

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

SELPA Mid-Cities SELPA

Fiscal Year 2021-22

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

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.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the Local Plan. Each LEA shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where an LEA of the SELPA has granted that charter. In addition, each LEA shall cooperate to the maximum extent possible with other member LEAs to serve students with disabilities who cannot be served in the LEA of residence. Such cooperation ensures that a range of program options is available throughout the Mid-Cities SELPA.

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

Changes or amendments to the permanent portion of the Local Plan, which excludes Appendices only, may be considered by the Superintendents' Council. The Superintendents' Council may adopt amendments to the permanent portion of the Local Plan on an interim basis, which is not to exceed one school year. Amendments approved in this manner shall become permanent upon subsequent approval by all local education agencies governing boards and the State Board of Education.

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

The Superintendents' Council is the policy making body and is responsible to the governing boards of their respective LEAs.

Superintendents' Council

The Superintendents' Council is composed of the Superintendents from each of the 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. The AU Superintendent shall serve as chairperson. 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 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 inter-agency 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 Funding 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

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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 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. 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 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 pupils in special education 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 inter-agency 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.

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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.

Administrative Council

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. The Administrative Council is responsible for the coordination of special education services and programs within their agencies and for the implementation of the Local Plan.

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. Administrative Council meetings are held no less than eight times per year.

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.
7. Develop the Annual Service Plan for approval by the Superintendents' Council.
8. Provide input on the Funding 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

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Each participating LEA appoints at least one 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 Council 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.

Procedure for Conflict Resolution

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

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

The 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.

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

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

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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 LEAs within the SELPA.
3. Receive state and federal funding for special education in the same manner as other LEAs 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.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

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 for a two year term in accordance with the CAC Bylaws. Selection of members of the CAC 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.

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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/webpage.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

To ensure adequate and effective communication, the Local Plan is developed and updated cooperatively by a committee of representatives of administrators, special and general education teachers, and parents. The parents will be members of the CAC or selected by the CAC. The SELPA Director or designee will serve as committee chairperson.

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

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 implementing the following functions:

1. Receipt and distribution of special education funds to district accounts for the operation of special education programs and services, pursuant to state and federal laws.
2. Administrative support, including establishing and maintaining an office for SELPA staff.
3. Serve as the employing agency for SELPA office staff to coordinate implementation of the local plan.

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.

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

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. 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

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documents can be requested through the SELPA office.

10. For multi-LEA local plans, specify:

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

The governance structure of the SELPA is established by agreement among the Superintendents of the member LEAs. The governing board of each LEA shall approve participation in the Mid-Cities SELPA Local Plan for Special Education. LEA Governing Boards shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the LEA.
2. 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.
3. By approving the Local Plan, enter into an Agreement for Participation with other LEAs participating in the plan, for purpose of delivery of regionalized services and programs.
4. Review and approve revisions of the Mid-Cities SELPA Local Plan.
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.

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

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.

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

The LEAs within the Mid-Cities SELPA are responsible for the coordination of special education services and programs within their agencies and for the implementation of the local plan within their LEAs.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The AU/RLA shall be responsible for the selection, direction, monitoring, discipline, and annual evaluation of the SELPA Director. The Superintendents' Council shall make the final selection of a candidate for the position of SELPA Director. The SELPA Director shall be an employee of the AU. The SELPA Director is evaluated by the

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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, as well as represents the interests of the SELPA as a whole without promoting any particular local education agency's interest over any other agency.

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

Based on 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. 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 Director is responsible to ensure that the funds are distributed in accordance with the FAP including, but not limited to receipt and distribution of any funds for the operation of special education programs to appropriate accounts and receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

- c. The operation of special education programs:

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. 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. 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.

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

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.

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

The Mid-Cities SELPA provides a full continuum of services to students ages 0-22 with disabilities, including students in charter schools as well as alternative education, throughout the geographic region of the SELPA. 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. Access to services is through each of the LEAs where the referral, assessment, and IEP process is utilized to identify the needs of each individual student with disabilities. 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. Specialized equipment and services will be distributed in such a manner that maximizes a pupil's opportunity to be educated in the least restrictive environment (EC 56206). The SELPA and individual LEAs will ensure that specialized equipment is accessible to students and in alignment with federal and state law.

Low Incidence funds may be used for all pupils with low incidence disabilities as defined in law (hearing impairments, visual impairments, severe orthopedic impairments or any combination thereof) where an IEP team has determined the pupil meets eligibility requirements for a low incidence disability and the specialized equipment and/or services are recommended in the student's IEP. The SELPA Funding Allocation Plan outlines the distribution of the low incidence funds. The LEA is responsible for providing a student with disabilities who requires the use of an assistive technology device, as noted in their IEP, with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the student ceased to be enrolled in that LEA, whichever occurs first (EC 56040.3).

