

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



California Department of Education

Special Education Division

SELPA

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B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

- 1. Describe the geographic service area covered by the local plan: [*EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212*]

Geographic Service Area:
 The Glenn County SELPA's geographic service area is the geographic boundaries of the following school districts:
 Capay Joint Union Elementary School District
 Glenn County Office of Education and dependent charters: William Finch Charter School and Success 1! High School Charter
 Hamilton Unified School District
 Lake Elementary School District
 Orland Joint Unified School District
 Plaza Elementary School District
 Princeton Joint Unified School District
 Stony Creek Joint Unified School District
 Willows Unified School District
 Walden Academy Charter School

- 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: [*EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)*]

2.1 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. Each LEA has 1 vote, unless serving as the voting designee of another LEA in absentia. The SELPA Director is a non-voting member.

2.1.1 Procedure for Change to LEA Membership
2.1.2 Addition of an LEA
 Any LEA (including Independent Charters) may request to join the Glenn County SELPA to become a voting member of the Governance Committee. Dependent Charters will participate under the authority of the authorizing LEA/COE. The SELPA will establish a timeline for submission of applications, generally January of the school year preceding the school year in which the LEA anticipates operating as a member

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within the SELPA. Once granted membership, the LEA will participate in the governance of the SELPA in the same manner as all other LEA members in the SELPA. The timeline for submission may be amended by the SELPA AU Superintendent/designee for unique circumstances. The SELPA Governance Committee will take action to approve or disapprove the LEA joining the SELPA within 100 days of application. If approved, the will become effective on July 1 of the next fiscal year. In reviewing and approving such a request, the following requirements shall apply:

- The new LEA shall participate in state and federal funding for special education and will receive the funding in the same manner as other LEAs of the SELPA as specified in the SELPA funding allocation plan.
- The new LEA shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.

The applicant member will be deemed a member of the SELPA upon approval of the SELPA Governance Committee, and subsequent Local Plan Membership amendment approved by the County Superintendent of Schools and the California Department of Education. The applicant member LEA board must also take action to apply for membership to the SELPA.

The SELPA Governance Committee shall review applicants to determine if they meet the requirements of the application process as established by the SELPA, pursuant to Administrative Regulations. The applicant member will be deemed a member of the SELPA after approval of the SELPA AU, and subsequent Local Plan Membership amendment approved by the County Superintendent of Schools and the California Department of Education. The applicant member LEA board must also take action to approve membership.

Note: A request by an independent charter school to participate as an LEA in the Glenn County SELPA will not be treated differently from a similar request made by a school district.

2.1.3 Withdrawal of an LEA

An LEA may elect to exit the Glenn County SELPA and join an alternate SELPA. The LEA is required to notify, in writing, the SELPA, any other impacted SELPAs, participating county offices of education, and the CDE by June 30th of the year prior to their intended exit, per Education Code 56195.3(b). If the LEA did provide the year and one-day notice, a Final Notice of the LEA's intention to leave the SELPA is required by February 1 of the current year to the SELPA. The Final Notice allows the SELPA sufficient time to prepare for any revenue and staffing changes in response to changes in the composition of the SELPA and allocation plan.

Once the LEA's exit is confirmed, the LEA is required to follow the procedures below:

- Documentation and Notice of Change in SELPA: The LEA must send notice of its change in SELPA (as applicable) to:
 - Parents and/or guardians of students
 - The County Office of Education
 - The geographical Special Education Local Plan Area (SELPA) of the authorizing entity
 - The California Department of Education

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- Notification of all the parties above must include (at minimum) the following:
 - The effective date of the change
 - The name(s) and contact information of the person(s) handling inquiries regarding the change

- Record Transfer And Retention
 - The transfer and maintenance of school and student records should be followed per SELPA policies and procedures.

- CDE Reporting
 - The LEA is responsible to ensure the following:
 - All CALPADS reporting processes are to be completed and certified as appropriate prior to any transfer of electronic student records to the new LEA/SELPA. Please note, once the records are transferred, the SELPA will be unable to provide additional support around reporting or amending data and your new SELPA will not be able to support or amend data submitted while part of the SELPA, thus accurate and timely submission is of the utmost importance.
 - All Special Education monitoring and compliance processes (targeted review, intensive review, preschool review, data informed noncompliance, disproportionality, significant disproportionality) are completed and certified, where possible, prior to any transfer of electronic student records to the new LEA/SELPA. For those compliance processes which span academic years, please work with your current program specialist and the SELPA data team to facilitate transfer of any necessary documentation to your new SELPA.
 - All required special education pupil count data and special education personnel data reports are filed appropriately.

