

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division

SELPA: Southwest SELPA

Fiscal Year: 2021-22

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The Southwest Special Education Local Plan Area, henceforth referred to as the SW SELPA, was formed under authority of Sections 56195 - 56208, 56240 - 56245 of the State of California Education Code and Title 5, Section 3000, and is the result of the Master Plan for Special Education as approved by the California Department of Education, henceforth referred to as CDE.

Southwest SELPA geographic boundaries include members from 12 school districts and 8 charter schools. The Southwest SELPA is located on the western coast of Los Angeles County.

The participating districts include: Centinela Valley Union High School District, El Segundo Unified School District, Hawthorne School District, Hermosa Beach City School District, Inglewood Unified School District, Lawndale Elementary School District, Lennox School District, Manhattan Beach Unified School District, Palos Verdes Peninsula Unified School District, Redondo Beach Unified School District, Torrance Unified School District, and Wiseburn Unified School District. The participating charter schools include: Century Community Charter, Family First School, Los Angeles College Preparatory Academy, Lennox Mathematics, Science & Technology Academy, New Opportunities School, Opportunities for Learning Capistrano, Wilder's Preparatory Academy and Wilder's Preparatory Academy Middle 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:

The SELPA shall be governed by a Superintendents' Council made up of the lead administrator from each school district Local Education Agency (LEA) Member. Per agreements between the authorizing LEA and charter school LEA members, all charter school LEAs will be represented on the Superintendents' Council by the Superintendent (Lead Administrator) of their authorizing school district located within the geographic boundaries of the SW SELPA. The SW SELPA will only accept charter schools authorized by a LEA located within its geographic boundaries. For current charters located outside of the geographic boundaries of the SW SELPA, the charter school Lead Administrator may submit information to the SELPA Executive Director to be presented to the Superintendents' Council for consideration.

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Each participating LEA shall adopt local policies and administrative regulations to support the Local Plan and its implementation, including by way of ensuring compliance with the IDEA and Education Code requirements for identifying and serving individuals with exceptional needs in compliance with specified procedures. LEAs are responsible for developing, adopting and updating their local policies and administrative regulations per their own procedures.

Each participating LEA will be represented on the Superintendents' Council, as specified herein. The LEA's lead administrator (Superintendent) may designate another LEA representative to act as a voting member of the Superintendents' Council for up to two meetings per school year, July 1 through June 30. All other meetings must be attended by the lead administrator.

Each participating LEA maintains responsibility for special education programs and services they operate, including employment and evaluation of personnel, except where noted.

Each participating LEA shall appoint members and alternates to the Community Advisory Committee according to policies approved in the SELPA Local Plan for Special Education.

Each participating LEA shall adopt policies and procedures as required by law relative to Due Process Procedures and Procedural Safeguards under the IDEA (EC 56500-56507).

Each participating LEA shall adopt policies and procedures as required by law relative to State Complaint Procedures (EC 56500.2).

Each participating LEA shall post Budget Hearing notices at each school site at least fifteen days in advance of the Public Hearing regarding the same.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The superintendent or lead administrator of each participating LEA shall continue to be responsible to their governing bodies for the administration of programs located within their LEAs, and compliance with this Local Plan. This includes informing their governing bodies of all aspects of the SELPA Local Plan for Special Education, recommending policies to their governance bodies for adoption addressing legal requirements and issues of concern to the member agencies of the SELPA, and implementing and administering policies recommended by the Superintendents' Council and adopted by the governing body of the LEA.

The lead administrator of each participating LEA member shall be responsible for:

- a) The administration of all special education programs under the jurisdiction of their governing board.

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- b) The submission of proposed policies by the Superintendents' Council to their governing boards with appropriate recommendations.
- c) The implementation of policies and procedures adopted by the SELPA.
- d) Ongoing collaboration with the SELPA Executive Director and various SELPA Councils and committees necessary to implement the Local Plan.

The Superintendents' Council shall meet quarterly at a minimum, or as needed, throughout the school year relative to their districts' and charter schools' needs, as appropriate.

The Superintendents' Council shall consist of the lead administrator of each school district LEA member or a designee thereof (for up to two meetings). A designee may be a voting member for two meetings per school year only, July 1 through June 30.

Each school district LEA member shall have a weighted vote on the Superintendents' Council, based upon average daily attendance of the member (ADA) and all of the charter schools operating under that member's oversight, as follows:

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

The authorizing LEA shall then represent the interest of the charter schools it oversees when voting on the Superintendents' Council of the SELPA. This is to include the charter schools operating as an LEA member of the SELPA and charter schools operating as a school of the district LEA member.

The annual ADA, as certified by California Department of Education (CDE), shall be used to determine the following year's voting system and thus updates the above formula annually. In the event the annual ADA has not been certified by the CDE, the previous year's annual certified ADA shall be used until the next annual certified ADA report is available. A majority, defined as more than half of members, is required for a quorum.

The Superintendents' Council shall elect a Chairperson from among its members for a term of two years. The Chairperson shall call and chair meetings and provide agenda items to the SELPA Executive Director. The Chairperson may be elected for more than one term. The Superintendents' Council shall serve as the governing board of the SELPA with all actions taken by the Council serving as the official position of the SELPA and all of its member LEAs. The Superintendents' Council shall have the authority to approve the Annual Budget and Service Plan at a special Public Hearing and meeting held by the Council.

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The Superintendents' Council shall act in an advisory capacity to the governing bodies of participating LEAs. The Superintendents' Council shall provide input and guidance on SELPA policies and procedures for programs operating under the jurisdiction of the SELPA. The lead administrator of each LEA shall submit SELPA policies and accompanying recommendations to their governing bodies as appropriate and necessary to comply with this Local Plan. The Superintendents' Council shall review and recommend an agreement to the governing bodies of the SELPA's LEA members, which reflect the components of the Local Plan.

The Superintendents' Council may appoint committees, as appropriate to address issues that arise and report back and/or make recommendations to the Council. Such committees may include a Charter School committee, a Finance committee and Directors of Special Education. Annually the Superintendents' Council shall approve any committees, appoint membership, and assign specific tasks as appropriate. Unless appointed by the Superintendents' Council, each committee may select a chairperson from the committee membership to chair the meetings and to communicate with the Council. The SELPA Executive Director shall be a nonvoting member of each committee providing support, technical assistance, and information while also involved in communication with the Council. It is understood that the SELPA Executive Director is responsible for developing any recommendations for the Superintendents' Council to assure compliance with state and federal laws.

The Superintendents' Council shall approve the Annual Budget and Service Plan, including any allocation plans for distribution of funds. The Superintendents' Council shall communicate directly with the SELPA Executive Director on SELPA-wide activities, as appropriate, and provide input into the evaluation of the SELPA Executive Director. The SELPA Executive Director shall serve as secretary to the Superintendents' Council.

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

SELPA Executive Director and SELPA Support Staff

A SELPA Executive Director shall be employed by the Responsible Local Agency (RLA) or, as approved by the Superintendents' Council in agreement with the RLA, employment may be with a member LEA.

A panel selected by the Superintendents' Council shall recommend a final candidate for SELPA Executive Director to the Superintendents' Council from a list of candidates who have been screened by the Administrative Unit (AU) or a member LEA personnel office and meet the qualifications and requirements of the position.

The SELPA Executive Director shall be evaluated annually by the RLA or employer with input from the Chair of the Superintendents' Council for continued assignment in the position. The Chair of the Superintendents' Council may submit input from members of the Superintendents' Council.

The administrative support staff is the responsibility of the RLA or employing district, or combination of both, as approved in accordance with their respective personnel practices. Per agreement with member

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LEAs, additional SELPA staff may be employed to support specific functions as directed by the SELPA Executive Director, for example an Assistant Director, Program Coordinators, a Parent Support Coordinator, Program Specialists, and an Alternative Dispute Resolution Coordinator.

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

At the direction of the Superintendents' Council, the SELPA Executive Director shall develop an annual schedule of meetings of the Directors of Special Education.* The purpose of these meetings shall be to accomplish tasks identified by the Superintendents' Council and Local Plan to assure orderly and consistent implementation of policies affecting the SELPA.

*Note: The term Directors shall be used throughout the Local Plan to signify persons responsible for special education programs in each district, charter, or the County Office.

The SELPA Executive Director shall be an ad hoc member to all SELPA-wide committees and serve as the liaison to the Superintendents' Council, Directors of Special Education, The Finance Committee, the Community Advisory Committee, and any other committee established by the Council. The SELPA Executive Director will report on activities as appropriate.

The SELPA Executive Director shall act as coordinator for the SELPA-wide special education compliance monitoring reviews conducted/implemented by the California Department of Education (CDE).

The SELPA Executive Director shall act as liaison with the California Children's Services, Regional Centers, and any other agency in accordance with adopted interagency agreements.

The SELPA Executive Director shall maintain awareness of all Office of Civil Rights (OCR), due process, and complaint findings involving member LEAs. The SELPA Executive Director shall share these findings, as appropriate, and if they have SELPA-wide implications, coordinate any necessary changes at the SELPA level. The SELPA Executive Director shall support alternative ways to resolve disputes as a proactive approach prior to state and federal procedures.

The SELPA Executive Director shall be responsible for the implementation of programs and services that promote positive parent and professional partnerships and parent support systems. This may include parent support systems, the Family Resource Center, a website and community outreach activities.

The SELPA Executive Director shall provide support and technical assistance to member LEA charter schools regarding charter schools' participation in the SELPA via the Charter School Committee and the SELPA charter school support representative/designee. It is understood that charter schools shall participate in the SELPA and have access to all SELPA programs and services in the same manner as other member LEAS, as specified herein.

The SELPA Executive Director shall submit all required data to the County Office and/or California Department of Education (CDE).



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The SELPA Executive Director shall coordinate meetings with nonpublic schools' personnel to determine educational costs and shall recommend a Master Contract and rate schedule for use by member LEAs.

The SELPA Executive Director shall participate in state and county level SELPA Directors' meetings and share information, as appropriate, with Superintendents, Directors of Special Education, the CAC, the Program Specialists' Committee, and the Finance Committee.

The SELPA Executive Director shall coordinate any local interagency agreements.

The SELPA Executive Director shall apply for and submit any waivers to the CDE necessary for the implementation of the Local Plan, and as directed by the Superintendents' Council.

The SELPA Executive Director/designee shall coordinate all services for infants and toddlers in California's Early Start Program in conjunction with the member LEA operating as the District of Service (DOS). The SELPA Executive Director and AU shall administer the funding to the Early Start program and work with the DOS who supervises any staff directly responsible for Early Start coordination.

The SELPA Executive Director/designee shall sign all purchase orders for low-incidence materials and equipment.

The SELPA Executive Director shall be responsible for processing all bills to member LEAs for program specialists and regional service funds, as approved by the Superintendents' Council and dictated in the Annual Budget and Service Plan for reimbursement by the AU.

The SELPA Executive Director shall be responsible for the coordination of the SELPA-wide data systems which include the Special Education Information System (SEIS) and California Longitudinal Pupil Achievement Data System (CALPADS) reports and approvals.

The SELPA Executive Director shall keep the member districts informed of current trends, best practices and innovation approaches via participation on advisory committees, conferences, and a review of the literature.

Directors of Special Education/Charter School Special Education Representatives

The Directors of Special Education shall be employed by and responsible to the district or charter school that employs them. The Directors of Special Education may not represent students as an advocate in another district within the SW SELPA unless the student is a resident of the district in which the director is employed.

Through the coordination of the SELPA Executive Director and the Directors of Special Education, the SELPA shall establish committees and develop procedures necessary to implement policies which affect the SELPA. The SELPA Executive Director may elect to jointly meet with all Directors or may hold meetings among different types of LEA members to address unique needs of the SELPA.

Through the coordination of the SELPA Executive Director, the Directors of Special Education shall

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gather and compile all data required by the SELPA, the RLA, the State Department of Education, and the Federal Government. Upon occasion, the Directors may elect to hold joint meetings with the business managers of each district for matters relating to program improvement, funding and/or fiscal management.

Directors of Special Education shall be responsible for:

- 1) Developing LEA policies and procedures necessary to implement policies which affect the SELPA, subject to the approval of the Superintendents' Council as needed.
- 2) Establishing committees to address ongoing concerns and needs of the SELPA including innovative approaches to addressing the needs of students based on research.
- 3) Gathering all data required by the SELPA, the County, the CDE and the Federal Government.
- 4) Coordinating and conducting district Special Education and/or any other Compliance review or corrective action, under the direction of the SELPA Executive Director.
- 5) Conferring with and submitting, to the SELPA Executive Director, copies of any Office of Civil Rights (OCR), CCR, due process, and/or other complaints and findings.
- 6) Implementing, monitoring, and ensuring completion of corrective actions required by ruling of OCR, CDE, and the Office of Administrative Hearings (OAH), as required. Participate in SELPA Alternative Dispute Resolution procedures as appropriate.
- 7) Appointing district liaison to California Children's Services, regional centers and other agencies, as required by the inter-agency agreements and memorandums of understanding. The Director shall be the liaison if no appointment has been made.
- 8) Ensuring equal access to all programs, within the SELPA, for students with disabilities (SWD).
 - a) Acceptance of all SELPA IEP/IFSP forms and use of the Special Education Information System (SEIS) or SELPA approved system necessary to complete special education/ CALPADS reporting and maintain compliance.
 - b) Acceptance of students per SELPA placement agreements and/or Inter/Intra-SELPA permits.
 - c) Implementing local procedures regarding services to students with disabilities placed in private schools by their parents

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- 9) Promote positive parent and professional collaboration via participation in SELPA activities and the CAC.
- 10) Assure that required information is submitted to the SELPA Executive Director.
- 11) Supervise the activities for staff development and coordinate at the SELPA level through the Program Specialist Committee, as appropriate.
- 12) Establish and maintain appropriate committees as necessary to address key issues in special education.

