



**SAN DIEGO SOUTH COUNTY SPECIAL
EDUCATION LOCAL PLAN AREA**

680 L Street, Ste. E, Chula Vista CA 91911

SUPERINTENDENTS' COUNCIL MEETING

December 15, 2023

9:00 am Superintendents'

Council Meeting

MEETING LOCATION – South County SELPA

680 L. St, Ste. C., Chula Vista, CA 91911

A G E N D A

1.0 OPENING PROCEDURES

1.1 Call to Order

1.2 Verification of Quorum

2.0 CONSENT ITEMS

2.1 Approval of Agenda.....

2.2 Approval of Minutes of May 10th 2023.....

3.0 Closed Session - Closed Session -Government Code Sections 3549.1(d) MOU and 54917 cf. 4115 Personnel

4.0 Reconvene to Open Session

4.1 Report from Closed Session

5.0 SELPA Update – Executive Director will provide SELPA Update; Russell Coronado

6.0 SDCOE Update – Assistant Superintendent will provide SDCOE Update; Dr. Gloria Ciriza

6.1 Mike Simonson – Review JCCS Special Ed Staffing with update on Excess Cost Model

6.2 SDCOE Negotiation Update

6.3 Administrative Unit Annual Review

7.0 DISCUSSION/ACTION ITEM

7.1 CAC Save the Date **(Discussion)** The Council will discuss CAC Art and Award show –

7.2 Equity Lead RFA **(Discussion)** The Council will discuss SELPA's ED&D team's interest in the RFA

7.3 Parentally Placed Private School Students (PPSS) **(Discussion)** The Council will discuss PPSS and proportionate share.

7.4 Davila Extended School Year (ESY) Waiver. **(Action)** It is recommended that the Davila Day School ESY waiver request be approved by the Council.

7.5 California Children Services CCS Annual Budget – **(Discussion)** The Council will discuss issues related California Children Services annual allocation.

7.6 Local Plan Review Committee – **(Discussion)** The Council will discuss issues related Local Plan Review and Committee

7.6.1 **(Action)** Superintendent Selection

7.6.2 **(Action)** Special Education Director Selection

8.0 PUBLIC COMMENTS

8.1 *Members of the audience will have the opportunity to address the Superintendents' Council at this time. Individual speakers will be allowed three (3) minutes to address the Council. Individuals wishing to speak shall complete a "Request to Speak" card and give the completed card to the SELPA Director prior to the start of the meeting*

9.0 ADJOURNMENT

Next meeting March 20, 2024

Chula Vista Elementary
(619) 425-9600

Coronado Unified
(619) 522-8932

National
(619) 336-7500

San Ysidro
(619) 428-4476

South Bay Union
(619) 628-1660

Sweetwater Union
High
(619) 407-6300



SAN DIEGO SOUTH COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA
680 L Street, Ste. E, Chula Vista CA 91911

**SUPERINTENDENTS' COUNCIL
MEETING**

May 10, 2023

9:00 am

Superintendents' Council Meeting

MEETING LOCATION

680 L. Street, Ste. C, Chula Vista, CA 91911

The following Superintendents were in attendance:

Dr. Eduardo Reyes, Chula Vista Elementary School District
Karl Mueller, Coronado Unified School District
Dr. Leighangela Brady, National School District
Dr. Moises Aguirre, Sweetwater Union High School District
Dr. Gina Potter, San Ysidro School District
Jose Espinoza, South Bay Union School District
Russell Coronado, Executive Director, South County SELPA
Mike Simonson, Deputy Superintendent, Chief Business Officer
Dr. Gloria Ciriza, Assistant Superintendent

A G E N D A

1.0 OPENING PROCEDURES

1.1 Call to Order - Verification of Quorum

The meeting was called to order at 9:22 a.m.

2.0 CONSENT ITEMS

2.1 Approval of Agenda

M/S/C: Aguirre /Espinoza /Unanimous
I abstention

2.2 Approval of Minutes of April 11th, 2023

M/S/C: Aguirre / Mueller / Unanimous
I abstention

3.0 Closed Session - Closed Session - Government Code Sections 3549.1(d) MOU and 54917 cf. 4115 Personnel

4.0 Reconvene to Open Session

4.1 Report from Closed Session

Resume 9:44 a.m. No action was taken.

5.0 SELPA Update – The Executive Director will provide SELPA Update, Russell Coronado

The Executive Director provided a SELPA update, including information about the upcoming CAC Art and Award Show and DA, CIM, and data literacy work being done by the ED&D Team. The Executive Director also provided an update about Davila's staffing, including a pending teacher retirement in October, and current VAPA supports. InterSELPA funds may be available for Davila to offset the costs of VAPA teacher support. This will be brought forward as an action item for the next meeting.

6.0 SDCOE Update –Dr. Ciriza, Assistant Superintendent and Mike Simonson, Deputy Superintendent CBO, provided an SDCOE Update; to include the process of updating the Special Education MOU for students JCCS and the proposed Excess Cost Model. Additional information was shared regarding the SELPA administrator evaluation process review and SDCOE negotiation update.

7.0 PUBLIC HEARING – ANNUAL SERVICE PLAN/ANNUAL BUDGET PLAN

A public hearing was opened by the Executive Director at 10:57 a.m. No comments or speakers were available. Closed at 10:58 a.m.

8.0 DISCUSSION/ACTION ITEM

8.1 Annual Budget and Annual Service Plan 2023/2024 (Action) It is recommended that the Council approve the 2023/2024 Annual Service Plan and Annual Budget Plan

M/S/C: Aguirre / Brady /Unanimous

1 abstention

8.2 Superintendents' Chair 2023-2024 (Action)

Jose Espinoza, South Bay Union High School District nominated.

M/S/C: / Mueller / Aguirre / Unanimous

1 abstention

8.3 SELPA Representative to Special Education Legal Alliance (SELA) for 2023-2024. (Action)

Dr. Brady, National School District Nominated

M/S/C: Aguirre / Espinoza/ Unanimous

1 abstention

8.4 Superintendents' Council Proposed Meeting Schedule for 2023-24. (Action)

Sept. 20, 2023; Dec. 20, 2023; March 20, 2024; April 24, 2024, May 22, 2024; June 12, 2024, at 9 a.m.

M/S/C: Aguirre /Espinoza / Unanimous

1 abstention

8.5 Equity Disproportionality and Design (ED&D) (Discussion)

The Executive Director provided an update on services provided by the ED&D Team.

9.0 PUBLIC COMMENTS

There were no public comments.

10.0 ADJOURNMENT

The meeting was adjourned at 11:06 a.m.

MEMORANDUM OF UNDERSTANDING
By and Between the
South County Special Education Local Plan Area
and the
San Diego County Office of Education

THIS MEMORANDUM OF UNDERSTANDING ("MOU" or "Agreement") is entered into on January 1, 2023, by and between the South County Special Education Local Plan Area ("SOUTH COUNTY SELPA") and the SAN DIEGO COUNTY OFFICE OF EDUCATION ("COUNTY," collectively referred to as the "Parties"), the Administrative Unit ("AU") regarding the SOUTH COUNTY SELPA's personnel and business services.

RECITALS

1. WHEREAS, Education Code section 56195.7 requires school districts electing to join together to form a SELPA to provide special education programs and services for individuals with exceptional needs to enter into written agreements;
2. WHEREAS, Education Code section 56205 requires multidistrict local plans to identify the respective roles of the AU and the Administrator for the SELPA and with individual school districts within the SELPA in relation to the following:
 - a. The hiring, supervision, evaluation, and discipline of the Administrator of the SOUTH COUNTY SELPA and staff employed by the AU in support of the local plan;
 - b. The allocation from the state of federal and state funds to the special education local plan area administrative unit or to local educational agencies within the special education local plan area;
 - c. The operation of special education programs;
 - d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs; and
 - e. The preparation of program and fiscal reports required of the special education local plan area by the state.
3. WHEREAS, the SOUTH COUNTY SELPA was created to develop a Local Plan for the education of children with exceptional needs who live within the region and to implement that plan by providing a governance structure and any administrative support; and
4. WHEREAS, it is the purpose of this Agreement and the intent of the COUNTY to provide such services to the SOUTH COUNTY SELPA as required to carry out its delegated functions.

PURPOSE OF AGREEMENT

5. NOW, THEREFORE, the SOUTH COUNTY SELPA and COUNTY mutually agree as follows:

6. The SOUTH COUNTY SELPA has designated the COUNTY as the AU for the SOUTH COUNTY SELPA. The AU is the SOUTH COUNTY SELPA's fiscal agent and is responsible for implementing the following functions:

- a. Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law;
- b. Administrative support related to fiscal and personnel operations of the program;
- c. Upon the request of the SOUTH COUNTY SELPA, will establish and maintain an office for SOUTH COUNTY SELPA staff; and will do so at the COUNTY's direct cost pursuant to a fully executed lease agreement;
- d. Employment of SOUTH COUNTY SELPA staff for coordination and implementation of the Local Plan.

7. The SOUTH COUNTY SELPA desires that the AU provide designated services and the AU agrees to provide such services as specified hereinafter.

TERM AND RENEWAL

8. The term of this Agreement shall be three (3) years, commencing on January 1, 2023 and ending on December 31, 2025. The Agreement shall automatically renew every year for a subsequent one-year term unless written notice to terminate is served by one party on the other before January 1st of the then-current term. Termination of the Agreement by service of such notice shall be effective on the 30th day of June immediately following such notification. During the one-year term, any party seeking to amend or modify the Agreement shall do so by following the procedures set forth in Paragraph 9 of this Agreement.

ANNUAL REVIEW AND MODIFICATION OF AGREEMENT

9. The parties shall jointly review the terms of the agreement annually prior to December 31st of each year the agreement is in effect. Although it is the intent of the parties to hold such joint annual review, failure to timely conduct the annual review shall not constitute a breach of the agreement nor operate as a waiver of any provisions herein.