- Financial Compliance & Closeout
 - The LEA is responsible to ensure the following:
 - File all attendance reports for the final year of operation (P-1, P-2, annual).
 - Submit all special education financial reports.
 - Submit for review any other documentation that would be necessary to ensure the reliability of special education financial data.
 - If receiving current year federal revenue, complete Maintenance of Effort (MOE) reporting and pass MOE testing requirements. NOTE: Any current year federal revenue already distributed to the school must be refunded if this requirement is not

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met.

- Submit audit report(s) for the final year of operation.

2.2 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.

2.3 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 authorized 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 students with disabilities 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.

2.4 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.

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: [EC 56195.7(i)(j)(1)(2)]

3.1 Policy Development

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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.

3.2 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 or elementary school charter, 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 which will be voted on at the April SELPA Governance meeting with the term beginning July of the current year. 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

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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. The Special Education Advisory Cabinet is made up of the SELPA Director, the Program Specialists and any LEA directors of special education.
- Review in-service/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.

3.3 Policy and Procedure Adoption

Policies and procedures are formulated and refined by the committees. Policies and procedures may originate at the Governance Committee or Special Education Advisory Cabinet level. The Special

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Education Advisory Cabinet is made up of the SELPA Director, the Program Specialists and any LEA directors of special education. Once a program policy or procedure is approved through the Special Education 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.

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: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

4.1 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:

- Plan Adoption
- Program Operation
- Fiscal Authority

4.2 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. 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

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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.

4.3 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 operates.

4.4 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.

4.5 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.

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

Yes No

If No, explain why the SELPA does not have the policy and procedures.

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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: [EC 56194(a)(b)(d); EC 56195.9(a)]

6.1 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.

6.2 Involvement

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.

6.3 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 PTA/PTOs, 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.

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: [EC 56205(a)(12)(E); EC 56205(b)(7)]

7.1 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 will meet at least twice annually during the school year. 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

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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.

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: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

8.1 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.

8.2 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.

8.3 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

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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.

8.4 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.

8.5 Joint Fiscal Oversight Committee

The Joint Fiscal Oversight Committee will have a Superintendent as Chair that reports back to the SELPA Governance. Positions to be included in the Committee are:

- 3 Superintendents from the following types of districts: Elementary, Unified, and Joint as defined by the Local Plan voting structure.
- 2 Chief Business Officers, with one of the CBO's being from the same district as the Chair Superintendent if possible.
- CBO from County Office of Education
- Director of Special Education Glenn County Office of Education
- The SELPA Director as an ex-facto member
- The SELPA governing committee shall appoint by unanimous decision the Chair person, the Superintendents, and the CBO's.

Note: In Glenn County SELPA, the SELPA Director and the Director of Special Education are the same position, given this factor, the person in this position will not be a voting member.

Purpose and responsibility of Joint Fiscal Oversight Committee:

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- Coordinate timely submission of data for fiscal reporting purposes
- Coordinate timely submission of fiscal reports
- Review and recommend budget priorities to the Governance Committee
- Review required fiscal reports and dates due
- Shall submit all agenda and minutes of each committee meeting to Governance Committee

The committee will be consistent with Brown Act Regulations: postings, agenda, minutes and reporting to the SELPA governance committee after meetings.

Appointments for membership will be made in April with July 1 membership for three year staggered terms.

Initial appointments being made with three members: one person nominated for a one-year term, one for two-year term, and one for three-year term. The initial chair will be the nominee for the two-year term.

Meeting Frequency: Minimum of 3 times per year to be aligned with fiscal cycles.

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: [EC 56195.7. EC 56195.1(b)(c)]

Local educational agencies (LEAs) are responsible for the students ages 3 to 22 within the geographical area consistent with California education code.