Participating LEA Responsibility

- 1) Each participating LEA shall maintain the responsibility for providing the programs and services described in the Local Plan and Annual Budget and Service Plan.
- 2) Changes in the Annual Budget and Service Plan may be brought to the Directors' Council and/or the Charter School Committee for consideration, prior to the Superintendents' Council's consideration of the same.
- 3) Changes in district, regional, or delivery of services that impact other members of the SELPA must be brought to the attention of the SELPA in writing one year in advance of such anticipated change. Final approval shall be made by the Superintendents' Council before the LEA member changes the program or delivery of service with SELPA-wide impact. The one-year notification may be modified at the discretion of the SELPA Executive Director.
- 4) Changes in special education regional programs, District of Service provider programs and facilities must be brought to the attention of the SELPA in writing one year in advance of such anticipated changes. Final approval shall be made by the Superintendents' Council. The one-year notification may be modified at the discretion of the SELPA Executive Director.

Program Specialist

Upon the recommendation of the SELPA Executive Director, an allocation plan for use of Program Specialist funds shall be forwarded to the Superintendents' Council for approval.

It is understood that the mandated responsibilities of the program specialist shall be provided by the SELPA regardless of a member LEA's hiring of a program specialist. The SELPA Executive Director may recommend the employment of a SELPA level Program Specialist to assist a specific LEA member or address a specific program need of the SELPA. In the event an LEA member does not employ a program

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specialist, that member shall identify the person or persons responsible for these functions. The functions of a program specialist usually include staff development, teacher support and program/curriculum development for special education, collaboration, processing referrals and site level support. Funds may be allocated to any other special education expenditure if not used for program specialists.

On a regular basis, Program Specialists meet with the SELPA Executive Director/designee via the Program Specialists' Committee to coordinate staff development and program specialist service throughout the SELPA. Plans and documentation are forwarded to the Directors' and Superintendents' Councils for approval as necessary. The Program Specialists shall be responsible for training of new teachers and for trainings associated with IEP development and review. In the event a member LEA does not have a program specialist, they shall send a representative to these meetings who fulfills the functions of a program specialist in that LEA.



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

Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools

This policy applies to all charter schools that are chartered by member districts of the Southwest SELPA or granted local educational agency status (LEA) in the Southwest SELPA. This policy also applies to any charter school granted by the State Board of Education (SBE), when oversight responsibilities have been assigned to an LEA within the SELPA [EC 47605.5 (k)(l)]. As students enrolled in charter schools are entitled to special education services on the same basis as all other public school students, charter schools must comply with all requirements of state and federal law regarding provision of special education services [EC 56000 et seq., Individuals with Disabilities Education Act (20 U.S.C. Chapter 33)]. Children with disabilities and their parents shall retain all rights under IDEA and implementing California law and regulation when enrolling in a charter school.

Policy Statement

Special education and related services shall be provided to all eligible individuals residing within the jurisdiction of the Southwest SELPA in accordance with this Local Plan, and SELPA Policies and Procedures. Students enrolled in charter schools operating as a school of a member district or an LEA member of the SELPA shall receive services in a manner similar to other students attending other LEAs in the SELPA. The SELPA supports granting of a charter only when the petition includes a reasonably comprehensive description of the charter school's plan for special education, and assurances that special education instruction and/or services shall be provided to all eligible students with disabilities enrolled in charter school, in accordance with the SELPA Local Plan. Funding for special education services, participation in the SELPA governance structure and responsibility for provision of services shall be based on the categorization of the individual charter school in the charter, any local agreements, SELPA Policies and Procedures, and this Local Plan.

Charter schools may participate in the SELPA as either an LEA member of the SELPA or a public school of their authorizing agency when the authorizer is a member of the SELPA. All approved charter schools

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will be deemed public schools within their authorizing agency unless the charter school provides verifiable written assurances that it has applied for and been accepted as an LEA member of the Southwest SELPA or some other SELPA. If the charter school is an LEA member of another SELPA, the Southwest SELPA shall have no involvement or responsibility for special education funding or services for charter school students. However, the Southwest SELPA may, at its discretion, monitor compliance with regard to students who reside within the Southwest SELPA plan area.

If the Superintendents' Council approves a charter school's application to participate as an LEA member of the SELPA, and such approval requires a change to the SELPA Local Plan or allocation plan, such change will be adopted pursuant to the policy making process of the SELPA. Approval of a new LEA member applicant by the Superintendents' Council that does not require any other changes to this Local Plan shall not require Local Board action.

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:

Community Advisory Committee

The Local Plan required establishing a Community Advisory Committee (CAC). Such committee serves only in an advisory capacity. The CAC shall maintain written bylaws and minutes of meetings including a list of participants.

Community Advisory Committee Appointments

The members of the Community Advisory Committee shall be appointed by, and responsible to, the governing board of each participating LEA member or County Office, or any combination thereof participating in the Local Plan. Appointment shall be in accordance with a locally determined selection procedure with appointments determined by the Superintendents in the event no other local procedures exist. The CAC and/or the SELPA Executive Director may recommend potential appointees to Superintendents. Where appropriate, this procedure shall provide for selection of representatives of groups specified in Section 56192 by their peers. The procedure shall provide that terms of appointment are for two years with additional terms up to eight years maximum.

- a) Each participating LEA within the Local Plan shall select two representatives from their respective area to participate on the CAC.
- b) Each LEA governing board shall fill vacancies created on the Community Advisory Committee from their respective LEA. Where appropriate, this procedure shall provide for selection of representatives of groups specified in Education Code Section 56192 by their peers.
- c) The Directors' Council shall assist with the coordination of the CAC.

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- d) The SELPA Executive Director shall serve as the administrative liaison to the Community Advisory Committee.

Composition of CAC

The Community Advisory Committee shall be composed of parents of individuals with exceptional needs enrolled in school, students and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. The committee shall select officers annually in accordance with the bylaws.

Parent Majority in CAC: At least the majority of such committee shall be composed of parents of pupils enrolled in schools participating in the local plan, and at least a majority of such parents shall be parents of individuals with exceptional needs.

Community Advisory Committee Responsibilities

The Community Advisory Committee shall have such authority and fulfill such responsibilities as are defined for it in the Local Plan. Such responsibilities shall include, but need not be limited to, all the following:

- a) Advising the policy and administrative entity of the LEA, special education local plan area, or County Office, regarding the development, amendment, and review of the Local Plan. Such entity shall review and consider comments from the Community Advisory Committee.
- b) Recommending annual priorities to be addressed in the Local Plan by giving direct input to the Directors of Special Education.
- c) Encouraging community involvement in the development and review of the Local Plan.
- d) Supporting activities on behalf of individuals with exceptional needs through the involvement in community projects, forums and conference.
- e) Educating the community regarding issues and public policy impacting special education.
- f) Providing in-services and trainings on issues of importance relative to special education to parents, staff and other interested community members based on result of needs assessment.
- g) Promoting the concept of Parent-Professional collaboration through participation and involvement

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of parents and professionals at CAC trainings, meeting, and events.

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

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:

To ensure adequate and effective communication, the Local Plan will be developed, revised or updated cooperatively by a committee (CAC members, Directors' Council, Superintendents' Council, SELPA Executive Director). District personnel will solicit input from special education and general education staff and provide any recommendations to lead members of the aforementioned groups for consideration for Local Plan improvements. The committee will include administrators, special/general education teachers and parent(s) selected by the group they represent. The parent(s) will be members of the Community Advisory Committee (CAC) or selected by the CAC. At least every three years during the annual budget and service plan process, the Superintendents' Council will review the Local Plan and determine if changes or amendments to the permanent portion of the Local Plan may be needed. At that time, any public input and consultation can be provided by anyone including special education and regular education teachers, and administrators selected by the groups they represent as well as parent members of the CAC to ensure information contained within the plan remains relevant and accurate.

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:

RLA Responsibilities (Refer also to Participation Agreement)

The Lawndale Elementary School District shall perform the functions of the Responsible Local Agency (RLA) in coordination with the SELPA Executive Director, as follows:

- 1) Receive and disburse regionalized service funds to include, but not be limited to, personnel development, evaluation, data collection; maintain a management information system; curriculum development, program review, interagency coordination; monitor the appropriate use of federal, state and local funds allocated for special education.
- 2) Provide support to the SELPA Executive Director, Superintendents' Council, Finance Committee and Directors of Special Education, consistent with the expectations of the Superintendents' Council.

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- 3) Provide assistance to the Directors of Special Education in the development of policies and procedures to assure procedural safeguards to individuals with exceptional needs and their parents.
- 4) Assist Member LEAs in meeting all aspects of the Local Education Assurance statement contained in the Local Plan.
- 5) Compile data and submit reports for the annual budget plan and other reports that may be required by the State.

The Lawndale Elementary School District is the Administrative Unit (AU), also known as the Responsible Local Agency (RLA), pursuant to EC 56195.1. As the RLA, Lawndale Elementary School District shall:

- 1) Approve contractual agreements for the Southwest Special Education Local Plan Area which meets the requirements of EC 56200.
- 2) Serve as the employing agency for personnel who have responsibilities throughout the Local Plan Area. Such personnel will include but not be limited to the SELPA Executive Director and classified support staff. Employment of such personnel will be in accordance with personnel policies and practices of the Lawndale Elementary School District and procedural employment policies approved by the Superintendents' Council.
- 3) Approve SELPA policies which affect Lawndale Elementary School District's role as Administrative Unit.
- 4) Receive and distribute Federal, State, and local funds as determined by the Superintendents' Council and the Local Plan.
- 5) Provide suitable office space for both certificated and classified employees of the SELPA.
- 6) Receive and maintain accountability for the use of Regionalized Service funds appropriated to the Special Education Local Plan Area.
- 7) Establish appropriate recordkeeping procedures to be followed by each Local Education Agency for purposes of maintaining accurate fiscal and accounting records in accordance with State and Federal requirements and submit required reports to the appropriate authorities.
- 8) Provide technical support for the Management Information System necessary to comply with the requirements of the State Department of Education.
- 9) Assign appropriate, necessary staff to participate in the activities including, but not limited to, the Southwest Special Education Directors' Council and subcommittees as may be required.

The SELPA's annual budget plan shall be approved by the Superintendents' Council at a meeting following a public hearing. A 15-day notification of the date of the public hearing shall be posted at the

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SELPA office and the main office of each LEA member. In conjunction with adopting the annual budget plan, the Superintendents' Council shall also determine the local method used to distribute state and federal funds among the member LEAs pursuant to the policy-making process described in this Local Plan.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

The administrative organization of the Southwest Special Education Local Plan Area incorporates the management staff from all Local Educational Agency (LEA) members (including school districts and charter schools operating as LEAs) into the supervision of all special education programs and the coordination of regionalized services in the Local Plan area. This incorporation is to ensure all individuals with exceptional needs residing in the geographic area served by the SELPA have access to the special education and related services required by the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et. seq., and implementing state law and regulation (Education Code, § 56000 et seq., 5 C.C.R. § 3000 et seq.; Part 300, Title 34, Code of Federal Regulations). The respective governing boards, Superintendents, Directors of Special Education, charter school administrators and directors, and Community Advisory Committee provide support and input to the SELPA's governance body. The SELPA is governed by a Superintendents' Council, who in charge of developing and monitoring implementation of this Comprehensive Plan for Special Education (Local Plan) on behalf of their districts and all of the charter schools they authorize, pursuant to agreements therewith.

10. For multi-LEA local plans, specify:

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

The superintendent or lead administrator of each participating LEA shall continue to be responsible to their governing bodies for the administration of programs located within their LEAs, and compliance with this Local Plan. This includes informing their governing bodies of all aspects of the SELPA Local Plan for Special Education, recommending policies to their governance bodies for adoption addressing legal requirements and issues of concern to the member agencies of the SELPA, and implementing and administering policies recommended by the Superintendents' Council and adopted by the governing body of the LEA.

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

Superintendents & Charter School Lead Administrators

The lead administrator of each participating LEA member shall be responsible for:

- a. The administration of all special education programs under the jurisdiction of their governing board.
- b. The submission of proposed policies by the Superintendents' Council to their governing boards with appropriate recommendations.
- c. The implementation of policies and procedures adopted by the SELPA.
- d. Ongoing collaboration with the SELPA Executive Director and various SELPA Councils and committees necessary to implement the Local Plan.

The Superintendents' Council shall act in an advisory capacity to the governing bodies of participating LEAs. The Superintendents' Council shall provide input and guidance on SELPA policies and procedures for programs operating under the jurisdiction of the SELPA. The lead administrator of each LEA shall submit SELPA policies and accompanying recommendations to their governing bodies as appropriate and necessary to comply with this Local Plan. The Superintendents' Council shall review and recommend an agreement to the governing bodies of the SELPA's LEA members, which reflect the components of the Local Plan.

The Superintendents' Council may appoint committees, as appropriate, to address issues that arise and report back and/or make recommendations to the Council. Such committees may include a Charter School committee, a Finance committee, and a Membership committee. Annually the Superintendents' Council shall approve any committees, appoint membership, and assign specific tasks as appropriate. Unless appointed by the Superintendents' Council, each committee may select a chairperson from the committee membership to chair the meetings and to communicate with the Council. The SELPA Executive Director shall be a nonvoting member of each committee providing support, technical assistance, and information while also involved in communication with the Council. It is understood that the SELPA Executive Director is responsible for developing any recommendations for the Superintendents' Council to assure compliance with state and federal laws.

