

# **MID-CITIES SELPA**

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9625 Van Ruiten Street, Bellflower, CA 90706 • 562-461-8702

## **Mid-Cities Special Education Local Plan Area**

### **LOCAL PLAN FOR SPECIAL EDUCATION**

Approved by Mid-Cities Superintendents' Council  
February 27, 2019

MID-CITIES SELPA  
SELPA CODE: 1904

*Serving the Bellflower, Lynwood, and Paramount Unified School Districts*

# MID-CITIES LOCAL PLAN FOR SPECIAL EDUCATION

## TABLE OF CONTENTS

Participating Local Education Agencies and Local Plan Committee .....	1
Governance and Administrative Structure.....	2
Governance .....	2
Governance Structure and Administrative Support .....	2
Superintendents' Council.....	3
SELPA Director .....	4
Community Advisory Committee.....	5
Local Education Agency Administrators.....	6
Finance Committee .....	7
Regionalized Services and Operations.....	8
Roles and Responsibilities of Participating Entities .....	9
Functions of the AU/RLA.....	9
Local Education Agency.....	9
LEA Governing Boards .....	10
LEA Superintendent.....	11
LEA Special Education Administrators.....	11
SELPA Staffing .....	11
Fiscal Consultant.....	11
Fiscal Consultant Services .....	11
Management Information System.....	12
County Office of Education .....	12
Other SELPA Committees .....	12
Additional Elements of the Local Plan .....	13
Method of Distribution of Federal and State Funds.....	13
Responsibilities for Distribution of Federal and State Funds .....	13
Monitoring the Use of Special Education Funds .....	13
Maintenance of Efforts / Supplementation of Federal and State Funds .....	13
Annual Budget Plan .....	14
Use of Property Tax .....	14
Development of the Annual Service Plan.....	14
Preparation of Program and Fiscal Reports .....	15
Provision of Special Education Services to Students with Disabilities .....	15

Programs for Early Childhood Part C.....	15
Request for SELPA Membership – Charter School Policy .....	15
Reading Literacy.....	16
Access to Core Curriculum.....	17
Coordination with Other Agencies .....	17
Policies, Procedures, and Local Agreements.....	17
Low Incidence / Specialized Equipment and Services .....	17
Selection of Representatives for Development of the Local Plan .....	17
Amendments/Revisions to the Local Plan.....	18
Public Addressing the Governing Body .....	18
Public Participation.....	18
Withdrawal from SELPA .....	18
Program Transfers within the SELPA .....	19
Dispute Resolution.....	19
Exhibit A – LEA Assurances.....	20
Exhibit B – Certifications .....	27
Exhibit C – Interagency Agreements, Contracts, MOUs.....	30
Exhibit D – Transfer Letter.....	31

## Participating Local Education Agencies

The Local Education Agencies participating in the Mid-Cities SELPA are as follows:

Bellflower Unified School District  
Lynwood Unified School District  
Paramount Unified School District

### Mid-Cities SELPA Local Plan Committee Participants

Ellen Gong-Guy	Interim SELPA Director	Mid-Cities SELPA
Tracy McSparren	Superintendent	Bellflower USD
Stacey Stewart	Assistant Superintendent of Special Education and Student Support Services	Bellflower USD
David Daley	Special Education Director	Paramount USD
Yvette Mayhorn-Harps, Ed.D.	Special Education Coordinator	Lynwood USD
Lavyddya Anderson	Program Administrator	Lynwood
Anne-Marie Sharp	Special Education Teacher	Bellflower USD
Gina Kasper	General Education Teacher	Paramount USD
Maricela Lopez-Havin	CAC Representative/ Program Administrator	Bellflower USD
Laura Fernandez	Parent-CAC Representative	Bellflower USD

## **GOVERNANCE AND ADMINISTRATIVE STRUCTURE**

The Mid-Cities Special Education Local Plan Area (SELPA) is a multi-district SELPA comprised of three participating Local Education Agencies (LEAs) joined together to provide for the coordinated delivery of programs and services to students with special needs who reside in the area. The three districts include: Bellflower Unified School District, Lynwood Unified School District, and Paramount Unified School District. The Bellflower Unified School District is designated as the Administrative Unit (AU) as referred in Education Code 56205(a) (12) (D) (ii), also known as the Responsible Local Agency (RLA) for the SELPA as referred in Education Code 56030.

Governance of the Mid-Cities SELPA is composed of the Superintendents' Council (SC), the Administrator Council (AC), the Finance Committee (FC), and the Special Education Community Advisory Committee (CAC).

The governance structure of the SELPA is established by agreement among the Superintendents of the member LEAs. The governing body of the Mid-Cities SELPA is the Superintendent's Council. The SELPA Director may convene additional advisory committees as needed. The SELPA Director is responsible for coordination of the SELPA and implementation of the Local Plan. For the purpose of the Mid-Cities SELPA Local Plan, the term AU/RLA will be used.

- **GOVERNANCE (Education Code 56205)**

Each LEA will defend and indemnify the AU/RLA against, and will hold and save AU/RLA, its officers, agents, and employees harmless from any and all actions, claims, damages to persons or property, penalties, obligations, or liabilities that may be asserted or claimed by any person, firm, entity, corporation, political subdivisions, or any other organization arising out of the operation or maintenance or other activities of the LEA or its agents, employees, or independent contractors under this agreement.

- **GOVERNANCE STRUCTURE AND ADMINISTRATIVE SUPPORT (Education Code 56140, 56195, 56195.1, 56195.3, 56195.5)**

The LEAs within the Mid-Cities SELPA join together pursuant to Sections 56140 and 56195 of the California Education Code to adopt a Local Plan to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by these agencies, hereafter known as the Mid-Cities SELPA. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the Local Plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law. The function of the SELPA and participating LEAs is to provide a continuum of quality educational programs and services appropriate to the needs of each eligible student with a disability who reside within the Mid-Cities SELPA.

- **SUPERINTENDENTS' COUNCIL (Education Code 56205(a)(12) (D)(i), 56195.1, 56205(b))**

The Superintendents' Council is composed of the Superintendents from each of the three LEAs within the SELPA. Superintendents may participate via telephone or video conferencing, pursuant to the provisions of the Brown Act, if unable to attend a meeting. All Superintendents' Council members have one vote and decisions will be made by a majority vote, except in circumstances where state or federal mandates require a unanimous vote. A quorum shall consist of two members in attendance. A chairperson shall be elected annually. The SELPA Director serves as Secretary to the Superintendents' Council. The SELPA Director will prepare each agenda, with consultation from the chairperson, and all required materials.

The Superintendents' Council shall meet a minimum of six times per year. All meetings of the Council shall be noticed and conducted in compliance with the Brown Act and other applicable laws. Meeting notices shall be sent to all Mid-Cities SELPA Superintendents and others as requested.

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 Superintendents' Council at a regularly scheduled meeting.

The Superintendents of each participating LEA, or chief official in the case of a charter school approved as a LEA by the SELPA Superintendents' Council, shall be responsible for special education programs operated by the LEA and for implementing all requirements of the Local Plan.

A charter school that operates as its own LEA for special education purposes shall participate in the governance of the SELPA in the same manner as all LEAs.

Superintendents' Council responsibilities shall include, but not limited to:

1. Recruit, select, supervise, and evaluate the SELPA Director.
2. Provide leadership to the SELPA regarding the development, revision, implementation, and review of the Local Plan.
3. Take action to approve or deny annual budget and service plans at a public hearing scheduled at a Superintendents' Council meeting in compliance with all legal mandates.
4. Take action to approve or deny SELPA-wide policies, administrative regulations, procedures, resolutions, local interagency agreements, and guidelines for the management and implementation of special education programs and services within the SELPA. Each member shall assume responsibility for communication and presentation to their respective governing boards of the adopted policies and procedures.
5. Provide direction and approval of SELPA budgets and SELPA provided services.
6. Provide direction to the SELPA Director for regionalized and program specialist services.
7. Review, approve and monitor the allocation of federal, state, and local funds to LEAs. Approve revisions to the allocation plan as required.
8. Take action to approve or deny requests for program transfers.
9. Establish and promote a Community Advisory Committee (CAC); review and consider comments from the CAC.

- **SELPA DIRECTOR**

The fundamental role of the SELPA Director is to direct all SELPA staff, as well as provide leadership and facilitate the decision making process. The SELPA Director's role includes the provision of information, specific services identified by the Superintendents' Council, technical assistance, leadership, and arbitration. It is the SELPA Director's responsibility to represent the interests of the SELPA as a whole without promoting any particular LEA interest over the interest of any other agencies. In the event there are differences of opinions and/or positions on issues, it is the SELPA Director's responsibility to mediate a reasonable resolution of the issue(s).

The AU/RLA shall be responsible for the selection, direction, monitoring, discipline, and annual evaluation of the SELPA Director. The AU/RLA shall be assisted in the hiring and selection process by the Superintendent's Council. It is understood that this includes responsibility for any allegations of violations arising under the federal and state equal employment law.

The SELPA Director is subject to the AU/RLA policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the Superintendents' Council. The SELPA Director is evaluated by all Superintendents from the Superintendents' Council.

The SELPA Director carries out the SELPA's obligation to assure equal access to all programs and services in the SELPA and provides advice to members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education (CDE), the SELPA Director provides information to ensure that all special education pupils receive appropriate due process and procedural safeguards as provided by law.

The SELPA Director's responsibilities include, but are not limited to:

1. Establish and maintain a positive relationship with all members of the SELPA; ensure all students have access to a full continuum of educational programs.
2. Coordinate implementation of all components of the Local Plan.
3. Develop, update, and submit adopted annual budget and service plans that have been presented at a SELPA public hearing.
4. Oversee the recruitment, supervision, and evaluation of SELPA designated staff.
5. Gather input from LEA program and business staff to formulate policy and procedure recommendations for Superintendents' Council action related to the distribution of state and federal funds among the LEAs.
6. Meet with LEA program and business staff regarding special education program needs, policies, procedures, agreements, and forms; and the development and implementation of personnel development programs.
7. Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, day-to-day operations, personnel development, and procedural safeguards.
8. Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
9. Ensure appropriate use of federal, state, and local funds allocated for special education.