Policies, Procedures, and Programs

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

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

Policy/Procedure Number: MC -1

Document Title: LEA Assurances

Document Location: SELPA Office

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

6. Procedural Safeguards: 20 *USC* Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency

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coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

Administration of Regionalized Operations and Services

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

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

Reference Number:	MC-2
Document Title:	Operations & Services
Document Location:	SELPA Office
Description:	<p>The SELPA Director shall serve on behalf of the member local education agencies and implement the Local Plan. The Mid Cities SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations. The SELPA Director, with Administrative Council input, will make recommendations to the Superintendents' Council when revisions are needed. The SELPA Director will facilitate the development and approval of SELPA policies and procedures necessary to implement the Local Plan.</p>

2. Coordinated system of identification and assessment:

Reference Number:	MC-2
Document Title:	Operations & Services
Document Location:	SELPA Office
Description:	<p>The SELPA Director will ensure each LEA conducts Child Find activities by ensuring policies and procedures are in place for the identification, intervention and referral for initial assessment. Each LEA is responsible for identifying and assessing all students for whom they are responsible, including and not limited to students with disabilities, students experiencing homelessness, students who are wards of the state and or parentally placed private school students. The SELPA provides technical support to LEAs and guidance to parents as needed. The SELPA also ensures appropriate interagency agreements are in place.</p>

3. Coordinated system of procedural safeguards:

Reference Number:	MC-2
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Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

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Description:

The SELPA will review Annual Performance Reports, California School Dashboard, and other data courses with LEA Administrators. The Annual Budget Plan is reviewed by the Superintendents' Council, CAC and other interested community/educational groups. The Annual Service Plan is reviewed by Superintendents' Council, CAC and other interested community/educational groups. The Superintendents' Council also reviews and approved the Funding Allocation Plan to ensure appropriate distribution of funds.

7. Coordinated system of data collection and management:

Reference Number:

MC-2

Document Title:

Operations & Services

Document Location:

SELPA Office

Description:

The SELPA will review and certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education (CDE). The SELPA provides technical assistance and training to member districts as requested and or deemed necessary. LEAs are responsible for the data entry, quality and integrity. LEAs will approve CALPADS for submission as required by the CDE.

8. Coordination of interagency agreements:

Reference Number:

MC-2

Document Title:

Operations & Services

Document Location:

SELPA Office

Description:

The SELPA Administrator will ensure that inter-agency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed. LEAs will implement inter-agency agreements as appropriate.

9. Coordination of services to medical facilities:

Reference Number:

MC-2

Document Title:

Operations & Services

Document Location:

SELPA Office

The SELPA will facilitate the coordination of services and provide technical support to

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Description:

member LEAs to ensure that individuals with exceptional needs have full educational opportunities. Students who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the local education agency in which the hospital or facility is located.

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

Reference Number:

MC-2

Document Title:

Operations & Services

Document Location:

SELPA Office

Description:

The SELPA will facilitate the coordination of services and provide technical support to member LEAs to ensure that individuals with exceptional needs have full educational opportunities. Special education services for students with disabilities residing in a foster family home or licensed children's institution shall be the responsibility of the district in which the foster family home or the licensed children's institution is located, unless based on Education Code there is another district of special education accountability which would be responsible.

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

Reference Number:

MC-2

Document Title:

Operations & Services

Document Location:

SELPA Office

Description:

The SELPA will ensure timely transmission of required reports and provide technical assistance to member LEAs in completing said reports. Each LEA will submit the required data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Reference Number:

MC-2

Document Title:

Operations & Services

Document Location:

SELPA Office

Description:

The SELPA will provide fiscal and logistical support of the CAC meeting, events and trainings that are approved by the Superintendents' Council.

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

Reference Number:	MC-2
Document Title:	Operations & Services
Document Location:	SELPA Office
Description:	The SELPA will provide technical assistance if requested with the coordination of transportation services for individuals with exceptional needs. However, each LEA is responsible for providing the transportation of their students as determined by the IEP Team.

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

Reference Number:	MC-2
Document Title:	Operations & Services
Document Location:	SELPA Office
Description:	The SELPA can provide professional development as required to support the transition needs of its member LEAs if requested. The SELPA will monitor the implementation of supports and services through the Annual Performance Plan Indicators. LEAs will ensure that supports and services are in place for students and will monitor annually the implementation of supports and services by reviewing the Annual Performance Plan Indicators.