The Superintendents' Council shall approve the Annual Budget and Service Plan, including any allocation plans for distribution of funds.

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

Each participating LEA shall adopt local policies and administrative regulations to support the Local Plan and its implementation, including by way of ensuring compliance with the IDEA and Education Code requirements for identifying and serving individuals with exceptional needs in compliance with specified procedures. LEAs are responsible for developing, adopting and updating their local policies and administrative regulations per their own procedures.

Each participating LEA will be represented on the Superintendents' Council, as specified herein. The LEA's lead administrator (Superintendent) may designate another LEA representative to act as a voting member of the Superintendents' Council for up to two meetings per school year, July 1 through June 30. All other meetings must be attended by the lead administrator.

Each participating LEA maintains responsibility for special education programs and services they operate, including employment and evaluation of personnel, except where noted.

Each participating LEA shall appoint members and alternates to the Community Advisory Committee according to policies approved in the SELPA Local Plan for Special Education.

Each participating LEA shall adopt policies and procedures as required by law relative to Due Process Procedures and Procedural Safeguards under the IDEA. EC 56500-56507

Each participating LEA shall adopt policies and procedures as required by law relative State Complaint Procedures. EC 56500.2

Each participating LEA shall post Budget Hearing notices at each school site at least fifteen days in advance of the Public Hearing regarding the same.

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:

SELPA Executive Director and SELPA Support Staff

A SELPA Executive Director shall be employed by the Responsible Local Agency (RLA) or, as approved by the Superintendents' Council in agreement with the RLA, employment may be with a member LEA.

A panel selected by the Superintendents' Council shall recommend a final candidate for SELPA Executive Director to the Superintendents' Council from a list of candidates who have been screened by the AU or a member LEA personnel office and meet the qualifications and requirements of the position.

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The SELPA Executive Director shall be evaluated annually by the Chair of the Superintendents' Council for continued assignment in the position. The Chair of the Superintendents' Council may submit input from members of the Superintendents' Council.

The administrative support staff is the responsibility of the RLA or employing district, or combination of both, as approved in accordance with their respective personnel practices. Per agreement with member LEAs, additional SELPA staff may be employed to support specific functions as directed by the SELPA Executive Director, for example, an Assistant Director, a Family Resource Center Coordinator, a Director of Evaluation and Research, a Parent Support Coordinator, Program Specialists, and an Alternative Dispute Resolution Coordinator.

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

Funding-Allocation Plan for Special Education

The Superintendents' Council approves a funding plan for special education services in accordance with the California Department of Education (CDE) required Annual Budget and Service Plan procedures. The SW SELPA allocation plan has been developed based on the unique needs of the participating LEAs served in this diverse, multiple-LEA SELPA, in accordance with federal and state law and specific grant requirements.

Background

In 1998, AB602, the special education reform act repealed the previous method of computing special education apportionments by allocation of Instructional Personnel Service Units (IPSU) based on special education pupil count, and established a new system of funding special education. Under AB 602, special education funding is provided based on the LEAs overall average daily attendance (ADA), including both regular and special education pupils.

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The intent of legislation was to ensure greater equity in funding among SELPAs, avoid unnecessary complexity, require fiscal and program accountability and avoid financial incentives to place pupils in special education programs.

The amount of AB602 funding received by the SELPA each year from the state is subject to the adoption of the annual state budget and as a result the amount of funding computed for each SELPA is subject to adjustment, such as growth or cost of living and fluctuations in ADA. The SELPA also receives federal funding and other grant monies to support special education costs.

The Southwest SELPA Governance structures including the Superintendents' Council, Directors' Council, Finance Committee, Charter School Committee & Community Advisory Council (CAC) work collaboratively to assure that students within the member LEAs are served through an allocation plan based on several key assumptions and differences amongst the LEAs within the SELPA. These include the following:

- Allocations were adjusted (Y-rated) in the early years to bring balance to the plan.
- Allocations were to include charter schools operating as an LEA for special education.
- If an LEA's expenses for special education are less than the allocation, the SELPA only funds their qualified costs, and retains any unspent funding for SELPA wide benefit.
- LEAs will comply with all requirements of the SELPA Local Plan, or be subject to penalties including, but not limited to, exit from the SELPA.
- The SELPA Executive Director may recommend changes to the plan as well as other Councils but ultimate decision-making authority lies with the Superintendents' Council.
- The Superintendents' Council approves distribution of funding within the SW SELPA reflecting local priorities. LEA members within the SELPA are funded equitably based on their unique student populations and program characteristics
- Funds are to be used for allowable special education purposes only with audit provisions as needed.
- AB 602 Regionalized Service funds as defined by Education Code 56836.23 & 56836.24 support the SELPA office operations and Program Specialist services. SELPA funds may be used for staffing that include the SELPA Executive Director and other essential support staff including consultants that assist in carrying out the Program Specialist and Regionalized Services functions.

Districts receive their program specialist funds based on a formula basis annually. Program specialist funds are distributed to LEAs that have more than 1,000 ADA. The SELPA may retain Program Specialists funds from LEAs with less than 1,000 ADA to support funding of SELPA program specialists' positions.

- The SW SELPA distributes funds to its LEA members through the Administrative Unit, or AU.

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Lawndale Elementary School District serves as the SW SELPA Administrative Unit (AU). SW SELPA Finance Committee meetings are held annually to review allocations and discuss issues or changes in levels of funding and grants. Superintendents' Council will approve the budget annually.

- Legal Settlement Funds, Special Projects, Alternative Dispute Resolution and Special Education Information System (SEIS) are funded annually pursuant to Superintendents' Council approval.

Distributions to LEAs are determined by a formula-based model rather than ADA basis.

AB 602 Funds, the largest grant, are distributed to LEAs based on the following factors:

- 50% - ADA P1 & P2 (final)
- 25% - Special Education Pupil Count
- 25% - High Cost Pupil (ED & Autism) Count - Primary Eligibility

LEAs whose qualified special education expenditures from the prior year exceed their entitlement will be allocated all funds generated pursuant to this formula. If an LEA has not incurred qualified special education expenditures in an amount exceeding their AB 602 entitlement under this formula, the SELPA shall withhold and/or re-capture all special education funds beyond the amounts spent on qualified expenditures and redistribute appropriately.

A charter school reserve can be maintained as a result of the recapturing of the AB602 funds generated by the charter schools within the SELPA and can be used to fund an extraordinary cost pool. The Finance Committee and Superintendents' Council will approve use of these recaptured funds annually.

There are a number of other federal and state funding sources to support LEAs in meeting special education obligations. These include the following:

- Federal Local Assistance Grant -IDEA
- Preschool Local Entitlement Grant & Pre-K Staff Development Grant
- Part C Early Intervention, Infant Discretionary & J-50 Grant
- Low Incidence Grant
- NPS/LCI Out of Home Care Grant
- Mental Health Grants

The SW SELPA receives and allocates grant funds in the following areas:

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Federal Local Assistance Grant - IDEA

Funds are allocated to LEAs based on prior year P1 Special Education Pupil Counts for pupils ages 3 - 21.

Before disbursement, districts and charter schools provide the SELPA and maintain evidence at the district level of their qualified costs through the submission of expenditure reports.

Preschool Local Entitlement Grant & Pre-K Staff Development Grant

Funds are allocated to Districts based on prior year P1 Special Education Pupil Counts for pupil ages 3 - 5.

Before disbursement, districts provide the SELPA and maintain evidence at the district level of their qualified costs through the submission of expenditure reports.

Part C Early Intervention Funds, Infant Discretionary & J-50

Infant funds support staffing and Early Intervention program needs at the SELPA level for 0-3 pupils. J-50 Funds for the infant program are received by the AU and used to offset excess costs for infants attending program.

Low Incidence Grant

Education Code Section 56836.22 provides for funds to purchase "specialized" books, materials and equipment as required under the student's Individualized Education Program (IEP) for students with low-incidence disabilities as defined in Section 5602.5.

Low Incidence funding is legally the responsibility of the SELPA, including accountability of how the funds are used and reassignment of specialized books, materials and equipment within the SELPA and sharing with other SELPAs. To meet this responsibility, a Low Incidence Committee has been established which is comprised of educators knowledgeable about low-incidence disabilities.

LEAs submit funding requests to the Low Incidence Committee for review and approval. SW SELPA places orders for approved requests and distributes items to the requesting LEA upon receipt.

NPS/LCI Out of Home Care

Following the change in special education funding from the J-50 methodology to the AB602 model, the SW SELPA Superintendents' and Finance Councils determined that funds received for Out of Home Care would continue to be used to fund placement and services for students who require nonpublic school services and reside in Licensed Children's Institutions (LCI), foster family homes, and group home placements within the SELPA's local plan area. This decision was made to maintain a funding plan which was designed to offset the costs to LEAs for students who may be placed in a group home or LCI by an outside agency and require nonpublic school basic education services. Traditionally, these costs have

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significantly impacted the districts within the SW SELPA that have the highest number of LCIs and group homes within their boundaries. The SELPA reviews costs submitted by LEAs.

Mental Health Funds

The 2011-12 State Budget and AB114 significantly changed LEAs' responsibility to provide educationally related mental health services to children with disabilities under the IDEA. Previously, all mental health assessments, services, and placements were provided by county mental health agencies pursuant to a division and coordination of responsibility then codified in Chapter 26.5 of the Government Code.

During the 2012-13 and 2013-14 school years, state entitlements and federal grant allocations were adjusted by the State Budget during the transition processes. Funds were allocated by the state on an ADA calculation basis for the 2013-14 school year and beyond but may be reduced based on state and federal budget needs.

Since 2011-12, funds received by the SW SELPA are being allocated to LEAs based on specific student and district-wide needs and a tiered formula basis determined by recommendations to the Superintendents' Council. This was to assure that all districts and charter schools could equally access their funding and apply it to their mental health models. Costs including residential board and care placements, specialized positions and other Related Service costs for pupils of all eligibilities are being funded through these grants on a tiered calculation basis due to the changes resulting from the elimination of AB3632. For more specific information relating to the SW SELPA funding exhibits relating to mental health, go to: <https://www.cde.ca.gov/fg/fo/r14/semhs18result.asp>.

Before allocation, districts and charter schools provide the SELPA and maintain evidence at the district level of their qualified costs for the Residential Placements (Board & Care). Superintendents' Council agreed to fund 100% of the board and care costs excluding SAI for students placed in these highly restrictive and intensive service settings.

Mental Health allocations are made to districts following P1 and P2 verification periods. District Directors will review and approve Related Service verifications prior to allocation of final mental health funds. Charter Schools that do not have evidence of qualified costs for mental health services will not receive the mental health funding. Recaptured mental health funds generated by the Charter Schools will be re-allocated to the districts through a corrected final mental health allocation. Finance committee shall receive annual report of these funds and the recaptured and amended allocation.

There are other grants and resources that support costs associated with special education pupils and fund specific programs. Specific LEAs may receive these grants, apply to utilize these funding sources or leverage resources. These may include:

Project Workability

Several LEAs within the SW SELPA receive grant funds to support transition-aged pupils with job training and skill development per grant provision requirements.

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Transition Partnership Program

Funding through the Department of Rehabilitation (DOR) to support job training and placement has been successfully obtained by several LEAs grouping together within the SELPA. The program is designed to support students to transition from school to work environments in order to meet post-secondary goals following completion of the special education programs. These funds are allocated only to the LEAs who applied for this funding.

Changes to the Revenue Limit Transfer

Prior to 2013-14, students enrolled in special day class programs generated revenue through ADA which can be credited to the special education budget. The SELPA recommended its member LEAs allocate general education funding to special education budgets for all students who spend more than 50% of their day in special education.

The Local Control Funding Formula changed the revenue limit transfer process. Districts will receive the revenue limits and the LACOE revenue limit funds will be unavailable for county office revenue credit on the unreimbursed cost billing.

c. The operation of special education programs:

Each member LEA of the Southwest SELPA will be responsible for operating the special education programs and services required to meet the needs of students eligible under the IDEA. The SELPA's role is to coordinate resources, provide support and training to staff. Both State and Federal law provides that students with exceptional needs are entitled to a free, appropriate public education (FAPE) that includes special education and related services to meet their unique needs in the least restrictive environment (LRE). Each SELPA member must ensure the Child Find requirement of the IDEA is met. All children within the Local Plan area who have disabilities, regardless of the severity of their disability, and who are in need of special education and related services, will be identified, located, and evaluated. Each member LEA is obligated to provide a full continuum of services to eligible students who are entitled to them.

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

Maintenance of Effort Policy

The Southwest Special Education Local Plan Area (SELPA) shall meet maintenance of effort (MOE) regulations requiring that federal funds be used only to pay the excess costs of providing special education and related services to children with disabilities and to supplement and not supplant state and local funds for special education (ref: 34 Code of Federal Regulations (CFR), sections 300.203-300.205).

The SELPA Administrative Unit (AU), as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to participating local education agencies (LEA) within the SELPA through a sub-granting process and shall annually conduct and report to the CDE the required MOE information. For the purposes of maintenance of effort, the SELPA AU is the recipient of the federal funds from CDE and is, in turn, a grantor of all or part of those funds as sub-grants to participating LEAs. The LEAs within the SELPA shall compile and submit budget and expenditure information, including SEMA and SEMB reports. The two required comparison tests are as follows:

First Comparison Eligibility Requirement-Grant-Year Budget to Prior Actual Expenditures (SEMB)

Each LEA will submit to the SELPA the required MOE documentation each year.