10. Prepare program and fiscal reports required by the LEAs, SELPA, and CDE, manage the CALPADS or other required data system to comply with all Federal and State requirements through cooperative and collaborative efforts by member LEAs.
11. Provide technical assistance and consultation to LEAs and parents in all areas of special education, including complaint and due process procedures.
12. Adopt and implement a management information system.
13. Coordinate, schedule, and attend meetings of the SELPA Administrator of California Meetings, Superintendents' Council, Administrative Council, Finance Committee, Greater Los Angeles Area SELPAs (GLAAS) and other SELPA Committees.
14. Provide technical assistance to the LEAs with non-public schools and agencies, including distribution of the Master Contract.
15. Supervise programs as directed by the Superintendents' Council.
16. Inform the Superintendents of the status of the special education programs.
17. Inform the Superintendents of significant special education updates from the local, state, and federal level.
18. Serve as Secretary to the Superintendents' Council.
19. Conduct annual private school meetings.

• **COMMUNITY ADVISORY COMMITTEE (CAC) (Education Code 56205(a)(12)(c))**

The Mid-Cities SELPA Community Advisory Committee (CAC) serves in an advisory capacity. CAC membership includes parents of individuals with exceptional needs enrolled in public or private schools, parents of other students enrolled in member LEAs, students with disabilities, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. At least a majority of the CAC shall be composed of parents of students enrolled in schools participating in the Local Plan, and at least a majority of such parents shall be parents of individuals with exceptional needs.

CAC members shall be appointed by LEA governing boards. Selection of members of the Community Advisory Committee will be the responsibility of each administrator of special education acting for the local board, and with its approval. The SELPA Director or designee serves as an ex-officio member of the CAC and acts as the liaison between the CAC and the Superintendents' Council.

CAC responsibilities include:

1. Advise the Superintendents' Council and the Administrative Council regarding the development, amendment, and the review of the Local Plan.
2. Recommend annual priorities to be addressed by the SELPA.
3. Assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
4. Encourage community involvement in the development of the Local Plan.
5. Support activities on behalf of individuals with exceptional needs.
6. Assist in parent awareness of the importance of regular school attendance.

The CAC shall have regularly scheduled meetings not less than two times per year. All meetings of the CAC shall be held according to law. Member LEAs will post all announcements of CAC



meetings and activities at each LEAs district office.

- **LOCAL EDUCATION AGENCY ADMINISTRATORS (Administrative Council)**  
**(Education Code 56205(a)(12)(D)(ii)(III))**

LEA members of special education that constitute the Administrative Council are responsible for the coordination of special education services and programs within their agencies and for the implementation of the Local Plan.

The Administrative Council acts as an advisory body to the SELPA Director and Superintendents' Council. Its members consist of a special education administrator/designee from each participating LEA, and when appropriate representatives from facilities and business divisions. Administrative Council meetings are held no less than eight times per year.

The purpose of the Administrative Council is to provide input to the SELPA Director regarding special education program/service needs, policies and procedures, agreements and forms, as well as the planning and implementation of personnel development programs. Meetings of the Administrative Council also provide participants with a venue for sharing ideas and best practices.

Responsibilities of the Administrative Council include but are not limited to:

1. Provide information and recommendations for the development, modification, and implementation of the Local Plan to the Superintendents' Council.
2. Develop and implement procedures for the identification, referral, assessment, IEP development, and placement of individuals with disabilities as established by the Local Plan.
3. Develop forms, procedures, and recommendations for programs and services for review, modification, and approval by the Superintendents' Council.
4. Review, modify, and recommend an annual budget for SELPA operations, including Regional Services and Program Specialist allocations for review, modification, and approval by the Superintendents' Council.
5. Recommend and monitor in-service/staff development programs, including parent education activities, for review, modification, and approval by the Superintendents' Council.
6. Provide recommendations for membership for the CAC; providing resources to the CAC. (EC56205) (a)(c).
7. Develop the Annual Service Plan for approval by the Superintendents' Council.
8. Provide input on the SELPA allocation plan and the impact on the special education programs and services; monitoring appropriate use of federal, state, and local funds allocated for special education.
9. Prepare programs and reports mandated by the LEAs, SELPA, and CDE.
10. Advise the SELPA Director on issues of provision of special education programs and services throughout the SELPA.
11. Review the outcome of due process hearings and complaints, and if a pattern develops, make appropriate recommendations to the Superintendents' Council.
12. Provide leadership and support in order to implement the Local Plan.
13. Acts as liaison to parents, community resources, other LEAs, the SELPA Director, and Superintendents' Council.

14. Develop, review, approve, and submit required reports by the federal government, and/or CDE.
15. Provide direction and leadership in the development, implementation, and evaluation of quality programs and services for special needs students, including needed policy revisions.
16. Participate in the development of appropriate special education services, which will ensure services are provided when specified in the student's IEPs and students with disabilities will have access to educational opportunities as students without disabilities.
17. Coordinate and facilitate the day to day participation of LEA special education personnel and utilizing other available resources to improve special education services in accordance with the provisions of the Local Plan and the decisions made by the Superintendents' Council.

• **FINANCE COMMITTEE**

Each participating LEA appoints a person to the Finance Committee who is knowledgeable in the area of special education finance. Members of the Administrative Council are also invited to attend Finance Committee meetings. The duties of the Finance Committee include, but are not limited to, the following:

1. Provide information and recommendations for the development, modification, and implementation of the SELPA Funding Allocation Plan to the Administrative and Superintendents' Councils.
2. Review and make recommendations to the Administrative and Superintendents' Councils regarding decisions that impact the finances of LEAs.
3. Provide input on the Annual Budget Plan for consideration by the Administrative Council and approval by the Superintendents' Council.

The Finance Committee may be requested by the Superintendents' Council to provide advice or assistance in other areas as needs are identified within the SELPA.

The Finance Committee shall have regularly scheduled meetings no less than four times per year. A combined Administrative Committee and Finance Committee meeting may constitute a regularly scheduled meeting. The SELPA Director serves as the chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, notes for the meeting, and additional documentation as needed to provide for informed decision making.

A representative of a charter school that operates as its own LEA for special education purposes may be appointed to participate on the Finance Committee in the same manner as all LEA representatives.

- **REGIONALIZED SERVICES AND OPERATIONS (Education Code 56836.23, 56368, 56205, 56206)**

The SELPA shall ensure that all functions listed below are performed in accordance with the description set forth in its Local Plan:

1. Coordination of the SELPA and the administration of the Local Plan.
2. Coordinated system of identification and assessment.
3. Coordinated system of procedural safeguards.
4. Coordinated system of staff development and parent education.
5. Coordinated system of curriculum development and alignment with the core curriculum.
6. Coordinated system of internal program review, evaluation of the effectiveness of the Local Plan and implementation of a Local Plan accountability mechanism.
7. Coordinated system of data collection and management.
8. Coordination of interagency agreements.
9. Coordination of services to medical facilities.
10. Coordination of services to licensed children's facilities and foster family homes.
11. Preparation and transmission of required SELPA reports.
12. Fiscal and 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 instructional support provided by program specialists.
18. Direct programmatic support provided by behavior specialists/mental health specialists.
19. Coordination of the distribution and assignment of specialized equipment and services.
20. Coordination of services to individuals with exceptional needs in juvenile court schools or county community schools pursuant to EC 56150.

It shall be the policy of this SELPA and its LEAs that the Local Plan shall be adopted by the appropriate local board(s) (LEAs/county) and is the basis for the operation and administration of special education programs; and that the agencies herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.), Section 504 of the federal Rehabilitation Act of 1973 (Section 504) (29 U.S.C. Sec. 794), the federal Americans with Disabilities Act of 1990 (ADA) (42 U.S.C. Sec. 12101 et seq.), federal regulations relating to the IDEA, Section 504 and the ADA and the provisions of the California Education Code. A list of LEA Assurances approved by the CDE is on file at the LEA offices and incorporated by this reference.

## **ROLES AND RESPONSIBILITIES OF PARTICIPATING ENTITIES**

- **FUNCTIONS OF THE AU/RLA (Education Code 56195, 56195.1(b)(3)(c)(2) 56205 (a)(12)(D)(ii), 56205(a)(12)(D)(ii)(IV))**

Included in Exhibit A is a letter from the Los Angeles County Office of Education (LACOE) that clarifies LACOE is giving the AU/RLA role and responsibilities to a district as LACOE will no longer be a member of the Mid-Cities SELPA.

Beginning the 2019-2020 school year, the Bellflower Unified School District is designated as the Administrative Unit (AU) also known as the Responsible Local Agency (RLA) for the Mid-Cities SELPA. It shall be responsible for functions such as, but not limited to:

1. The AU Superintendent shall serve as a member of the Superintendents' Council.
2. Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
3. Receipt and distribution of federal and state special education funds per the SELPA allocation plan.
4. The employment of staff in accordance with direction from the Superintendents' Council for functions the SELPA is required to provide.
5. Establish a separate account for SELPA use. All SELPA revenues including earned interest shall be deposited in the SELPA fund as designated by the SELPA Director.
6. The AU shall not access SELPA funds or accounts for transfer, payment, deduction, or any other activity without specific prior written authorization of the SELPA Director.
7. Employ classified personnel in support of SELPA certificated staff.
8. Establish appropriate record keeping procedures to be followed by each LEA for the purpose of maintaining accurate fiscal and accounting records in accordance with state and federal requirements, and submit required reports to the appropriate authorities.
9. Provide administrative and departmental support, including purchasing, human resources, information technology, operations, and maintenance.
10. Identification and maintenance of appropriate office and working space for all SELPA staff.