This Agreement may be modified or amended by written mutual consent of the parties. The party seeking such modification or amendment shall not give less than sixty (60) days written notice to the other party, except where both parties deem the implementation of such change or amendment to be an "emergency" and waive the notice period. Any "emergency" changes or amendments shall be reduced to writing, signed by both parties, and appended to this agreement.

DEFINITIONS

10. Superintendents' Council: The Governing body of the SOUTH COUNTY SELPA is comprised of superintendents of the districts participating in the Local Plan.

11. Local Plan: The plan, meeting the requirements of state law for duties and administration and allocation of special education funds, that is adopted by the Superintendents' Council of the SOUTH COUNTY SELPA.

SOUTH COUNTY SELPA ADMINISTRATOR

12. General Description: SOUTH COUNTY SELPA Administrator shall serve on behalf of the member school districts to implement the Local Plan. The title and duties of the SOUTH COUNTY SELPA Administrator shall be stated in a position description, which shall be developed and formally approved by the AU with input and recommendations from the Superintendents' Council. Modifications to the position description shall be a collaborative process between the AU and the Superintendents' Council, which shall include a presentation of the recommended modifications to or by the Superintendents' Council for review and to provide input. Recommended modifications to the position description by the Superintendents' Council shall require agreement by the AU prior to implementation. The AU will then take the modified position description through the formal approval process.

13. Selection of SOUTH COUNTY SELPA Administrator: The AU is responsible for the hiring process of SOUTH COUNTY SELPA Administrator including recruitment, screening for minimum qualifications, arranging interviews, verifying references, and initiating employment with the recommended candidate. The AU will provide a list of qualified candidates to the Superintendents' Council who will select preferred candidates to be interviewed. The selection of a candidate for a position of SOUTH COUNTY SELPA Administrator shall be the responsibility of the Superintendents' Council. Based on the outcome of the interview process the Superintendents' Council shall recommend the preferred candidate to the AU, who will then proceed with the formal hiring process ensuring the candidate meets the lawful qualifications for employment in that role.

14. Employment of SOUTH COUNTY SELPA Administrator: SOUTH COUNTY SELPA Administrator is an employees of the AU. As such, they are subject to the AU's policies, procedures and legal responsibility as employer. It is understood that the AU will be responsible for any allegations of violations arising under the federal and state equal employment law involving a SOUTH COUNTY SELPA Administrator. The AU shall be responsible to supervise, evaluate, and initiate disciplinary procedures regarding the SOUTH COUNTY SELPA Administrator. As employees of the AU, SOUTH COUNTY SELPA Administrator will report to the Assistant Superintendent of Student Services and Programs for duties related to their role as employees of the AU. It is understood and agreed that the AU shall not direct or supervise the SOUTH COUNTY SELPA Administrator for implementing the Local Plan or related special education services. SOUTH COUNTY SELPA Administrator shall receive direction from and are responsible to the Superintendents' Council for implementing the Local Plan. SOUTH COUNTY SELPA Administrator salary and salary schedule shall be set and adjusted by the AU.

15. Evaluation of SOUTH COUNTY SELPA Administrator: The AU is responsible for conducting an annual evaluation of SOUTH COUNTY SELPA Administrator, with prior written input from the Superintendents' Council. The Superintendents' Council will consult with and provide recommendations to the AU regarding the evaluation of SOUTH COUNTY SELPA Administrator. The Chairperson of the Superintendents' Council, or his/her designee, will participate in all SOUTH COUNTY SELPA Administrator evaluations with the AU's Assistant Superintendent of Student Services and Programs. The AU shall provide the final evaluation.

16. Discipline of SOUTH COUNTY SELPA Administrator: The AU is responsible for enacting the discipline process of the SOUTH COUNTY SELPA Administrator. Either party may initiate the discipline process and will seek input from the other party prior to

enacting the discipline process. The Chairperson of the Superintendents' Council, or his/her designee, and the Assistant Superintendent of Student Services and Programs, or his/her designee, will jointly participate in all SOUTH COUNTY SELPA Administrator disciplinary proceedings.

CERTIFICATED EMPLOYEE SERVICES

17. Parties recognize the San Diego County Association of Educators ("Association") as the exclusive bargaining representative of all certificated employees in the classifications within the AU as identified in the Collective Bargaining Agreement between the COUNTY and the Association.

18. This section does not apply to certificated management, confidential, supervisory, temporary, or substitute employees.

19. On an annual basis, according to the COUNTY'S budget calendar, the SOUTH COUNTY SELPA, through the Superintendents' Council shall adopt and provide a plan of program services to be provided by certificated personnel for the ensuing school year ("Annual Plan").

a. The Annual Plan shall specifically identify the number and types of certificated positions required and stated in terms of full-time equivalents or fractions thereof.

b. The Annual Plan, which includes required competencies and credentials, shall also include the length of the service year for each position in accordance with the job description developed by the AU with prior input from the SOUTH COUNTY SELPA Superintendents' Council or its designee prior to any action.

c. The Annual Plan shall include the consideration of the SOUTH COUNTY SELPA employees as members of the AU and maintain those employees on the AU's salary schedule. For any retirement incentives, unilateral job reclassifications, and reorganization, the AU will consult with and solicit input from the SOUTH COUNTY SELPA Superintendents' Council and/or its designee prior to any action.

d. If, after the Annual Plan is submitted by the SOUTH COUNTY SELPA, a change in the budget allows the SOUTH COUNTY SELPA to increase the number of positions contracted for the SOUTH COUNTY SELPA, through the Superintendents' Council may, in writing, amend the Annual Plan to include additional full-time equivalents or fractions thereof. Any amendments shall be incorporated into the Annual Plan and shall be subject to the provisions which govern the Annual Plan.

e. The AU agrees to employ persons who possess the appropriate credentials and competencies, to provide those services called for in the Annual Plan.

20. Certificated employees of the AU that are assigned to the SOUTH COUNTY SELPA, are the employees of the AU. As such, they are subject to the AU's legal responsibility as employer and subject to its applicable collective bargaining agreement(s). The SOUTH COUNTY SELPA, through its Superintendents' Council and/or designee, shall be responsible to supervise, evaluate, and initiate disciplinary procedures regarding those certificated employees assigned to the SOUTH COUNTY SELPA. The Superintendents' Council and/or designee, must inform the AU (Human Resources) when progressive discipline is enacted with an employee. The AU will assist with

disciplinary procedures and will provide support to the SOUTH COUNTY SELPA when discipline may lead to termination of a certificated employee assigned to the SOUTH COUNTY SELPA.

21. The AU will be considered the public-school employer for certificated employees pursuant to the Educational Employment Relations Act.

22. If the AU decides to offer existing or new certificated employees of the AU the opportunity to participate in the State Teachers Retirement System ("STRS") or the Public Employees Retirement System ("PERS"), the AU shall be responsible for reporting these arrangements with the Superintendents' Council as applicable.

23. The AU is responsible for the hiring process of certificated employees, including recruitment, screening for minimum qualifications, arranging interviews, verifying references, and initiating employment with the recommended candidate. The AU will provide a list of qualified candidates to the SOUTH COUNTY SELPA Administrator who then set up interviews for those candidates. The selection of a certificated employee for a position within the SOUTH COUNTY SELPA shall be the responsibility of the SOUTH COUNTY SELPA Administrator. Based on the outcome of the interview process the SOUTH COUNTY SELPA Administrator shall recommend the preferred candidate to the AU, who will then proceed with the formal hiring process ensuring the candidate meets the lawful qualifications for employment in that role.

24. The AU shall conduct an open recruitment. The distribution of notices and the receipt and processing of applications shall be conducted by the AU in accordance with law and regulation.

25. All applications received as a result of an open recruitment shall be deposited with the AU, and then subsequently shared with the SOUTH COUNTY SELPA Administrator or his/her designee.

26. All appointments of personnel to certificated positions shall be made by the County Superintendent of Schools upon recommendation of the SOUTH COUNTY SELPA Superintendents' Council and/or its designee, pursuant to the rules for the hiring of certificated employees.

27. All certificated employees within the AU that are assigned to the SOUTH COUNTY SELPA shall be afforded those rights and responsibilities of certificated employees of the AU, subject only to those special conditions set forth in Education Code section 1294.5.

28. The teaching year for employees of the AU assigned to a SOUTH COUNTY SELPA program shall be defined by the AU's Collective Bargaining Agreement with the Association. For retirement credit purposes a full-time year shall be determined by the Collective Bargaining Agreement.

29. The personnel file for each certificated employee assigned to the SOUTH COUNTY SELPA shall be maintained by the AU. The AU as the hiring authority shall maintain such records in the regular course of its business. The Superintendents' Council and/or designee may have access to these files as determined appropriate by the AU.

CLASSIFIED EMPLOYEE SERVICES

30. Parties recognize the California School Employees Association, Chapter 568, ("Association") as the exclusive bargaining representative of all classified employees in the classifications within the AU as identified in the Collective Bargaining Agreement between the COUNTY and the Association.

31. The AU is responsible for the hiring process of classified employees requested by the SOUTH COUNTY SELPA within the scope of the Collective Bargaining Agreement, Merit Rules and the Personnel Commission. This shall include the development of a statement of the duties and responsibilities to be assigned the position, in accordance with the specified needs of the SOUTH COUNTY SELPA, the announcement of position openings, recruitment, screening for minimum qualifications, arranging interviews, verifying references, and initiating employment with the recommended candidate. The AU will provide a list of qualified candidates to the SOUTH COUNTY SELPA Administrator who will then follow the procedures outlined in the in the Collective Bargaining Agreement and Merit Rules to interview and/or select a candidate. The selection of a classified employee for a position within the SOUTH COUNTY SELPA shall be the responsibility of the SOUTH COUNTY SELPA Administrator. Based on the outcome of the interview process the SOUTH COUNTY SELPA Administrator shall recommend the preferred candidate to the AU, who will then proceed with the formal hiring process ensuring the candidate meets the lawful qualifications for employment in that role.

