LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division
January 2020
3. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

San Juan Unified School District SELPA is located in Sacramento County. It includes portions of or all of the cities of Carmichael, Fair Oaks, Citrus Heights, Orangevale, and unincorporated portions of Sacramento County.

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 San Juan Unified School District meets size and scope requirements to operate as a single district Special Education Local Plan Area (SELPA) as a non-metropolitan area. The District includes more than 40,000 pupils, offers a comprehensive array of programs and services and the District works with other SELPAs in the County to ensure there are regional program opportunities for students with low incidence disabilities. The Governing Board of the District elects to operate as a single district SELPA, and as such, it is the governing body of this Plan and is solely responsible for the development and approval of policies governing this Local Plan for special education. The Superintendent is the chief administrative officer of the school district. In this capacity, the Superintendent is responsible to develop and administer procedures that implement the Board's policies. The Superintendent delegates the responsibilities to the Director of Special Education. Services are coordinated with other Departments through weekly executive cabinet meetings, directors meetings and department meetings. As a single district Local Plan Area, the San Juan Unified School District is the Responsible Local Agency (RLA) for the Local Plan. The District is also the employer of all administrative personnel responsible for implementing the Local Plan. The Director of Special Education is responsible for day-to-day operation of the special education programs. The Director of Special Education is responsible to implement the Local Plan including the following services and operations: 1. Management of the programs and administration of the Local Plan. 2. Management of the system for identification and assessment. 3. Management of the system for procedural safeguards. 4. Management of staff development and parent education activities. 5. Management of curriculum development and alignment with the core curriculum. 6. Management of a system of internal program review, evaluation, and accountability. 7. Management of a system of data collection and management. 8. Management of interagency agreements. 9. Management of services with
Section B: Governance and Administration

SELPA San Juan Unified School District Fiscal Year 2020-21

community agencies. 10. Management of services to licensed children's facilities and foster family homes. 11. Preparation and transmission of required reports. 12. Logistical support of the Community Advisory Committee. 13. Coordination of transportation services for students with disabilities. 14. Coordination of career, vocational, and transition services. 15. Assurance of full educational opportunity. 16. Fiscal administration and the allocation of state and federal funds. 17. Direct program and Instructional support.

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 San Juan Unified School District receives funding from the State for the Local Plan area. The District coordinates and provides services within the District. Students eligible for special education services defined as those students physically residing in the geographic boundaries of the District or students who are granted interdistrict transfers. The concept of regional services is to provide a continuum of options necessary to ensure appropriate special education services to students with disabilities. The District is physically separate from other districts in the Sacramento County SELPA, of which it has been a part, and is surrounded by other SELPA's, including Elk Grove, Sacramento City, Folsom-Cordova, Twin Rivers, Natomas, Placer and El Dorado SELPAs. It has therefore been providing most of the necessary special education services for its students within its own boundaries already. However, the District has coordinated with other SELPAs and Sacramento County Office of Education, and will continue to do so for those students who require such regionalized services as are offered outside the district, or to provide other necessary and appropriate services. "Regionalized services" does not mean that every service and placement required for students with disabilities must be available at each site. The concept of regionalized service is to ensure that, even for those services which are less frequently needed, the services will be available within the district or region. It further means that the District is responsible to provide those services required by a child's Individual Education Program (IEP). The District has elected to provide some special education services in centralized settings, for example, for students with autism or other severe disabilities requiring more intensive services than a regular classroom can offer. Centralized services are those services only provided at selected sites within the District. Transportation is provided for any such student to receive those services.

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

The District does coordinate and collaborate with both nearby SELPAs and the Sacramento County Office of Education for services for children with low incidence disabilities whose service needs cannot be met within a specific district, in regionally-operated programs.
5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