- **LOCAL EDUCATION AGENCY (Education Code 56195.1(b)(2), 56195.5, 56207)**

In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to each agency within the Local Plan, or which may be delegated at a later date through an agreement of the participating agencies. The LEAs will ensure equal access to programs and services to eligible persons requiring special education in the service region, including students attending charter schools where that LEA of the SELPA has granted that charter. The Local Plan was designed to be fair and equitable to all agencies to continue the commitment to provide high quality programs for students, including students attending charter schools where that LEA of the SELPA has granted that charter.

In addition, each LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the Mid-Cities SELPA.

Any participating LEA may provide for the education of special education students in special education programs maintained by other districts or counties, and may include within the special education program students who reside in other SELPA districts or counties.

LEA responsibilities include, but are not limited to:

1. Coordinating and conducting child find activities.
2. Making available a Free Appropriate Public Education (FAPE) to all children residing in the LEA between the ages of birth to 22, including students with disabilities who have been suspended or expelled from school.
3. Developing and providing programs and services for all eligible students residing in the district and for students attending private schools located in the district.
4. Identifying and serving students in medical, foster or Licensed Children's Institute (LCI) facilities.
5. Participating in state/district-wide assessments.
6. Operating all special education programs and services in accordance with state and federal laws and regulations.
7. Responding to compliance and due process complaints and implementing the decisions of compliance investigations or due process hearings.
8. Utilizing a management information system, that complies with the requirements of the CDE.
9. Disseminating and post required information including training, CDE directives, and postings required to comply with the Brown Act.
10. Collecting and completing state and federal report requirements in a timely manner; including California Longitudinal Pupil Achievement Data System (CALPADS) reports, performance indicator reviews, comprehensive reviews, and other required reports and reviews.

• **LEA GOVERNING BOARDS (Education Code 56195.1, 56195.5)**

LEA Governing Boards shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the LEA.
2. By approving the Local Plan, enter into an Agreement for Participation with other LEAs participating in the plan, for purpose of delivery of regional services and programs.
3. Review and approve revisions of the Mid-Cities SELPA Local Plan.
4. Participate in the governance of the Mid-Cities SELPA through their designated representative to the Superintendents' Council. The Governing Boards provide the designated Superintendents' Council member with the authority to act as the Board designee to approve and amend policies as necessary.
5. Adoption of policies and procedures for special education programs and services within their LEA.
6. LEA compliance with all elements of the Local Plan.
7. Approval of CAC representatives.

- **LEA SUPERINTENDENT**

The Superintendent of each LEA is responsible to their respective Governing Board. Each Superintendent shall:

1. Serve as a member of the Superintendents' Council.
2. Assist in the identification of special education program and service needs for the SELPA through participation on the Superintendents' Council.
3. Communicate SELPA information to their Governing Board.

- **LEA SPECIAL EDUCATION ADMINISTRATORS**

LEA special education administrators are responsible for the coordination of the special education services and programs within their agencies and for the implementation of the Local Plan within their LEAs.

- **SELPA STAFFING (Education Code 56205 (a) (12)(D)(ii))**

The Governing Board of each of the participating LEAs agree to invest the Superintendents' Council with the responsibility of designating an appropriate agency as the AU/RLA for the administration of the Local Plan and its implementation. In Mid-Cities SELPA, Bellflower Unified School District is the AU/RLA. The Boards assure that the Superintendents' Council shall identify the need for and designate positions necessary for the operation of the SELPA functions according to this policy.

In reviewing and approving the SELPA budgets on an annual basis, the Superintendents' Council designates the staffing for the SELPA office upon recommendation of the SELPA Director, Administrative Council and Finance Committee.

SELPA staff shall be employed by the AU/RLA and supervised by the SELPA Director according to the AU/RLA's policy and practices. The SELPA Director shall use a selection process that is in accordance with the law and personnel policies of the AU/RLA.

The supervision of Mid-Cities SELPA staff will be determined by the SELPA Director.

- **FISCAL CONSULTANT**

The Fiscal Consultant is the primary financial support employed by the AU/RLA. The Fiscal Consultant is responsible for the development, implementation, and maintenance of fiscal operations and procedures as well as the analysis of fiscal data and the preparation of fiscal and budgetary reports in support of SELPA operations.

- **FISCAL CONSULTANT SERVICES**

Accounting services are provided in the areas of excess cost billings, audit procedures, and other areas of special education finance.

- **MANAGEMENT INFORMATION SYSTEM (MIS)**

The SELPA is responsible for effective collection and maintenance of data relevant to program, placement of children, and other data required by state and federal mandates.

- **COUNTY OFFICE OF EDUCATION (EC56140)**

The Mid-Cities SELPA shall submit the Local Plan to the Superintendent of the Los Angeles County Office of Education for approval. If the County Superintendent does not approve the plan, the County Office shall return the plan with comments and recommendations to the LEAs. The LEAs participating in the plan may appeal the decision to the Superintendent of Public Instruction (E.C. 56140(b) (2)).

- **OTHER SELPA COMMITTEES**

The SELPA Director may convene informal special focus advisory committees in areas such as program development, SELPA adoption of student information systems, development and revision of IEP forms, and interagency agreements. Each committee will meet only as long as necessary to complete a specific task.

## **ADDITIONAL ELEMENTS OF THE LOCAL PLAN**

- **METHOD OF DISTRIBUTION OF FEDERAL AND STATE FUNDS (Education Code 56205(a) (12) (D)(ii), 56205 (b)(1) and 56195.7 (h))**

All federal and state special education funds shall be allocated to the SELPA for distribution to LEAs according to an approved Special Education Funding Allocation Plan (FAP). The Superintendents' Council shall make any changes to the allocation of federal and state special education funds. The SELPA Director is responsible to ensure that the funds are distributed in accordance with the FAP.

- **RESPONSIBILITIES FOR DISTRIBUTION OF FEDERAL AND STATE FUNDS (Education Code 56195, 56195.1 (b)(3))**

The Governing Boards of the LEAs participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Superintendents' Council has been designated the authority to determine the distribution of all federal and state special education funds in order for LEA to carry out their responsibilities. The SELPA shall be responsible for the distribution of the funds according to an approved Special Education (FAP). The SELPA Director is responsible to ensure that the funds are distributed in accordance with the FAP. The FAP is incorporated on this Local Plan by reference.

- **MONITORING THE USE OF SPECIAL EDUCATION FUNDS (Education Code 56205(a)(12)(ii)(IV))**

It is the intent of the SELPA that the needs of students with disabilities as identified in the IEP shall be met. Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services, supplementary aids, and services.
2. Services provided in a general education setting or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more children without disabilities benefit from these services.
3. To develop and implement a fully integrated and coordinated services system.

The SELPA Director and the AU/RLA shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. The Superintendents' Council through the Annual Budget Plan process shall make the final determination and take action regarding the appropriate use of special education funds.

- **MAINTENANCE OF EFFORT / SUPPLEMENTATION OF FEDERAL AND STATE FUNDS**

The SELPA member LEAs acknowledge the obligation to maintain the level of general fund contribution toward the provision of special education services at a level equal to or greater than that of the prior year (aka Maintenance of Effort or MOE), in compliance with state and federal mandates. Funds received under Part B of the IDEA shall not be used, except in specified situations, to reduce the level of expenditures for the education of children with disabilities, on an aggregate or per capita basis, made by an LEA from state and local funds below the level of those expenditures for the preceding fiscal year made from the same sources.



The SELPA shall comply with 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. (Title 34 Code of Federal Regulations sections 300.203-300.205).

The AU/RLA, as the grantee of federal funds from the State Department of Education, shall distribute all or part of the federal funds received to participating LEAs within the SELPA through a sub-granting process and shall annually conduct and report to the State Department of Education the required MOE information. The LEAs within the SELPA shall annually compile and submit to the SELPA budget and expenditure information including Special Education Maintenance of Effort Actual (SEMA) and Special Education Maintenance of Effort Budget (SEMB) comparisons as adopted and defined by the CDE.

For the purpose of MOE, the SELPA AU/RLA 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.

- **ANNUAL BUDGET PLAN (Education Code 56205(b)(1))**

The SELPA shall adopt an annual budget plan at a public hearing scheduled at a Superintendents' Council meeting in compliance with all legal mandates. Each member LEA will post the written notice for the public hearing at each school site located within the Local Plan area at least 15 days prior to the hearing. This posting will allow access for the staff, parents, and general public. Upon approval by the Superintendents' Council, this document will be submitted to the CDE.

The Annual Budget Plan shall identify expected income and expenditures as required by state and federal laws, including describing the distribution of funds for the purpose of providing for the Mid-Cities SELPA administrative costs, special education services to students with severe and non-severe disabilities, low incidence disabilities, supplemental aids and services for students with disabilities in general education classrooms and environments, regionalized operations and services, the use of property taxes and the provision of services to all students with disabilities residing within the Local Plan area between the ages of birth to 22.

- **USE OF PROPERTY TAX**

LACOE will continue to allocate property taxes to the SELPA. Property taxes are then allocated to LEAs based on ADA.

- **DEVELOPMENT OF THE ANNUAL SERVICE PLAN (Education Code 56205(b)(2))**

The SELPA shall adopt an Annual Service Plan at a public hearing scheduled at a Superintendents' Council meeting in compliance with all legal mandates. Each member LEA will post the written notice for the public hearing at each school site located within the Local Plan area at least 15 days prior to the hearing. The Annual Service Plan may be revised during any fiscal year according to the SELPA policy-making process and consistent with law.

The Annual Service Plan shall include a description of services to be provided by each LEA and/or service providers, including the nature of the services and the physical location at which the services will be provided, including alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, and juvenile court schools, regardless of whether the district is participating in the Local Plan. This description shall demonstrate that all

individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their IEP.

