaluation of the Local Plan's effectiveness;
- Coordinate interagency agreements;
- Coordinate services to medical facilities, licensed children's institutions, and family foster homes;
- Coordinate services provided by certified non-public schools and agencies;
- Coordinate services provided to students who have been placed in private schools by their parents;
- Serve as liaison to the State Department of Education and prepare program and fiscal reports required of the SELPA;
- Fund the incidental expenses of and provide logistical support to the Community Advisory Committee;
- Coordinate the specialized transportation within the SELPA;

- Assure a full educational opportunity for all disabled children birth to 22 years of age;
- Receives and distributes funds for the support of special education programs and services;
- Coordination of career and vocational education and transition services
- Through the use of program specialists and other support personnel provide direct instructional program support to staff

2.5 Program Specialists

The governing boards of the local education agencies recognize the importance of program specialists to provide unique and necessary services to agencies, staff and pupils within the Glenn County SELPA. Program specialist services include, but are not limited to, the following:

- Observes the instruction of individuals with exceptional needs, advises teachers on techniques of instruction for such students, providing demonstration teaching as necessary and, at the request of administration, assists special education teaching personnel in the improvement of their instructional performance
- Plans programs, coordinate curricular resources and participate in the evaluation of the effectiveness of programs for children with disabilities.
- Assists with local education agency staff development, program development and innovation of special methods and approaches.
- Provides coordination, consultation and program development in one or more specialized areas of expertise.
- Upon request, participates in IEP/IFSP team meetings where technical assistance is needed
- Provides LEAs with advice and consultation so as to assist them in providing FAPE and in utilizing compliant practices and procedures throughout the referral/assessment/IEP development/service delivery process
- Assists in developing training for parents and members of the Community Advisory Committee.
- Provides staff development and technical assistance for general and special education teachers, administrators, support staff, and parents
- Assists as a liaison to various community agencies such as Department of Health Services, Department of Human Services, Regional Centers, California Children's Services, Department of Rehabilitation, and Probation Department.
- Reviews and disseminates current research relating to special education programs, practices and curriculum.

3.0 FISCAL RESPONSIBILITIES

All Federal and State special education funds shall be allocated to the GCOE for distribution to the LEAs according to an approved Special Education Funding Allocation Plan. Any changes to the allocation of Federal and State special education funds shall be made by the Governance Committee.

3.1 Responsibilities for Distribution of State and Federal Funds

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Governance Committee has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The GCOE shall be responsible for the distribution of special education funds according to an approved Local Special Education Funding Allocation Plan.

3.2 Provision of Special Education Services to Students with Disabilities

It is the intention of the SELPA to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. Access to services is through each of the local education agencies. The referral, assessment and IEP process is utilized to identify the needs of each individual student with disabilities. The local education agencies are committed to policies and procedures to assure that students have access to appropriate services provided in the least restrictive environment.

The SELPA Director in collaboration with program specialists, administrators of special education, the Advisory Cabinet and Governance Committee will identify, on a regular basis, any unmet needs of students within the SELPA. With the assistance of the SELPA Director, LEAs will identify resources that could provide the appropriate services within the SELPA. When services are required beyond the programs and services being provided by any LEA or the County Office, the Advisory Cabinet shall develop a plan for consideration by the Governance Committee.

The Advisory Cabinet will annually review the continuum of services and delivery model for all special education services provided within the SELPA and report their findings and recommendations to the Governance Committee.

3.3 Monitoring the Use of Special Education Funds

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

Federal funds under Parts B and C of IDEA may be used for the following activities:

- For the costs of special education, related services, and supplementary aids and services provided in the general education class or other education-related setting for a student with a disability in accordance with the IEP, even if one or more non-disabled children benefit from these services.
- For the development and implementation of a fully integrated and coordinated services system.
- For the provision of applicable services and activities to infants and toddlers (birth-36 months) and their families who are eligible for early intervention services under Part C, as defined in State and Federal law.