32. All appointments of personnel to classified positions shall be made by the County Superintendent of Schools upon recommendation of the SOUTH COUNTY SELPA Superintendents' Council or its designee, pursuant to the rules for the hiring of classified employees.

33. Classified employees of the AU that are assigned to the SOUTH COUNTY SELPA, are employees of the AU. As such, the employees are subject to the AU's legal responsibility as employer and to its applicable collective bargaining agreement(s). The SOUTH COUNTY SELPA, through its Superintendents' Council and/or designee, shall be responsible to supervise, evaluate, and initiate disciplinary procedures in regard to those classified employees assigned to the SOUTH COUNTY SELPA. The Superintendents' Council and/or designee, must inform the AU (Human Resources) when progressive discipline is enacted with an employee. The AU will assist with disciplinary procedures and will provide support to the SOUTH COUNTY SELPA when discipline may lead to termination of a classified employee assigned to the SOUTH COUNTY SELPA.

34. The AU will be considered the public school employer for classified employees pursuant to the Educational Employment Relations Act.

35. The Merit System Rules and Regulations adopted and revised by the Personnel Commission of the COUNTY shall apply to all employment positions in the classified service of the AU and persons assigned to the SOUTH COUNTY SELPA.

36. If the AU decides to offer existing or new classified employees of the AU the opportunity to participate in the State Teachers Retirement System ("STRS") or the Public Employees Retirement System ("PERS"), the AU shall be responsible for reporting these arrangements with the Superintendents' Council as applicable. For any

retirement incentives, the AU will consult with and solicit input from the Superintendents' Council prior to any action.

37. The personnel file for each classified employee assigned to the SOUTH COUNTY SELPA shall be maintained by the AU. The AU as the hiring authority shall maintain such records in the regular course of its business. The Superintendents' Council and/or designee may have access to these files as determined appropriate by the AU.

38. All personnel employed pursuant to this Agreement and assigned to the SOUTH COUNTY SELPA shall be afforded all the rights and responsibilities of classified employees of the AU.

BUSINESS SERVICES

39. The AU shall provide a Chart of Accounts and revise the appropriate accounts in accordance with the Standard Account Code Structure as outlined by the California Department of Education. The AU shall provide information regarding fiscal procedures and forms as necessary to keep the SOUTH COUNTY SELPA apprised of AU and state policies and procedures.

40. The AU shall provide the following business services to the SOUTH COUNTY SELPA:

- a. Purchasing: process purchase requisitions, process contracts, and coordinate bidding when required;
- b. Accounts Payable: process purchase orders as submitted by the SOUTH COUNTY SELPA and prepare warrants for authorized accounts payable;
- c. Accounts Receivable: process accounts receivable invoices as submitted by the SOUTH COUNTY SELPA;
- d. General Accounting: the Special Education Financial Analyst or other business support personnel assigned to the SOUTH COUNTY SELPA, will coordinate accounting, payroll and benefits processing, and purchasing.
- e. The Special Education Financial Expert will collect and compile data from the SOUTH COUNTY SELPAs for the purpose of submitting State and Federal Grant Expenditure Reports, Maintenance of Effort (MOE) reports and Special Education Property Tax to state and federal entities on behalf of the SOUTH COUNTY SELPA. The Financial Expert will also provide outreach to districts for the purpose of advising and making recommendations on Special Education finances especially as it pertains to the Special Education MOE.

41. The Special Education Financial Analyst, or other business support personnel assigned to the SOUTH COUNTY SELPA is responsible for maintaining and accessing all financial records including invoices, which shall be provided to the SOUTH COUNTY SELPA Administrator.

42. The AU shall approve the annual auditor and make available to the auditor full disclosure of financial information regarding income, expenditures, and related operations.

43. The Special Education Financial Analyst, or other business support personnel assigned to the SOUTH COUNTY SELPA shall provide financial reports to the SOUTH

COUNTY SELPA Administrator, including revised budget summary balances, and perform other routine financial management services as necessary.

44. The SOUTH COUNTY SELPA Administrator shall provide allocation plans for the distribution of revenue within the SOUTH COUNTY SELPA in accordance with state requirements.

45. The AU shall allocate revenue to participating districts in conjunction with the SOUTH COUNTY SELPA allocation plan. Advanced apportionments shall be based on the latest available prior year allocation plan until a current year plan is received.

46. The AU shall make available to the SOUTH COUNTY SELPA its printing facilities, postage meter, and equipment, stores, and other facilities and equipment as needed for the execution of the SOUTH COUNTY SELPA's duties at a reasonable cost.

47. The AU shall assist the SOUTH COUNTY SELPA Administrator with location of appropriate housing for the SOUTH COUNTY SELPA operation and prepare lease or rental agreements for such housing in accordance with specifications drawn by the SOUTH COUNTY SELPA Superintendents' Council and subject to its approval and in accordance with purchasing procedures of the AU.

48. The AU shall receive donations and services for the use of the SOUTH COUNTY SELPA as specified by donors.

49. The Special Education Financial Analyst, or other business support personnel assigned to the SOUTH COUNTY SELPA is responsible for budget revisions regarding expenditures and revenue. The AU will then receive the budget adjustments as provided by the SOUTH COUNTY SELPA Administrator and will prepare them to be approved by the AU Board. The Special Education Financial Analyst, or other business support personnel assigned to the SOUTH COUNTY SELPA shall ensure the revisions will be reflected in the subsequent financial statement after AU Board approval.

50. The AU shall charge an indirect cost rate of 4 percent against all SOUTH COUNTY SELPA programs and accounts, excluding district contracts. SOUTH COUNTY SELPA programs shall include, but not be limited to, the following:

- a. Program Specialists;
- b. Regionalized Services;
- c. Low Incidence;
- d. AB 602;
- e. Extraordinary Cost Pool;
- f. NPS Pool;
- g. District Support
- h. Administrative Support; including legal support as defined in Section 59; and
- i. Other.

51. The AU shall distribute grant award funds as determined by the SOUTH COUNTY SELPA Administrator for SOUTH COUNTY SELPA distribution. All allocation of resources requires Superintendents' Council approval.

52. The Special Education Financial Analyst, or other business support personnel assigned to the SOUTH COUNTY SELPA will complete an end-of-year report reflecting revenue and expenditures for each fiscal year by September 30.

53. The AU will carry-over ending balances in SOUTH COUNTY SELPA accounts and place ending balances in the contingency account. Itemized budgeting of carry-over balances will require AU board approval if amounts exceed \$2,000.

54. The AU and the SOUTH COUNTY SELPA will handle grant award funds as required by federal and state guidelines.

GENERAL PROVISIONS

55. The SOUTH COUNTY SELPA shall provide the AU with a current copy of the SOUTH COUNTY SELPA Local Plan and of its policies as outlined in the Local Plan. The SOUTH COUNTY SELPA shall provide the AU with any and all modifications to the Local Plan and to the SOUTH COUNTY SELPA's policies.

56. To the extent possible, the provisions of this Agreement shall be read in harmony with the Local Plan and with any AU collective bargaining agreement(s).

57. The parties agree that this MOU shall be effective upon the ratification of each party. Existing language in the COUNTY's Collective Bargaining Agreements will continue in force.

58. To the extent allowed by law, the SOUTH COUNTY SELPA shall defend, indemnify, and hold harmless the other party to this Agreement and its officers and employees against any and all claims, actions, liabilities, and losses, by whomever asserted, of acts, errors, or omissions on the part of their respective officers, agents, students, or employees arising out of any of the activities in their performance of this Agreement.

59. The SOUTH COUNTY SELPA shall be entitled to coverage by the JPA as an extension of the San Diego County Office of Education which is the SOUTH COUNTY SELPA's Administrative Unit.

60. Neither party shall assign its rights, duties, or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties, or privileges under this Agreement on any third party, without the written consent of the other party. The replacement of the AU with any other member school district shall be treated as a material revision of the MOU subject to the review and approval of both parties.

61. If any provision or part of this Agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy, law or statute and/or ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

DISPUTE RESOLUTION

62. In the event that there is a dispute between the parties to this Agreement, said dispute shall be resolved by using the dispute resolution process in the governance section of the approved Local Plan.

ENTIRE AGREEMENT

63. This Agreement constitutes the entire agreement of the parties hereto and supersedes all prior representations, understandings, undertakings or agreements

(whether oral or written and whether expressed or implied) of the parties with respect to the subject matter hereof as of the Effective Date.

64. This Agreement may be signed in counterparts such that the signatures may appear on separate signature pages. Facsimile or photocopy signatures shall have the same force and effect as original signatures.

65. The Parties acknowledge that each of the undersigned has the power and authority to enter into a binding contract on behalf of the party so noted below.

IN WITNESS WHEREOF, the parties have duly executed this agreement as of the date first written above.

Signed:

For the SOUTH COUNTY SELPA

**For the San Diego County Office
of Education**

Date: 4-20-23

Date: 5-8-23




Dr. Gina Potter

Dr. Paul Gothold

South County SELPA
Superintendents' Council Chair

Superintendent of Schools

Date approved by the SOUTH COUNTY SELPA Superintendents' Council: December 7, 2022.