Budgeted local or state and local expenditures must equal or exceed prior year expenditures for each LEA and for the SELPA, as a whole, subject to the federal Subsequent Years rule. SELPA must ensure LEA meets the eligibility comparison test before the allocations of Part B funds are made to the LEAs.

Each year, LEAs should record any of the exceptions listed below as these items will reduce the amount required to meet MOE:

- The voluntary departure, by retirement or otherwise or departure for just cause, of special education or related service personnel;
- A decrease in the enrollment of children with disabilities;
- The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program because the child:
 - Has left the jurisdiction of the agency;
 - Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
 - No longer needs the program of special education.

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- The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

LEAs that received a "meets requirement" compliance determination from CDE and have not been found to be significantly disproportionate may also reduce their MOE requirement. Under these conditions the LEA may reduce the level of local or state and local expenditures otherwise required by the LEA MOE requirement by calculating 50 percent of the increase in federal sub-grant allocation received for the current fiscal year compared to the prior fiscal year and reducing the LEA's state and local MOE requirement by that amount. Please note: The LEA must use an amount of local funds equal to the reduction in expenditures to carry out activities that could be supported with funds under the Elementary and Secondary Education Act (ESEA) of 1965; This amount includes any activities under Title 1, Impact Aid, and other ESEA programs.

The amount of funds expended by an LEA for early intervening services under 34 CFR, Section 300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under this section.

Four MOE Test Methods to Maintain Effort

Either local or state and local funding sources are used for comparison at the SELP A level as well as for each individual LEA. In addition, the comparison may be per capita (per child with a disability, unless some other basis is permitted by the SEA for determining "per capita"). The four methods to maintain effort are:

- 1) The combination of state and local funds.
- 2) Local funds only.
- 3) The combination of state and local funds on a per-capita basis.
- 4) Local funds only on a per-capita basis.

If the SELPA as a whole passes the first comparison (budget vs. actual), the SELPA as a whole is eligible to receive Part B funding.

Consequences for Failure to Maintain Effort

If the SELPA fails the first comparison test (budget vs. actual), the SELP A as a whole and all of its participating members will be ineligible to receive Part B funding until budgetary revisions are made to enable the SELPA as a whole to meet MOE requirements.

If the SELPA as a whole passes the first comparison test (budget vs. actual) but one or more individual LEA sub-grant recipients fails the first comparison test, the LEA shall have until the first principal apportionment (better known as P-1 certification) occurs to comply with MOE requirements. The P-1 certification is the first time the current year expenditure data is available.

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If an LEA has not rectified the problem by the date that P-1 certification is made, its proportionate share of the federal funds shall be redistributed, on a proportionate share basis, to those LEA sub-grant recipients that complied with the MOE requirements at Comparison 1, but only to the extent that they don't reduce state and local or "local only" expenditures to the point that they create MOE problems for the receiving LEA.

When an LEA fails to meet the MOE test in one year, the LEA is required in subsequent fiscal years to maintain effort at the level prior to the failure. Thus, the LEA must calculate its level of effort on the most recent fiscal year in which the MOE test was met.

Second Comparison Compliance Requirement-Prior-Year Actuals vs. Second Prior Year Actuals or the most recent year LEA met using the method (SEMA)

Actual local or state and local expenditures must equal or exceed prior-year expenditures, subject to the federal Subsequent Years rule. SELPA comparison is made after unaudited actuals data is submitted to CDE following the end of the fiscal year. The comparison will occur annually.

Each year LEAs should record any of the exceptions listed below. These items will reduce the amount required to meet MOE:

- The voluntary departure by retirement or otherwise, or departure for just cause, of special education or related service personnel.
- A decrease in the enrollment of children with disabilities.
- The termination of the obligation of the agency to provide a program of special education to a particular child with disabilities that is an exceptionally costly program because the child:
 - Has left the jurisdiction of the agency;
 - Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
 - No longer needs the program of special education.
- The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

LEAs that received a "meets requirement" compliance determination from CDE and have not been found to be significantly disproportionate may also reduce their MOE requirement. Under these conditions the LEA may reduce the level of local or state and local expenditures otherwise required by the LEA MOE requirement by calculating 50 percent of the increase in federal sub-grant allocation received for the current fiscal year compared to the prior fiscal year and reducing the LEA's state and local MOE requirement by that amount.

Please note: The LEA must use an amount of local funds equal to the reduction in expenditures to carry

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out activities that could be supported with funds under the Elementary and Secondary Education Act (ESEA) of 1965. This amount includes any activities under Title 1, Impact Aid, and other ESEA programs.

The amount of funds expended by an LEA for early intervening services under 34 CFR, section 300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under this section.

Four MOE Test Methods to Maintain Effort

Either local or state and local funding sources are used for comparison at the SELP A level as well as for each individual LEA. In addition, the comparison may be per capita (per child with a disability, unless some other basis is permitted by the SEA for determining "per capita"). The four methods to maintain effort are:

- 1) The combination of state and local funds.
- 2) Local funds only.
- 3) The combination of state and local funds on a per-capita basis.
- 4) Local funds only on a per-capita basis.

Consequences for Failure to Maintain Effort

If the SELPA as a whole fails the second comparison test (actual vs. actual) after applying the exceptions, the SELPA will be billed by the CDE for the amount the SELPA, collectively, failed to spend from local or state and local funds to maintain its level of effort. The SELPA AU will then bill the individual LEA sub-grant recipients that failed the MOE second comparison test for the amount the LEA(s) failed to spend from local or state and local funds to maintain their level of effort.

If the SELPA as a whole passes the second comparison (actual vs. actual) but one or more individual LEA sub-grant recipients fail to spend from local or state and local funds to maintain their level of effort, SELP A will bill the LEA for the amount that the LEA failed to spend from local or state and local funds to maintain its level of effort. The amount must be paid to CDE by the LEA from its state and/or local funding in the budget year. When an LEA fails to meet the MOE test in one year, the LEA is required in subsequent fiscal years to maintain effort at the level prior to the failure. Thus, the LEA must calculate its level of effort on the most recent fiscal year in which the MOE test was met. For the purposes of maintenance of effort, the SELPA AU is the recipient of the federal funds from CDE and is, in turn, a grantor of all or part of those funds as sub-grants to participating LEAs.

Sub-recipient Monitoring Policy

Policy Statement

Southwest Special Education Local Plan Area (SELPA) and Administrative Unit (AU), are responsible for monitoring the programmatic and financial activities of its sub-recipients to ensure proper stewardship of

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sponsor funds. The following policy applies to all SELPA sub-awards, without regard to the primary source of funding. This policy addresses responsibilities and supports sub-recipients to comply with all applicable federal laws and regulations, including state and local laws and regulations, and with the provisions of each sub-award agreement.

Reason for Policy

Federal administrative and audit requirements, including Office of Management and Budget (OMB) circulars, require pass-through entities to evaluate sub-recipients' risk of noncompliance in order to determine the appropriate monitoring level, monitor the activities of sub-recipient organizations to ensure that the sub-award is in compliance with applicable statutes and regulations and terms of the sub-award.

Failure to adequately monitor the compliance of sub-recipients could result in penalties, additional controls, and jeopardize current and future funding. It is the responsibility of the SELPA and AU, as the pass-through entities, to ensure the good stewardship of sponsored funding.

Who Must Comply

All responsible related parties, including the sub-recipient organizations, designated personnel, authorized staff and administrators, who are involved with the administration and conduct of sponsored awards.

Roles and Responsibilities

Sub-recipient monitoring responsibilities are shared among, but not limited to, the following:

- 1) Sub-recipient LEAs, and related personnel, including, but not limited to, principals, directors, and business officers
- 2) Administrative Unit
- 3) Southwest SELPA

Responsibilities include, but are not limited to:

- a) Review, monitor, report on program and fiscal activities.
- b) Ensure compliance with all rules and regulations.
- c) Report to SELPA and AU any material challenges with compliance.
- d) Regular assessments of program and fiscal activities.
- e) Keep abreast of program and fiscal requirements.

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12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

The Southwest SELPA serves all students, ages 0-21, which are identified as individuals with exceptional needs, including those identified as having “low incidence” disabilities. The SELPA and individual LEAs will ensure that specialized equipment is accessible to students and in alignment with federal and state law (e.g., AB 650). Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined provides the program/services where the student with a free and appropriate public education is served in the least restrictive environment.

Low Incidence funds may be used for all students with low incidence disabilities as defined by law (hearing impairments, visual impairments, severe orthopedic impairments or any combination thereof) where an IEP team has determined the pupil meets eligibility requirements for a low incidence disability and the specialized equipment and/or services are recommended in the student's IEP.

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

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with 20 *USC* and in accordance with 34 *CFR* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

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

Policy/Procedure Number: Section 11- Appendix A (# 1)

Document Title: Southwest SELPA Procedural Manual

Procedural Manual on website, SELPA office, district Special Education

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Document Location: offices

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

☒ Yes ☐ No

2. Full Educational Opportunity—20 USC Section 1412(a)(2)

Policy/Procedure Number: Section 11- Appendix A (# 2)

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

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

☒ Yes ☐ No

3. Child Find—20 USC Section 1412(a)(3)

Policy/Procedure Number: Section 11- Appendix A (# 3)

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

"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

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4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP)—20 USC Section 1412(a)(4)

Policy/Procedure Number: Section 11- Appendix A (# 4)

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC § 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 § 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

5. Least Restrictive Environment—20 USC Section 1412(a)(5)

Policy/Procedure Number: Section 11- Appendix A (# 5)

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

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

☒ Yes ☐ No

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

Policy/Procedure Number: Section 11- Appendix A (# 6)

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Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

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

☒ Yes ☐ No

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

Policy/Procedure Number: Section 11- Appendix A (# 7)

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

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

☒ Yes ☐ No

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

Policy/Procedure Number: Section 11- Appendix A (# 8)

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

"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:

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☒ Yes ☐ No

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

Policy/Procedure Number: Section 11- Appendix A (# 9)

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

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

☒ Yes ☐ No

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

Policy/Procedure Number: Section 11- Appendix A (# 10)

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number: Section 11- Appendix A (# 11)

Document Title: Southwest SELPA Procedural Manual

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Document Location:

Procedural Manual on website, SELPA office, district Special Education offices

"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 Education Code, Part 30." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number: Section 11- Appendix A (# 12)

Document Title: Southwest SELPA Procedural Manual

Document Location:

Procedural Manual on website, SELPA office, district Special Education offices

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number: Section 11- Appendix A (# 13)

Document Title: Southwest SELPA Procedural Manual

Document Location:

Procedural Manual on website, SELPA office, district Special Education offices

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

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adopted by the SELPA as stated:

☒ Yes ☐ No

14. Personnel Qualifications

Policy/Procedure Number: Section 11- Appendix A (# 14)

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

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

☒ Yes ☐ No

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

Policy/Procedure Number: Section 11- Appendix A (# 15)

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

16. Participation in Assessments—20 USC Section 1412(a)(16)

Policy/Procedure Number: Section 11- Appendix A (# 16)

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Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

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

☒ Yes ☐ No

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

Policy/Procedure Number: Section 11- Appendix A (# 17)

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

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

☒ Yes ☐ No

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

Policy/Procedure Number: Section 11- Appendix A (# 18)

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

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☒ Yes ☐ No

19. Public Participation—20 USC Section 1412(a)(19)

Policy/Procedure Number: Section 11- Appendix A (# 19)

Policy/Procedure Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

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

☒ Yes ☐ No

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

Policy/Procedure Number: Section 11- Appendix A (# 22)

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

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

☒ Yes ☐ No

21. Access to Instructional Materials—20 USC Section 1412(a)(23)

Policy/Procedure Number: Section 11- Appendix A (# 23)

Document Title: Southwest SELPA Procedural Manual

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Document Location: offices

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

22. Over-identification and Disproportionality—20 USC Section 1412(a)(24)

Policy/Procedure Number: Section 11- Appendix A (# 24)

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

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

☒ Yes ☐ No

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

Policy/Procedure Number: Section 11- Appendix A (# 25)

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

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

☒ Yes ☐ No

Administration of Regionalized Operations and Services

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

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

Reference Number: Chapter 11

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

Description:

The administrative organization of the Southwest Special Education Local Plan Area incorporates the management staffs from all local educational agency (LEA) members (including school districts and charter schools operating as LEAs) into the supervision of all special education programs and the coordination of regional services in the Local Plan area. This incorporation is to ensure all individuals with exceptional needs ages 0- 22 residing in the geographic area served by the SELPA have access to the special education and related services required by the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et. seq., and implementing state law and regulation (Education Code, § 56000 et seq., 5 C.C.R. § 3000 et seq.; Part 300, Title 34, Code of Federal Regulations). The respective governing boards, superintendents, directors of special education, charter school administrators and directors, and Community Advisory Committee provide support and input to the SELPA's governance body. The SELPA is governed by a Superintendents' Council, who is charged with developing and monitoring implementation of this Comprehensive Plan for Special Education (Local Plan) on behalf of their districts and all of the charter schools they authorize, pursuant to agreements therewith.

Each participating LEA shall adopt local policies and administrative regulations to support the Local Plan and its implementation, including by way of ensuring compliance with the IDEA and Education Code requirements for identifying and serving individuals with exceptional

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needs in compliance with specified procedures. LEAs are responsible for developing, adopting and updating their local policies and administrative regulations per their own procedures.