The Governance Committee is responsible for the fiscal review of all special education programs provided in the SELPA. The SELPA Director and CBO of the GCOE, or designee, shall be responsible for monitoring annually the appropriate use of all funds allocated for special education programs through the Annual Budget process and maintenance of effort requirements. LEAs shall provide fiscal reports as requested by the Governance Committee. Final determination and action regarding the appropriate use of special education funds shall be made by the Governance Committee after consideration of recommendations from the SELPA Director and CBO.

3.4 Preparation of Program and Fiscal Reports

The SELPA Director and the CBO of the GCOE, or designee, shall be responsible to prepare all program and fiscal reports required of the SELPA by the state. LEAs shall provide information as necessary in order to compile reports.

Annual Budget Plan - The SELPA Director and the CBO of the GCOE, or designee, shall develop the annual budget plan for review and approval by the Governance Committee. Adoption of the annual budget plan will follow a 15-day posting of a public hearing notice and Brown Act rules as applied to public meetings and agendas. The annual budget plan will be adopted according to timelines provided by the CDE.

Annual Service Plan - The SELPA Director shall develop the annual service plan for review and approval by the Governance Committee. Adoption of the annual service plan will follow a 15-day posting of a public hearing notice and Brown Act rules as applied to public meetings and agendas. The annual service plan will be adopted according to timelines provided by the CDE.

Amendments to the Annual Service and Budget Plans - The governing boards of the local education agencies agree to designate authority to the Governance Committee to approve the SELPA-wide annual service and budget plans and any subsequent modifications.

4.0 DISPUTE RESOLUTION

In the event of a disagreement among local education agencies, local education agencies and the AU, local education agencies and/or the AU and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the Governance Committee that issues be resolved at the lowest level possible in the governance structure outlined in the Local Plan.

- If a local education agency disagrees with a decision or practice of another agency or the SELPA, that LEA has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the assistance of the SELPA Director, or his/her designee, to help resolve the dispute. This policy is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority.
- If either party is not satisfied with the results of this informal mediation, and the dispute relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan, the parties agree to submit the dispute to an independent review panel. The panel will be selected in the following manner:
 - The SELPA Director shall establish a list of persons from nearby SELPAs, districts or county offices or the private sector who are knowledgeable in the area of special education and who would be willing to serve as a member of such panel.
 - One representative from each side of the dispute will select a person from the list of available panel members. These two panel members then select a third member from the list to serve as chairperson.

The panel shall meet as often as necessary to consider the facts of the dispute and prepare a written report and recommendations for consideration by the involved parties.

- If either party is not satisfied with the results of the Independent Review Panel, the parties agree to submit the dispute to formal mediation. The parties will make every effort to mutually agree to a mediator with expertise related to the dispute. If the parties cannot agree on a mediator, the parties will submit the dispute to mediation administered by an agency specializing in mediation selected by the SELPA Director. If the SELPA director is involved in the dispute, the agency will be identified by the Governance Committee. Each party shall bear its own costs and expenses and an equal share of the mediator's administrative fees.
- If either party is not satisfied with the results of mediation, the dispute will be submitted to the Governance Committee. The Governance Committee will review the recommendations of the Independent Review Panel, all other information available regarding the dispute and may collect additional information if deemed necessary. At the next scheduled meeting of the Governance Committee the committee will take one of the following actions:
 - Vote to accept the recommendation(s) of the review panel
 - Vote to reject the recommendation(s) of the review panel and develop a new decision
 - Vote to modify the recommendation(s) of the review panel

Voting will be based on consensus and the parties involved may not participate in the meeting or the vote. The decision of the Governance Committee shall be final and binding on all parties.

It is the responsibility of the SELPA Director to report the details of any agreement reached as a result of an

Independent Review Panel or formal mediation to the Governance Committee if the agreement could have a negative impact on the SELPA. If the SELPA director is directly involved in the dispute, the LEAs involved shall report the details.

5.0 COMMUNITY ADVISORY COMMITTEE (CAC)

Involvement of parents and community in the local education process is a goal of high importance to the Glenn County SELPA. The involvement of special and general education teachers is of equally high value. It is expected that this goal will be facilitated through the CAC.

