



Compton Unified Special Education Local Plan Area (SELPA)
Local Plan Section B: Governance and Administration
Administration of Regionalized Operations and Services
Appendix B

Pursuant to Education Code sections 56195.7(a), 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:

Direct Instructional Support Provided by Administrators of Special Education:

Administrators of Special Education work under the direction of the Executive Director of Special Education/SELPA and/or Director of Special Education to support the coordination and implementation of the Local Plan. They provide programmatic support to special education programs in coordination with instructional priorities established by the Board of Education, Superintendent, and school site administration.

Role of the RLA/AU: Ensure that a full continuum of services is available in order to provide a free and appropriate public education to all students with disabilities within the SELPA. The LEA's Board of Education will approve any policies and procedures needed to implement the Local Plan, and through its administrative purview and oversight, ensure the implementation of the Local Plan.

Role of the SELPA Administrator: The Executive Director Special Education/SELPA (SELPA Director) is responsible for the coordination of all SELPA functions and implementation of the Local Plan. As such, the Executive Director coordinates the development and implementation of the SELPA program and student outcomes, as well as the annual accountability procedures. The Executive Director and other designated administrators, assume overall management responsibility for implementation of the Local Plan. In addition, the Executive Director, Special Education/SELPA develops the Annual Service Plan and in collaboration with the Chief Administrative Officer, or designee, develops the Annual Budget Plan, allocates resources, monitors the use of state, federal, and local funds for special education and related services. Other duties of the Executive Director Special Education/SELPA include serving as the liaison to the Community Advisory Committee (CAC), monitoring compliance with applicable state and federal laws, and facilitate the development and approval of the SELPA's policies and procedures necessary to implement the Local Plan.

2. Coordinated system of identification and assessment:

Direct Instructional Support Provided by Administrators of Special Education:

Support a coordinated system of identification and assessment, including students enrolled in private schools. Support the assessment and coordination of services of newly identified students.

Role of the RLA/AU: Enforces implementation of its policies regarding identification and assessment of students with disabilities.

Role of the SELPA Administrator: Ensures that the District conducts Child Find activities. Supports Child Find activities at a regional and county level, including facilitation of public notices. Provide technical support to staff and guidance to parents/guardians, as needed. And ensure that appropriate interagency agreements are in place to support Child Find activities.

3. Coordinated system of procedural safeguards:

Direct Instructional Support Provided by Administrators of Special Education:

Support a coordinated system of procedural safeguards by providing technical assistance and guidance on procedural safeguards, forms, and procedures to parents/guardians and school staff, as needed. Provide alternate dispute resolution support as requested by parents/guardians.

Role of the RLA/AU: The LEA provides procedural safeguards to parents/guardians consistent with education code, assists parents/guardians with understanding their procedural safeguards, and ensures that procedural safeguards are implemented consistently. Ensures parents/guardians receive written notice of their rights and procedural safeguards in the language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian unless to do so is clearly not feasible.

Role of the SELPA Administrator: Provides alternate dispute resolution support as requested. Provides parents/guardians with a copy of their procedural safeguards and upon request will review them with parents/guardians. Ensures that updated copies of procedural safeguards are available.

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

Direct Instructional Support Provided by Administrators of Special Education:

Conduct staff development, as well as parent/guardian education. Provide direct training and support the dissemination and implementation of evidenced-based practices.

Role of the RLA/AU: Determine staff development and parent/guardian education based on current needs. Ensures implementation of staff development and parent/guardian education through administrative support and allocation of fiscal resources.

Role of the SELPA Administrator: Develops and implements plans for providing staff development and parent/guardian education opportunities. Gather input from the CAC on the parent/guardian education needs.

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

Direct Instructional Support Provided by Administrators of Special Education: In coordination with the Educational Services Department, support a coordinated system of curriculum development and alignment with the core curriculum. To ensure the focus on implementation of core curriculum, special education administrators, curriculum specialists, and program specialists coordinate instructional planning between general and special education staff.

Role of the RLA/AU: Determine the need for curriculum development and/or adoption that is in alignment with core curriculum.

Role of the SELPA Administrator: Ensures access to coordinated aligned curriculum for students with disabilities. Provide technical assistance and staff development, as requested or determined appropriate.

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

Direct Instructional Support Provided by Administrators of Special Education: Assist in monitoring and evaluating the effectiveness of program delivery for students with disabilities. Work collaboratively with school sites to address performance, compliance, and accountability issues.

Role of the RLA/AU: Review and monitor Annual Performance Reports, the California School Dashboard, and other student data sources to ensure students with disabilities receive a FAPE. Engage in monitoring activities as required by the CDE.

Role of the SELPA Administrator: Actively involved in compliance and accountability measures and systems. Develops and implements a plan for providing staff development opportunities for staff on accountability measures. Provides technical support as needed.

7. Coordinated system of data collection and management:

Direct Instructional Support Provided by Administrators of Special Education: Assist in providing staff development for school and district staff on data system procedures for monitoring and documenting services for students with disabilities.

Role of the RLA/AU: Responsible for data entry, quality, and integrity. Approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission and any other required reports, as required by the California Department of Education. Use the Special Education Data System (SEIS) to input data as established by the SELPA.

Role of the SELPA Administrator: Implements and manages a data management system. Coordinates and approves the District and SELPA CALPADS data submission. Utilizes data systems to improve achievement of students with disabilities.