RFA OVERVIEW SHEET: Equity Lead

Description	
The California Department of Education (CDE) and California Collaborative for Educational Excellence (CCEE) invite interested local educational agencies (LEAs) (e.g., county offices of education [COEs] or school districts) and consortia of LEAs to apply to be named as an Equity Lead. The selected Equity Leads are encouraged to carry out their work in partnership with institutions of higher education, nonprofit educational service providers, or community-based organizations. The Equity Leads are tasked with the following: 1. Partnering with the LEAs, prioritizing those with schools receiving Equity Multiplier funding, to analyze programs, identify barriers and opportunities, and implement actions and services to meet the identified needs of all pupils, including by addressing racial disparities. This shall include enhancing and expanding existing work in these areas. 2. Supporting the work of LEAs, prioritizing those with schools receiving Equity Multiplier funding, in developing and implementing programs and supports that address racial disparities in opportunities and academic outcomes. 3. Identifying existing resources, including support for educator preparation; recruitment, retention, and professional development activities; instructional coaching; and other efforts currently available to address disparities, including racial disparities, in pupil outcomes, and sharing these resources with local educational agencies, prioritizing those receiving Equity Multiplier funding. 4. Monitoring the impact of the implementation of local control and accountability plan (LCAP) goals for Equity Multiplier Schools, and reporting on the best practices developed and outcomes. The CCEE and the CDE will select between two and four Equity Leads, with approval from the Executive Director of the State Board of Education (SBE), by March 1, 2024.	
Eligibility: The application may be submitted by an LEA on behalf of itself or on behalf of a consortium of LEAs. An LEA applying on behalf of itself or on behalf of a consortium of LEAs may carry out their work in partnership with institutions of higher education, nonprofit educational service providers, or community-based organizations that demonstrate the capacity to meet statutory goals and responsibilities outlined herein.	
RFA Details	
Funding Agency: CDE, Student Achievement and Support Division, System of Support Office 1430 N Street, Suite 6208 Sacramento, CA 95814-5901 AND California Collaborative for Educational Excellence (CCEE)	Contact/Questions: All questions and correspondence should be submitted by email through the System of Support Helpdesk at CASystemofSupport@cde.ca.gov using "Equity Lead RFA" in the subject line. All questions regarding the RFA and related requirements need to be submitted by 5 p.m. on Wednesday, December 6, 2023.
Due Date: January 25, 2024 SDCOE internal routing date: January 18, 2025	Project Period: July 1, 2024, and ends June 30, 2029
Funding Amount: \$500,000 - \$1,000,000 per year There is \$2,000,000 available per year, which will be split among two to four Equity Leads. Funding for the entire project period could range from \$500,000 to \$5,000,000.	Intent to Apply: N/A (Letter of Interest is a required document, which is submitted with grant application)

RFA Website link	Timeline: RFA Release Date: November 27, 2023 Applications Due: January 25, 2024 Applicant Presentations (Zoom): February 7, 2024 Finalist Interviews (Zoom): February 12, 2024 Announce Lead Agencies: March 1, 2024
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Budget Details	
Indirect Cost: Allowed, limited to CDE-approved rate	Required Form(s): None. Budget is not submitted with initial grant application. Grant Services has reached out to CDE to confirm.
Matching Funds: No	Grant or Contract: This is a grant

Application, Formatting, Forms, and Submission
Formatting: • 8½- by 11-inch paper (Letter) page size • 12-point Arial font • Double or Single line spacing- needs to be confirmed by CDE • One-inch margins • 5-page single spaced limit <i>not including appendices</i> • Links to webpages and other resources to be considered is allowed
Required Components: • Letter of Interest • Résumés of key personnel • Form A: Applicant Information and Certification (requires signature - digital signature accepted) • Form B: Application Checklist (requires signature- digital signature accepted) • Form C: Prompts- Description of Experience and Capacity of the Consortium ○ 1) Quality and Completeness ○ 2) Collaboration ○ 3) Local Control Accountability Plan ○ 4) Addressing racial and ethnic inequity and its impact on students ○ 5) Proposed Partnerships • Supporting Documentation (limited to 10 pages)
Submission: Email all application components listed on Form B: Application Checklist as attachments no later than January 25, 2024, to CASystemofSupport@cde.ca.gov with “Equity Leads Application” in the subject line.

**California Department of Education
California Collaborative for Educational Excellence**

Equity Leads

REQUEST FOR APPLICATIONS INSTRUCTIONS



ccee
California Collaborative
for Educational Excellence

**Application Due Date:
January 25, 2024**

California Department of Education
Student Achievement and Support Division
System of Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

Equity Leads Request for Applications

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I. OVERVIEW

The California Department of Education (CDE) and California Collaborative for Educational Excellence (CCEE) invite interested local educational agencies (LEAs) (e.g., county offices of education [COEs] or school districts) and consortia of LEAs to apply to be named as an Equity Lead. The selected Equity Leads are encouraged to carry out their work in partnership with institutions of higher education, nonprofit educational service providers, or community-based organizations.

A. Background and Goals

The Equity Leads were established in 2023 under Senate Bill 114, Section 79 (Chapter 48 of the Statutes of 2023) as part of California's Statewide System of Support (System of Support) as a key lead initiative, with a \$2 million annual investment. The Equity Leads are tasked with the following:

1. Partnering with the LEAs, prioritizing those with schools receiving Equity Multiplier funding, to analyze programs, identify barriers and opportunities, and implement actions and services to meet the identified needs of all pupils, including by addressing racial disparities. This shall include enhancing and expanding existing work in these areas.
2. Supporting the work of LEAs, prioritizing those with schools receiving Equity Multiplier funding, in developing and implementing programs and supports that address racial disparities in opportunities and academic outcomes.
3. Identifying existing resources, including support for educator preparation; recruitment, retention, and professional development activities; instructional coaching; and other efforts currently available to address disparities, including racial disparities, in pupil outcomes, and sharing these resources with local educational agencies, prioritizing those receiving Equity Multiplier funding.
4. Monitoring the impact of the implementation of local control and accountability plan (LCAP) goals for Equity Multiplier Schools, and reporting on the best practices developed and outcomes.

The CCEE and the CDE will select between two and four Equity Leads, with approval from the Executive Director of the State Board of Education (SBE), by March 1, 2024. The grant period begins July 1, 2024, and ends June 30, 2029.

B. Responsibilities

The Equity Leads selected for this work must demonstrate the capacity to do all the following:

1. Work collaboratively with the CCEE, the department, and other lead agencies in the system of support to advance the purpose of the system of support specified in subdivision (b) of Section 52059.5.
2. Partner with other subject matter experts across the state, including, but not limited to, the Community Engagement Initiative, 21st Century California School Leadership Academy, California Community Schools Partnership Program Regional Technical Assistance Center, Local Literacy Lead Agencies, and System of Support for Expanded Learning.
3. Develop and disseminate resources on effective practices for analyzing programs, identifying barriers and opportunities, and implementing actions and services to meet the identified needs of all pupils, including by addressing racial disparities.
4. Understand the LCAP and how to use the LCAP for strategic planning, including, but not limited to, by:
 - Identifying and analyzing available and relevant data to understand pupil needs and helping practitioners, educators, and interest holders understand the data.
 - Assisting practitioners in implementing and monitoring changes to practice to meet the needs of all pupils, including by addressing racial disparities in opportunities and outcomes and aligning to the technical assistance provided to LEAs known as differentiated assistance.
 - Including diverse and underrepresented pupils, families, and communities in decision-making processes in school settings.
5. Understanding the history of racial inequities in California, including, but not limited to, past policies related to segregation, immigration, education, and public safety and incarceration, and how it currently impacts pupils in California.

C. Eligibility Requirements

The application may be submitted by an LEA on behalf of itself or on behalf of a consortium of LEAs. An LEA applying on behalf of itself or on behalf of a consortium of LEAs may carry out their work in partnership with institutions of

Equity Leads Request for Applications

higher education, nonprofit educational service providers, or community-based organizations that demonstrate the capacity to meet statutory goals and responsibilities outlined herein.

II. Accountability

A. Reporting Requirements

The selected Equity Leads will be part of continuing collaboration amongst the System of Support Lead Agencies, the CCEE, and the CDE. The Equity Leads shall complete the following:

1. Collective Annual Plan that outlines the work and goals aligned with the four responsibilities outlined in subdivision (c) of *Education Code (EC)* section 52073.5 (see Appendix B),
2. Data requested by CCEE and CDE in support of any external evaluation, as applicable,
3. Annual year-end reports,
4. Mid-year progress check-in with CDE and CCEE and a progress report,
5. Budgets and Expenditure reports, and
6. Other reports as requested by the CDE and CCEE.

B. Program Deliverables

The selected Equity Leads will jointly deliver the following to the CDE and CCEE:

1. An annual report that identifies the LEAs and schools that have been supported by the grant and a high-level overview of the work completed and underway at each location, aligned with the four responsibilities outlined in subdivision (c) of *EC* section 52073.5 (see Appendix B). These reports must be completed annually and no later than six weeks after the conclusion of the fiscal year.
2. A Guide for LEAs that:
 - a. Summarizes best practices and strategies for implementation to improve racial equity and positive outcomes through the LCAP process.

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- b. Names barriers to implementation of best practices for achieving racial equity identified in the course of providing support to LEAs and schools and provides recommendations on how to address those barriers at multiple levels.
- c. Is written for both LEA and community member audiences.
- d. Is completed no later than three months after the conclusion of the grant period.

In addition, the selected Equity Leads are required to participate in all System of Support meetings which occur 2–4 times per year.

C. Allowable Activities and Costs

Equity Leads will develop and submit annual budgets. The proposed use of grant funds will be reviewed and any items that are deemed non-allowable, excessive, or inappropriate will be eliminated. Generally, all expenditures must contribute to the goals and objectives outlined in Section I.

D. Assurances

Assurances, certifications, terms, and conditions are requirements of applicants and lead agencies as a condition of receiving funds. The signed grant application submitted to the CDE is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant.

In addition to complying with all terms, conditions and requirements specified in this RFA, the selected Equity Leads must also abide by the current “General Assurances and Certifications” on the CDE Funding Forms web page located at <https://www.cde.ca.gov/fq/fo/fm/ff.asp>. Applicants do not need to sign and return the General Assurances and Certification with the application; instead, they must download them and keep them on file to be available for compliance reviews, complaint investigations, or audits.

The Equity Lead Assurances are required to be signed and submitted as part of the Grant Award Notification, which will include responsibilities, reporting requirements, and deliverables. If an Equity Lead fails to submit required reports, program activities are not completed, or there is a lack of participation in meetings, funding for the Equity Lead could be reduced.