The CAC of Glenn County is formed to advise Districts, County Offices of Education, and the SELPA Director on matters pertaining to the local plan and planning and implementation of special education programs and services throughout the Glenn County SELPA.

5.1 Membership

All parents are encouraged to participate in the CAC. The composition of the voting members of the CAC will be determined by the SELPA Director according to EC 56191 and 56192. Voting members will be appointed by their respective school district or county office governing board. Members shall be appointed for at least 2 years with appointments annually staggered to ensure that no more than half of the membership serves the first year of the term in any one year.

All District and County Boards are encouraged to have at least one representative at all times. As a group, parents shall be a majority of the total committee with the parents of children with disabilities comprising the majority of parents. Members of local PTAs, special education teachers, general education classroom teachers and school personnel, students with disabilities, representatives of related public and private agencies, and other persons concerned with the needs of children with disabilities may also be represented. All members of CAC shall be charged with the responsibility of serving the SELPA region as a whole.

5.2 Responsibilities

The SELPA has established the CAC to serve in an advisory capacity to the SELPA. The CAC will have the opportunity to review and provide input on policy and budget development matters prior to action by the Governance Committee. Special education teachers, general education teachers, administrators, and parent members of the CAC shall participate in regular consultations regarding policy and budget development. The CAC meets regularly during the school year. The bylaws for the CAC are on file at the SELPA Office. The responsibilities of the CAC include, but are not limited to, the following:

- Advise the SELPA Director, the Superintendent of the AU, the Governance Committee and Superintendent's Council regarding the development, amendment and review of the Local Plan, programs, and services.
- Inform and advise Special Education Local Plan Area staff regarding community conditions, aspirations, and goals for children with disabilities.
- Make recommendations for annual priorities to be addressed by the SELPA.
- Assist in parent education and in recruiting parents, volunteers, and agencies that may contribute to the implementation of the Local Plan.
- Encourage community awareness and involvement in the development and review of the Local Plan.
- Support activities on behalf of children with disabilities.
- Facilitate communication between schools, parents, and community.
- Assist in parent awareness of the importance of regular school attendance.

6.0 PUBLIC PARTICIPATION

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing Boards of the LEAs, the SELPA Governance Committee, the Advisory Cabinet and any subcommittees of the above. Each of the above holds regularly scheduled meetings that are open to the public and

meet in accordance with the Brown Act.

7.0 EARLY CHILDHOOD PROGRAMS

A description of early childhood programs and services for children birth to five years is contained in the Annual Service Plan. The District of residence will be notified and invited to attend transition IEP meetings for infants (0 - 2 yrs.) who are transitioning to pre-school and to all IEP meetings for pre-school (3 - 5 yrs.) students.

7.1 Part C Transition from Early Intervention Services

A representative from the District of Residence (DOR) and the agency providing pre-school services shall participate in transition planning for toddlers who are served by either the SELPA or the Far Northern Regional Center (FNRC) and ALTA Regional Center under the Early Intervention Services Act, and who may be eligible for preschool programs under Part B of IDEA.

For each toddler with an IFSP, starting at age two years six months but no later than two years nine months, the parents, the service coordinator, a representative from the DOR, and a representative from the agency providing pre-school services, at a minimum, meet to review the child's development, project future needs, consider appropriate services and criteria for enrollment, and develop a transition plan if the toddler is eligible for special education and related services under Part B of IDEA.

7.2 Part B Transition from Pre-school to Kindergarten

Preschool children are reassessed prior to transitioning from special education preschool programs to general education kindergarten or to other special education programs. Parents, preschool staff, and representatives of the receiving entities participate in the transition evaluation and subsequent IEP development.

8.0 DISTRIBUTION OF SPECIALIZED EQUIPMENT AND MATERIALS

Funding for specialized books, materials and equipment and funding for specialized services for identified special education students with low incidence disabilities shall be made available through the SELPA. The use of funds must relate to the unique educational needs resulting from a student's low incidence disability. The SELPA Director shall allocate funds for specialized books, materials, equipment and services to low incidence students enrolled in public special education and general education classrooms, enrolled in non-public and private schools by a public school, or served in the student's home pursuant to an approved IEP. The primary goal for the use of these funds is to serve students in the least restrictive environment.