8. Coordination of interagency agreements:

Direct Instructional Support Provided by Administrators of Special Education: As needed, will provide school-based IEP teams with information on services for students with disabilities that are available through interagency agreements.

Role of the RLA/AU: Approves and ensures implementation of interagency agreements, as appropriate.

Role of the SELPA Administrator: The Executive Director, Special Education/SELPA, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. Ensures that interagency agreements are in place as required by California Education Code, and provides technical assistance and dispute resolution, as needed.

9. Coordination of services to medical facilities:

Direct Instructional Support Provided by Administrators of Special Education: Ensure that students have a full educational opportunity when residing in medical facilities.

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

Role of the SELPA Administrator: Facilitates the coordination of services to students in medical facilities within the geographic area of the SELPA.

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

Direct Instructional Support Provided by Administrators of Special Education: Assure that students have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: Special education and related services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the district in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

Role of the SELPA Administrator: Facilitates the coordination of these services by the LEA.

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

Direct Instructional Support Provided by Administrators of Special Education: May assist in compliance training and in preparing data for submission.

Role of the RLA/AU: Submit required data timely to allow the SELPA to submit reports in adherence with CDE timelines.

Role of the SELPA Administrator: Ensure timely transmission of required reports and provide technical assistance to LEA in completing those reports.

12. Fiscal and logistical support of the CAC:

Direct Instructional Support Provided by Administrators of Special Education: Work collaboratively with the Executive Director Special Education/SELPA and the CAC to support CAC activities, including but not limited to: parent/guardian training, disability awareness, special events, community outreaches, and presentations at CAC meetings.

Role of the RLA/AU: The Board of Education appoints members to the CAC. The LEA shall be responsible for establishing and maintaining a CAC in accordance with Article 7 (commencing with section 56190) of Chapter 2 of Part 30 of the California Education Code, the Local Plan, and the bylaws of the CAC. The LEA will ensure that the SELPA has sufficient resources to provide fiscal and logistical support for the CAC.

Role of the SELPA Administrator: Coordinate CAC activities, including the development of an annual calendar. Provide updates to CAC members on SELPA related matters. Share the Annual Budget and Annual Service Plan or any changes to the Local Plan for comments and/or CAC feedback. Facilitate communication between the CAC representatives, the Governing Board, Superintendent's Executive Cabinet and the administrative team.

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

Direct Instructional Support Provided by Administrators of Special Education: Provide technical support to ensure transportation services are provided in accordance with student's IEPs.

Role of the RLA/AU: Board of Education policies have affirmed its commitment to FAPE for students with disabilities, including transportation as a service available to eligible students with disabilities in accordance with their IEPs. The Board of Education approves and supports the local plan which establishes the provision of transportation as a related service.

Role of the SELPA Administrator: Provide technical support as needed.

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

Direct Instructional Support Provided by Administrators of Special Education: Provide staff development, guidance, and technical assistance to IEP teams on career/vocational/transition services.

Role of the RLA/AU: Provide appropriate career and vocational education and transition services as required under state and federal law, including providing required elements of state and federal grants, as appropriate. Coordinate with local agencies (e.g., Regional Center, Department of Rehabilitation).

Role of the SELPA Administrator: Provide technical assistance as needed. Ensure that appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate, including technical assistance with state and federal grants that support career and vocational education and transition services (e.g., WorkAbility, Transition Partnership Program). Ensure that career, vocational, and transition services are implemented and monitors the provision of these services at secondary schools through overall supervision capacity and through the Annual Service Plan.

15. Assurance of full educational opportunity:

Direct Instructional Support Provided by Administrators of Special Education: Provides guidance to school staff and IEP teams to ensure access to the variety of educational program services and activities including access to general instructional materials as indicated in a student's IEP.

Role of the RLA/AU: Provide a full continuum of services for students with disabilities.

Role of the SELPA Administrator: Ensures that a full continuum of services is available for students with disabilities. Services shall be designed to meet the students' unique needs so as to provide educational benefit.

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:

Direct Instructional Support Provided by Administrators of Special Education: Oversight responsibility for Administrators of Special Education to recommend and support only appropriate expenditures that enhance instruction for students with disabilities.

Role of the RLA/AU: Through its supervisory duty, the Governing Board and Superintendent ensure that the Executive Director, Special Education/SELPA is accountable for fiscal administration of special education funds.

Role of the SELPA Administrator: To ensure that a FAPE is available to all students with disabilities, the Executive Director Special Education/SELPA prepares the Annual

Budget and Annual Service Plans and oversees implementation of all special education and related services. Through administrative oversight procedures, the Executive Director approves all special education expenditures and designates budget funding sources.

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

Direct Instructional Support Provided by Administrators of Special Education:

Direct instructional support that may be provided by Administrators of Special Education shall include, but are not limited to:

- Observe, consult with, and assist special and general education staff, administrators, and parents/guardians regarding appropriate services for students;
- Provide technical support in program development and evaluating the effectiveness of programs;
- Coordinate curricular resources and take leadership in ensuring the use of appropriate instructional methods, strategies, interventions, and resources;
- Facilitate the development and implementation of staff development and parent education activities.

Role of the RLA/AU: Ensure that students have access to a full continuum of special education and related services.

Role of the SELPA Administrator: Supervision and/or oversight of special education administrators. Providing guidance and technical assistance, as needed.