E. Administrative Indirect Cost Rate

The selected Equity Leads must limit total administrative indirect costs to the rate approved by the CDE for the applicable fiscal year in which the funds are spent. Any other entity providing services in partnership with an Equity Lead that are properly paid through the grant shall not be entitled to an administrative indirect cost rate greater than the rate approved by the CDE for the Equity Lead's lead LEA.

For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at <http://www.cde.ca.gov/fq/ac/ic/>.

III. Application Procedures and Process

The process for the selection of the Equity Leads is a multistep process that will consist of the following:

1. Application (Forms A, B, and C): All interested LEAs or consortia meeting the eligibility requirements are required to develop and submit an initial application package per the requirements of Form B.
2. Presentation to demonstrate the ability to meet the goals and responsibilities of Equity Leads.
3. Interview

A. Application Timeline

Activity	Due Date
RFA Release Date	November 27, 2023
Questions for RFA Questions and Answers (Q&As) must be submitted	December 6, 2023
Answers for RFA Q&As will be posted	December 15, 2023
Applications Due	January 25, 2024
Applicant Presentations (via Zoom)	February 7, 2024
Finalist Interviews (Via Zoom)	February 12, 2024
Announce Initiative Lead Agencies	March 1, 2024
Appeals received at the CDE	April 1, 2024

Activity	Due Date
The Initiative Begins	July 1, 2024

B. Application Process

Email all application components listed on Form B: Application Checklist as attachments no later than January 25, 2024, to CASystemofSupport@cde.ca.gov with “Equity Leads Application” in the subject line.

C. Application Review

All applications will be reviewed for completeness and quality (up to 10 points), the applicant's experience collaborating within the System of Support (up to 20 points), the agency's LCAP philosophy and practices (up to 30 points), a demonstrated history addressing racial and ethnic disparities in opportunities and outcomes between different student groups (up to 30 points) and proposed partnerships (up to 10 points). This evaluation will be conducted by CDE, CCEE and SBE staff. Each application will be read and scored by a minimum of two reviewers. The application review process will occur in February and March 2024. Applications will be randomly assigned to readers lacking conflicts of interest. Readers will base their scores on the degree to which an applicant provides evidence that it meets the RFA eligibility and experience requirements. Readers will independently evaluate and score the applications using the Scoring Rubric (see Appendix A), and the two scores will then be averaged to determine a final score.

The applicants with a final score of at least 70 will be invited to deliver a presentation to a panel consisting of representatives of the CDE, CCEE, and SBE to demonstrate their ability to meet the goals and responsibilities of the Equity Lead. Applicants with a passing score from the presentation stage will be invited to a final interview. The rubric for presentations will be provided with the invitation to present.

D. Questions and Contact Information

Prior to submitting questions to the CDE, Student Achievement and Support Division, please ensure that you have:

1. Read the RFA in its entirety.
2. Reviewed the Q&As located on the CDE web page <https://www.cde.ca.gov/fg/fo/r16/equityleadrfa.asp>.

Equity Leads Request for Applications

3. Viewed the RFA – Equity Leads Webinar posted on the CDE web page <https://www.cde.ca.gov/fg/fo/r16/equityleadrfa.asp>.

All questions and correspondence should be submitted by email through the System of Support Helpdesk at CASystemofSupport@cde.ca.gov using “Equity Lead RFA” in the subject line.

NOTE: All questions regarding the RFA and related requirements need to be submitted by 5 p.m. on Wednesday, December 6, 2023. All submitted supplemental questions with answers will be posted as part of the Q&As located on the CDE web page at <https://www.cde.ca.gov/fg/fo/r16/equityleadrfa.asp> on Friday, December 15, 2023.

E. Appeals Process

Applicants who wish to appeal a grant award decision must submit a Letter of Appeal to:

Equity Lead Application Appeals
California Department of Education
Student Achievement and Support Division
System of Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

The CDE must **receive** the Letter of Appeal, with an authorized signature, no later than 5 p.m. on April 1, 2024. Fax or letters submitted via email will not be accepted.

Appeals are limited to the grounds that the CDE’s action(s) violate(s) a state or federal statute or regulation. Mere disagreement with scoring and/or judgment is not a basis for appeal, and the professional judgment of the reviewers will not be considered on appeal absent a showing that the CDE and/or CCEE violated a state or federal statute or regulation. An Applicant may be represented by counsel.

The CDE must receive the Letter of Appeal within 30 calendar days of the email notification of disqualification or the Intent to Award announcement posted on the CDE web page. Postmarks will be honored. Emailed letters of appeal will not be accepted.

The letter of appeal shall include the following:

1. A clear and concise statement of the action being appealed;

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2. The legal authority (statute and/or regulation) relied upon for the appeal position;
3. The specific evidence being submitted to support the appeal; and
4. The specific remedy sought.

Form A: Applicant Information and Certification

Section 1—Applicant Information

Name of Lead LEA: [Insert Organization Name]

Contact Name: [Insert Lead Designee Name]

Contact Title: [Insert Lead Designee Professional Title]

Address: [Insert Lead Designee Address]

City, State, Zip Code: [Insert Lead Designee City, State, Zip Code]

Telephone Number: [Insert Lead Designee Telephone Number]

Email Address: [Insert Lead Designee Email Address]

Name of LEA Consortium Partner #1 (if applicable): [Insert Organization Name]

Contact Name: [Insert Co-lead Designee Name]

Contact Title: [Insert Co-lead Contract Designee Professional Title]

Address: [Insert Co-lead Designee Address]

City, State, Zip Code: [Insert Co-lead Designee City, State, Zip Code]

Telephone Number: [Insert Co-lead Designee Telephone Number]

Email Address: [Insert Co-lead Designee Email Address]

Name of Consortium Partner #2: [Insert Organization Name]

Contact Name: [Insert Co-lead Designee Name]

Contact Title: [Insert Co-lead Designee Professional Title]

Address: [Insert Co-lead Designee Address]

City, State, Zip Code: [Insert Co-lead Designee City, State, Zip Code]

Telephone Number: [Insert Co-lead Designee Telephone Number]

Email Address: [Insert Co-lead Designee Email Address]

Section 2—Applicant and Consortium Member Certification

Each member of the Equity Lead consortium must have read, acknowledged, and agreed to all the grant terms and conditions stated in the RFA. By having its Superintendent, Executive Director, Chief Executive Officer, or other authorized representative sign below, each of the Equity Lead consortium members hereby certify that it has read, acknowledged, and agrees to all such terms and conditions and that it is committed to participating in the consortium under such terms and conditions.

LEA Designee Signature and Date (Digital Signature Accepted):

[Insert Signature and Date]

Consortium Partner Agency #1 Designee Signature and Date (Digital Signature Accepted):

[Insert Signature and Date]

Consortium Partner Agency #2 Designee Signature and Date (Digital Signature Accepted):

[Insert Signature and Date]

Form B: Application Checklist

All interested applicants meeting the eligibility requirements are required to develop and submit an initial application package with the following.

1. Letter of Interest
2. Resumes of key personnel
3. Form A: Application Information and Certification
 - Section 1—Name and Contact Information of Applicant and Consortium Members
 - Section 2—Applicant Consortium Member Certification
4. Form B: Application Checklist (Signed and Dated)
5. Form C: Prompts—Description of Experience and Capacity of the Consortium
 - Supporting Documentation (not to exceed 10 pages)

Sign below indicating that the application for the Equity Lead Request for Proposals is being submitted with all required elements per the Application Checklist above.

Lead LEA Designee Signature and Date (Digital Signature Accepted):

[Insert Signature and Date]

Form C: Prompts—Description of Experience and Capacity of the Consortium

Please respond to the prompts below to describe the applicant's experience and capacity to serve as a System of Support Equity Lead using Arial 12-point font, 1-inch margins, and not exceed five pages. Supporting documentation should not exceed 10 pages and may contain links to web pages or other resources to be considered.

1. Quality and Completeness—The application package included all required elements: Letter of interest, resumes, Form A, and signatures.
2. Collaboration
 - a. Using one or two specific and concrete examples, describe how you have used cross-agency collaboration to address student needs, which may include but is not limited to state educational agencies, system of support lead agencies, or subject matter experts.
 - b. In your response, speak to the impact of the collaboration on students.
3. Local Control and Accountability Plan:
 - a. Describe your LEAs philosophy on using the LCAP to advance equity, including, but not limited to, your LEA's focus on addressing racial and ethnic disparities in opportunities and outcomes through your LCAP. As part of this response, please provide a link to your most recent LCAP and, if applicable, the LCAPs for which you have approval responsibility.
 - b. Describe your LEAs educational partner engagement process to develop the LCAP, including, if applicable, any training your LEA provides on this topic.
 - c. Has your LEA provided and/or received technical assistance based on the California School Dashboard (Dashboard) identification in one or more years since 2017? If so, describe your improvement process, including use of the Dashboard and other local data, connection to planning in the LCAP, and progress toward improving student outcomes including one or two specific and concrete examples.
4. Addressing racial and ethnic inequity and its impact on students.
 - a. The history of racial and ethnic inequities in California, including, but not limited to, past policies related to segregation, immigration, education, and public safety and incarceration, have deep and systemic impacts on California students.

Equity Leads Request for Applications

- i. What historical policy or practice has had a negative impact on historically marginalized students in your community, and what is that impact?
- ii. What has your LEA done to address this impact?

5. Proposed Partnerships:

- a. Do you plan to work with a community partner, such as a Community-Based Organization, to carry out the work of the Equity Leads? If so, please include supporting documentation of any formal agreements, and/or letter(s) of support that demonstrates high levels of cooperation, commitment, coordination, and formal relationships between the partners.

APPENDIX A: Scoring Rubric

1. Quality and Completeness (10 points)

Complete (10 points)	Incomplete (0 points)
Application package included all required elements: Letter of interest, resumes, Form A, and signatures.	Application package did not include one or more of the required elements.