9.0 MONITORING NON-PUBLIC SCHOOL PLACEMENTS

Non-public school placements are considered part of the continuum of services that districts must have available for students with disabilities. Non-public school placement is the placement of last resort, and will be utilized only when all other placements have been exhausted. Students may be placed in certified non-public schools and agencies subject to the terms and conditions outlined in the Master Contract for Non-public Schools and Agencies and an Individual Services Agreement provided by the SELPA. The district of residence is responsible for the provision of FAPE for students placed in non-public schools/agencies and, in this regard, must play an active role in monitoring the appropriateness of the placement and progress of each student. The responsibilities of the DOR include but are not limited to the following:

- Participate in IEP meetings at least annually
- Ensure that the IEP is written or revised to meet the unique needs of the student
- Review evaluations conducted by the NPS/A to ensure that they are appropriate and valid for measuring student progress
- Review all progress reports submitted by the NPS/A and follow up with areas of concern as necessary
- Administer additional assessments as necessary, with parent consent, to determine whether the student is making appropriate educational progress
- Intervene as necessary to ensure educational progress

Financial support for the cost of non-public school and agency placements/services will be provided to districts subject to SELPA policies and procedures developed by the Governance Committee.

10.0 DEVELOPMENT/REVISION OF THE LOCAL PLAN

The Local Plan shall be developed and updated cooperatively by a committee of representatives of special education and general education teachers, administrators, representatives of charter schools, and local preschools deemed to be LEAs within the SELPA, and with the participation of parent members of the CAC, or parents selected by the CAC, to ensure adequate and effective participation and communication.

10.1 Roles in the Development of the Local Plan

The SELPA Director shall be responsible for the coordination of the development of the Local Plan. The SELPA Director shall form a subcommittee that includes representatives of charter schools, preschools, general education teachers, and special education teachers and administrators selected by the groups they represent.

The CAC membership may include special education parents, general education parents, persons with disabilities, special education teachers, general education teachers, representatives from community agencies, support staff, and administrators. The role of CAC in the development of the Local Plan is to:

- Provide input to the Governance Committee.
- Provide a forum for members of the public, including parents or guardians of individuals with special needs who are receiving services under the Local Plan, to address questions or concerns.
- Review drafts.
- Review the final Local Plan within thirty days before submission.

The role of the Governance Committee in the development of the Local Plan is to:

- Review all recommendations regarding the plan.
- Provide input to the LEA Boards.
- Review and approve the final Local Plan for submission to local governing Boards for approval.

10.2 Evidence of Participation in the Development of the Local Plan

Following is a description of the process used to revise the Glenn County Local Plan dated 2003:

Fall 2007

Governance Committee members review the existing 2003 Glenn County Local Plan and agree that plan should be revised.

Spring 2008

Governance Committee appoints a sub-committee to review and revise plan.

Governance sub-committee members:

Jim Scribner, Charlie Beath, Arturo Barrera, Joey Brett, Judy Holzapfel, Vicki Shadd

Governance Committee approved hiring a consultant for revision of the local plan.

Fall 2008

Consultant and SELPA Director recommend process for reviewing plan to Governance Committee. SELPA Governance approves process.

SELPA LOCAL PLAN COMMITTEE Members

District/County Office Members

General Educator: Kelly Langan
Special Educators: Larry Donnelley
Judy Holzapfel
Parents: Virginia Andrade
District Administrators: Jim Scribner
Steve Olmos
Arturo Barrera
John McIntosh
Joey Brett
SELPA Administration: Vicki Shadd
Diana Foley-Baca
Consultant: Tom Neely

<u>Meeting Dates</u>	<u>Participants</u>
9/23/08	Partial Committee
11/5/08	Partial Committee
11/21/08	Partial Committee
12/8/08	Partial Committee
12/9/08	Presentation to CAC
1/6/09	Full Committee

10.3 Amendments to the Permanent Section of the Local Plan

Changes to the permanent section of the Local Plan may be considered during the annual service and budget plan process. The Governance Committee 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 district governing boards, the Glenn County Office of Education and the State Board of Education.