- **PREPARATION OF PROGRAM AND FISCAL REPORTS (Education Code 56205 (a)(12)(D)(ii)(V))**

The SELPA Director, with the assistance of the Fiscal Consultant, Administrative Council, Fiscal Committee, and AU/RLA shall be responsible to prepare all program and fiscal reports required of the SELPA by the state.

- **PROVISION OF SPECIAL EDUCATION SERVICES TO STUDENTS WITH DISABILITIES (Education Code 56195.7 (a), 56205 (a)(12)(D)(ii)(III), 56205(b)(1)(C)(E), 56205(b)(1)(D), 56303)**

The SELPA provides a full continuum of services to students with disabilities, including students in charter schools as well as alternative education, throughout the geographic region of the SELPA. Access to services is through each of the LEAs. The referral, assessment, and IEP process is utilized to identify the needs of each individual student with disabilities. The LEAs have committed to policies and procedures to assure that students will have their rights to appropriate supplemental aids and services provided in the least restrictive environment. A student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and where appropriate, utilized.

- **PROGRAMS FOR EARLY CHILDHOOD PART C**

The Mid-Cities SELPA shall ensure LEAs provide early intervention services consistent with mandates. In addition, the LEAs 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 is for these dually eligible infants.

The individual LEA where the eligible student resides will provide services or contract with or participate in a Regional district program that provides such required services. Services will include center and home based services and parent education support. Each LEA will ensure all staff working with eligible students or conducting assessments are trained.

- **REQUEST FOR SELPA MEMBERSHIP – CHARTER SCHOOL POLICY**

#### **Charter School as a LEA within the SELPA**

Approval for membership into the SELPA *shall be by any majority vote* of the voting members of the Superintendents' Council. Such membership requires the applicant to agree to the provisions of the current SELPA Local Plan, including policies agreements, and the Funding Allocation Plan approved by the SELPA governance structure. Such adoptions of the current Local Plan shall not require reauthorization of the Local Plan by all members. Such membership shall be indicated via the addition of the new member's name of the Local Plan and any agreement without new approvals by other members.

In addition, the member must adopt local policies and administrative regulations or procedures sufficient to support the Local Plan and in compliance with state or federal review. Failure to

comply with the criteria listed below will result in the withholding of any funding allocations or portions of allocation until compliance of those items is completed.

**The independent Charter School deemed as an LEA is required to assure compliance with all requirements of the SELPA Local Plan approved Amendments, and policies outlined in the Local Plan and Appendix, including:**

1. Meet the terms of the agreement regarding assurances of the Local Plan.
2. Meet the terms of agreement regarding Due Process and Complaints.
3. Meeting the terms of the agreement regarding the Annual Budget and Service Plan.
4. Meeting the terms of the agreement regarding unreimbursed costs as specified in the Participants' Agreement.
5. Meet terms of Participants on the Superintendents' Council.

Once deemed a LEA for the purpose of special education, the charter school will be responsible for and entitled to the following:

1. Charter schools designed, as a LEA for special education shall have voting rights on the Superintendents' Council of the SELPA.
2. Participate in the Administrative Council, Community Advisory Committee, and Finance Committee in the same manner as other districts within the SELPA.
3. Receive state and federal funding for special education in the same manner as other districts within the SELPA per the approved Funding Allocation Plan.
4. Responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, nonpublic school/agency placements, inter-intra SELPA placements, due process proceedings, complaints, and attorney fees.
5. Document that all state and federal special education funds apportioned to the charter school are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of federal, state, and local funds apportioned to charter school.

### **Procedure for Conflict Resolution**

Issues concerning governance and administration will be reviewed by the Administrative Council and referred to the Superintendents' Council for resolution.

#### **• READING LITERACY**

Each LEA shall ensure that all eligible students with disabilities will participate in the state adopted reading initiatives in order to improve the student's educational results. Special education instructional personnel will participate in staff development in-service opportunities in the area of literacy that includes:

1. Information about current literacy and learning research.
2. State adopted standards and frameworks.
3. Increased participation of students with disabilities in statewide student assessments.

4. Research-based instructional strategies for teaching reading to a wide range of diverse learners in order to increase the percentage of children with disabilities who are literate.

- **ACCESS TO CORE CURRICULUM**

Each LEA shall ensure that student with disabilities will have access to:

1. All required core curriculum including state adopted core curriculum and district approved supplementary materials.
2. Instructional materials and support.

- **COORDINATION WITH OTHER AGENCIES**

Interagency agreements and/or memorandums of understanding necessary to support the implementation of the Local Plan, and as required by legal mandates, have been developed with the Harbor Regional Center and South Central Los Angeles Regional Center. Other interagency agreements and/or memorandums of understanding will be developed as needed. Copies of these documents can be requested through the SELPA office.

Copies of these documents can be requested through the SELPA office.

- **POLICIES, PROCEDURES, AND LOCAL AGREEMENTS**

SELPA policies, procedures, and local agreements necessary to support the implementation of the Local Plan, and as required by legal mandates, have been developed and are available upon request. These documents can be requested through the SELPA office.

- **LOW INCIDENCE / SPECIALIZED EQUIPMENT AND SERVICES**

The Mid-Cities SELPA serves all pupils, ages 0-22, which are identified as individual with exceptional needs, including those identified as having “low incidence” disabilities. It is the policy of the SELPA to follow all related federal and state laws related to low incidence disabilities. It is the policy of the SELPA to ensure that access to the least restrictive environment is assured for all pupils, including those with low incidence disabilities.

Low Incidence funds may be used for all pupils 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. Specialized equipment and/or services must be recommended in the student’s IEP.

The SELPA Funding Allocation Plan (FAP) outlines the distribution of the Low Incidence funds.

- **SELECTION OF REPRESENTATIVES FOR DEVELOPMENT OF THE LOCAL PLAN (Education Code 56195.3)**

The Local Plan is developed and updated cooperatively by a SELPA Local Plan Committee of representatives of special and general education teachers, administrators, representatives of charter schools selected by the groups they represent and with participation by the chair of the CAC to ensure adequate and effective participation and communication. Teacher participants shall be selected by their peers. General education and special education administrators shall be selected by the representative Superintendents. Directors of independent charter schools shall be requested

to select a representative to serve on the SELPA Local Plan Committee. The SELPA Director or designee will serve as a committee chairperson.

- **AMENDMENTS/REVISIONS TO THE LOCAL PLAN**

The SELPA Director shall be responsible for coordinating the development of any proposed amendments or revisions to the Local Plan.

Amendments to the permanent portion of the Local Plan may be considered at any time. Local Plan options will be considered based on size and scope. The Superintendents' Council may adopt changes to the Local Plan on an interim basis, not to exceed one school year. Amendments require the approval of each LEA Governing Board. Following approval by all LEA Governing Boards, the SELPA will submit the Local Plan to the County Office of Education and the CDE for submission to the State Board of Education.

The Local Plan will be reviewed and updated cooperatively by a committee of representatives of special and regular teachers and administrators selected by the group they represent and with input from the CAC.

Should the SELPA elect an alternative option with regards to the Local Plan, California Education Code Sections 56195.1 and 56195.3 shall be followed.

- **PUBLIC ADDRESSING THE GOVERNING BODY**

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the Governing Board of each LEA, the Superintendents' Council, the LEA Special Education Director, the SELPA Director, and/or the CAC.

- **PUBLIC PARTICIPATION (Education Code 56205(b)(5))**

Members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan are informed of and invited to a public input meeting to discuss the plan. Notification of the public input meeting date is posted in member school districts for two weeks prior to the meeting date. The Local Plan is also presented as a discussion item at appropriate governance meetings. Members of the public, including parents or guardians of students with disabilities, may address, through standardized procedures, questions or concerns to the Governing Board of the LEAs, the Superintendents' Council, Administrative Council, Finance Committee, and any subcommittees of these governance groups.

- **WITHDRAWAL FROM SELPA (Education Code 56195.3(b))**

Any member LEA, including a LEA charter school, that wishes to withdraw from membership in the Mid-Cities SELPA, may submit a written request to the Superintendents' Council and the CDE of its intent to withdrawal from the SELPA at least one year and one day prior to the proposed date of the effective implementation to the alternative plan. Once the request is received, the Superintendents' Council will determine whether the withdrawal constitutes a program transfer and the effect of size and scope of the withdrawing LEA and remaining members. Any LEA initiating a proposal to withdraw from the SELPA shall bear the total cost of consultants retained by the LEA or SELPA to provide a thorough analysis of legal or fiscal implications caused by such proposed action. In addition, any due process costs associated with a withdrawal from SELPA shall be born entirely by the LEA initiating the change.

Withdrawal from membership shall not entitle such withdrawing member LEA to any partition of property then held by Mid-Cities SELPA, or any return of contribution toward the acquisition of property. The Superintendents' Council may, at its discretion, determine the reasonable value and reimburse the withdrawing member LEA for such member's proportionate interest in such property or equipment. In the event a member LEA withdraws from Mid-Cities SELPA and desires to keep, maintain, and operate any equipment or structure owned by Mid-Cities SELPA, the Superintendents' Council in its discretion, may determine the reasonable value of such equipment or structure and affix the amount of reimbursement to be paid by the withdrawing member, subject to such offset or adjustment to be credited for the member's share of the original acquisition cost of such equipment or structure as the Superintendents' Council shall determine to be fair and reasonable.

- **PROGRAM TRANSFERS WITHIN THE SELPA (Education Code 56207)**

Any LEA initiating a transfer of educational programs and services already in operation within the SELPA shall follow appropriate Education Codes. In the event a LEA desires to initiate program or services transfers, a transfer planning committee made up of all SELPA governance members shall address, at a minimum, all of the following: pupil needs, the availability of the full continuum of services to affected pupils, the functional continuation of the current IEPs of all affected pupils, the provision of service in the least restrictive environment from which affected pupils can benefit, the maintenance of appropriate support services, the assurance that there will be compliance with federal and state laws and regulations as well as SELPA policies, and the means through which parents and staff were represented in the planning process.