This policy applies to all charter schools that are chartered by the San Juan Unified School District. This policy also applies to any charter school petition granted by the State Board of Education in which oversight responsibilities have been assigned to the San Juan Unified School District per E 605.S(k)(l). As students enrolled in charter schools are entitled to special education services provided in the same manner as to students enrolled in other public schools, the charter schools will comply with all requirements of state and federal law regarding provision of special education services. (EC 56000 et seq, the Individuals with Disabilities Education Act (IDEA), 20 USC Chapter 331, and the Americans with Disabilities Act). Charter schools within the SELPA shall not discriminate against any pupil in its admission criteria on the basis of disability. Charter petitions must delineate, in their petition, or in a Memorandum of Understanding, the entity responsible for providing special education instruction and related services. This document must reference any anticipated transfer of special education funds between the District and the charter school. The document must affirm, in writing, that the district where the student resides, if different from the chartering entity, is not responsible for providing special education services to students that are enrolled in the charterschool. The written agreement must also state that the charter school will be deemed a public school within the district. Charter petitions must provide that no student otherwise eligible to enroll in the charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Each charter petition must also contain a reasonably comprehensive description of the charter school’s educational program, as it relates to the provision of special education services, including the following: 1. The specialized instruction and services available at the charter school; 2. The procedure for ensuring that students are referred, assessed, and served in a timely manner; 3. Assurances that staff members providing special education services are appropriately credentialed; 4. Assurances that the facility used by the charterschool does not present physical barriers that would limit an eligible student’s full participation in the educational and extracurricular programs and that the school will comply with Section 504 of the Rehabilitation Act of 1973; 5. Assurances that enrollment, suspension, and expulsion procedures comply with the protections of federal and state law afforded to special education and 504 eligible students; and 6. Dispute resolution procedures that will apply to any disputes between educational entities, including the District, regarding the provision of special education services in the charter school. The District will be responsible for ensuring that all children with disabilities enrolled in the charter school receive necessary special education and related services in a manner that is consistent with applicable provisions of state and federal law. The District will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school. The District will: 1. Receive all applicable special education funds and allocate funds to each charter school in a manner that is consistent with the allocation of funds and staff to all other schools within the District. 2. Be responsible for ensuring that all eligible students enrolled in the charter school are appropriately referred, assessed, and served in a timely manner; 3. Be responsible for procuring and funding appropriate special education services, wherever the student may reside; and 4. Provide necessary special education services or contract for those services with public or nonpublic education agencies. The charter school may be held fiscally responsible for a fair share of
Section B: Governance and Administration

SELPA  San Juan Unified School District  Fiscal Year  2020-21

any encroachment on district general funds that is created by the provision of special education services throughout the District. The District and the charter school may enter into agreements whereby the charter school is billed for excess costs associated with providing special education services to Identified students, including the administration of special education programs. For the purpose of providing special education services, charter schools shall be deemed public schools within the District. Whereas the District is a sing-ledistrict SELPA, and its own RLA, LEA, and AU, no charter school under the authority of the Governing Board will be approved as its own LEA. The District shall not be required to become a multi-district SELPA. If a charter school wishes to be an LEA for special education purposes, they must apply to a district in a multi-district SELPA for authorization of their charter.

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:

CAC has the following responsibilities: advise the policy and administrative entity of the SJUSD SELPA regarding the development, amendment and review of the local plan; recommend annual priorities to be addressed by the plan; assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan; encourage community involvement in the development and review of the local plan; support activities on behalf of students with disabilities; assist in parent awareness and the importance of regular school attendance; and support the District Board and administration in the efforts provided to support children with disabilities in the schools of the District. The appointment of CAC members shall be made by the governing board in accordance with the provisions of the CAC Bylaws.

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:

POLICY

The description of the governance and administration of the local plan and the policymaking process shall be consistent with subdivision (f) of section 56001, subdivision (a) of section 56195.9, and shall reflect a schedule of regular consultations regarding policy and budget development with representatives of special education and regular education teachers and administrators selected by the groups they represent and parent members of the Community Advisory Committee.

SELPA administrators meet monthly with a special education stakeholder team comprised of special education teachers, teacher labor representation, and district administration officials to provide consultation on development and execution of the SELPA local plan. Representative
Section B: Governance and Administration

SELPA  San Juan Unified School District  Fiscal Year  2020-21

Group input is gathered through stakeholder interviews and surveys. Parent members of the CAC provide input monthly through CAC Public Meetings.