For children from Birth to age 3 will be served by Glenn County Office of Education Early Start program. Far Northern Regional Center also provides for services for children from birth to three as outlined in the Local Inter-agency Agreement between Far Northern Regional Center and GCOE.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

10.a Responsibility of Each Participating COE and LEA Governing Board in Policymaking

LEA governing boards annually designate authority to the superintendent/director to represent and vote on behalf of the LEA at SELPA Governance and Fiscal Oversight Committee meetings. By designating authority to the superintendent, the LEA governing boards provide the authority to the SELPA governance committee to approve SELPA-wide policies and procedures, Annual Budget and Service plans and any subsequent modifications. Each participating LEA's governing board has the responsibilities outlined below:

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- Approve the Local Plan.
- Implement policies and procedures approved by the SELPA Governance Committee. The Governance Committee may change or appeal unacceptable provisions as needed.
- Appoint members to the Special Education Community Advisory Committee (CAC) in accordance with CAC bylaws and LEA policies. Encourage parental involvement through the members of CAC, receive and consider requests and recommendations from their CAC representatives and other parent groups.
- Review formal complaints forwarded by the respective LEA Superintendents as outlined in the LEA's Uniform Complaint Procedures.
- Address questions and concerns of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan.
- Exercise authority over the programs they directly maintain consistent with the Local Plan for the SELPA and individual LEA policies. Such programs may include students with disabilities who reside in other LEAs or SELPAs.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

10.b The Responsibilities Of The Superintendents Of Each Participating LEA And COE In The Implementation Of The Local Plan

Each Superintendent, as chief administrative officer of the participating LEA and the COE, is responsible for implementation of the local plan in that LEA. The COE also serves a role as the Administrative Unit.

Superintendents of the participating LEAs are responsible for serving on the SELPA Governance Committee for the SELPA which instructs the SELPA Administrator regarding the implementation of the local plan. Under the direction of the SELPA Governance, the SELPA Administrator develops, implements, and administers the SELPA budget for the establishment of designated services. The SELPA Administrators serves as an ex-officio member of all committees.

Each LEA Director, or the person performing these duties, is to provide leadership in the development, implementation, evaluation and improvement of special education programs and services within the LEA. Individual LEAs' are responsible for:

- Exercising authority over the programs they directly maintain consistent with the local plan and individual LEA policies (may include students with disabilities who reside in other LEAs or SELPAs)
- Developing, implementing, and evaluating, and improving of special education programs and services within the LEA
- Gathering, interpreting, and reporting special education program data and annual performance

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- plan indicators, regarding current program operations and effectiveness
- Cooperating among LEAs pertaining to the implementation, administration and operation of the local plan
 - Recommending allocation of resources within the SELPA in accordance with the local plan and the Glenn County SELPA Allocation Plan
 - Establishing, modifying, and implementing procedures for the operations of the local plan
 - Establishing and implementing guidelines and procedures to ensure that students with disabilities have access to appropriate programs and services regardless of his/his district of special education accountability

c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

10 c The Responsibilities Of District And County Administrators Of Special Education In Coordinating the Administration Of The Local Plan

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

- Exercising authority over the programs they directly maintain consistent with the local plan and individual LEA policies (may include students with disabilities who reside in other LEAs or SELPAs)
- Developing, implementing, and evaluating, and improving of special education programs and services within the LEA
- Gathering, interpreting, and reporting special education program data and annual performance plan indicators, regarding current program operations and effectiveness
- Cooperating among LEAs pertaining to the implementation, administration and operation of the local plan
- Recommending allocation of resources within the SELPA in accordance with the local plan and the Glenn County SELPA Allocation Plan
- Establishing, modifying, and implementing procedures for the operations of the local plan
- Establishing and implementing guidelines and procedures to ensure that students with disabilities have access to appropriate programs and services regardless of his/his district of special education accountability
- The SELPA Administrator is responsible to plan, organize, coordinate, direct and manage program activities and services related to the local plan implementation. They are also responsible for providing leadership on legislative issues impacting the SELPA programs.

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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: [EC 56205(a)(12)(D)(ii)(I)]

11a The Hiring, Supervision, Evaluation, and Discipline of the SELPA Administrator and Staff Employed by the AU

11.1 Hiring, Supervision, Evaluation, and Discipline:

SELPA Staff employed by the administrative unit include the SELPA Director/Assistant Superintendent of Student Services, Senior Fiscal Specialist, and the Student Data Coordinator. Program Specialists are included above in the description of the roles and responsibilities. However, they are not included as part of the administrative unit staff, but instead as an extension of the responsibilities of the SELPA Director. The Program Specialist are employed by the program operator(s) and not the administrative unit, (though in Glenn County SELPA those entities are one and the same.)