2. Collaboration (20 points)

OUTSTANDING/EXCEEDS EXPECTATIONS (8-10 points)	STRONG/MEETS EXPECTATIONS (5-7 points)	GOOD/APPROACHES EXPECTATIONS (4-6 points)	MINIMAL/DOES NOT MEET EXPECTATIONS (0-3 points)
A. The description thoroughly and convincingly demonstrates the LEA's understanding of the importance of collaboration in addressing student needs. Provides two specific, concrete, and well-articulated examples of collaboration across the System of Support including the collaborative process and the roles of agencies involved.	A. The description clearly demonstrates the LEA's understanding of the importance of collaboration in addressing student needs. Provides one to two specific, concrete, and well-articulated examples of collaboration across the System of Support including the collaborative process and the roles of agencies involved.	A. The description adequately demonstrates the LEA's understanding of the importance of collaboration in addressing student needs. Provides one specific, concrete, and well-articulated example of collaboration across the System of Support including the collaborative process and the roles of agencies involved.	A. The description does not demonstrate the LEA's understanding of the importance of collaboration in addressing student needs. Fails to provide examples of collaboration across the System of Support including the collaborative process and the roles of agencies involved.

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OUTSTANDING/EXCEEDS EXPECTATIONS (8-10 points)	STRONG/MEETS EXPECTATIONS (5-7 points)	GOOD/APPROACHES EXPECTATIONS (4-6 points)	MINIMAL/DOES NOT MEET EXPECTATIONS (0–3 points)
B. Clearly outlines the positive impact on students as evidenced by improved outcomes or capacity building as a result of the collaboration.	B. Clearly outlines the positive impact on students as evidenced by improved outcomes or capacity building as a result of the collaboration.	B. Sufficiently outlines the positive impact on students as evidenced by improved outcomes or capacity building as a result of the collaboration.	B. Does not sufficiently outline the positive impact on students as evidenced by improved outcomes or capacity building as a result of the collaboration.

3. Local Control and Accountability Plan Philosophy and Approach (30 points)

OUTSTANDING/EXCEEDS EXPECTATIONS (8–10 points)	STRONG/MEETS EXPECTATIONS (5–7 points)	GOOD/APPROACHES EXPECTATIONS (4–6 points)	MINIMAL/DOES NOT MEET EXPECTATIONS (0–3 points)
A. The LEA's philosophy regarding the LCAP is clear, insightful, and demonstrates effective approaches to address racial and ethnic disparities in opportunities and outcomes. The philosophy is thoroughly evidenced in the LEAs most recent LCAP and the LCAPs approved by the agency.	A. The LEA's philosophy regarding the LCAP is clear and demonstrates effective approaches to address racial and ethnic disparities in opportunities and outcomes. The philosophy is clearly evidenced in the LEAs most recent LCAP and the LCAPs approved by the agency.	A. The LEA's philosophy is adequate regarding the LCAP and demonstrates some approaches to address racial and ethnic disparities in opportunities and outcomes. The philosophy is somewhat evidenced in the LEAs most recent LCAP and the LCAPs approved by the agency.	A. The LEA lacks a sound philosophy regarding the LCAP and there are no stated approaches to address racial and ethnic disparities in opportunities and outcomes.

Equity Leads Request for Applications

OUTSTANDING/EXCEEDS EXPECTATIONS (8–10 points)	STRONG/MEETS EXPECTATIONS (5–7 points)	GOOD/APPROACHES EXPECTATIONS (4–6 points)	MINIMAL/DOES NOT MEET EXPECTATIONS (0–3 points)
B. A detailed and inclusive educational partner engagement process that includes effective engagement strategies and is evidenced by the most recent LCAP.	B. A clear educational partner engagement process that includes effective engagement strategies evidenced by the most recent LCAP.	B. A sufficient educational partner engagement process that includes engagement strategies evidenced by the most recent LCAP.	B. The LEA lacks an educational partner engagement process that includes engagement strategies evidenced in the most recent LCAP.

Equity Leads Request for Applications

OUTSTANDING/EXCEEDS EXPECTATIONS (8–10 points)	STRONG/MEETS EXPECTATIONS (5–7 points)	GOOD/APPROACHES EXPECTATIONS (4–6 points)	MINIMAL/DOES NOT MEET EXPECTATIONS (0–3 points)
c. A comprehensive description of a systematic approach to continuous improvement detailing specific strategies used. Explicitly details how the Dashboard and other local data drive the improvement process. Clearly connects the improvement process to planning in the LCAP and provides two concrete examples of progress towards improving student outcomes.	C. A clear description of a systematic approach to continuous improvement detailing specific strategies used. Clearly describes how the Dashboard and other local data drive the improvement process. Connects the improvement process to planning in the LCAP and provides one to two concrete examples of progress towards improving student outcomes.	C. An adequate description of a systematic approach to continuous improvement including strategies used. Sufficiently describes how the Dashboard and other local data drive the improvement process. May or may not connect the improvement process to planning in the LCAP and provides one concrete example of progress towards improving student outcomes.	C. Lacks a description of a systematic approach to continuous improvement describing strategies used. Fails to describe how the Dashboard and other local data drive the improvement process. Does not connect the improvement process to planning in the LCAP and does not provide any examples of progress towards improving student outcomes.

4. Addressing racial and ethnic inequity and its impact on students (30 points)

OUTSTANDING/EXCEEDS EXPECTATIONS (11.5–15 points)	STRONG/MEETS EXPECTATIONS (7.75–11.25 points)	GOOD/APPROACHES EXPECTATIONS (4–7.5 points)	MINIMAL/DOES NOT MEET EXPECTATIONS (0–3.75 points)
A. Provides a comprehensive and detailed description of a historical policy or practice that negatively impacted historically-marginalized students in the community, including its systemic effects.	A. Provides a clear description of a historical policy or practice that negatively impacted historically-marginalized students in the community, including its systemic effects.	A. Provides an adequate description of a historical policy or practice that negatively impacted historically-marginalized students in the community, and may or may not include its systemic effects.	A. Lacks a description of a historical policy or practice that negatively impacted historically-marginalized students in the community, and does not include its systemic effects.
B. Clearly articulates specific actions the LEA has taken to address the negative impact, showing a deep commitment to addressing historical inequities.	B. Articulates actions the LEA has taken to address the negative impact, showing a deep commitment to addressing historical inequities.	B. Adequately articulates some efforts the LEA has taken to address the negative impact, showing a commitment to addressing historical inequities.	B. Does not identify actions the LEA has taken to address the negative impact, failing to show a deep commitment to addressing historical inequities.

5. Proposed Partnerships (10 points)

OUTSTANDING/EXCEEDS EXPECTATIONS (10 points)	MINIMAL/DOES NOT MEET EXPECTATIONS (0 points)
The description thoroughly and convincingly demonstrates intentions to partner with community-based organization(s) that exhibits strong cooperation, coordination, and relationships between partners evidenced by supporting documentation.	The description fails to demonstrate intentions to partner with community-based organization(s) that exhibit cooperation, coordination, and relationships between partners evidenced by supporting documentation.

APPENDIX B—California *Education Code* 52073.5

52073.5.

- (a) (1) By March 1, 2024, the California Collaborative for Educational Excellence and the department shall select, subject to approval by the executive director of the state board and as a result of a competitive process, local educational agencies, or a consortium of local educational agencies, to serve as Equity Leads within the system of support to conduct the activities required pursuant to this section.
 - (2) The competitive process to select the Equity Leads shall ensure that no fewer than two Equity Leads and no more than four Equity Leads are selected in a manner that provides for statewide coverage. The Equity Leads shall be selected for a term not to exceed five years.
 - (3) Notwithstanding the deadline established pursuant to paragraph (1), if the competitive selection process administered pursuant to paragraphs (1) and (2) yields fewer than six applicants, the California Collaborative for Educational Excellence and the department shall reestablish a new competitive process, subject to all other requirements of this subdivision, to solicit a larger pool of applicants.
- (b) The Equity Leads selected pursuant to subdivision (a) shall demonstrate a willingness and capacity to do all of the following:
- (1) Work collaboratively with the California Collaborative for Educational Excellence, the department, and other lead agencies in the system of support to advance the purpose of the statewide system of support specified in subdivision (b) of Section 52059.5.
 - (2) Partner with other subject matter experts across the state, including, but not limited to, the Community Engagement Initiative, 21st Century California School Leadership Academy, California Community Schools Partnership Program Regional Technical Assistance Center, Local Literacy Lead Agencies, and Statewide System of Support for Expanded Learning.
 - (3) Develop and disseminate resources on effective practices for analyzing programs, identifying barriers and opportunities, and implementing actions and services to meet the identified needs of all pupils, including by addressing racial disparities.

Equity Leads Request for Applications

- (4) Understand the local control and accountability plan and how to use the local control and accountability plan for strategic planning, including, but not limited to, by:
 - (A) Identifying and analyzing available and relevant data to understand pupil needs and helping practitioners, educators, and interest holders understand the data.
 - (B) Assisting practitioners in implementing and monitoring changes to practice to meet the needs of all pupils, including by addressing racial disparities in opportunities and outcomes and aligning to the technical assistance provided pursuant to Sections 47607.3, 52071, 52071.5, 52072, and 52072.5.
 - (C) Including diverse and underrepresented pupils, families, and communities in decision making processes in school settings.
 - (5) Understanding the history of racial inequities in California, including, but not limited to, past policies related to segregation, immigration, education, and public safety and incarceration, and how it currently impacts pupils in California.
- (c) The Equity Leads shall have all of the following responsibilities:
- (1) Partnering with the local educational agencies, prioritizing those with schools receiving Local Control Funding Formula Equity Multiplier funding pursuant to Section 42238.024, to analyze programs, identify barriers and opportunities, and implement actions and services to meet the identified needs of all pupils, including by addressing racial disparities. This shall include enhancing and expanding existing work in these areas.
 - (2) Supporting the work of local educational agencies, prioritizing those with schools receiving Local Control Funding Formula Equity Multiplier funding pursuant to Section 42238.024, in developing and implementing programs and supports that address racial disparities in opportunities and academic outcomes.
 - (3) Identifying existing resources, including support for educator preparation; recruitment, retention, and professional development activities; instructional coaching; and other efforts currently available to address disparities, including racial disparities, in pupil outcomes, and sharing these resources with local educational agencies, prioritizing those receiving Local Control Funding Formula Equity Multiplier funding pursuant to Section 42238.024.