The day on which the transfer of programs will take effect may be no earlier than the first day of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency and the Superintendents' Council, unless the Superintendents' Council unanimously approves the transfer take effect on the first day of the first year following the date of receipt of notification.

The approved SELPA guidelines for program transfer will be followed by SELPA staff as well as all affected agencies. Alternate dispute resolution pursuant to Education Code 56205 (d) will be utilized if either sending or receiving agency disagrees with the proposed transfer. All costs associated with due process actions will be paid by the agency initiating the program or service transfer.

- **DISPUTE RESOLUTION**

In the event of a disagreement between LEAs and/or the AU/RLA and the SELPA regarding the distribution of funds, responsibility for service provision and any other governance activities specified in the Local Plan, the dispute resolution process included in the SELPA policies shall be followed. This procedure is intended to resolve disagreements in a mutually satisfactory manner and at the lowest level possible in the governance structure outlined in the Local Plan without undermining LEA authority.

# Exhibit A

## LEA Assurances



# BELLFLOWER UNIFIED SCHOOL DISTRICT

16703 South Clark Avenue • Bellflower, California 90706  
(562) 866-9011 Ext. 2030 • Fax (562) 866-3287

## BOARD OF EDUCATION

President,  
Debbie Cuadros

Vice President,  
Jerry Cleveland

Clerk,  
Laura Sanchez-Ramirez

Member,  
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Member,  
Richard Downing

Superintendent,  
Tracy McSparren

## Office of the Assistant Superintendent, Stacey Stewart

California Department of Education Special Education Division  
Form SED-LP-5 (Revised 3/2016)

### Special Education Local Plan Area Local Educational Agency Assurances

1. **Free appropriate public education (20 *United States Code* [U.S.C.] § 1412 [a][1])**  
It shall be the policy of this local educational agency (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.
2. **Full educational opportunity (20 *U.S.C.* § 1412 [a][2])**  
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.
3. **Child find (20 *U.S.C.* § 1412 [a][3])**  
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, and 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.
4. **Individualized education program (IEP) and individualized family service plan (IFSP) (20 *U.S.C.* § 1412 [a][4])**  
It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 *U.S.C.* § 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 *U.S.C.* § 1414 (d). It shall be the policy of this LEA that a review of an IEP will



be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

**5. Least restrictive environment (20 U.S.C. § 1412 [a][5])**

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.

**6. Procedural safeguards (20 U.S.C. § 1412 [a][6])**

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.

**7. Evaluation (20 U.S.C. § 1412 [a][7])**

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.

**8. Confidentiality (20 U.S.C. § 1412 [a][8])**

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.

**9. Part C to part B transition (20 U.S.C. § 1412 [a][9])**

It shall be the policy of this LEA that children participating in early intervention programs (Individuals with Disabilities Education Act [IDEA], Part C), and who will participate in preschool programs, experience a smooth and effective transition to those preschool programs in a manner consistent with 20 U.S.C. § 1437 (a)(9). The transition process shall begin prior to the child's third birthday.

**10. Private schools (20 U.S.C. § 1412 [a][10])**

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.

**11. Local compliance assurances (20 U.S.C. § 1412 [a][11])**

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.

**12. Interagency (20 U.S.C. § 1412 [a][12])**

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.

**13. Governance (20 U.S.C. § 1412 [a][13])**

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 Educational Agency.

**14. Personnel qualifications (20 U.S.C. § 1412 [a][14])**

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, 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.

- 15. Performance goals and indicators (20 U.S.C. § 1412 [a][15])**  
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.
- 16. Participation in assessments (20 U.S.C. § 1412 [a][16])**  
It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.
- 17. Supplementation of state, local, and federal funds (20 U.S.C. § 1412 [a][17])**  
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.
- 18. Maintenance of effort (20 U.S.C. § 1412 [a][18])**  
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.
- 19. Public participation (20 U.S.C. § 1412 [a][19])**  
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.
- 20. Rule of construction (20 U.S.C. § 1412 [a][20])**  
(Federal requirement for state educational agency only)
- 21. State advisory panel (20 U.S.C. § 1412 [a][21])**  
(Federal requirement for state educational agency only)

- 22. Suspension and expulsion (20 U.S.C. § 1412 [a][22])**  
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.
- 23. Access to instructional materials (20 U.S.C. § 1412 [a][23])**  
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.
- 24. Overidentification and disproportionality (20 U.S.C. § 1412 [a][24])**  
It shall be the policy of this LEA to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities.
- 25. Prohibition on mandatory medicine (20 U.S.C. § 1412 [a][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.
- 26. Distribution of funds (20 U.S.C. § 1411 [e] and [f][1–3])**  
(Federal requirement for state educational agency only)
- 27. Data (20 U.S.C. § 1418 [a–d])**  
It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.
- 28. Charter schools (California *Education Code* 56207.5 [a–c])**  
It shall be the policy of this LEA that a request by a charter school to participate as an LEA in a special education local plan area (SELPA) may not be treated differently from a similar request made by a school district.



# BELLFLOWER UNIFIED SCHOOL DISTRICT

16703 South Clark Avenue • Bellflower, California 90706  
(562) 866-9011 Ext. 2030 • Fax (562) 866-3287

## BOARD OF EDUCATION

President,  
Debbie Cuadros

Vice President,  
Jerry Cleveland

Clerk,  
Laura Sanchez-Ramirez

Member,  
Renita Armstrong

Member,  
Richard Downing

Superintendent,  
Tracy McSparren

Office of the Assistant Superintendent, Stacey Stewart

California Department of Education Special Education Division  
Form SED-LP-5 (Revised 3/2016)

In accordance with federal and state laws and regulations, the Mid-Cities SELPA/Bellflower Unified School District certifies that this plan has been 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 herein represented 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, 20 U.S.C. 1400 et seq., and implementing regulations under 34 *Code of Federal Regulations*, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

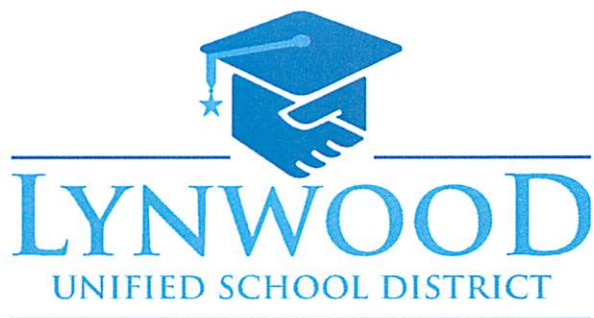
Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA offices, and are available to any interested party.

Adopted this 14<sup>th</sup> day of March, 2019.

Yeas: 5 Nays: 0

Signed: , Superintendent





**Special Education Local Plan Area  
Local Educational Agency Assurances**

**1. Free appropriate public education (20 United States Code [U.S.C.] § 1412 [a][1])**

It shall be the policy of this local educational agency (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.

**2. Full educational opportunity (20 U.S.C. § 1412 [a][2])**

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.

**3. Child find (20 U.S.C. § 1412 [a][3])**

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, and 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.

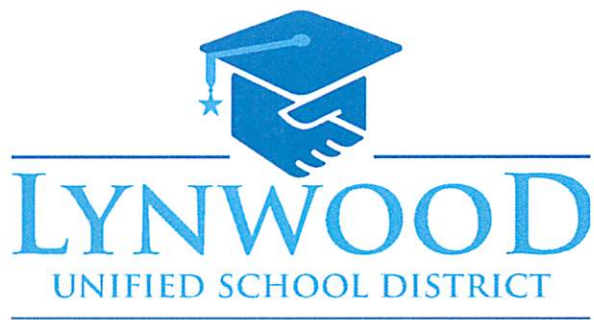
**4. Individualized education program (IEP) and individualized family service plan (IFSP) (20 U.S.C. § 1412 [a][4])**

It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 U.S.C. § 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 U.S.C. § 1414 (d). It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

**5. Least restrictive environment (20 U.S.C. § 1412 [a][5])**

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.





- 6. Procedural safeguards (20 U.S.C. § 1412 [a][6])**  
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.
- 7. Evaluation (20 U.S.C. § 1412 [a][7])**  
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.
- 8. Confidentiality (20 U.S.C. § 1412 [a][8])**  
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.
- 9. Part C to part B transition (20 U.S.C. § 1412 [a][9])**  
It shall be the policy of this LEA that children participating in early intervention programs (Individuals with Disabilities Education Act [IDEA], Part C), and who will participate in preschool programs, experience a smooth and effective transition to those preschool programs in a manner consistent with 20 U.S.C. § 1437 (a)(9). The transition process shall begin prior to the child's third birthday.
- 10. Private schools (20 U.S.C. § 1412 [a][10])**  
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.
- 11. Local compliance assurances (20 U.S.C. § 1412 [a][11])**  
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.
- 12. Interagency (20 U.S.C. § 1412 [a][12])**  
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.

**13. Governance (20 U.S.C. § 1412 [a][13])**

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 Educational Agency.

**14. Personnel qualifications (20 U.S.C. § 1412 [a][14])**

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, 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.

**15. Performance goals and indicators (20 U.S.C. § 1412 [a][15])**

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.

**16. Participation in assessments (20 U.S.C. § 1412 [a][16])**

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

**17. Supplementation of state, local, and federal funds (20 U.S.C. § 1412 [a][17])**

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.

**18. Maintenance of effort (20 U.S.C. § 1412 [a][18])**

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.

**19. Public participation (20 U.S.C. § 1412 [a][19])**

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.