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. The SELPA Director's position in Glenn County is a portion of the Assistant Superintendent of Student Services employed by GCOE. 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 the duties. The SELPA director may be dismissed from the SELPA director role following an evaluation process through GCOE HR procedures and timelines in accordance with the County Superintendent of Schools. As the AU, the County Office of Education would be responsible for the recruitment of a new candidate. The governance committee shall appoint two of its members, one program operator and one non-program operator to assist the County Superintendent of Schools in the interview process to select a new SELPA director.

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.

11.2 Responsibilities of SELPA Director and Program Specialists:

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

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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 SELPA Director shall assure that all functions as listed below are performed in accordance with the governance structure and processes as described in the Local Plan. The responsibilities and duties of the SELPA Director include but are not limited to the following:

- Plan, organize, coordinate, direct and manage program activities and services related to the local plan implementation
- Providing leadership on legislative issues impacting the SELPA programs
- 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.
- 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 LEAs 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.
- 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;

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- 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

The governing boards of the local education agencies and the SELPA recognize the importance of program specialists to provide unique and necessary services to agencies, staff and pupils within the Glenn County SELPA. Under the direction of the SELPA director the responsibilities and duties 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.

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b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)(12)(D) (ii)(II); EC 56195.7(i)]

11b.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.

c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

11c. 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 LEA or County Office of Education
- Follow procedural safeguards in accordance with State and Federal laws and regulations
- Utilize the same special education student information forms, procedures, and systems
- 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 and Non-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.

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d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

11d. 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 and program operators 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.

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: [EC 56206]

12.1 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.

Funding for specialized equipment and materials for students with all other disabilities shall be made available through the program operator for that student. The use of funds for these materials must relate to the students unique needs and be included in the Individual Education Plan and be

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approved by specialists, parents and the other members of the IEP team. Case managers are responsible for submitting the request for these specialized materials and equipment on behalf of the student.

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 (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is

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adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):
20 USC Section 1412(a)(4); EC 56205(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)

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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); EC 56205(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(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

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8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(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); EC 56205(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

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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); EC 56205(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

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); EC 56205(a)(12)

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications; EC 56205(a)(13)

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); EC 56205(a)(14)

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:

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Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)

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); EC 56205(a)(17)

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

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except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)

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); EC 56205(a)(19)

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); EC 56205(a)(20)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other

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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); EC 56205(a)(21)

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); EC 56205(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function:"

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

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Document Title:

Document Location:

Description:

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

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Description:

program specialists will not provide direct instruction to students, they will observe, consult and assist service providers in methods of child find, identification and assessment.

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

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

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

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

3. Coordinated system of procedural safeguards:

Document Title:

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

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

Document Title:	<input type="text" value="Glenn County SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<p>Instructional support provided by the program specialist: While not providing direct instructional support to students, Program Specialists will provide support and training for staff and parents on skills development, program development, and innovation in instructional and professional practices, using evidence-based practices.</p> <p>Role of the RLA/AU: N/A</p> <p>Role of the Administrator of the SELPA: On an annual basis input is collected from the Program Specialist and District Special Education Directors from member LEAs to determine the staff development needs that the SELPA is requested to provide. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Administrator will assure the provision of needed training and supports as requested, or determined appropriate, for each LEA, and to parents and guardians, to the extent practicable. Role of the individual LEAs: LEAs will determine their staff development and parent and guardian education, based on their local needs. They may seek technical assistance or input from the SELPA.</p>

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

Document Title:

Document Location:

Description:

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

(1) For special educators, general educators, and families in evidence based curriculum, instruction, and procedures that align with the core curriculum and support optimal progress for students with disabilities.

(2) That support literacy programs in the areas of reading, writing, speaking and listening with more instructional time, precisely sequenced direct instruction, more coaching and practice, and careful progress monitoring

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

Role of the RLA/AU: N/A

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

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

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

Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

Document Title:

Document Location:

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Description:

California Longitudinal Pupil Achievement Data System (CALPADS) submission of each member LEA as required by the California Department of Education.

The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA.

Special Education Information System (SEIS) or similar system – the SELPA is responsible for effective collection and maintenance of data relevant to IEPs and IFSPs, program, placement of children, and other data required by state and federal mandates.

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

Role of the individual LEAs: The LEAs are responsible for data entry, quality and integrity. The LEAs will approve the California Longitudinal Pupil Achievement Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

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

Role of the RLA/AU: N/A

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

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

The SELPA will provide services to infants through preschool aged

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children in accordance with federal and state laws.

