



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

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

The Compton Unified SELPA contracts with the Downey-Montebello SELPA to provide Early Start services for identified children birth through three years of age. Services include community-based, parent-participation group program in an inclusive setting for families of children. A parent/guardian must attend with the child. Play-based, child directed model, helping families through coaching and child development education. Home visits and/or individual consultation using a more focused, need-specific and private approach are also provided. Parent education topics include nutrition, developmental expectations for children ages birth to 36 months, discipline and behavior, and speech and language development. Referrals are accepted for children up to 29 months of age who have an IFSP or who have been referred due to a solely low incidence diagnosis. The District must be included in the IFSP process with SCLARC. Families and children with an IFSP must live within the District's boundaries to attend.

The Compton Unified SELPA provides a continuum of Early Childhood Special Education (ECSE) services for preschool students ages three to five years of age. Preschool special education and related services are provided to students with IEP in a variety of ways according to SELPA procedures. Multi-disciplinary teams share their expertise, working with parents/guardians, in addressing the needs of children. Some 3–5-year-old's with disabilities are enrolled in state preschool or Head Start programs and receive special education and related services in accordance with their IEP to support progress in that setting. Special education and related services are provided based on the unique needs of the individual student with the goal of providing these services in the least restrictive environment.

All children who receive special education preschool services will be reevaluated before entering transitional kindergarten/kindergarten to determine whether or not they will continue to require ongoing special education services.

2. A description of the method by which member 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:

Members of the public, including parents/guardians of students with disabilities, may address questions or concerns first to the school site staff and administration, next to district level Administrators of Special Education, the Executive Director, Special Education/SELPA (SELPA Director), the Superintendent, and finally the Board of Education. This does not limit the rights of members of the public to address the Board of Education according to the policies and procedures set by the Board of Education for such communication. It shall be the policy of the SELPA to resolve issues at the site level as promptly as possible.

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:

The Compton Unified SELPA utilizes alternate dispute resolution (ADR) processes in an effort to effectively and positively resolve any conflicts or disputes. The SELPA utilizes district level personnel who may participate in relevant activities to support conflict resolution:

- Training for staff on ADR and positive communication strategies.
- Assisting the CAC in providing support for parents and families.
- Developing, reviewing, and revising compliance procedures within the SELPA.

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:

A student shall be referred for special education and related services only after the resources of the general education program have been considered and implemented. Such resources may include, but are not limited to, response to intervention models, multi-tiered systems of support, SSMTs, and intervention programs.

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:

The Compton Unified SELPA shall evaluate the placement of its student(s) in nonpublic, nonsectarian schools (NPS) on at least an annual basis as part of the annual IEP review. The LEA representative shall review the Master Contract, the Individual Services Agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided. The NPS is provided with the name of a LEA representative to contact

regarding any concerns about the student's progress. That representative will monitor periodic progress reports and attend the student's IEP meetings.

NPS are required by the Master Contract and the IEP to annually evaluate the students to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the parent/guardian and the NPS the evaluations conducted by the NPS to ensure that they were appropriate and valid for measuring student progress. The LEA may choose to administer additional assessments necessary, with parent consent, to determine whether the student is making appropriate educational progress.

The LEA shall, at least annually, consider whether or not the needs of the pupil continue to be best met at the NPS and whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public-school setting.

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

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

In coordination with the LACOE and the CDE, for identified adults for whom the Compton Unified SELPA is the district of residence, the SELPA shall:

1. Seek out eligible adults residing within its boundaries
2. Review and revise IEPs as necessary, including conducting annual reviews
3. Determine whether the qualified individual wishes to receive FAPE and if so, ensure FAPE is provided with consent

For identified adults for whom the Compton Unified SELPA is the district of residence who may or may not have had an implemented IEP who are in jail in Los Angeles County, the LACOE takes responsibility for the IEP. For those adult students identified in jails outside of the county when the district is notified, the district will coordinate with that county office of education or SELPA to contract with the county, SELPA, or other service providers to ensure implementation of the IEP. In all situations, a district representative attends the

IEP meeting and is involved in the progress updates, program planning, and any revision to the adult's IEP.

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons: State and district-wide assessment programs; transition planning and transition services; IEP team may modify the individual's IEP or placement notwithstanding the least restrictive environment requirement if there is a security or compelling penological interest that cannot otherwise be accommodated.