15. Assurance of full educational opportunity:

Reference Number:	MC-2
Document Title:	Operations & Services
Document Location:	SELPA Office
Description:	Through approval of the Annual Service Plan, the SELPA will ensure the full continuum of service options. The Superintendents' Council will determine the regionalized programs needed to meet the needs of the students with disabilities within the SELPA. The SELPA will assist with inter-SELPA transfers as needed. Professional development and technical support will be available upon request or as determined to be needed to ensure full educational opportunity.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual

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budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number: MC-2

Document Title: Operations & Services

Document Location: SELPA Office

Description: The SELPA will ensure that the distribution and allocation of funds to member LEAs is in alignment with the Funding Allocation Plan. The SELPA will review, monitor and submit the required fiscal reports as identified by CDE, as well as review and submit the Annual Budget Plan. The Annual Budget Plan is approved by the Superintendents' Council, following a public hearing. SELPA will post a 15 day notice for the public hearing at the SELPA office and website, as well as main office for member LEAs.

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

Reference Number: MC-2

Document Title: Operations & Services

Document Location: SELPA Office

Description: The SELPA and member LEAs identify the importance of program specialists who provide unique and necessary services to students with disabilities. However, at this time, the SELPA does not employ any program specialists.

Special Education Local Plan Area Services

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

Reference Number: Early Start

Document Title: Early Start Procedural Safeguards

Document Location: SELPA Office

Mid-Cities SELPA is committed to providing procedural safeguards to families of infants and toddlers with disabilities as mandated by state and federal law. The SELPA will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed to ensure a multidisciplinary approach takes place when assessing children from birth through five years of age in all areas of suspected disability.

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Description:

Each member LEA provides Early Start services for identified children from birth to 3 years of age with solely low incidence (visually, hearing, or orthopedically impaired) disabilities, providing service coordination and special education and related services.

Referrals for assessment may be received from parents, pediatricians, social workers or other community members. Parents will receive either an Assessment Plan or Prior Written Notice within 15 days of the referral. If an Assessment Plan is signed by the parent/guardian, the assessment will be completed within 60 days of receipt by the LEA. Member LEAs will make timely referrals to the Regional Center for potentially eligible infants and toddlers with additional needs.

Referrals for students ages 3, 4, and 5 who are not in transitional kindergarten or kindergarten are made to the child's school district of residence. Preschool special education services are provided to students with IEPs in a variety of ways according to district procedures. Some LEAs offer individual and small group instruction in special education class settings. Trans-disciplinary teams share their expertise, working with parents, in addressing the needs of children. LEAs may work collaboratively to provide regionalized preschool services and/or programs within the SELPA. Some 3, 4 and 5 year olds with disabilities are enrolled in state preschool programs or Head Start as part of their IEP and receive special education and related services to support progress in that setting. The IEP team may determine that some special education eligible 3, 4, and 5 year olds do not require individual and small group instruction to address their special education needs.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number:

Parent Rights

Document Title:

Parent Rights and Procedural Safeguards

Document Location:

SELPA Office

Description:

Mid-Cities Parent Rights and Procedural Safeguards detail the method by which members of the public, including parents and guardians of an individual with exceptional needs, may address questions or concerns to the SELPA governing body or individual administrators.

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

Reference Number:

Parent Rights

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Document Title: Parent Rights and Procedural Safeguards

Document Location: SELPA Office

Description: Mid-Cities Parent Rights and Procedural Safeguards detail the method by which members of the public, including parents and guardians of an individual with exceptional needs, may resolve any compliance complaint or dispute.

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

Reference Number: Parent Rights

Document Title: Parent Rights and Procedural Safeguards

Document Location: SELPA Office

Description: Mid-Cities Parent Rights and Procedural Safeguards provide a description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.

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

Reference Number: Board Policy BP6159

Document Title: Nonpublic, Nonsectarian School and Agency Services for Special Ed

Document Location: LEA Website

Description: Each member LEA has a detailed Board Policy ensuring the continuum of placement options, including the evaluative process when considering placements in nonpublic, nonsectarian schools as agreed by the IEP team.

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

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in

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

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

Reference Number:

Board Policy BP0430

Document Title:

Comprehensive Local Plan for Special Education

Document Location:

LEA Website

Description:

Each member LEA has a detailed Board Policy ensuring the continuum of placement options, including the process by which FAPE is provided to students ages 18-22 who have been incarcerated in a county jail and remain eligible for special education services.