Equity Leads Request for Applications

- (4) Monitoring the impact of the implementation of local control and accountability plan goals pursuant to paragraph (7) of subdivision (e) of Section 52064, and reporting on the best practices developed and outcomes.
- (d) Commencing with the 2023–24 fiscal year, and for each fiscal year thereafter, the sum of two million dollars (\$2,000,000) is hereby appropriated to the department from the General Fund to be awarded to local educational agencies serving as Equity Leads pursuant to this section.
- (e) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriations made by subdivision (d) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202, for the fiscal year for which the appropriation is made, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202, for the fiscal year for which the appropriation is made.



San Diego South County
Special Education Local Plan Area (SELPA)

Community Advisory Committee 16th Annual Art and Awards Recognition

*****SAVE THE DATE*****

South County SELPA Presents

The 16th Annual Art and Awards Recognition

Showcasing Student Art and Recognizing Exceptional Staff Member

This year's theme is: ***"Out of this Galaxy!"***



Date: Thursday, May 23, 2024

Time: 4:30 – 6 p.m.

Location: South County Regional Education Center (SCREC)
800 National City Blvd.



The South County SELPA Community Advisory Committee is proud to announce the 16th Annual Art and Awards Recognition Event. The theme for all entries is ***"Out of this Galaxy!"*** Categories will include digital submissions of visual and digital art, poetry, essay, and photography.



IDEA & SERVICES TO SPECIAL EDUCATION CHILDREN IN PRIVATE SCHOOLS

Diana Lynn, Special Education Coordinator
Russell Coronado, Executive Director

AGENDA

- **Welcome and Introductions**
- **Overview of Legal Requirements**
- **Funding**
- **Input on Services and Participation**
- **Questions**



IDEA AMENDMENTS OF 2004

- Re-authorized and made significant changes to IDEA which started in 1975 as the Education of the Handicapped Act (EHA).
- IDEA '04 changed responsibility for identifying and providing services to private school students from the district of residence (DOR) to the district where the private school is located (DOPS).



IDEA AMENDMENTS OF 2004

- Under IDEA '04, public school districts are required to consult with private school representatives and the parent(s) to address the process for identifying students with disabilities (Child Find) and providing special education services through the expenditure of a proportionate share of federal funds.
- This forum is the opportunity for meaningful input by private school representatives and the parent(s) regarding this process.



FEDERAL & STATE LAWS

- **FEDERAL**

- **Statute:** Individuals with Disabilities Education Improvement Act of 2004 (IDEA - P.L. 108-446)
- **Regulations:** Final regulations were released in August 2006

- **STATE**

- **Statute:** CA Ed Code, Part 30. AB 1662 and AB 1663 aligned most of California law with the changes in IDEA 2004
- **Regulations:** CA Code of Regulations - Title 5



STUDENTS COVERED BY THIS LEGISLATION

Students from Kindergarten through grade 12
parentally placed by parents in private, non-profit
school.



STUDENTS *NOT* COVERED BY THIS LEGISLATION

- Students ages 3-5 parentally placed in preschool, non-profit settings.
- These students will be offered a FAPE through the IEP process not an ISP.
- Students parentally placed in for-profit private schools



PRESCHOOLERS

- Although the federal Private School Q&A from April 2011 states that, “An LEA’s obligation to serve children aged three through five under the equitable services provisions depends on whether a child is enrolled in a private school or facility that meets the definition of “elementary school...under State law.”
- Elementary School is not defined in California’s education code.
- Therefore, preschoolers are not entitled to receive services under a Service Plan.
- If there are any questions, please contact CDE.



DISTRICT COLLABORATION

In San Diego County, if a student attending a private school in a district outside the district of residence (DOR) is suspected of having a disability, with parent permission the DOR and the district where the private school (DOPS) is located will collaborate to evaluate the student and determine his/her eligibility for special education services.



RESPONSIBILITY FOR CHILD FIND

If you suspect a child attending your private school may have a disability, contact the special education administrator for the district where your school is located



CHILDREN WITH DISABILITIES

- The disability must be identified through evaluation by qualified personnel.
- The disability must be so significant that the child requires “specially designed instruction” which cannot be provided with accommodations (such as additional time on tests or shortened assignments) of the regular school program.



CHILDREN WITH DISABILITIES

- Speech/Language Impairment
- Learning Disability
- Intellectual Disabled
- Visual Impairment
- Traumatic Brain Injury
- Deaf
- Hearing Impairment
- Deaf/Blind
- Other Health Impairment
- Emotional Disturbance
- Multiple Disabilities
- Autism
- Orthopedic Impairment



REFERRAL AND EVALUATION

Education Code 56303

- A pupil **shall** be referred for special educational instruction and services **only after** the resources of the regular education program have been considered and, where appropriate, utilized.
- The private school staff and the parent(s) are usually encouraged to participate in a student study team to consider accommodations and supports within the private school and/or if other non-special education services are appropriate.
- The student study team may initiate the referral for evaluation to determine the child's eligibility for special education services.



REFERRAL AND EVALUATION

- With parent permission to share information with the DOR, an evaluation plan will be developed by the DOPS, in collaboration with the DOR, and sent to the parent(s) within 15 days of the referral, indicating areas to be assessed and persons responsible.
- The evaluations will be completed within 60 days (not counting days between school terms or vacations in excess of 5 days), based on the DOPS school calendar



ELIGIBILITY MEETING

When the evaluation is completed, an Individualized Education Program (IEP) meeting will be held with the district staff from both the district of residence (DOR) and the district where the private school is located (DOPS) if applicable, private school staff, and the parent(s) to determine whether or not the child has a disability.



ELIGIBILITY MEETING

If the team determines that the child has a disability and the parent chooses to enroll the child in the public school, the district of residence will offer to develop an IEP to identify all services required to provide a free appropriate public education.



PUBLIC SCHOOL ENROLLMENT



- When the student enrolls in a public school, an Individualized Education Program (IEP) meeting will be held within 30 days.
- The IEP is reviewed annually. A reassessment occurs no less than every three years.
- Once enrolled in a district school, the student with a disability is entitled to all necessary programs and services to enable the child to access and progress in the general curriculum as determined by the IEP team.

ELIGIBILITY MEETING

If the parent(s) elects to continue the child's enrollment in the private school, the district where the private school is located will determine whether the student meets the guidelines for special education services through an Individual Services Plan (ISP).



PRIVATE SCHOOL ENROLLMENT

- If eligible under the district's private school plan, the student enrolled in a private school will receive the proportional services per the Individual Services Plan (ISP).
- The ISP will be reviewed annually. A reassessment occurs every three years.



IDEA: PRIVATE SCHOOL PROVISIONS

- No private school child is entitled to any service or amount of service that he or she would receive if enrolled in a district school.
- All districts in each SELPA determine the scope and type of services after consultation with private school representatives.



IDEA: PRIVATE SCHOOL PROVISIONS

- Private school children receive a *different* amount or type of service than students enrolled in district special education programs. Since the last reauthorization, districts have been providing some consultation services to students enrolled in private schools
- Districts are required to utilize a proportionate share of their federal funds to provide services to students with disabilities enrolled in private schools.



PRIVATE SCHOOL EXPENDITURE CALCULATION

- 5000 special education students
- 50 students in private schools
- Equals 1%
- District receives \$5 million in federal funds
- 1% of \$5 million = \$50,000
- \$50,000 is available to provide services to some or all of the 50 eligible students





COMMENTS & CONSIDERATIONS

- A parent(s) must enroll his/her child in a public school program to obtain full special education services.
- The district may decide to provide ISP services to only certain children based on age, levels of services, or disability.

COMMENTS & CONSIDERATIONS

- Services through an ISP may be consultation, instruction, transportation, materials and/or staff development training.
- Throughout the state, each SELPA has determined the level of service available to Parentally Placed Students through an ISP
- For example, in San Diego, most SELPAs offer consultative services only up to twice per year
- Consultation is the current service available through South County SELPA member districts



PROCEDURAL SAFEGUARDS

- If you feel you have not *had an opportunity for meaningful and timely consultation* regarding the provision of special education services, you are encouraged to discuss your concerns with the special education administrator.
- You may also file a complaint with the California Department of Education by calling (800) 926- 0648 to begin the process.



QUESTIONS, INPUT, AND DISCUSSION

Any input into 2023-2024
services?

Any unaddressed needs?

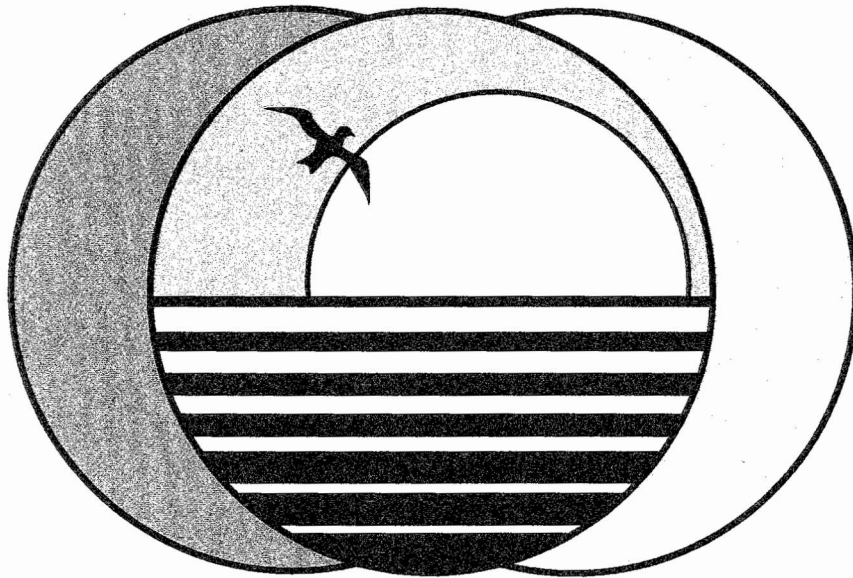
Any additional questions?