PROCEDURE

The local plan shall be developed and updated cooperatively by a committee of representatives of special and general education teachers and administrators, and representatives of charters school selected by the groups they represent, with participation by parent members of the Community Advisory Committee.

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

The San Juan Unified School District has the responsibility to assure access to special education and services for all eligible individuals with disabilities residing in the geographical area served by the District. The San Juan Unified School District is designated as its own Administrative Unit (AU). It shall be responsible for administrative functions such as, but not limited to:

1. Receipt and distribution of special education funds to district accounts for the operation of special education programs and services;
2. Receipt and distribution of special education funds to accounts exclusively designed for District use;
3. The employment of necessary staff to support District functions.

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 Governing Board of the District elects to operate as a single district SELPA, and as such, it is the governing body of this Plan and is solely responsible for the development and approval of policies governing this Local Plan for special education.
10. For multi-LEA local plans, specify:

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

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

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

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:

Assistant Directors, Program Administrators, Program Specialists, School Psychologists, and Workability Coordinator are employed and serve under the direction of the Director of Special Education. District Administrators and Principals work in close coordination with the Special Education Department to support the delivery of special education services. The Director of Special Education/SELPA Director is selected by the Superintendent or designee, supervised, evaluated, and disciplined in accordance with district personnel policies. The Director of Special Education/SELPA Director is a member of the San Juan Administrators Coalition.

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

All federal and state special education funds shall be allocated to the SELPA and used pursuant to the annual budget and service plan. Any changes to the allocation of federal and state special education funds shall be made by the SELPA. The San Juan Unified School District SELPA shall be responsible for the distribution of funds according to an approved Special Education Budget Plan. The Director of Special Education is responsible to ensure that the funds are distributed in accordance with the Budget Plan and used to promote FAPE or
coordinated early intervention services. The Annual Budget Plan shall be reviewed and approved by the SJUSD governing board.

c. The operation of special education programs:

The District receives funding from the state for the SELPA. The District coordinates and provides services within the District using these resources, local contributions, and federal funds allocated for special education. Students eligible for special education services provided within the region are defined as those students physically residing within the geographic boundaries of the District, students who are granted interdistrict transfers, and students attending charter schools sponsored by the District. The District shall coordinate services for all SJUSD students including, but not limited to, services to medical facilities, licensed children's institutions, and foster family homes.

The concept of regional services is to provide a continuum of options necessary to ensure appropriate special education services to students with disabilities are available. The District will coordinate with neighboring districts and the county office of education for those students who require services outside the District, or to provide other necessary and appropriate services not available in the District. Transportation will be provided for any student who receives regionalized services (who is not on an interdistrict transfer at parent request).

Regionalized services does not mean that every service and placement required for students with disabilities must be available at each school site. Rather it is used to ensure that, even for services that are less frequently needed, the services will be available within the District or region at district expense. It further means the District is responsible to provide those services required by a child's Individual Education Program (IEP).

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

The Director of Special Education/SELPA Director is responsible for monitoring on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process.

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

Specialized equipment and services are available at a wide range of school sites throughout the district/SELPA. Low Incidence equipment, for example, is provided through a Low
Incidence committee that must consider providing equipment in the least restrictive environment for given students. Services for low incidence conditions, such as Orthopedic Impairment or Visual Impairment are provided by itinerant professionals who travel throughout the District/SELPA to provide specialized services to students in the least restrictive environments.

Policies, Procedures, and Programs

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

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

   Policy/Procedure Number: FAPE
   Document Title: Free Appropriate Public Education
   Document Location: Local Plan Page 17

   "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: FULL EDUCATIONAL OPPORTUNITY
   Document Title: FULL EDUCATIONAL OPPORTUNITY
   Document Location: Local Plan Page 20

   "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:
3. Child Find: 20 USC Section 1412(a)(3)

Policy/Procedure Number: Child Find
Document Title: Child Find
Document Location: Local Plan page 22

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

☐ Yes  ☐ No

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

Policy/Procedure Number: Individualized Education Program (IEP)
Document Title: Individualized Education Program (IEP)
Document Location: Local Plan Pages 25-31

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

☐ Yes  ☐ No

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

Policy/Procedure Number: Least Restrictive Environment
Document Title: Least Restrictive Environment
Document Location: Local Plan Page 29
"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)