The SELPA Executive Director shall act as coordinator for SELPA-wide implementation of the Local Plan.

The functions of a program specialist usually include staff development, teacher support and program/curriculum development for special education, collaboration, processing referrals and site-level support.

2. Coordinated system of identification and assessment:

Reference Number:

Chapter 11

Document Title:

Southwest SELPA Procedural Manual

Document Location:

Procedural Manual on website, SELPA office, district Special Education offices

Description:

It shall be the policy of this SELPA/LEA that all children with disabilities [birth to 22] residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

This policy is implemented by all LEAs residing in the Southwest SELPA. The SELPA Executive Director, the Directors of Special Education and Program Specialists help ensure compliance to the policy.

The SELPA Administrative Unit (AU) as a member district would also implement this policy.

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3. Coordinated system of procedural safeguards:

Reference Number: Section 6

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

Description:

Procedural Safeguards

Parents of children with disabilities from ages three through twenty-one have specific educational rights under the Individuals with Disabilities Act (IDEA). These rights are called Procedural Safeguards. Individuals serving as surrogate parents and adult students aged eighteen and over who receive special education services are also entitled to these Procedural Safeguards. The member LEA/district should ensure the parent(s) understands the notice by inquiring as to whether parent(s) have any questions or would like further clarification and document the receipt on the signature page of the IEP. Member LEAs/districts must provide the parents of a child with a disability with notice of the procedural safeguards at least once every year. A copy must also be provided to parents:

- Upon initial referral or parental request for evaluation
- When sending out an Assessment Plan and/or Prior Written Notice
- Upon receipt of the first state complaint in the school year
- Upon receipt of the first due process complaint in the school year
- In accordance with disciplinary procedures
- Upon parental request

Under IDEA, the procedural safeguards notice must be:
Written in a language understandable to the general public; and
Provided in the native language of the parent or in another mode of communication that is used by the parent, unless it is clearly not

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feasible to do so as per §300.503(c). If the native language or other mode of communication used by the parent is not a written language, then the school must take steps to ensure:

- The notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
- The parent understands the content of the notice; and
- There is written evidence that these requirements have been met as per §300.503(c)

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

Reference Number: 5.2

Document Title: Regional Participation Agreement

Document Location: SELPA website, SELPA office, district Special Education offices

Direct Instructional support provided by the Program Specialist:

The Program Specialist will support parent education and staff development, program development and innovative methods and approaches within the SELPA.

Role of the RLA/AU: N/A

Role of the SELPA Executive Director:

- On an annual basis, input is collected from the Special Education Administrators from member LEAs and staff 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 educational needs;
- The SELPA Administrator or designee will coordinate and/or provide needed trainings and supports as requested or determined appropriate for each member LEA.

Role of the individual LEAs:

- Will determine their staff development and parent/guardian

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Description:

educational needs, based on their local needs;

- Will seek assistance and professional development from the SELPA when needed.

- LEAs operating Regional Programs will ensure program staff receives appropriate professional development.

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

Description:

Direct Instructional support provided by the Program Specialist:

The program specialist will coordinate curriculum development and resources and technical assistance to LEAs when requested in the SELPA.

Role of the RLA/AU: NA

Role of the Administrator of the SELPA:

Provide technical assistance and professional development as requested or determined appropriate for member LEAs.

Role of the individual LEAs:

- Individual LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs;

- Seek technical assistance and professional development from the SELPA when needed.

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

Reference Number:

Section 11

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Description:

Each LEA acknowledges that, unless provided in a student's IEP, in order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening, their instruction must include:

- all required core curriculum, including state adopted core curriculum textbooks and supplementary books; and

- must incorporate supports and accommodations, including:

- > supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum;

- > an Individualized Education Program (IEP) which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards; and

- > teachers and specialized instructional support personnel who are prepared and qualified to deliver high- quality, evidence-based, individualized instruction and support services.

On a regular basis, Program Specialists meet with the SELPA Executive Director/designee via the Program Specialists' Council to coordinate staff development and program specialist service throughout the SELPA. Plans and documentation are forwarded to the Directors' and Superintendents' Councils for approval. The Program Specialists' Council shall elect a Chairperson annually. The Program Specialists shall be responsible for training of new teachers and for trainings associated with IEP development and review.

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

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Reference Number: Page 11-32, Section VI / Page 5, #5.5 - 5.5.2

Document Title: Southwest SELPA Procedural Manual / Regionalized Program Participation Agreement

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

Description:

The Southwest SELPA's guiding purposes are to assure access to a full continuum of special education and related services for individuals with exceptional needs residing within the geographic areas served by the Local Plan; and, to ensure compliance with all federal and state laws, codes, statutes, and regulations.

The internal program review, evaluation of the effectiveness of the Local Plan, and implementation of the Local Plan accountability system will be a collective coordinated effort by the Southwest SELPA regional governance and administrative structure, the Southwest SELPA Executive Director, the Southwest SELPA Program Specialist, and LEA members.

Role of the Southwest SELPA regional governance and administrative structure: will be responsible for adopting policies relating to the Local Plan and ensure that participating agencies provide a quality educational program appropriate to the needs of each eligible child with a disability who is served by each LEA member, and adopt the Southwest SELPA Budget and Service Plans.

The Southwest SELPA Executive Director will provide technical assistance; special education compliance and monitoring support; provide assistance with implementation of the State Systemic Improvement Plan (SSIP), including alignment of support and services provided to LEAs that benefit students with disabilities; and meet regularly with LEA special education administrators to monitor implementation of the Local Plan.

The Program Specialist: will provide direct instructional support/teacher coaching and modeling, and coordination of curricular resources; academic, social-emotional, and behavior, to assist with educational accountability.

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The LEAs: will provide the leadership for implementing the Local Plan within their LEA. The LEAs will determine their needs for curriculum development, alignment with the core curriculum, and professional development. Additionally, the LEAs will regularly review policies and procedures with staff and provide guidance for the implementation of the Local Plan.

7. Coordinated system of data collection and management:

Reference Number: Section 11

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

Description:

Direct Instructional support provided by the Program Specialist:

- LEA program specialist works collaboratively with the SELPA to ensure a coordinated system of data collection and management.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA:

The SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education;

- The SELPA establishes and maintains the Special Education Data System (SEIS) for all LEA members to access and use for reporting purposes;
- The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA.

Role of the individual LEAs:

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- LEAs are responsible for data entry, quality and integrity of CALPADS submissions in a timely manner and as required by the California Department of Education;
- LEAs are required to use the Special Education Data System (SEIS) established by the SELPA.

8. Coordination of interagency agreements:

Reference Number: Section 11

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

Description:

The SELPA Executive Director shall coordinate any local interagency agreements.

These interagency agreements shall be negotiated from time to time, and remain in effect until otherwise indicated in the agreements. The SELPA Executive Director shall determine the need for interagency agreements with these agencies, and has discretion to negotiate the same. Copies of all agreements and status of these agreements are on file in the SELPA Office.

The Role of the Program Specialist is to support compliance and implementation of all interagency agreements.

Role of the RLA/AU: N/A

9. Coordination of services to medical facilities:

Reference Number: 5.1.1A and 5.1.2

Document Title: Regionalized Program Participation Agreement

Document Location: SELPA office

Students with Temporary Disabilities Receiving Instruction in Student's Home, Hospital or other Residential Facility Excluding State/Public Hospitals

A student with a temporary disability that makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable shall receive either individual instruction at home provided by the school district in which the student is deemed to reside, or individual instruction in a hospital or other residential health facility, excluding state hospitals, provided by the school district in which the hospital or other residential health facility is located.

"Individual instruction" means instruction provided to an individual student in the student's home, in a hospital or other residential health facility, excluding state hospitals, or under other circumstances prescribed by regulations adopted for that purpose by the state board.

Temporary disability" means a physical, mental, or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program, and after which the pupil can reasonably be expected to return to regular day classes or the alternative education program. A temporary disability shall not include a disability for which a pupil is identified as an individual with exceptional needs pursuant to Education Code Section 56026 (special ed law regarding eligibility).

A student with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, located outside of the school district in which the pupil's parent or guardian resides, shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

A school district or charter school may continue to enroll a student with a temporary disability who is receiving individual instruction in a hospital or other residential health facility in order to facilitate the timely reentry of the student in his or her prior school after the hospitalization has ended, or in order to provide a partial week of instruction to a student who is receiving individual instruction in a hospital or other residential health facility, for fewer than five days of instruction per week, or the equivalent, as described in subdivision (c) of Education Code Section

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Description:

48206.3.

It shall be the primary responsibility of the parent or guardian of a student with a temporary disability to notify the school district in which the student is deemed to reside pursuant to Education Code Section 48207 of the student's presence in a qualifying hospital.

(b) Upon receipt of notification described above a school district shall do all of the following:

(1) Within five working days of receipt of the notification, determine whether the student will be able to receive individual instruction, and, if the determination is positive, when the individual instruction may commence. Individual instruction shall commence no later than five working days after a positive determination has been rendered.

(2) Provide the student with individual instruction pursuant to Education Code Section 48206.3. The school district may enter into an agreement with the school district in which the student previously attended regular day classes or an alternative education program to have the school district the student previously attended provide the pupil with individual instruction pursuant to Education Code Section 48206.3.

(3) Within five working days of the commencement of individual instruction, provide the school district in which the student previously attended regular day classes or an alternative education program with written notice that the student shall not be counted by that school district for purposes of computing average daily attendance pursuant to Education Code Section 42238.05, effective the date on which individual instruction commenced, except as provided in Section 48207.

Public Hospitals, Proprietary Hospitals, Other Residential Medical Facilities and Adults 18-22 in County Jails

The Governance Body shall determine the participating public education agency and/or agencies which shall provide special education programs and services for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a medical facility, for other than educational purposes or including adults with an IEP ages 18 to 22 based on eligibility who are in county jails or shall refer the student to the

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appropriate SELPA provider program. SELPA shall maintain a current list of these facilities located within the Southwest SELPA and shall notify each LEA of the names of the institutions, located in the Southwest SELPA. SELPA shall also notify the Director of each of these local facilities of the appropriate person to contact regarding students with disabilities.

Role of the SELPA Executive Director and Program Specialists is to ensure this policy is supported with the LEAs.

Role of the RLA/AU: N/A

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

Reference Number: 5.1.1

Document Title: Regionalized Program Participation Agreement

Document Location: SELPA office

Description:

Licensed Children's Institutions and Foster Homes

The participating LEAs, which comprise the Local Plan, are responsible for ensuring the appropriate placement of students with disabilities residing in licensed children's institutions and foster homes as specified in Education Code Section 56155. The school LEA in which the facility is located shall have primary responsibility for providing special education services or referring this student to the appropriate SELPA provider program.

Role of the SELPA Executive Director and Program Specialists is to ensure this policy is supported with the LEAs.

Role of the RLA/AU: N/A

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

Reference Number: Section 11

Document Title: Southwest SELPA Procedural Manual

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Document Location:

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Description:

The SELPA Executive Director shall act as coordinator for the SELPA-wide special education compliance monitoring reviews conducted/implemented by the California Department of Education (CDE).

The SELPA Executive Director shall be responsible for the coordination of the SELPA-wide data system (SEIS), and CALPADS reports.

Directors of Special Education shall be responsible for gathering all data required by the SELPA, the County, the CDE and the Federal Government.

Role of the RLA/AU: Is to complete required accountability and fiscal reports through SELPA Director of Financial Operations.

Direct Instructional support provided by the program specialist: N/A

12. Fiscal and logistical support of the CAC:

Reference Number:

Section 11

Document Title:

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Document Location:

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Description:

Direct Instructional support provided by the Program Specialist:

- Provides logistical support to the CAC.

Role of the RLA/AU:

- Will approve those expenses deemed appropriate and approved by the Superintendents' Council and/or SELPA Executive Director.

Role of the SELPA Executive Director:

- Provides fiscal and logistical support for CAC meetings, events, and

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trainings approved by the Superintendents' Council when required.

Role of the individual LEAs:

- The LEA Superintendents, through the Superintendents' Council, will ensure that the SELPA has appropriate fiscal and logistical support for the CAC;
- LEA Special Education administrators shall facilitate communication between their CAC representative and their LEA.

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

Reference Number: 6.2 - 6.3.2.2

Document Title: Regionalized Programs Participation Agreement

Document Location: SELPA office

Transportation Services

Vendor shall provide home-to-school and other transportation services for students attending classes and programs operated by District of Service for Regionalized programs. Vendor has agreed to provide such services, using Vendor's "Contract for Furnishing Student Transportation Services for Special Education and Other Transportation as Required" with transportation carriers, (through contract expiration or until terminated). The LEA shall abide by the terms and conditions of said Contract to the extent such terms and conditions are applicable to the transportation services provided hereunder. The transportation services provided may be terminated by either vendor or a school district upon written notification of at least 60 calendar days. Alternatives to vendor transportation may be utilized as mutually agreed to by the LEA and vendor.

Transportation Vendor responsibilities:

1. Contract with transportation carriers to provide for home-to-school and other transportation services as required unless the LEA assumes such responsibility.