**20. Rule of construction (20 U.S.C. § 1412 [a][20])**

(Federal requirement for state educational agency only)

**21. State advisory panel (20 U.S.C. § 1412 [a][21])**

(Federal requirement for state educational agency only)

**22. Suspension and expulsion (20 U.S.C. § 1412 [a][22])**

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.

**23. Access to instructional materials (20 U.S.C. § 1412 [a][23])**

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.

**24. Overidentification and disproportionality (20 U.S.C. § 1412 [a][24])**

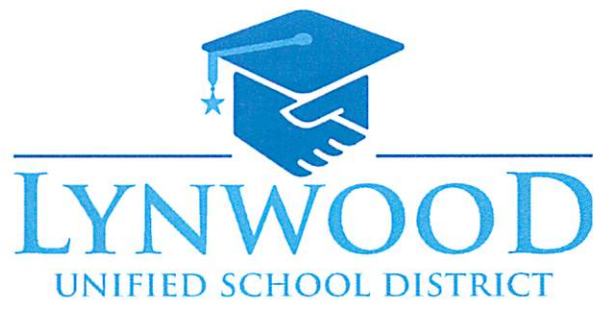
It shall be the policy of this LEA to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities.

**25. Prohibition on mandatory medicine (20 U.S.C. § 1412 [a][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.

**26. Distribution of funds (20 U.S.C. § 1411 [e] and [f][1–3])**

(Federal requirement for state educational agency only)

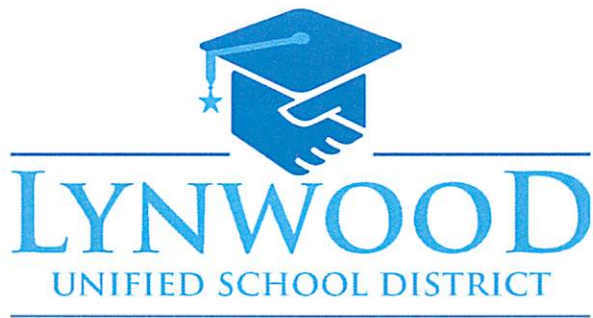


**27. Data (20 U.S.C. § 1418 [a–d])**

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

**28. Charter schools (California Education Code 56207.5 [a–c])**

It shall be the policy of this LEA that a request by a charter school to participate as an LEA in a special education local plan area (SELPA) may not be treated differently from a similar request made by a school district.



In accordance with federal and state laws and regulations, the Lynwood Unified School District certifies that this plan has been adopted by the appropriate local board of the Lynwood Unified School District, County of Los Angeles and is the basis for the operation and administration of special education programs, and that the agency herein represented 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, 20 U.S.C. 1400 et seq., and implementing regulations under 34 *Code of Federal Regulations*, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA offices, and are available to any interested party.

Adopted this 14th day of March, 2019.

Yeas: 3 Nays: 0

Signed: [Signature], Superintendent





**Paramount Unified School District**  
15110 California Ave., Paramount, CA 90723

BOARD OF EDUCATION

CARMEN GOMEZ  
President

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Vice President

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Member

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Member

VIVIAN HANSEN  
Member

DR. RUTH PEREZ  
Superintendent

**Special Education Local Plan Area  
Local Educational Agency Assurances**

**1. Free appropriate public education (20 United States Code [U.S.C.] § 1412 [a][1])**

It shall be the policy of this local educational agency (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.

**2. Full educational opportunity (20 U.S.C. § 1412 [a][2])**

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.

**3. Child find (20 U.S.C. § 1412 [a][3])**

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, and 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.

**4. Individualized education program (IEP) and individualized family service plan (IFSP) (20 U.S.C. § 1412 [a][4])**

It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 U.S.C. § 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 U.S.C. § 1414 (d). It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

**5. Least restrictive environment (20 U.S.C. § 1412 [a][5])**

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.

**6. Procedural safeguards (20 U.S.C. § 1412 [a][6])**

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.

**7. Evaluation (20 U.S.C. § 1412 [a][7])**

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.

**8. Confidentiality (20 U.S.C. § 1412 [a][8])**

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.

**9. Part C to part B transition (20 U.S.C. § 1412 [a][9])**

It shall be the policy of this LEA that children participating in early intervention programs (Individuals with Disabilities Education Act [IDEA], Part C), and who will participate in preschool programs, experience a smooth and effective transition to those preschool programs in a manner consistent with 20 U.S.C. § 1437 (a)(9). The transition process shall begin prior to the child's third birthday.

**10. Private schools (20 U.S.C. § 1412 [a][10])**

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.

**11. Local compliance assurances (20 U.S.C. § 1412 [a][11])**

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.

**12. Interagency (20 U.S.C. § 1412 [a][12])**

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.

**13. Governance (20 U.S.C. § 1412 [a][13])**

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 Educational Agency.

**14. Personnel qualifications (20 U.S.C. § 1412 [a][14])**

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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.
- 20. Rule of construction (20 U.S.C. § 1412 [a][20])**  
(Federal requirement for state educational agency only)
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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.
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- 26. Distribution of funds (20 U.S.C. § 1411 [e] and [f][1–3])**  
(Federal requirement for state educational agency only)
- 27. Data (20 U.S.C. § 1418 [a–d])**  
It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

**28. Charter schools (California *Education Code* 56207.5 [a–c])**

It shall be the policy of this LEA that a request by a charter school to participate as an LEA in a special education local plan area (SELPA) may not be treated differently from a similar request made by a school district.





Paramount Unified School District  
15110 California Ave., Paramount, CA 90723

BOARD OF EDUCATION

CARMEN GOMEZ  
*President*

YESENIA CUARENTA  
*Vice President*

SONIA DE LEON  
*Member*

LINDA GARCIA  
*Member*

VIVIAN HANSEN  
*Member*

DR. RUTH PEREZ  
*Superintendent*

In accordance with federal and state laws and regulations, the Paramount Unified School District certifies that this plan has been 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 herein represented 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, 20 U.S.C. 1400 et seq., and implementing regulations under 34 *Code of Federal Regulations*, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the *California Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA offices, and are available to any interested party.

Adopted this 18 day of March, 20 19.

Yeas: 4 Nays: \_\_\_\_\_

Signed: Ruth Perez, Superintendent

(Use appropriate titles)

# Exhibit B

## Certifications

## Certification of Participation, Compatibility, and Compliance Assurances

### 1. Designate the Special Education Local Plan Area (SELPA) Option:

☐ Single District

☒ Multiple District

☐ District/County

SELPA Code 1904	SELPA Name Mid-Cities SELPA	Application Date March 29, 2019
SELPA Address 9625 Van Ruiten St., K-1	SELPA City Bellflower	SELPA Zip Code 90706
SELPA Director Name (Print) Ellen Gong-Guy	Director Telephone Number (562) 461-8702	Director E-mail Gong-Guy_Ellen@lacoed.edu


### 2. Certification of Assurances by the Designated Administrative and Fiscal Agency for this Program (Responsible Local Agency/Administrative Unit [RLA/AU])

Designated RLA/AU Name

Bellflower Unified School District

RLA/AU Address  16703 S. Clark Avenue	RLA/AU City Bellflower	RLA/AU Zip Code 90706
Name of RLA/AU Superintendent Tracy McSparren	Superintendent Phone Number (562) 866-9011	Superintendent E-mail tmcsparren@busd.k12.ca.us
Date of Governing Board Approval March 14, 2019		

I certify that this plan has been 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, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code (U.S.C.)* 1400 et seq, and implementing regulations under 34 *Code of Federal Regulations* Parts 300 and 303, 29 *U.S.C.* 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the *California Education Code (EC)* Part 30, and Chapter 3 Division 1 of Title V of the *California Code of Regulations*.

Signature of RLA/AU Superintendent 	Date 3/29/19
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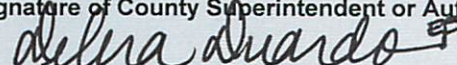
### 3. Certification of Compatibility by the County Superintendent of Schools

Name of County Office of Education (COE)

Los Angeles COE

COE Address 9300 Imperial Hwy.	COE City Downey	COE Zip Code 90242
Name of COE Superintendent Debra Duardo, M.S.W., Ed.D.	Superintendent Phone Number (562) 922-6127	Superintendent E-mail Duardo_debra@lacoed.edu

Pursuant to *EC* Section 56140, I certify that this plan ensures that all individuals with exceptional needs 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 school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.

Signature of County Superintendent or Authorized Representative 	Date 4/24/19
--	-----------------

### 4. Certification of the Community Advisory Committee

(Complete Form SED-LP-2)

For Department of Education Use Only


Recommended for Approval by the Superintendent of Public Instruction:

Date:

By:

Approval Date:

**Certification of Participation, Compatibility,  
and Compliance Assurances**

<b>Community Advisory Committee Certification</b>		
<b>CAC Compliance Verification</b>	<b>Yes</b>	<b>No</b>
The Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the Local Plan pursuant to California <i>Education Code (EC)</i> Section 56194.	✓	
To ensure adequate and effective participation and communication pursuant to <i>EC</i> 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the Local Plan for special education.	✓	
The plan has been reviewed by the CAC, and the committee had at least 30 days to conduct this review, prior to submission of the Local Plan to the Superintendent pursuant to <i>EC</i> 56205(b)(6).	✓	
The CAC has reviewed any revisions made to the Local Plan as a result of recommendations or requirements from the California Department of Education.	✓	
<b>Certifying Signature</b>		
Name of Chairperson (print) <i>Laura A. Fernandez</i>	Phone <i>(714) 623-0080</i>	
Signature of CAC Chairperson 	Date <i>3/14/19</i>	

If you checked [ ✓ ] "No" for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the special education local plan area (SELPA) met the requirement. (Attach a separate sheet, if necessary.) The Department will take this into consideration in its review of this Local Plan application.