<table>
<thead>
<tr>
<th>Policy/Procedure Number</th>
<th>Procedural Safeguards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title</td>
<td>Procedural Safeguards</td>
</tr>
<tr>
<td>Document Location</td>
<td>Local Plan Page 32</td>
</tr>
</tbody>
</table>

"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)

<table>
<thead>
<tr>
<th>Policy/Procedure Number</th>
<th>Annual/Triennial Reassessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title</td>
<td>Annual/Triennial Reassessment</td>
</tr>
<tr>
<td>Document Location</td>
<td>Local Plan Pages 33-37</td>
</tr>
</tbody>
</table>

"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)

<table>
<thead>
<tr>
<th>Policy/Procedure Number</th>
<th>Confidentiality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title</td>
<td>Confidentiality</td>
</tr>
</tbody>
</table>
"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

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

Policy/Procedure Number: Part C, Transition to Preschool

Document Title: Part C, Transition to Preschool

Document Location: Local Plan Page 39

"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: Private Schools

Document Title: Private Schools

Document Location: Local Plan Page 40

"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

1. Local Compliance Assurances: 20 USC Section 1412(a)(11)
Section B: Governance and Administration

SELPA: San Juan Unified School District
Fiscal Year: 2020-21

Policy/Procedure Number: Compliance Assurances
Document Title: Compliance Assurances
Document Location: Local Plan Page 41

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

☐ Yes ☐ No

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

Policy/Procedure Number: Free Appropriate Public Education
Document Title: Free Appropriate Public Education
Document Location: Local Plan Page 17

"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: Governance
Document Title: Governance
Document Location: Local Plan

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

SELPA  San Juan Unified School District  Fiscal Year  2020-21

☐ Yes  ☐ No

14. Personnel Qualifications

Policy/Procedure Number: Personnel Standards
Document Title: Personnel Standards
Document Location: Local Plan, Page 43

"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: Compliance Assurances
Document Title: Compliance Assurances
Document Location: Local Plan, Page 41

"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: Participation in Assessments
Document Title: Participation in Assessments
Document Location: Local Plan, Page 45

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

Policy/Procedure Number: Maintenance of Effort
Document Title: Maintenance of Effort
Document Location: Local Plan, Page 47

"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: Maintenance of Effort
Document Title: Maintenance of Effort
Document Location: Local Plan, Page 47

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

☐ Yes  ☐ No

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

Policy/Procedure Number: Public Participation
Policy/Procedure Title: Public Participation
Document Location: Local Plan, Page 48

"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
Section B: Governance and Administration

SELPA  San Juan Unified School District  Fiscal Year 2020-21

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: Suspension and Expulsion
Document Title: Suspension and Expulsion
Document Location: Local Plan, Page 49

"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


Policy/Procedure Number: Full Educational Opportunity
Document Title: Full Educational Opportunity
Document Location: Local Plan, Page 18

"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: Child Find
Document Title: Child Find
Document Location: Local Plan, Page 22

"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:
Section B: Governance and Administration

SELPA: San Juan Unified School District

Fiscal Year: 2020-21

☐ Yes  ☐ No


Policy/Procedure Number: Individual Education Program

Document Title: Individual Education Program

Document Location: Local Plan, Page 25

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

☐ Yes  ☐ No

Administration of Regionalized Operations and Services

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

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

Reference Number: Governance

Document Title: Governance

Document Location: Local Plan, Pages 11-12

Description: Detailed descriptions of district personnel roles

2. Coordinated system of identification and assessment:

Reference Number: Child Find

Document Title: Child Find

Document Location: Local Plan, Pages 22-24
### Section B: Governance and Administration