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- 2 Develop routes and schedules according to information provided by District of Service / SW SELPA.
3. Monitor the service provided by the Busing Contractor and corrects any deficiencies in the service.
4. Assist parent and school complaint resolution.
5. Handle communication with parents and schools.
6. Provide each parent and appropriate LEA staff and SW SELPA with school bus procedures and safety information.
7. Provide the Busing Contractor, the LEA, and SW SELPA with school bus emergency procedures.
8. Provide LEA with annual data on or before August 15, including the following statistics: buses, miles, days, and number of pupils.
9. District of Residence shall complete the forms required to register pupils for home-to-school bus service, as well as school site lists in accordance with SW SELPA policy and procedures.
10. Pupil Lists and Other Information Required:
 - 10.1 Start of a New Semester
 - 10.2 Enforcement of School Bus Procedures and Safety Rules

The LEA shall enforce Vendor's school bus procedures and safety rules with school site administrators, staff, parents and students.
 - 10.3 Driver Assistants

If the transportation of a LEA student requires a driver assistant, as determined by the IEP team, the LEA shall identify that person. Vendor understands that the additional personnel may take up to 2 weeks to commence and will collaborate with the LEA/SW SELPA on an interim solution in accordance with all State and Federal laws that govern special education. Vendor will not make unilateral decisions about students' ridership.

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Payment for District-of-Service-Operated Programs, Classes and Transportation Services

1 Reimbursement for Program Services

1.1 District of Residence shall reimburse District of Service for services based on the approved Excess Cost model (Appendix 4). The District of Residence will be invoiced four times per year for the program costs (subject to revision).

1.2 District of Residence shall pay the full amount of the invoices in accordance with the approved Excess Cost model.

Reimbursement for Transportation

1. LEAs may elect to provide their own transportation or contract through the SELPA contracted provider. The District of Residence utilizing SELPA contracted services will be solely responsible for all cost related to providing such services.

2. Transportation billing will be aligned with Program billing and paid within the same timeframe. The selected transportation provider will provide SELPA with all districts transportation billing. The transportation provider will NOT bill the districts directly.

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

Reference Number: Section 8

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

Transition services (designed with a results oriented process focused on improving academic functional achievement of the student) must be addressed in the IEP of the student not later than in the year in which he/she turns 16 years of age. The goal of transition services is planned

movement from secondary education to adult life that provides opportunities which maximize economic and social independence in the least restrictive environment for individuals with exceptional needs. Planning for transition from school to postsecondary environments should begin in the school system well before the student leaves the system. (30 EC 56460)

Transition is all about planning for a student's future and how academic courses, functional curriculum and vocational activities help move a student towards the future goal. Discussion about transition or future planning should be addressed at the beginning of the IEP team meeting so that the IEP team is focused throughout the meeting on helping the student work towards his or her future goals. The goal of transition is to provide the student with all the skills, knowledge and support necessary to make their post school goals a reality.

The term "transition services," is a coordinated set of activities for students with special needs that does all of the following:

- (1) Is designed within an results-oriented process, that is focused on improving the academic and functional achievement of the individual with exceptional needs to facilitate the movement of the pupil from school to post-school activities, including postsecondary education, vocational education, integrated employment, including supported employment, continuing and adult education, adult services, independent living, or community participation.
- (2) Is based upon the individual needs of the pupil, taking into account the strengths, preferences, and interests of the pupil.
- (3) Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- (4) Transition services for students with special needs may be special education, if provided as specially designed instruction, or a designated instruction and service, if required to assist a pupil to benefit from special education. Is based upon the individual needs of the pupil, taking into account the strengths, preferences, and interests of the pupil.

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(5) Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. (56345.1. (a))

TIMELINE FOR DEVELOPING INDIVIDUAL TRANSITION PLAN

Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter:

(a) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;

(b) the transition services (including course of study) needed to assist the child in reaching those goals; and

(c) beginning not later than 1 year before the child reaches the age majority (age 18), a statement that the child has been informed of the child's rights that will transfer to the child when reached age 18.

AREAS TO BE ADDRESSED

Instruction

The IEP is an individualized instructional and support plan for students with disabilities. The transition planning, activities and services detailed in the IEP align instruction with student's post-secondary goals.

Related Services

The IEP must describe any related services the student may need, such as transportation to a work experience or career counseling to help the student prepare for his or her future goals.

Community Experiences

Instructional activities may take place in the community such as community based instruction to help students generalize the skills learned in the classroom to the real world.

Employment

All students should have employment related language in their IEP. For some students this may be a goal to go to college; for others it may

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mean job training or supported employment. Other students may go right to work after leaving school. LEAs are responsible for helping students identify their goals and develop plans that prepare students to achieve.

Daily Living Skills and Functional Evaluation

Some students may need specific instruction and activities in order to learn to take care of themselves and live as independently as possible. Some students may need a functional evaluation to determine which skills they will need to develop so that they are able to enter employment or live independently.

OTHER AGENCY INVOLVEMENT

A representative from any agency that is likely to be responsible for providing or paying for transition services may be invited to the IEP beginning when the student is 16 or younger if appropriate with parental consent or consent of adult student.

If a participating agency (other than the district) fails to provide the transition services described in the IEP, the IEP team will reconvene to identify alternative strategies to meet the transition objectives for the student.

If an invited agency representative cannot attend the IEP meeting to develop transition services, the district will obtain agency participation in planning for these services by some other means.

NOTE: Electronic Links for Resources regarding Outside Agency Involvement:

Office of Special Education and Rehabilitative Services US Department of Education: A Transition Guide to Postsecondary Education and Employment for Students and Youth With Disabilities <https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transitionguide-2017.pdf>

IEP TEAM PARTICIPANTS FOR SECONDARY TRANSITION

Student

Role: Participates, communicates preferences and interests,

communicates strengths, and takes part in the IEP development.

CFR 300.321(b) Transition services participants. (1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under § 300.320(b). (2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered. (3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b) (1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

Point to Consider: If the student is not in attendance, how were the student's interests and preferences determined?

Parent/Family

Role: Supports the student, reinforces the value of an individual program, provides information about student's strengths and areas where assistance is needed.

Special Education Specialist

Role: Provides information, provides teaching strategies including accommodations and or modifications, suggests course of study related to student's post school goals; identifies related services, provides input into transition service needs, links student and parents with appropriate post-school services, coordinates all people, agencies, services or programs involved in the transition planning process.

General Education Teacher

Role: Assists in planning course of study, assists in identifying and providing modifications, adaptations, support and positive behavioral strategies or interventions.

(34 CFR 300.321 – Not less than one regular education teacher of such

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child if the child is, or may be, participating in regular education)

LEA Representative

Role: Support staff and allocate LEA resources

☐ Qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities

☐ Is knowledgeable about the general curriculum and the availability of resources of the LEA

☐ Has the authority to commit the LEA to implement the IEP

☐ LEA may designate another staff member of the IEP team if these criteria are met

Other Specialists

☐ Who can interpret the instructional implications of evaluation results

☐ Who may be one of the team members already listed

Other Appropriate Agency Personnel

Role: Provide information about services, eligibility criteria, explain difference between entitlement of school programs and eligibility of adult services, assist in identifying community or adult services.

15. Assurance of full educational opportunity:

Reference Number: Section 11

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

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

It shall be the policy of this LEA that all pupils with disabilities have

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access to full continuum of educational programs, nonacademic programs, extracurricular activities and services available to non-disabled pupils.

Direct Instructional support provided by the Program Specialist:

- Provides 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 SELPA Executive Director:

- Ensures through approval of the Annual Services Plan that the full continuum of services is provided;
- Assists with Inter/Intra-SELPA Fiscal Agreements, as needed;
- Provides professional development and technical assistance upon request or as determined needed by the SELPA for LEAs and/or nonpublic schools.

Role of the individual LEAs:

- Determines, through their representative to the Superintendents' Council the regional programs required to meet the needs of the students with disabilities within the SELPA.
- Provides 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.

Reference Number: Section 11

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Document Location:

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The SELPA Executive Director shall coordinate all services for infants and toddlers in California's Early Start Program and shall administer the funding of this program and supervise any staff directly responsible for Early Start coordination.

The SELPA Executive Director shall sign all purchase orders for low incidence materials and equipment.

The SELPA Executive Director shall be responsible for processing all bills to member LEAs for program specialists and regionalized service funds, as approved by the Superintendents' Council and dictated in the Annual Budget and Service Plan for reimbursement by the AU.

Administrative Unit (AU)

1. Approve contractual agreements for the Southwest Special Education Local Plan Area which meets the requirements of EC 56200.

2. Serve as the employing agency for personnel who have responsibilities throughout the Local Plan Area. Such personnel will include but not be limited to the SELPA Executive Director and classified support staff. Employment of such personnel will be in accordance with personnel policies and practices of the Lawndale Elementary School District and procedural employment policies approved by the Superintendents' Council.

3. Approve SELPA policies which affect Lawndale Elementary School District's role as Administrative Unit.

4. Receive and distribute Federal, State, and local funds as determined by the Superintendents' Council and the Local Plan.

5. Provide suitable office space for both certificated and classified employees of the SELPA.

6. Receive and maintain accountability for the use of Regionalized Service funds appropriated to the Special Education Local Plan Area.

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7. Establish appropriate record keeping procedures to be followed by each Local Education Agency for purposes of maintaining accurate fiscal and accounting records in accordance with State and Federal requirements and submit required reports to the appropriate authorities.

8. Provide technical support for the Management Information System necessary to comply with the requirements of the State Department of Education.

9. Assign appropriate, necessary staff to participate in the activities including, but not limited to, the Southwest Special Education Directors' Council and subcommittees as may be required.

The SELPA's annual budget plan shall be approved by the Superintendents' Council at a meeting following a public hearing. A 15-day notification of the date of the public hearing shall be posted at the SELPA office and the main office of each LEA member. In conjunction with adopting the annual budget plan, the Superintendents' Council shall also determine the local method used to distribute state and federal funds among the member LEAs pursuant to the policy making process described in this Local Plan.

Direct Instructional support provided by the Program Specialist: N/A

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

Reference Number: Section 11

Document Title: Southwest SELPA Procedural Manual

Document Location: Procedural Manual on website, SELPA office, district Special Education offices

Upon the recommendation of the SELPA Executive Director, an allocation plan for use of Program Specialist funds shall be forwarded to the Superintendents' Council for approval.

It is understood that the mandated responsibilities of the Program Specialist shall be provided by the SELPA regardless of a member

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LEA's hiring of a Program Specialist. The SELPA Executive Director may recommend the employment of a SELPA level Program Specialist to assist a specific LEA member or address a specific program need of the SELPA. In the event an LEA member does not employ a Program Specialist, that member shall identify the person or persons responsible for these functions. The functions of a Program Specialist usually include staff development, teacher support and program/curriculum development for special education, collaboration, processing referrals and site level support. Funds may be allocated to any other special education expenditure if not used for Program Specialists.

On a regular basis, Program Specialists meet with the SELPA Executive Director/designee via the Program Specialists' meetings to coordinate staff development and program specialist service throughout the SELPA. Plans and documentation are forwarded to the Directors' and Superintendents' Councils for approval. The Program Specialists shall be responsible for training of new teachers and for trainings associated with IEP development and review. In the event a member LEA does not have a program representative to these meetings who fulfills the functions of a program specialist in that LEA.

Role of the RLA/AU: N/A

Special Education Local Plan Area Services

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

Reference Number:

Section 11

Document Title:

Southwest SELPA Procedural Manual

Document Location:

Procedural Manual on website, SELPA office, district Special Education offices

Staff Development for Early Education

The Southwest SELPA Program Coordinators and Psychologist, infant and preschool teachers should take leadership in developing staff development activities. Coordinating with other agencies, including the Regional Centers and CCS, shall be a priority and under the direction of

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the SELPA Executive Director. A commitment to parent professional collaboration and family-centered services is the hallmark of the Southwest SELPA Early Education Programs. Priorities for training include low incidence services, IFSP development, and parent/professional partnerships.

Program Operations

The Southwest SELPA shall provide early intervention services consistent with our 1980-81 mandates. In addition, the SELPA shall serve children who have solely a low incidence disability. Enrollment of additional, eligible children up to the programs funded capacity shall occur, per the interagency agreement with local regional centers. The priority for these placements is dually eligible infants.

Program Services and Options

The Southwest SELPA program includes center-based programs where parents are part of the program, as well as appropriate siblings under the supervision of the parent. Home-based services are also available on a scheduled basis. Early Intervention staff may also provide services in childcare settings within the district of residence.

A full array of related services are provided, including speech and language therapy, audiology, orientation and mobility, occupational and physical therapy, assistive technology, parent counseling, and other related services indicated on the IFSP. In addition, other early intervention services will be provided consistent with the IFSP, including respite care, transportation, nutrition services, parent support, and resources.

Specialized services for low incidence disabilities shall be provided, consistent with Early Start regulations.

Ongoing Family Support and Coordination

The Southwest SELPA regional program shall provide ongoing family support, including transition support. The SELPA Directors' Councils shall supervise these activities. The SELPA Community Advisory Committee (CAC) shall advise the SELPA about policies and parent support systems within the area.

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Evaluation and Assessments

The SELPA will maintain and train qualified evaluators and assessment teams. In addition, the SELPA will coordinate assessments with the Regional Centers as part of the interagency agreements.

Individual Family Service Plans (IFSP)

All identified infants and toddlers shall have an Individual Family Service Plan (IFSP). This document shall replace the IEP for pupils age 0-2. The plan shall contain:

- ☐ Service coordination
- ☐ Family priorities and resources
- ☐ Outcomes
- ☐ Development and health assessments
- ☐ Coordination of service plans
- ☐ Provision of services, responsible agencies, and contact persons
- ☐ Signatures of the parent approving the plan.

Interagency Agreements

An interagency agreement shall be in place between the Southwest SELPA and each regional center within the SELPA. Copies of the agreements are on file at the SELPA Office.