11.0 FEDERAL ASSURANCES

11.1 Free Appropriate Public Education (20 USC § 1412 (a)(1))

It shall be the policy of this SELPA that a free appropriate public education is available to all children residing in the SELPA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

11.2 Full Educational Opportunity (20 USC § 1412 (a)(2))

It shall be the policy of this SELPA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

11.3 Child Find (20 USC § 1412 (a)(3))

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

11.4 Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) (20 USC § 1412 (a)(4))

It shall be the policy of this SELPA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires

special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this SELPA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

11.5 Least Restrictive Environment (20 USC § 1412 (a)(5))

It shall be the policy of this SELPA 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 class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

11.6 Procedural Safeguards (20 USC § 1412 (a)(6))

It shall be the policy of this SELPA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

11.7 Evaluation (20 USC § 1412 (a)(7))

It shall be the policy of this SELPA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

11.8 Confidentiality (20 USC § 1412 (a)(8))

It shall be the policy of this SELPA that the confidentiality of personally identifiable data information and records maintained by the SELPA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

11.9 Part C, Transition (20 USC § 1412 (a)(9))

It shall be the policy of this SELPA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

11.10 Private Schools (20 USC § 1412 (a)(10))

It shall be the policy of this SELPA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to SELPA 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.

11.11 Local Compliance Assurances (20 USC § 1412 (a)(11))

It shall be the policy of this SELPA 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 Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

11.12 Interagency (20 USC § 1412 (a)(12))

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

11.13 Governance (20 USC § 1412 (a)(13))

It shall be the policy of this SELPA 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 SELPA is not eligible for assistance under this part will not be made without first affording that SELPA with reasonable

notice and an opportunity for a hearing through the State Educational Agency.

11.14 Personnel Qualifications (20 USC § 1412 (a)(14))

It shall be the policy of this SELPA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including 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 SELPA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

11.15 Performance Goals and Indicators (20 USC § 1412 (a)(15))

It shall be the policy of this SELPA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

11.16 Participation in Assessments (20 USC § 1412 (a)(16))

It shall be the policy of this SELPA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

11.17 Supplementation of State and Federal Funds (20 USC § 1412 (a)(17))

It shall be the policy of this SELPA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds those funds.

11.18 Maintenance of Effort (20 USC § 1412 (a)(18))

It shall be the policy of this SELPA 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 law and regulations.

11.19 Public Participation (20 USC § 1412 (a)(19))

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

11.20 Rule of Construction (20 USC § 1412 (a)(20))

(Federal requirement for State Education Agency only)

11.21 State Advisory Panel (20 USC § 1412 (a)(21))

(Federal requirement for State Education Agency only)

11.22 Suspension/Expulsion (20 USC § 1412 (a)(22))

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

11.23 Access to Instructional Materials (20 USC § 1412 (a)(23))

It shall be the policy of this SELPA 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.

11.24 Overidentification and Disproportionality (20 USC § 1412 (a)(24))

It shall be the policy of this SELPA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

11.25 Prohibition on Mandatory Medicine (20 USC § 1412 (a)(25))

It shall be the policy of this SELPA 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.

11.26 Distribution of Funds (20 USC § 1411(e),(f)(1-3))

(Federal requirement for State Education Agency only)

11.27 Data (20 USC § 1418 a-d)

It shall be the policy of this SELPA to provide data or information to the California Department of Education that may be required by regulations.

11.28 Reading Literacy (State Board requirement, 2/99)

It shall be the policy of this SELPA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

11.29 Charter Schools (E.C. 56207.5 (a-c))

It shall be the policy of this SELPA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

LOCAL PLAN REVISIONS

Note: Strikeouts indicate deletions, italics indicate additions

The following minor revisions were approved at the April 21, 2010 SELPA Governance Committee (CDE approval n/a):

1.3 Governance Structure and Administrative Support

In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the Local Plan (*See* Education Code Section 56205).