**SELPA**: San Juan Unified School District  
**Fiscal Year**: 2020-21

**Description**: Identification, Referral and Assessment Process

#### 3. Coordinated system of procedural safeguards:

<table>
<thead>
<tr>
<th>Reference Number</th>
<th>Procedural safeguards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title</td>
<td>Procedural safeguards</td>
</tr>
<tr>
<td>Document Location</td>
<td>Local Plan, Page 32</td>
</tr>
<tr>
<td>Description</td>
<td>Description of how and when district provides parental procedural safeguards</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reference Number</th>
<th>Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title</td>
<td>Governance</td>
</tr>
<tr>
<td>Document Location</td>
<td>Local Plan, Pages 11-12</td>
</tr>
<tr>
<td>Description</td>
<td>Description for CAC interface with special education department and family and community engagement department</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reference Number</th>
<th>Full Education Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title</td>
<td>Full Education Opportunity</td>
</tr>
<tr>
<td>Document Location</td>
<td>Local Plan, Pages 18-21</td>
</tr>
<tr>
<td>Description</td>
<td>Description of curriculum interface between special education and professional learning and innovation department. District has well defined process for curriculum adoptions.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reference Number</th>
<th>Performance Goals and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title</td>
<td>Performance Goals and Indicators</td>
</tr>
<tr>
<td>Document Location</td>
<td>Local Plan, Page 42</td>
</tr>
</tbody>
</table>
## Section B: Governance and Administration

<table>
<thead>
<tr>
<th>SELPA</th>
<th>San Juan Unified School District</th>
<th>Fiscal Year</th>
<th>2020-21</th>
</tr>
</thead>
</table>

### 7. Coordinated system of data collection and management:

<table>
<thead>
<tr>
<th>Reference Number</th>
<th>Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title</td>
<td>Governance</td>
</tr>
<tr>
<td>Document Location</td>
<td>Local Plan, Page 11</td>
</tr>
</tbody>
</table>

*Description:* Data collection and reporting to state

### 8. Coordination of interagency agreements:

<table>
<thead>
<tr>
<th>Reference Number</th>
<th>Sacramento County MOU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title</td>
<td>Sacramento County MOU</td>
</tr>
<tr>
<td>Document Location</td>
<td>Local Plan, Appendices</td>
</tr>
</tbody>
</table>

*Description:* MOU to identify provider responsibilities for assessment and service of students with disabilities parentally placed in private schools.

### 9. Coordination of services to medical facilities:

<table>
<thead>
<tr>
<th>Reference Number</th>
<th>Special Education Procedure Manual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title</td>
<td>Special Education Procedure Manual</td>
</tr>
<tr>
<td>Document Location</td>
<td><a href="http://www.sanjuan.edu">www.sanjuan.edu</a></td>
</tr>
</tbody>
</table>

*Description:* Child Find: LEA obligation to provide coordinated assessment and services for special education for children in medical or state facilities.

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

<table>
<thead>
<tr>
<th>Reference Number</th>
<th>Special Education Procedure Manual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title</td>
<td>Special Education Procedure Manual</td>
</tr>
<tr>
<td>Document Location</td>
<td><a href="http://www.sanjuan.edu">www.sanjuan.edu</a></td>
</tr>
</tbody>
</table>

*Description:* Interim placement procedures
### Section B: Governance and Administration

**SELPA**  San Juan Unified School District  **Fiscal Year**  2020-21

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

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title:</td>
<td>Governance</td>
</tr>
<tr>
<td>Document Location:</td>
<td>Local Plan page 11</td>
</tr>
<tr>
<td>Description:</td>
<td>Describes how Director of Special Education prepares and submits Local plan support documents</td>
</tr>
</tbody>
</table>

#### 12. Fiscal and logistical support of the CAC:

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>Community Advisory Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title:</td>
<td>Community Advisory Committee</td>
</tr>
<tr>
<td>Document Location:</td>
<td>Local Plan page 12</td>
</tr>
<tr>
<td>Description:</td>
<td>Describes the relationship between the Administrative Unit and the CAC</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>Special Education Procedure Manual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title:</td>
<td>Special Education Procedure Manual</td>
</tr>
<tr>
<td>Document Location:</td>
<td><a href="http://www.sanjuan.edu">www.sanjuan.edu</a></td>
</tr>
<tr>
<td>Description:</td>
<td>Transportation procedures for students with exceptional needs</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>WorkAbility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title:</td>
<td>SJUSD WorkAbility Program</td>
</tr>
<tr>
<td>Document Location:</td>
<td><a href="http://www.sanjuan.edu">www.sanjuan.edu</a></td>
</tr>
<tr>
<td>Description:</td>
<td>Describes the coordination of vocational and transition services</td>
</tr>
</tbody>
</table>