Service Coordination

The Southwest SELPA shall provide service coordination to all identified infants and toddlers. Service coordination shall be existing staff members who have been trained by the SELPA under the supervision of the SELPA Early Start Program Specialist.

Transition by Age Three

Per the Interagency Agreements with Regional Centers, a transition plan shall be developed according to MOU. For pupils serviced by the Regional Center, the Regional Center service coordinator shall contact the LEA to set up the IFSP for transition. Transition plans shall be incorporated in the IFSP.

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Dispute Resolution

Parents shall be informed of their rights to due process under the Early Start program at the time of referral and at each IFSP. Disputes between agencies shall employ the procedures as specified in the Interagency Agreements for Early Start Programs between the Southwest SELPA and the Harbor and Westside Regional Centers.

Other Public and Private Services

The SELPA coordinates services with the Braille Institute, Child Health and Disability Program (CHDP), regional centers, CCS, and private child care providers.

Program Operators

Annually, the Superintendents' Council shall designate the providers of early intervention services, with the current provider being Lawndale Elementary School District. Changes in provider shall be done in accordance with state guidelines.

In addition to these public options, additional early intervention services shall be provided, via California Children's Services, and per IFSP requirements. Certified nonpublic schools and agencies shall be utilized as necessary and appropriate based upon identified needs as indicated on each IFSP.

Preschool Options

Each participating school district operates a continuum of preschool options designed to prepare young children for kindergarten. Placement is based on state and federal eligibility and the identified needs of the preschooler as outlined in the IEP. Parents retain all rights to mediation and due process. Parents are provided written information regarding their rights annually and with each complaint filing or when a change of placement is proposed. A transition IEP is held for students exiting the Early Start program. An initial IEP is held following completion of the original assessment for referred preschoolers.

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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:

Reference Number:	Section 11-38 #19
Document Title:	Policy and Procedure Manual
Document Location:	Procedural Manual on website, SELPA office, district Special Education offices / Southwest SELPA office, district Special Education offices
Description:	Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the Superintendents' Council, the LEA Special Education Administrators, the SELPA Executive Director, and/or the CAC.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:	Section 11-12, #c
Document Title:	Southwest SELPA Procedural Manual / Regionalized Programs Participation Agreement
Document Location:	Procedural Manual on website, SELPA office, district Special Education offices / Southwest SELPA office, district Special Education offices
	All LEA members must approve the Local Plan for submission to the State. If any LEA member fails to approve the Local Plan, the board of that LEA, or its designee, shall notify all other participating LEAs of the reasons for not approving the plan and request a hearing. The Administrative Unit (AU) or designee will conduct a hearing on the merits of the local board's objections within 30 days and recommend a resolution. The AU Superintendent/designee may attempt to negotiate a resolution if the disagreement is not resolved through their recommendation following the hearing. If agreement to the Local Plan cannot be reached through the hearing process, the AU shall convene a three-person panel, to include: (1) one person selected by the district objecting to the plan, (2) one person selected by the districts agreeing to the plan, (3) one person selected by mutual agreement of the other two

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appointees. If there is no agreement on the 3rd person the AU Superintendent will request that the County Superintendent designate a third party. The Panel should be convened within 5 business days, and the decision of the panel will be binding for all parties involved in the dispute and no further complaints brought to the panel may be made.

The Superintendent's Council shall approve local written agreements regarding coordinated identification, referral, and placement systems, procedural safeguards, regional services to local programs (e.g., Program Specialist, personnel development, evaluation, data collection and management, curriculum development), coordinating and providing services to individuals with exceptional needs placed in hospitals, licensed children's institutions, and foster family homes, and juvenile court schools or county community schools. If a vote results in a 50/50 split, the Chair of Superintendents Council shall call for a weighted vote as outlined in the current Local Plan and the decision shall be decisive. If the written agreement is not approved, the agreement shall be revised within two weeks in accord with instructions from the Superintendents Council and resubmitted to all participating district. This process shall be repeated until agreement is reached by a simple majority.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:

Section 4-1, 4-2

Document Title:

Southwest SELPA Procedural Manual

Document Location:

Procedural Manual on website, SELPA office, district Special Education offices

PRIOR TO REFERRAL FOR SPECIAL EDUCATION

The Student Success Team (SST), or the referring instructional personnel, shall document that accommodations/modifications of the regular program have been attempted and that the results of those modifications have not been effective in meeting the student's need for an appropriate education. Students shall be referred for special

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education and related services only after the resources of the regular education program have been considered and, where appropriate, utilized. The Student Success Team (SST) is a regular education function. It is a process of reviewing individual student issues pertaining to educational performance and planning instructional interventions to be implemented in the regular classroom.

Although specialists, such as school psychologists, speech/language pathologists, and resource specialists may be involved in the SST process, the SST is not a special education function and as such is not subject to the associated restrictions and timelines.

A special education referral may be appropriate after interventions have been implemented.

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:

Section 5-29, 5-30

Document Title:

Southwest SELPA Procedural Manual

Document Location:

Procedural Manual on website, SELPA office, district Special Education offices

Non-Public School/Agency Placement Process

Before an LEA places a student with a disability in, or refers a student to, a non-public school (NPS), the LEA shall hold an IEP team meeting to review the IEP.

The IEP team may recommend a NPS placement when a public school placement cannot be identified, which will appropriately meet the student's needs. The IEP team shall take steps to find an appropriate placement in a public program operated by another LEA including the regional programs. Following determination by the IEP team that the student requires a NPS placement, the LEA in consultation with parents and other public agencies, (which may have financial responsibilities for the placement of the student) will select one or more non-public schools

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to determine which one can implement the student's IEP. (EC 56342)

Out-of-State Non-Public Placements

Before contracting with a NPS outside of California, the LEA shall document its efforts to utilize public schools or to locate an appropriate NPS within the state.

If an LEA decides to place a student in an NPS outside of this state, the LEA shall indicate the anticipated date for the return of the student to a public school or NPS or a combination thereof, located in the state and shall document efforts during the previous placement year to return the student.

If an LEA places a student with an NPS outside of this state, the student's IEP team shall submit a report to the (district) superintendent within 15 days of the placement decision. The report shall include information about the special education and related services provided by the out-of-state program placement and the costs of the special education and related services provided, and shall indicate the efforts of the LEA to locate an appropriate public school or NPS or a combination thereof, within the state. The superintendent shall submit a report to the State Board of Education on all placements made outside of this state. (E.C. 56365) The District will complete Reporting of Out-of-State Nonpublic, Nonsectarian School and Agency Placement form, send it to CDE Interagency-Nonpublic Schools/Agencies Unit and send a copy to the SELPA office for reporting functions.

Transfer of Student Receiving Services in Non-Public School

Description:

When a student, receiving services in a NPS, moves outside of the boundaries of the local district, the parent shall immediately report the change of residence to the administrator of both the former and new public school and the NPS. As agreed by the terms of the contract, the contracting NPS shall immediately notify the LEA in both the former and new residence areas. The superintendent (or designee) of the local district making payment to the NPS must immediately notify the new local district of the transfer and provide a copy of the student's records, including the IEP, and the contract for services with the NPS. The fiscal responsibility of the former local district shall terminate on the last day of the student's residence in that district.

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Within (15) working days of receiving the student's records, the receiving district in the SELPA shall conduct a review of the student's IEP to determine whether or not the NPS placement is still appropriate. The following factors shall be considered in determining the appropriateness of the pupil's current placement:

- No appropriate public education program is available.
- To move the student at the time of change of residence would be harmful to the health, welfare or educational progress of the individual.
- The NPS continues to be within a reasonable distance and/or travel time from the home of the student.
- Other contingencies that necessitate the individual remaining at the NPS as determined by the IEP team.

If the student's NPS placement is considered appropriate in keeping with the federal mandate of the least restrictive environment, the receiving LEA shall negotiate a new contract for services with the NPS. If the placement is considered inappropriate, the new LEA shall, after a review of the IEP and with the consent of the parent/guardian, provide the needed special education services and facilities.

Transfer of Student in a Residential Non-Public School

When a student was placed and residing in a residential NPS prior to transferring to a school district in another special education local plan area, and this placement is not eligible for funding pursuant to Section 56836.16, the district that made the residential NPS placement in the SELPA prior to transfer shall continue to be responsible for the funding of the placement, including related services, for the remainder of the school year. An extended year session is included in the school year in which the session ends. (EC 56324(c))

6. A description of the process by which the SELPA will fulfill the obligations to provide FAPE to a student age 18 -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,

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age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040)

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

Reference Number: 5.1.2, 5.1.2a

Document Title: Regionalized Programs Participation Agreement

Document Location: Southwest SELPA office, district Special Education offices

Description:

Public Hospitals, Proprietary Hospitals, Other Residential Medical Facilities and Adults 18-22 in County Jails.

The Governance Body shall determine the participating public education agency and/or agencies which shall provide special education programs and services for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a medical facility, for other than educational purposes or including adults with an IEP ages 18 to 22 based on eligibility who are in county jails or shall refer the student to the appropriate SELPA provider program. SELPA shall maintain a current list of these facilities located within the Southwest SELPA and shall notify each LEA of the names of the institutions, located in the Southwest SELPA. SELPA shall also notify the Director of each of these local facilities of the appropriate person to contact regarding students with disabilities.

56041. Except for those pupils meeting residency requirements for school attendance specified in subdivision (a) of Section 48204, and notwithstanding any other provision of law, if it is determined by the individualized education program team that special education services are required beyond the pupil's 18th birthday, the district of residence responsible for providing special education and related services to pupils between the ages of 18 to 22 years, inclusive, shall be assigned,

SELPA: Southwest SELPA

Fiscal Year: 2021-22

as follows:

(a) For nonconserved pupils, the last district of residence in effect prior to the pupil's attaining the age of majority shall become and remain as the responsible local educational agency, as long as and until the parent or parents relocate to a new district of residence. At that time, the new district of residence shall become the responsible local educational agency.

(b) For conserved pupils, the district of residence of the conservator shall attach and remain the responsible local educational agency, as long as and until the conservator relocates or a new one is appointed. At that time, the new district of residence shall attach and become the responsible local educational agency.

56041.5. When an individual with exceptional needs reaches the age of 18, with the exception of an individual who has been determined to be incompetent under state law, the local educational agency shall provide any notice of procedural safeguards required by this part to both the individual and the parents of the individual. All other rights accorded to a parent under this part shall transfer to the individual with exceptional needs. The local educational agency shall notify the individual and the parent of the transfer of rights.

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Submission

**INTENTIONALLY
LEFT
BLANK**

Attachment I

SELPA: Southwest

Fiscal Year: 2021–22

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2020–21 or 2021–22 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

SELPA: Southwest

Fiscal Year: 2021–22

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	19	64352			Centinela Valley Union High School District	Kim	Ransom	(310) 263-3200	ransomk@centinela.k12.ca.us	Previously Reported
	2	19	64535			El Segundo Unified School District	Jack	Plotkin	(310) 615-2650	jplotkin@esUSD.net	Previously Reported
	3	19	64592			Hawthorne Elementary School District	Geraldine	Tomayo	(310) 263-3996	gtamayo@hawthorne.k12.ca.us	Previously Reported
	4	19	64600			Hermosa Beach City Elementary School District	Sylvia	Gluck	(310) 937-5888	sgluck@hbcSD.org	Previously Reported
	5	19	64634			Inglewood Unified School District	Lourdes	Flores	(310) 419-2754	lourdes.flores@inglewoodUSD.com	Previously Reported
	6	19	64691			Lawndale Elementary School District	Sharon	Azmon	(310) 973-1300	Sharon_Azmon@lawndalesd.net	Previously Reported
	7	19	64709			Lennox Elementary School District	Eric	Medrano	(310) 695-4033	Eric_medrano@lennox.k12.ca.us	Previously Reported
	8	19	75333			Manhattan Beach Unified School District	Kris	Vegas	(310) 318-7345	kvegas@mbUSD.org	Previously Reported
	9	19	64865			Palos Verdes Peninsula Unified School District	Kim	Taylor	(310) 750-0145	taylorlork@pvpUSD.net	Previously Reported
	10	19	75341			Redondo Beach Unified School District	Jessica	Silberling	(310) 798-8683	jsilberling@rbusd.org	Previously Reported
	11	19	65060			Torrance Unified School District	Lisa	Hall	(310) 972-6101	hall.lisa@tusd.org	Previously Reported
	12	19	76869			Wiseburn Unified School District	Peggy	Mazzarella	(310) 725-2101	pmazzarella@wiseburn.org	Previously Reported

Attachment I

SELPA: Southwest

Fiscal Year: 2021–22

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	19	64709	112250	809	Century Academy for Excellence	Lisa	Edwards	(323) 752-8834	ledwards@centuryacademy.org	Closed LEA
	14	19	64709	107508	672	Century Community Charter	Dana	Means	(310) 412-2286	dmeans@centuryc harter.org	Previously Reported
	15	19	76869	128728	1597	Da Vinci Connect	Allegra	Johnson	(310) 725-5800	ajohnson@davincischools.org	Transfer From
	16	19	64352	125488	1558	Family First Charter	Robert	Pena	(310) 355-0001	rpena@newopps.org	Previously Reported
	17	19	77289	109942	741	Los Angeles College Prep Academy	Kevin	Kuo	(323) 578-2758	rsp@lcpacademy.org	Previously Reported
	18	19	64709	100602	509	Lennox Mathematics, Science and Technology Academy	Veronica	Jimenez	(310) 680-5600	vjimenez@lennoxacademy.org	Previously Reported
	19	19	64352	128496	1557	New Opportunities Charter	Robert	Pena	(310) 355-0001	rpena@newopps.org	Previously Reported
	20	19	66464	6120356	463	Opportunities for Learning - Capistrano	Waneka	Cabrera	(562) 381-5126	wcabrera@skyrocket-ed.com	Previously Reported
	21	19	64634	101667	582	Wilder's Preparatory Academy Charter	Wilma	Bobo	(310) 671-5578	wbobo@wpacs.org	Previously Reported
	22	19	64634	116822	977	Wilder's Preparatory Academy Charter Middle	Wilma	Bobo	(310) 671-5578	wbobo@wpacs.org	Previously Reported
	23					Southwest SELPA	Michael	Jason	(310) 686-5700	michael_jason@swselpa.org	Previously Reported