Role of the individual LEAs: Through their representative to the Governance Committee, the LEAs will approve review and implement inter-agency agreements as appropriate.

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialist(s) assure(s) pupils have a full educational opportunity regardless of the district of residence. SELPA staff will consult with LEAs when requested to assist in developing services to students with disabilities in local medical facilities. SELPA staff will facilitate discussions and agreements as required with local medical facilities as needed.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA will facilitate the coordination of these services by the designated LEAs. The SELPA Administrator shall serve on behalf of the member local education agencies and implement the Local Plan including the coordination of services to medical facilities.

Role of the individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed childrens' hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the local educational agency in which the hospital or facility is located.

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

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: The program specialist(s) assure(s) pupils have a full educational opportunity

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Description:

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

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

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Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<p>Direct Instructional support provided by the program specialist- The program specialist(s) will provide logistical support to the CAC.</p> <p>Role of the RLA/AU: N/A</p> <p>Role of the Administrator of the SELPA: The SELPA Program Administrator will provide fiscal and logistical support for CAC meetings, events, and trainings that are approved by the Superintendents' Council when required. Role of the individual LEAs: The LEA superintendents through the Superintendents' Council will ensure that the SELPA has appropriate fiscal and logistical support for the CAC. LEA Special Education administrators shall facilitate communication between their CAC representative and their LEA.</p>

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

Document Title:	<input type="text" value="Glenn County SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<p>Direct Instructional support provided by the program specialist: The program specialist(s) will provide staff development as needed or requested by member LEAs.</p> <p>Role of the RLA/AU: Not applicable</p> <p>Role of the Administrator of the SELPA: The SELPA Program Administrator will provide technical assistance as needed or requested by LEAs. Role of the individual LEAs: Each individual LEA will be responsible for providing transportation for their students with disabilities as determined by their IEP teams.</p>

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

Document Title:	<input type="text" value="Glenn County SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<p>Direct Instructional support provided by the program specialist: The program specialist(s) will support staff development, program development, and innovation of special methods and approaches. The program specialist(s) will collaborate with outside agencies to support transition as needed or requested.</p> <p>Role of the RLA/AU: Not applicable</p>

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Description:

Role of the Administrator of the SELPA: The SELPA Administrator will provide staff and professional development and technical assistance as needed or requested. The SELPA Administrator will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate. Role of Individual LEAs: Individual LEAs will provide appropriate career and vocational education and transition services as required under state and federal law as appropriate. LEAs will also coordinate with local agencies (e.g., Regional Center and Department of Rehabilitation).

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialist(s) shall provide technical assistance to LEAs when requested to ensure that students have full educational opportunities regardless of district of special education accountability.

Role of the RLA/AU: NA

Role of the Administrator of the SELPA: Through approval of the Annual Services Plan the SELPA Program Administrator will ensure that the full continuum of services is provided. The SELPA Program Administrator will assist with Inter-SELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined needed by the SELPA for LEAs and/or nonpublic schools. Role of the individual LEAs: Each LEA, through their representative to the Governance Committee will determine the regional programs required to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services in collaboration with the SELPA.

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.

Document Title:

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Document Location:

Direct Instructional support provided by the program specialist: Not applicable

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

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

Description: Role of the Administrator of the SELPA: The SELPA Program Administrator will: Ensure that the distribution and allocation of funds to member LEAs is in alignment with the Funding Allocation Plan. Review, monitor and submit required fiscal reports as identified by the California Department of Education. Review and submit the Annual Budget Plan

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

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

Document Title:

Document Location:

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

- 1) Observe, consult with, and assist, in accordance with local education agency procedures, special education teachers and support staff.
- (2) Utilize evidence-based data to plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities.
- (3) Assist with local education agency staff development, program development and innovation of special methods and approaches.
- (4) Provide coordination, consultation and program development in one

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

Role of the RLA/AU: Not applicable.

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

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

Special Education Local Plan Area Services

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

Document Title:

Document Location:

Description:

Early Education Services are provided for all eligible infants, toddlers, and preschool children by member local educational agencies (LEAs) through the following ways. For children from Birth to age 3 will be served by Glenn County Office of Education Early Start program. Far Northern Regional Center also provides for services for children from birth to three as outlined in the Local Inter-agency Agreement between Far Northern Regional Center and GCOE.