#### 15. Assurance of full educational opportunity:

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>Full Educational Opportunity</th>
</tr>
</thead>
</table>

CDE Form Version 2.0  Page B-19 of 23
**Section B: Governance and Administration**

**SELPA** San Juan Unified School District  
**Fiscal Year** 2020-21

<table>
<thead>
<tr>
<th>Document Title:</th>
<th>Full Educational Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td>Describes the agreement of the SELPA to provide a range of school services available to students without disabilities also to students with a spectrum of disabilities.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document Title:</strong></td>
<td>Governance</td>
</tr>
<tr>
<td><strong>Document Location:</strong></td>
<td>Local Plan pg. 11</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>Describes the SELPA administrator's responsibility for fiscal administration of the budget plan, allocation of funds, and reporting and accounting of special education funding</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document Title:</strong></td>
<td>Governance</td>
</tr>
<tr>
<td><strong>Document Location:</strong></td>
<td>Local Plan Page 12</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>Describes direct instructional program support that is provided by program specialists</td>
</tr>
</tbody>
</table>

**Special Education Local Plan Area Services**

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

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>Birth Through Five Years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document Title:</strong></td>
<td>Birth Through Five Years</td>
</tr>
</tbody>
</table>

CDE Form Version 2.0
### Section B: Governance and Administration

**SELPA**  San Juan Unified School District  
**Fiscal Year**  2020-21

<table>
<thead>
<tr>
<th>Document Location:</th>
<th><a href="http://www.sanjuan.edu">www.sanjuan.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td>Program description for infant and preschool programs for children with disabilities</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>Procedural Safeguards/ Department Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document Title:</strong></td>
<td>Procedural Safeguards/ Department Administration</td>
</tr>
<tr>
<td><strong>Document Location:</strong></td>
<td><a href="http://www.sanjuan.edu">www.sanjuan.edu</a></td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>Provides a description of range of inquiry and dispute processes including administrative contact information, Alternative Dispute Resolution, and formal dispute processes. Community Advisory Committee information is also available in same location.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>Procedural Safeguards/ Department Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document Title:</strong></td>
<td>Procedural Safeguards/ Department Administration</td>
</tr>
<tr>
<td><strong>Document Location:</strong></td>
<td><a href="http://www.sanjuan.edu">www.sanjuan.edu</a></td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>Provides a description of range of inquiry and dispute processes including administrative contact information, Alternative Dispute Resolution, and formal dispute processes. Community Advisory Committee information is also available in same location.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>Multi-Tier System of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document Title:</strong></td>
<td>Multi-Tier System of Support</td>
</tr>
</tbody>
</table>
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: NPS Referral Process
Document Title: NPS Referral Process
Document Location: beta.seis.org/resources/documentlibrary
Description: Describes the process of referral for placement in a Nonpublic School by an IEP team when NPS is considered to be the Least Restrict Environment by the IEP team.

5. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in EC 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040)

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

Reference Number: Partners Against Constant Truancy
Document Title: Partners Against Constant Truancy
Document Location: www.sanjuan.edu
Description: Describes service options for incarcerated students with and without special education
**Certification 1: Governance and Administration**

Certification 1 is required for an initial Section B submission to the CDE, and each subsequently amended submission.

I certify the attached Governance and Administration local plan section has been adopted at LEA public hearings by the represented local board(s) (LEA/county) 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 Title 34 Code of Federal Regulations (34 CFR) Parts 300 and 303, 29 USC 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California EC Part 30, and Chapter 3 Division 1 of Title 5 of the California Code of Regulations (5 CCR). Copies of all interagency agreements have been attached to the Governance and Administration section of the local plan.

I further certify written agreements have been developed and entered into by LEAs participating in the local plan. Such agreements include, but are not limited to all provisions pursuant to EC Section 56195.7.

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

RLA/AU Authorized Agent

Local Governance Council Chairperson

SELPA Administrator

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/14/20</td>
<td>01/14/20</td>
</tr>
</tbody>
</table>

CDE Form Version 2.0