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Southwest

Fiscal Year

20 21–22

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Southwest

Fiscal Year

2021-22

Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- ☐ NEW SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- ☒ Local Plan Section B: Governance and Administration
- Local Plan Section B
 - Certifications 1, 3, 4 and 5 are required
 - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- ☐ Local Plan Section D: Annual Budget Plan
- ☐ Local Plan Section E: Annual Service Plan
- ☐ Local Educational Agency Membership Changes

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

1907

A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name

Southwest

Street Address

10322 Condon Ave

Zip Code

90304

City

Lennox

County

Los Angeles

Mailing Address

10322 Condon Ave.

City

Lennox

Zip Code

90304

Section A: Contacts and Certifications

SELPA

Southwest

Fiscal Year

2021–22

Administrator First Name

Michael

Administrator Last Name

Jason

Administrator Title

Executive Director

Administrator's Email

michael_jason@swselpa.org

Telephone

(310) 680-5770

Extension

5803

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name

Lawndale Elementary School District

Street Address

4161 W. 147th St.

Zip Code

90260

City

Lawndale

County

Los Angeles

Contact First Name

Betsy

Last Name

Hamilton

Contact Title

Superintendent

Email

betsy_hamilton@lawndalesd.net

Telephone

(310) 973-1300

Extension

50002

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☒ Yes ☐ No

Section A: Contacts and Certifications

SELPA

Southwest

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2021–22

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

Mar 17, 2021

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

☒ COE responsible for approving the Local Plan

Los Angeles County Office of Education

Local Plan section(s) was/were provided to the COE(s) listed for approval on

Mar 17, 2021

Add COE

Delete COE

Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

A9. Local Plan Section E: Annual Service Plan Public Hearing

Section A: Contacts and Certifications

SELPA

Southwest

Fiscal Year

2021–22

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☒ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

2017-18

Section D: Annual Budget Plan

2020-21

Section E: Annual Service Plan

2020-21

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by EC sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the

Section A: Contacts and Certifications

SELPA

Southwest

Fiscal Year

2021–22

CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-				
-				

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- ☒ Certification 1: SELPA Local Plan Section B: Governance and Administration
- ☐ Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- ☒ Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)
- Number Submitted
- ☒ Certification 4: CAC (Required for all SELPA Local Plan Sections B, D, and E)
- ☒ Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)
- Number Submitted

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit

Section A: Contacts and Certifications

SELPA	Southwest	Fiscal Year	2021–22
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handwritten, scanned, or modified Local Plans that are not saved in the original 2021–22 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

Southwest

Fiscal Year

2021–22

Certification 1

Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

☐ Single LEA SELPA

☒ Multiple LEA SELPA

☐ COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☒ Yes ☐ No (If the answer is "NO," please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

☒ Yes ☐ No (If the answer is "NO," please include comments.)

Section A: Contacts and Certifications

SELPA

Southwest

Fiscal Year

2021-22

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

swselpa.org

Betsy Hamill

Administrative Entity*

5/20/2021

Date

Melissa E. Morgan

SELPA Governance Council or Responsible Individual

5/25/21

Date

Michael K. Jan

SELPA Administrator

05/26/2021

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

SELPA Southwest SELPA

Fiscal Year 2021–22

Certification 3: County Superintendent

IMPORTANT: Certification 3 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

I certify the attached Local Plan section(s) as submitted with this certification are approved by the county office of education (COE). I further assure the Local Plan element(s) being submitted meet(s) all applicable requirements of state and federal laws; policies and procedures including compliance with the Individuals with Disabilities Education Act (IDEA); and is/are included in a coordinated system of all Local Plans (as applicable) to ensure all students with disabilities residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by the COE, and juvenile court schools, will have access to appropriate special education programs and related services.

C3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

☐ Yes ☒ No

C3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to *EC* Section 56140(b).

☒ Yes ☐ No

C3-3. The county superintendent certifies the SELPA is a:

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☒ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA Southwest SELPA

Fiscal Year 2021–22

Certification 3: County Superintendent

IMPORTANT: Certification 3 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

I certify the attached Local Plan section(s) as submitted with this certification are approved by the county office of education (COE). I further assure the Local Plan element(s) being submitted meet(s) all applicable requirements of state and federal laws; policies and procedures including compliance with the Individuals with Disabilities Education Act (IDEA); and is/are included in a coordinated system of all Local Plans (as applicable) to ensure all students with disabilities residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by the COE, and juvenile court schools, will have access to appropriate special education programs and related services.

C3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

☐ Yes ☒ No

C3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to *EC* Section 56140(b).

☒ Yes ☐ No

C3-3. The county superintendent certifies the SELPA is a:

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☒ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA

Southwest SELPA

Fiscal Year

2021–22

system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

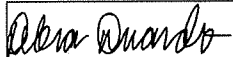
I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C3-4. A written agreement must be entered into between the LEA and SELPA for implementation of services including, but not limited to *EC* Section 56195.7. The county superintendent ensures the Local Plan, including amendments, is posted on the COE web site, or includes a link to the Local Plan.

Web address where the SELPA Local Plan, including all sections, is posted.

<https://www.swselpa.org>



County Superintendent

Mar 31, 2021

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 4

SELPA

Fiscal Year

Certification 4: Community Advisory Committee

1. The Community Advisory Committee (CAC), has advised the Special Education Local Plan Area (SELPA) during the development, amendment, and review of the local plan pursuant to California *Education Code* Section 56194.

☒ Yes ☐ No (If the answer is "NO," please include comments.)

2. The members of the CAC, or parents selected by the CAC, participated in the development and update of the local plan that is being submitted to the California Department of Education (CDE).

☒ Yes ☐ No (If the answer is "NO," please include comments.)

3. The CAC had at least 30 days to conduct a review. This review was completed prior to local plan being submitted to the CDE.

☒ Yes ☐ No (If the answer is "NO," please include comments.)

4. The CAC reviewed revisions made to the local plan as a result of recommendations or requirements from the CDE.

☒ Yes ☐ No (If the answer is "NO," please include comments.)

I certify the information presented herein is an accurate representation of the CAC's involvement in the development and/or amendment of the local plan.

CAC Chairperson

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Southwest SELPA

Fiscal Year

2021-22

Certification 5: Participating Local Educational Agency

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

LEA

Centinela Valley Union High School District

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

☐ Single LEA SELPA ☒ Multi-LEA SELPA

This Governance and Administration was:

Adopted on the

18th

day of

March

,

2021

Years

10

Days

0

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

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

centinela.k12.ca.us



LEA Superintendent/Chief Administrator

4/30/21

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Southwest SELPA

Fiscal Year 2021-22

Certification 5: Participating Local Educational Agency

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

LEA El Segundo Unified School District

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

☐ Single LEA SELPA ☒ Multi-LEA SELPA

This Governance and Administration was:

Adopted on the 18th day of March, 2021

Yeas 10 Nays 0

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

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

elsegundousd.net


LEA Superintendent/Chief Administrator

3-30-21
Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Southwest SELPA

Fiscal Year 2021-22

Certification 5: Participating Local Educational Agency

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

LEA Hermosa Beach City School District

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

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

hbcsd.org

LEA Superintendent/Chief Administrator

03/31/2021

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Southwest SELPA

Fiscal Year 2021-22

Certification 5: Participating Local Educational Agency

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

LEA Hawthorne School District

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

☐ Single LEA SELPA ☒ Multi-LEA SELPA

This Governance and Administration was:

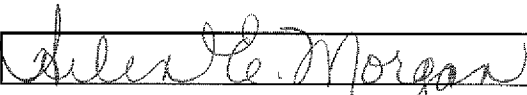
Adopted on the 18th day of March, 2021

Yeas 10 Nays 0

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

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

hawthorne.k12.ca.us



LEA Superintendent/Chief Administrator

April 29, 2021

Date

SELPA Fiscal Year **Certification 5: Participating Local Educational Agency**

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

LEA

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

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Adopted on the day of ,
Yeas Nays

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

Digitally signed by Erika Torres
DN: cn=Erika Torres, o=Inglewood Unified School District, ou=Inglewood, email=torres_erika@iacoe.edu, c=US
Date: 2021.03.30 16:33:47 -0700

LEA Superintendent/Chief Administrator

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Southwest SELPA

Fiscal Year

2021-22

Certification 5: Participating Local Educational Agency

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

LEA

Lawndale Elementary School District

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

☐ Single LEA SELPA ☒ Multi-LEA SELPA

This Governance and Administration was:

Adopted on the

18th

day of

March

,

2021

Yeas

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Nays

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

lawndale.k12.ca.us



LEA Superintendent/Chief Administrator

3/30/21

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Southwest SELPA

Fiscal Year

2021-22

Certification 5: Participating Local Educational Agency

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

LEA

Lennox School District

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

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This Governance and Administration was:

Adopted on the

18th

day of

March

,

2021

Yeas

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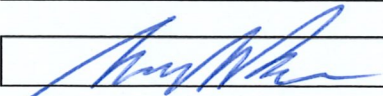
Nays

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lennox.k12.ca.us



LEA Superintendent/Chief Administrator

3/31/2021

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Southwest SELPA

Fiscal Year

2021-22

Certification 5: Participating Local Educational Agency

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

LEA

Manhattan Beach Unified School District

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

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This Governance and Administration was:

Adopted on the

18th

day of

March

, 2021

Yeas

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Nays

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

mbusd.org



LEA Superintendent/Chief Administrator

4/29/21

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Southwest SELPA

Fiscal Year 2021-22

Certification 5: Participating Local Educational Agency

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

LEA Palos Verdes Peninsula Unified School District

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

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Yeas 10 Nays 0

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

pvpusd.net



LEA Superintendent/Chief Administrator

4-29-2021

Date

SELPA Southwest SELPA

Fiscal Year 2021-22

Certification 5: Participating Local Educational Agency

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

LEA Redondo Beach Unified School District

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

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Yeas 10 Nays 0

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

rbusd.org

Steven Keller

Digitally signed by Steven Keller
DN: cn=Steven Keller, o=Redondo Beach Unified School District, ou=Superintendent of Schools,
email=skeller@rbusd.org, c=US
Date: 2021.03.30 16:40:19 -0700

03/30/2021

LEA Superintendent/Chief Administrator

Date

SELPA Southwest SELPA

Fiscal Year 2021-22

Certification 5: Participating Local Educational Agency

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

LEA Torrance Unified School District

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

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tusd.org



LEA Superintendent/Chief Administrator

3.31.21

Date

SELPA Fiscal Year **Certification 5: Participating Local Educational Agency**

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

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

Digitally signed by Blake Silvers, Ed.D.
DN: cn=Blake Silvers, Ed.D., o=WUSD, ou=76869, email=bsilvers@wiseburn.org, c=US
Date: 2021.04.01 12:24:52 -07'00'

LEA Superintendent/Chief Administrator

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Southwest SELPA

Fiscal Year 2021-22

Certification 5: Participating Local Educational Agency

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

LEA Century Community Charter School

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

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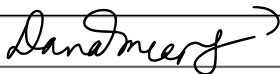
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Yeas 10 Nays 0

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

centurycommunitycharter.weebly.com



LEA Superintendent/Chief Administrator

03/31/21

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

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

LEA

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Yeas Nays

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

LEA Superintendent/Chief Administrator

Date

SELPA Fiscal Year **Certification 5: Participating Local Educational Agency**

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LEA

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Yeas Nays

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

Digitally signed by Jake Gordon
DN: cn=Jake Gordon, o=SIATech, ou=SIATech Academy South, email=jake.gordon@siatech.org, c=US
Date: 2021.05.03 15:37:54 -0700

LEA Superintendent/Chief Administrator

Date

SELPA Southwest SELPA

Fiscal Year 2021-22

Certification 5: Participating Local Educational Agency

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

LEA Lennox Mathematics Science & Technology Academy

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

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

lennoxacademy.org

 Armando Mena

LEA Superintendent/Chief Administrator

May 11, 2021

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Southwest SELPA

Fiscal Year 2021-22

Certification 5: Participating Local Educational Agency

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

LEA New Opportunities Charter School

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

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

newopps.org


LEA Superintendent/Chief Administrator

4-29-2021
Date

SELPA Southwest SELPA

Fiscal Year 2021-22

Certification 5: Participating Local Educational Agency

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

LEA Opportunities for Learning Capistrano

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

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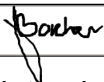
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Web address where the SELPA local plan, including all sections, is posted.

oflschools.org



LEA Superintendent/Chief Administrator

04/01/2021

Date

SELPA Southwest SELPA

Fiscal Year 2021-22

Certification 5: Participating Local Educational Agency

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

LEA Wilder's Preparatory Academy Middle School

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

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

wpacs.com


LEA Superintendent/Chief Administrator5/4/2021
Date

SELPA Fiscal Year **Certification 5: Participating Local Educational Agency**

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Yeas Nays

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LEA Superintendent/Chief Administrator

Date