1.4 Responsibilities of Participating Agencies

~~Prior to referring students for a special education evaluation,~~ LEAs will employ a student study team process (SST) to ensure that the resources of the general education program have been considered and, where appropriate, utilized *prior to referring students for a special education evaluation*.

1.6.1 Plan Adoption

Adoption of this Local Plan, and any ~~significant~~ *substantive* revisions thereto shall be the final step in the policy making process for the management of the SELPA.

The development of such additions or modifications shall be the responsibility of the *SELPA* Advisory Cabinet (*see Section 1.10 of the Local Plan*) with the assistance of the SELPA Director.

Approval of such additions or modifications shall be the responsibility of the *SELPA* Governance Committee (*see Section 1.9 of the Local Plan*) with the assistance of the SELPA Director.

Any ~~significant~~ *substantive* revisions to these elements will be subject to the Local Plan approval process.

1.6.4 Policy Development

Individual LEAs may elect to utilize alternative procedures to meet their specific needs provided that they seek ~~the advice and counsel of~~ *consult with* the SELPA Director to assure their compliance with federal and state laws and their conformity with the general intent of the SELPA's procedural framework.

1.9 SELPA Governance Committee

The SELPA Director as a non-voting member shall assist in the preparation of agendas, gather special education program information, and complete other duties as requested *by the Governance Committee*.

All meetings ~~will~~ *shall* comply with Brown Act requirements and be posted accordingly.

Summary minutes of each meeting shall be distributed to each superintendent *at least 3 calendar days prior to the next Governance Committee meeting*.

1.12 Responsibilities for the Operation of Special Education Programs

LEAs ~~may~~ *shall* operate special education programs and services as specified in the Local Plan.

LEAs *that operate special education programs*, including the Glenn County Office of Education *shall*,

- ~~The program will be operated~~ *Operate programs* under the guidelines established by the Local Plan Policies and Procedures
- ~~Program Operators will~~ provide ongoing instructional and procedural support to special education staff
- Conduct* referral, identification, and placement of special education students ~~will be conducted~~ in accordance with applicable State and Federal requirements and policies and procedures of the Local Plan
- Assure equal access to all programs and services operated by the District/County Office
- ~~Each program operator will~~ follow procedural safeguards in accordance with state and federal laws and regulations
- ~~All program operators will~~ utilize the same management information forms, procedures, and system
- ~~Each program operator shall~~ follow interagency agreements between the State Department of Education and other state public agencies, as well as agreements between the SELPA and other local public agencies
- ~~Program operators will~~ assume responsibility for any unfunded deficits associated with the operation of special education programs subject to SELPA funding policies
- ~~The program operator will~~ recruit, employ, evaluate and, when appropriate, dismiss staff

2.2 SELPA Director

The SELPA Director's role includes the provision of information, consultation, technical assistance, leadership and ~~arbitration~~ *mediation*.

In the event there are differences of opinions and/or positions on issues, it is the SELPA Director's responsibility to ~~mediate a reasonable resolution of the issue(s)~~ *attempt to assist the LEAs with reaching a mutually agreeable resolution of the issue(s)*.

2.3 Responsibilities of the SELPA Director

Formulates SELPA policy recommendations *for Governance Committee review and approval*.

With input from the SELPA Advisory Cabinet, develops and provides forms and procedures manuals that will assist the Districts in complying with procedural safeguards.

3.3 Monitoring the Use of Special Education Funds

~~Program Operators~~ *LEAs* shall provide fiscal reports as requested by the Governance Committee.

Final determination and action regarding the appropriate use of special education funds shall be made by the Governance Committee ~~based on~~ *after consideration of* recommendations from the SELPA Director and CBO.

4.0 Dispute Resolution

If the SELPA Director is directly involved in the dispute, the LEAs involved shall report the details.
(This is an addition to the final paragraph in 4.0)