# Exhibit C

## Interagency Agreements, Contracts, MOUs

COPIES OF THE CURRENT INTERAGENCY AGREEMENTS ARE  
LOCATED IN THE SELPA OFFICE AND LEA OFFICES



## AGREEMENT FOR REIMBURSEMENT

THIS AGREEMENT is made this 1<sup>st</sup> day of July, (enter year), between **BELLFLOWER UNIFIED SCHOOL DISTRICT**, hereinafter called the **Contractor**, and (enter name of school district), hereinafter called the **District**.

The Contractor agrees to perform services for the District as follows: Provide educational services to (enter student name), (enter school district acronym) #(enter district student ID), student with exceptional needs.

The work will be performed for the District under the direction of the contractor's Assistant Superintendent of Special Education & Student Support (or his/her designee).

The District agrees to pay the Contractor all costs as submitted for services provided for the District during school year (enter school year).

The effective period of this agreement is to be July 1, (enter year) through June 30, (enter year).

The estimated daily cost for this student is \$(enter estimated daily cost). Add on services could include an estimated cost of:

(enter additional services): \$(enter hourly rate of services) per hour  
(enter additional services): \$(enter hourly rate of services) per hour  
Substitute Teacher: \$(enter daily rate) per day

The Contractor agrees to provide Workers' Compensation Insurance covering services to be provided by Contractor under this agreement, or to self-insure such services. Contractor also agrees to hold harmless and indemnify the District, its officers, agents and employees, with respect to all damages, costs, expenses or claims, in law or in equity, arising or asserted because of injuries to or death of persons or damage to, destruction, loss or theft of property arising out of faulty performance of the services to be performed by Contractor hereunder, and Contractor agrees to defend any and all actions suits or other legal proceedings, at Contractor's own expense, cost and risk, that may be brought or instituted against the District, its officers, agents and employees, on any such claim or demand, and pay or satisfy any final judgment or award against the District, its officers, agents or employees in any such action, suit or legal proceeding.

During the entire term of this Agreement, the Contractor, if applicable, shall fully comply with the provisions of Education Code 45125.1 (Fingerprint Requirements), when it is determined that the Contractor, while engaged in carrying

out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer or employee of the, aforesaid District.

The Contractor shall provide monthly invoices for the actual cost of the educational services provided to the District. Payment from the District is due upon receipt of the invoice. If payment is received by the Contractor postmarked greater than 30 days the date of the invoice the District shall pay an additional monthly late payment charge of \$50.00 for each late payment.

The Contractor shall provide invoices with sufficient detail to permit the District to confirm costs billed. However, the District agrees to pay all invoices as submitted by the Contractor and any dispute on billing shall be sent in writing by the District and will be reviewed by the Contractor. In the event the District is correct on its assertion, the Contractor shall reimburse the District for the disputed amount. Nothing stated above shall be construed to imply that the District can withhold any payment over 30 days.

**BELLFLOWER UNIFIED  
SCHOOL DISTRICT**

**(enter name of school district)**

By

By

Print Name

Print Name

Title

Title

Date

Date

Address

Address

Phone

Phone

Fax

Fax

Tax ID#

Tax ID#

INTERAGENCY AGREEMENT BETWEEN  
THE HARBOR REGIONAL CENTER (HRC)  
AND  
THE BELLFLOWER UNIFIED SCHOOL DISTRICT (BUSD)  
OF THE MID-CITIES SPECIAL EDUCATION LOCAL PLAN AREA (M-C SELPA)

In the HARBOR REGIONAL CENTER service area  
*For Meeting the Needs of Children Birth to 36 Months of Age*



**Interagency Agreement between BUSD for the M-C SELPA  
and  
Harbor Regional Center  
Supplement for Children from Birth to Three Years of Age  
Eligible for Services Under  
Part C of the Individuals with Disabilities Education Act (IDEA)**

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**A. REFERRAL / CHILD FIND / EVALUATION AND ASSESSMENT PROCEDURES:**

BUSD for the M-C SELPA and the Harbor Regional Center shall work cooperatively to meet the needs of children eligible for services under Early Start Part C of the Individuals with Disabilities Education Act (IDEA). The term, “eligible infant or toddler” means infants and toddlers from birth to three years of age who demonstrate a development delay in one or more of the following five areas: cognitive development; physical and motor development, including vision and hearing; communication development; social or emotional development; or adaptive development. The other qualifying criteria is established-risk, including solely low incidence impairments. Assessment means the ongoing procedures used by appropriate qualified personnel throughout the period of a child’s eligibility to identify the child’s unique strengths and needs in the five developmental area. Regional Centers and LEAs shall coordinate referrals for evaluation and assessment and conduct and coordinate child find activities to locate infants and toddlers who may be eligible for early intervention services.

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**B. EVALUATION AND ASSESSMENT PROCEDURES:**

Assessment means the ongoing procedures used by appropriate qualified personnel throughout the period of a child’s eligibility to identify the child’s unique strengths and needs in five developmental areas: 1) cognitive development, 2) physical and motor development including vision and hearing, 3) communication development, 4) social or emotional development, and 5) adaptive development. All children referred for assessment and or services are afforded individual rights and protections as required by federal and state statutes from the time referral is made. (EC56425, GOV CODE 95000, CCR17 SEC 52082)

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<b>BUSD for the M-C SELPA</b>	<b>Harbor Regional Center</b>
1.0 Upon notification of a child suspected of being eligible for services under Part C, the BUSD for the M-C SELPA will refer the family directly to the Regional Center at all times of the year.	1.0 Harbor Regional Center will evaluate all children suspected of being eligible for services under Part C at all times of the year.
2.0 BUSD for the M-C SELPA will accept referrals from the Harbor Regional	2.0 If dually or solely low incidence can be determined without the Harbor

Center for a child who is dually or solely low incidence and BUSD for the M-C SELPA assumes responsibility for assessment at all time of the year up to maximum capacity.

Regional Center assessment, referral will be made directly to the BUSD for the M-C SELPA of residence infant contact person at all times of the year.

2.1 Per mandate the BUSD for the M-C SELPA will accept referrals from the CDE Newborn Hearing Screening Program. The LEA shall contact child's family to initiate assessment.

2.1 Per mandate the Harbor Regional Center shall accept referrals for eligible infants and toddlers from the BUSD for the M-C SELPA and shall conduct assessments as required.

2.2 If a child is 2 years 8.5 months of age or more, the BUSD for the M-C SELPA shall accept referral for Part B educational assessment and recommendations regardless of disabling condition.

2.2 If child is 2 years 8.5 months of age or older, the Harbor Regional Center shall refer the child to the BUSD for the M-C SELPA for educational assessment and recommendations regardless of disabling condition with parental consent.

3.0 BUSD for the M-C SELPA will provide all service coordination to children determined to be solely low incidence.

3.0 If a child is determined to be solely low incidence after the Harbor Regional Center assessment, the Harbor Regional Center will convene the IFSP meeting and invite the BUSD for the M-C SELPA to this meeting to transition the child to the LEA for al service coordination.

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### **C. INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP):**

Each child eligible for services under Part C must have an Individualized Family Service Plan.

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#### **BUSD for the M-C SELPA**

1.0 BUSD for the M-C SELPA is responsible for developing the IFSP for solely low incidence children and providing services during periods of school vacations when the services are required on the IFSP.

#### **Harbor Regional Center**

1.0 The Harbor Regional Center is responsible for developing the IFSP for children not solely low incidence.

2.0 The IFSP team will include representatives from all agencies that can provide necessary services needed by the infant and/or family. Conference by telephone or by written report can be used if IFSP attendance is not possible. The IFSP will be sent home for parent signature.

2.0 The IFSP team will include representatives from all agencies that can provide necessary services needed by the infant and/or family. Conference by telephone or by written report can be used if IFSP attendance is not possible. The IFSP will be sent home for parent signature.

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#### **D. TRANSITION:**

All children receiving Early Start services are potentially eligible for special education and related services at age three and will be referred to the BUSD for the M-C SELPA. The purpose of transition is to begin planning for service options as the individual with exceptional needs approaches age 3. The child who is served by either the BUSD for the M-C SELPA or Harbor Regional Center shall have the benefit of transition planning from the infant services program to the preschool services operate by BUSD for the M-C SELPA under Part B of the Individuals with Disabilities Education Act. The service coordinator shall notify the BUSD for the M-C SELPA that there will be a transition planning conference/IFSP (TPC/IFSP), requiring the attendance of a BUSD for the M-C SELPA representative to establish a transition plan in the IFSP not fewer than 90 days and not more than 9 months before the toddler's third birthday. (34CFR 303.209, 303.344), Title 17 Sec 52112)

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##### **BUSD for the M-C SELPA**

- 1.0 BUSD for the M-C SELPA shall confirm receipt of invitation and attend the transition planning conference IFSP between age 2 years 3 months and 90 days prior to the child's third birthday.
- 2.0 During the TPC/IFSP, the BUSD for the M-C SELPA shall participate in the discussion of the transition steps as part of the IFSP including:
- assessment process,
  - timelines
  - eligibility criteria
  - IEP meeting process

##### **Harbor Regional Center**

- 1.0 The service coordinator shall identify mutually agreeable dates, times, and locations in advance and send the invitation to the BUSD for the M-C SELPA and parent for the IFSP transition planning conference IFSP between age 2 years 3 months and 90 days prior to the child's third birthday.
- 2.0 During the TPC/IFSP, the Harbor Regional Center shall facilitate discussion of the transition process as part of the IFSP. Service Coordinator will update and document:
- present levels of development,
  - resources, priorities, and concerns

- review possible preschool program and services options
- suggest a notification/referral date at least 90 days prior to the third birthday
- identify additional information to be included with the notification/referral

- review of progress on outcomes and continuing services
- transition services and activities the IFSP team identifies as needed
- notification referral date of at least 90 days prior to the third birthday
- obtain written parental consent for additional information to be sent to the BUSD for the M-C SELPA at the time of referral beyond name, birth date, and parent contact information
- to provide a copy of the TPC/IFSP to the BUSD for the M-C SELPA

3.0 BUSD for the M-C SELPA will notify Regional Center of receipt of referral

3.0 The Harbor Regional Center will send the notification/referral as discussed at the TPC/IFSP and no later than 90 days prior to the third birthday to the BUSD for the M-C SELPA, which will include the name, date of birth, and parent contact information.