For students ages three through five, each LEA is responsible for providing services to eligible students for whom they are the district of special education accountability. This can be accomplished through LEA programs, intra- or inter-SELPA transfers.

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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:

Document Title:	<input type="text" value="Glenn County SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<p>Members of the public, including parents or guardians of students with disabilities who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator through:</p> <ul style="list-style-type: none">• Contacting their school of attendance to communicate with the site administrator• Contacting their LEA to communicate with a district administrator• Contacting the SELPA office to request communication with the SELPA Administrator• Contacting their LEA governing board as they are responsible to address questions and concerns of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan• Providing public comment at the SELPA Governance Committee meeting

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:

Document Title:	<input type="text" value="Glenn County SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
	<p>Individual LEA Complaint A superintendent who disagrees with the contents of the Local Plan, a policy or a specific decision made by the SELPA Governance Committee, or who experiences an inter-LEA disagreement, may present the issue to his/her respective Governing Board. Based upon procedures adopted by the Governing Board of each LEA, any individual may address his/her Governing Board. Each Governing Board has the right to initiate an appeal to the SELPA Appeals Board. When a Governing Board initiates an appeal, a SELPA Appeals Board shall consist of three members. The appealing Governing Board shall select one member and the SELPA Governance Committee shall select one member. The third member shall be a mediator agreed upon by both parties. The Governing Board that initiates the appeal and the SELPA shall share costs of the mediator equally. If there is disagreement</p>

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Description:

upon the selection of the third member, the Superintendent of Glenn County Office of Education shall appoint the third member, who shall not have prior relationship or bias with respect to the issue to be arbitrated.

The SELPA Governance Committee shall select its representative on the Appeals Board by a majority vote.

Each member of the Appeals Board has one vote. Final decision must be approved by a majority vote (two) of the members of the Appeals Board. Decisions made by the Appeals Board are binding on both the appealing Governing Board and the SELPA Governance Committee, except to the extent adjudicated by a State or Federal Court to be in violation of the Local Plan or State or Federal Law. A decision shall be made within thirty (30) calendar days of the appointment of the Appeals Board members. There shall be no action on the issue being appealed until after the Appeals Board has adjudicated it.

An LEA may appeal a decision of the Appeals Board to the appropriate court of competent jurisdiction.

Inter-LEA Complaints- If two LEAs are in disagreement and the respective Directors cannot resolve the problem, the following course of action will be taken: Directors of the two opposing LEAs shall present the issues to each of their respective Superintendents (Or Assistant Superintendents) who will attempt to resolve the issue. They may request assistance/ consultation form the SELPA Administrator. If the conflict cannot be resolved between the respective superintendents, either Director of one of the two opposing LEAs can present the issue in writing to the SELPA Administrator who unless a longer time is agreed upon, will attempt to resolve the problem within two weeks. The written correspondence should specify the nature of the complaint and the requests action, if any. The Superintendents (Or Assistant Superintendent) shall be kept informed of resolution efforts by their respective Director in writing.

If this course of action fails, either Superintendent, or designated Assistant Superintended, may present a written request to the SELPA Director or SELPA Governance Committee chair for placement of the issue on the SELPA Governance Committee agenda. The Chair of the SELPA Governance Committee shall place the item on the next SELPA Governance Committee agenda. If the nature of the conflict requires immediate resolution, the Chair of the SELPA Governance Committee will call a special Governance Committee meeting. The SELPA Governance Committee may resolve the disagreement or refer the parties to the appeals process delineated in the local plan. If the conflict involves a parental complaint, the parents may address the SELPA Governance Committee.

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

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considered and, where appropriate, utilized:

Document Title:	Glenn County SELPA Local Plan
Document Location:	SELPA Office and Website
Description:	Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not limited to, response to intervention models, student success teams, early literacy programs, and remedial programs. Each LEA will develop, implement, and revise their own policies and procedures as needed.

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:

Document Title:	Glenn County SELPA Local Plan
Document Location:	SELPA Office and Website
Description:	<p>Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The IEP team will determine if the student is making appropriate educational progress through review of progress on IEP goals, including those specific to a Behavior Intervention Plan as well as any other assessments or pertinent data. The LEA will observe a pupil during instruction and will conduct a walk-through of the facility.</p> <p>An LEA representative 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.</p>

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

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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)

Document Title:	<input type="text" value="Glenn County SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text" value="The SELPA will provide technical support to any districts identified as the DOR 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."/>