4.0 Upon receipt of the notification/referral the BUSD for the M-C SELPA within 15 days will send the assessment plan to the parents for signature

4.0 The Regional Center will notify current program(s) service providers of referral to the BUSD for the M-C SELPA

4.1 BUSD for the M-C SELPA will, with parent/guardian consent, assess the child as needed and make program recommendations as appropriate

5.0 BUSD for the M-C SELPA will schedule an initial public school IEP team meeting to include parent/guardian, the Harbor Regional Center Service Coordinator, with

5.0 The Harbor Regional Center Service Coordinator may attend the IEP meeting, with parent/guardian consent. The exit IFSP may be held concurrently with the initial IEP team meeting.

parent permission, and all other appropriate personnel. The IEP will be developed and implemented by the student's third birthday.

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#### **E. SERVICE COORDINATION:**

Service Coordination is an early intervention service and the role of the Service Coordinator is to facilitate implementation of the IFSP and to coordinate services with other agencies and persons.

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- 1.0 BUSD for the M-C SELPA and Harbor Regional Center will appoint a service coordinator that meets the standards under Part C.
- 2.0 Service coordination activities include:
- Coordinating evaluations and assessments.
  - Facilitating and participating in the development, review, and evaluation of individualized family service plans.
  - Assisting families in identifying service providers and informing families about additional non-required services.
  - Coordinating and monitoring the delivery of services outlined on the IFSP.
  - Informing families of Early Start Parent Rights and procedural safeguards.
  - Facilitating the development of a transition plan from Part C to Part B preschool service (as appropriate) and/or other community resources.

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#### **F. PROVISION OF SERVICES:**

All services must be provided and monitored by appropriate qualified Personnel. Services to families are to provide the "...supports and services necessary to enhance the capacity of the family to meet the developmental needs of the child." It is understood that the level, type, frequency, and provider of services may change upon transfer of a case between agencies.

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<b>BUSD for the M-C SELPA</b>	<b>Harbor Regional Center</b>
1.0 BUSD for the M-C SELPA shall provide services to all solely low incidence children. BUSD for the M-C SELPA shall provide services based on maximum capacity.	1.0 Harbor Regional Center shall coordinate and/or provide services set forth on the IFSP, as payor of last resort.

2.0 BUSD for the M-C SELPA shall consider the Harbor Regional Center recommendations, but is not obligated to implement such services provided by Regional Center

2.0 With parent consent, the Harbor Regional Center personnel shall provide records regarding services provided by Harbor Regional Center prior to child transitioning to the BUSD for the M-C SELPA for services

3.0 BUSD for the M-C SELPA is under no obligation to continue the Regional Center provided services prior to BUSD for the M-C SELPA referral.

3.0 If the child is solely low incidence, the Harbor Regional Center shall refer child to child BUSD for the M-C SELPA.

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#### **G. PAYOR OF LAST RESORT:**

The Harbor Regional Center or the BUSD for the M-C SELPA is ultimately responsible to arrange, provide, or pay for appropriate Early Intervention Services, after all other providers or payers have been accessed. Other providers or payers shall include insurance, community resources and other agencies. (Title 17, Section 52000 (37), 52109, 52110)

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##### **BUSD for the M-C SELPA**

1.0 BUSD for the M-C SELPA is payor of last resort for infants and toddlers who meet eligibility as a child with a solely low incidence, visions, hearing, or severe orthopedic impairment, or any combination thereof

##### **Harbor Regional Center**

1.0 The Regional Center is the payor of last resort for all other eligible children.

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#### **H. PROCEDURAL SAFEGUARDS AND SURROGATE PARENTS:**

The IFSP process assures a timely, comprehensive, multi-disciplinary evaluation for each infant/toddler from birth to 36 months of age and their family, if eligible, the infant/toddler and family have the right to appropriate Early Intervention Services.

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#### **PROCEDURAL SAFEGUARDS SUMMARY BUSD FOR THE M-C SELPA AND HARBOR REGIONAL CENTER**

- 1.0 Written parental consent must be obtained prior to conducting evaluations, assessments, and beginning of Early Intervention Services.
- 1.1 BUSD for the M-C SELPA or the Harbor Regional Center shall make reasonable efforts to ensure that the family is aware of the nature of the evaluation, assessment, and or services available.
- 1.2 Parents will be informed that they have a right to decline any or all of these services. The BUSD for the M-C SELPA or the Harbor Regional Center shall document this.
- 2.0 A surrogate parent shall be provided in accordance with State and Federal Regulations.
- 

**BUSD for the M-C SELPA**

- 2.1 BUSD for the M-C SELPA will provide Harbor Regional Center technical assistance when requested regarding the training and assignment of surrogate.
- 2.2 A surrogate parent will be appointed for solely low incidence children when:
- No parent can be identified;
  - The infant or toddler is dependent of the juvenile court and the parent rights of the parent have been limited by the court or relinquished; or
  - The parent cannot be located, after reasonable efforts by BUSD for the M-C SELPA and Harbor Regional Center.
- 2.3 BUSD for the M-C SELPA will identify the need of a surrogate parent at the time of the Transition IFSP.
- 2.4 BUSD for the M-C SELPA administrator will assign a surrogate parent and will ensure

**Harbor Regional Center**

- 2.1 Harbor Regional Center will provide / request technical assistance as needed to / from BUSD for the M-C SELPA regarding the holder of education rights.
- 2.2 A holder of education rights will be clarified / establish when:
- No parent can be identified;
  - The infant or toddler is depended of the juvenile court and the parental rights of the parent have been limited by the court or relinquished; or
  - The parent cannot be located, after reasonable efforts by BUSD for the M-C SELPA and Regional Center.
- 2.3 Harbor Regional Center will identify the need for a holder of education rights during the initial intake referral.
- 2.4 Harbor Regional Center and the Los Angeles Department of Children and Family Services



that the surrogate has knowledge and skills that ensure adequate representation of the child, as well as ensure that he/she meets all of the specification as set forth by Title 17 CCR §52175

in collaboration with Los Angeles County Children's Court and attorney's representing both minors and parents have created and agreed to a set of procedures outline in DCFS Referral to Regional Center (DCFS 5004 rev 01/12)

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## **I. DISPUTE RESOLUTION:**

It is the intent of the BUSD for the M-C SELPA and the Harbor Regional Center to resolve all disputes at the lowest administrative level possible. Dispute resolution for issues between Harbor Regional Center and the BUSD for the M-C SELPA will be resolved at the earliest opportunity. (Title 17, Article 2, Section 52140 (11))

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### **BUSD for the M-C SELPA**

**Step 1:** BUSD for the M-C SELPA staff is encouraged to resolve disagreements at the lowest administrative level whenever possible. If agreement cannot be reached, the dispute will proceed to Step 2.

**Step 2:** BUSD for the M-C SELPA staff will refer the dispute to the SELPA Director for resolution. If agreement cannot be reached at this level, the dispute resolution will proceed to Step 3.

**Step 3:** BUSD for the M-C SELPA Director will contact with the Harbor Regional Center Executive Director to resolve the dispute.

### **Harbor Regional Center**

**Step 1:** The Harbor Regional Center staff is encouraged to resolve disagreements at the lowest administrative level whenever possible. If agreement cannot be reached, the dispute will proceed to Step 2.

**Step 2:** The Harbor Regional Center staff will refer the dispute to the Supervisor / Program Manager for resolution. If agreement cannot be reached at this level, the dispute resolution will proceed to Step 3.

**Step 3:** The Harbor Regional Center Executive Director will contact the SELPA Director to resolve the dispute.

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## **J. ANNUAL REVIEW:**

The Harbor Regional Center Executive Director and the BUSD for the M-C SELPA Director shall review this interagency agreement annually.

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This agreement will remain in effect until mutually agreed otherwise by the parties.

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Ellen Gong-Guy  
Acting SELPA Director  
M-C SELPA

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Date

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Stacey Stewart  
Assistant Superintendent, Bellflower USD

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Date

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Patricia Del Monico  
Executive Director  
Harbor Regional Center

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Date

# Exhibit D

## Transfer Letter



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## Los Angeles County Office of Education

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Serving Students • Supporting Communities • Leading Educators

Debra Duardo, M.S.W., Ed.D.  
Superintendent

March 13, 2019

Los Angeles County  
Board of Education

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Gregory McGinity

Monte E. Perez

Ms. Tracy McSparren  
Superintendent  
Bellflower Unified School District  
16703 South Clark Avenue  
Bellflower, CA 90706

Dear Ms. McSparren:

Per your request, the Los Angeles County Office of Education (LACOE) is providing this letter that states the Administrative Unit (AU), also known as the Responsible Local Agency (RLA) role is being transferred from LACOE to the Bellflower Unified School District. LACOE will no longer be a member of the Mid-Cities SELPA. As of July 1, 2019, Bellflower Unified School District is designated as the AU/RLA for the Mid-Cities SELPA.

Sincerely,

Debra Duardo, M.S.W., Ed.D.  
Superintendent

cc: Gudiel R. Crosthwaite, Ph.D., Superintendent, Lynwood Unified School District  
Ruth Pérez, Ed.D., Superintendent, Paramount Unified School District  
Arturo Valdez, Chief Academic Office, Educational Services, LACOE  
Ellen Gong-Guy, Interim SELPA Director, LACOE\

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