SAN DIEGO SOUTH COUNTY

SPECIAL EDUCATION LOCAL PLAN AREA



Local Plan

Serving Students with Special Needs

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
January 2020

SELPA South County SELPA

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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 South County SELPA's geographic service area is the geographic boundaries of the following school districts: National School District, Chula Vista Elementary School District, South Bay Union School District, San Ysidro School District, Sweetwater Union High School District, Coronado Unified School District, and the San Diego County Office of Education.

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

The governance structure of the Special Education Local Plan Area (SELPA) is established by agreement among the governing boards of the member Local Educational Agencies (LEAs). It consists of the Superintendents' Council, which sets policy, and the Community Advisory Committee (CAC), which advises on policy. The CAC members are appointed by the governing boards of the LEAs, consistent with the CAC bylaws. The SELPA Administrator, through the utilization of SELPA staff and appropriate committees, carries out the activities and duties assigned by the Superintendents' Council.

Superintendents' Council Role

The Superintendents' Council adopts policy and allocates SELPA resources in accordance with the Local Plan. It also determines, under the Local Plan, the responsibility of each LEA for providing special education services and assures access to special education and services for all students with disabilities residing in the SELPA. All meetings of the Superintendents' Council are open to the public and all persons are permitted to attend and address those meetings in accordance with Government

Code Section 54950-54961 (Brown Act).

Functions

The Superintendents' Council serves the following functions:

- Provides leadership for development of statements of philosophy, policies, goals, priorities, and plans for comprehensive services and programs to the students with disabilities of the SELPA
- Makes decisions regarding implementation, administration and operation of regional special

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education programs and services in accordance with the local plan

- Instructs the SELPA Administrator regarding the implementation, administration and operation of the local plan
- Approves the Allocation Plan for the distribution of federal, state, and local funds allocated for special education programs
- Approves procedures, which ensure the participation of each Governing Board in regional planning
- Ensures equal access to programs and services for all students with disabilities within the SELPA

Establishes policies and approves procedures to ensure compliance by LEAs with the local plan, state and federal laws and regulations. These policies and procedures can be requested through the SELPA office.

Ensures that all regionalized operations and services are performed in accordance with the local plan.

A SELPA Administrator is employed who, through the utilization of clerical staff, a special education coordinator, other staff as necessary and appropriate committees carries out the activities and duties assigned and directed by the Superintendents' Council.

Membership

The Superintendents' Council is composed of a Superintendent from each LEA in the SELPA, or the person performing these duties regardless of title (References throughout the document to Superintendent shall refer to the person performing the duties for that LEA). It is chaired by one of its members, excluding the AU, who is responsible for establishing meeting dates and times. An annual organizational meeting will be held by June of each year. The chair is elected at the annual organizational meeting and assumes responsibility at the first scheduled meeting in the subsequent fiscal year. If the chair is unable to attend, he/she may delegate another superintendent or designee to chair the meeting.

Voting Criteria

Each LEA has one vote. Voting decisions are based on a simple majority of votes cast pursuant to meetings duly called in accordance with the established practice of the Superintendents' Council. Representatives of half the LEAs, plus one additional LEA (or rounded to the next whole number) constitute a quorum. A superintendent may send a designee to represent him/her, but this individual may not be the Director or Coordinator of Special Education. A superintendent may give a proxy vote to another member of the Superintendents' Council. A Special Education Director or Coordinator may attend as a non-voting advisor at the request of the LEA Superintendent.

Community Advisory Committee

Role

The CAC advises the Superintendents' Council on the amendment and review of the local plan, recommend priorities to be addressed, assist in parent education, encouraging community involvement, supporting activities on behalf of students with disabilities, assisting in parent awareness of importance of regular school attendance, and supporting community involvement in parent advisory committees within LEAs.

Membership

Each participating LEA's governing board appoints member(s) to the CAC based on their policies

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and procedures. The number of members per LEA is outlined in the CAC bylaws, which are available at the SELPA Office.

Voting

Voting is consistent with the CAC bylaws, which are available at the SELPA Office.

Addition of an LEA

A request by a charter school to participate as an LEA in the South County SELPA will not be treated differently from a similar request made by a school district. For more information, see the SELPA's Policies and Procedures, for the Charter School policy and procedure. In reviewing and approving such a request, the following requirements shall apply:

The new LEA shall participate in state and federal funding for special education and will receive the funding in the same manner as other LEAs of the SELPA as specified in the SELPA funding allocation plan. The new LEA shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.

Withdrawal of an LEA

Any LEA in South County SELPA may request to withdraw from the South County SELPA. The procedures for such action follow:

- The Superintendent of the LEA requesting withdrawal must submit written notice to the SELPA Administrator on or before September 1 of the school year preceding the school year in which the LEA anticipates withdrawing
- The SELPA Director will notify the superintendents' Council, the San Diego County Office of Education, and the California Department of Education
- The SELPA Director and/or staff will review the application and make a written recommendation within 60 days of receipt of the application
- The Superintendents' Council will receive copies of the written recommendation at least 10 days prior to the item appearing on the agenda
- The Superintendents' Council will take action to approve or disapprove the LEA withdrawing from the SELPA within 100 days of application
- If approved, the withdrawal will become effective on July 1 of the next fiscal year
- If an LEA withdraws from the SELPA, a committee will be established by the Superintendents' Council to develop a plan for the distribution of SELPA assets within the LEA. The committee will be composed of the following representatives:
 - Superintendent, Special Education Director, and Chief Business Officer of the withdrawing LEA
 - One Superintendent selected by a majority vote of the Superintendents' Council
 - Two Directors of Special Education selected by a majority vote of the Superintendents' Council
 - Two Chief Business Officers selected by a majority vote of the Superintendents' Council
 - SELPA Director

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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 governing boards of the LEAs agree to designate authority to the Superintendents' Council to approve SELPA-wide policies and procedures, Annual Budget and Service plans and any subsequent modifications. At the Superintendents' Council meetings, which follow the Brown Act rules, the Council makes decisions regarding these and other items that are required for coordinating and implementing the local plan.

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 San Diego County Superintendent of Schools is designated as the Administrative Unit (AU) for the South County SELPA. The AU is determined by a majority vote of the Superintendent's Council. San Diego County Office of Education is a participating LEA in the SELPA, and as the AU it shall be responsible for function such as, but not limited to:

- Receipt and distribution of special education funds to LEAs and SELPA accounts for the operation of special education programs and services.
- Provision of administrative support
- Provision of fiscal and personnel support
- Employment of SELPA staff to coordinate implementation of the plan
- Ensures this plan is compatible with other plans within San Diego County

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

A request by a charter school to participate as an LEA in the South County SELPA will not be treated differently from a similar request made by a school district. For more information, see the SELPA's Policies and Procedures, for the Charter School policy and procedure. In reviewing and approving such a request, the following requirements shall apply:

The new LEA shall participate in state and federal funding for special education and will receive the funding specified by the allocation plan adopted by the governance council.

The new LEA shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA, unless otherwise determined by the governance council

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 CAC membership includes special education parents, regular education teachers, representatives from community agencies, support staff, and administrators. The role of the CAC

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in the development of the local plan is to:

- Select representatives from the CAC to serve on the Local Plan Amendment Committee
- Provide input and review drafts
- Provide a forum for members of the public, including parents or guardians of students with disabilities who are receiving services under the plan to address questions or concerns
- Provide input to the Superintendents' Council

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:

At least every three years during the annual budget and service plan process, the Superintendents' Council will review the Local Plan and determine if changes or amendments to the permanent portion of the Local Plan may be needed. At that time, any public input and consultation can be provided by anyone including special education and regular education teachers, and administrators selected by the groups they represent as well as parent members of the CAC to ensure information contained within the plan remains relevant and accurate. The CAC may also review the local plan at one of their meetings preceding the Superintendents' Council's review. Each year, the SELPA shall adopt annual budget and service plans at a public hearing scheduled at a Superintendents' Council Meeting. As it is a public hearing, it provides for public input and consultation by anyone including special education and regular education teachers, and may also review the annual budget and service plans at one of their meetings preceding the Superintendents' Council's adoption. When the Superintendents' Council determines that an amendment to the local plan is needed, the following process occurs:

The SELPA Administrator, or designee, shall be responsible for the coordination of the amendment of the local plan, and shall form a committee that includes representatives of the following groups who provide input, review drafts and make recommendations to the SELPA's Superintendents' Council.

- Special Education Teachers - Selected by LEA
- General Education Teachers - Selected by LEA
- Superintendent - Selected by the Superintendents' Council
- Special Education Director- Selected by the Superintendents' Council
- Charter School Representative (if applicable)- Selected by the SELPA
- Preschool Representative - Selected by the SELPA
- Community Advisory Committee - Selected by the CAC Executive Committee

During the amendment process, the Superintendents' Council reviews the recommendations of the CAC, reviews drafts of the local plan amendment committee, seeks input from the governing boards of their respective LEAs, and reviews and approves the final draft of the local plan for submission to the local governing boards for approval.

The Superintendents' Council may adopt amendments to the permanent portion of the Local Plan on an interim basis, not to exceed one school year. Amendments approved in this manner shall become permanent upon subsequent approval by all LEAs' governing boards and the California Department of Education.

Section B: Governance and Administration

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

The San Diego County Superintendent of Schools is designated as the Administrative Unit (AU) for the South County SELPA. The AU is determined by a majority vote of the Superintendents' Council. It shall be responsible for functions such as, but not limited to the following, but additional duties may be outlined in a separate memorandum of understanding or via an action and vote by the Superintendents' Council:

- Receipt and distribution of special education funds to LEAs and SELPA accounts for the operation of special education programs and services
- Provisions for administrative support
- Provisions for fiscal and personnel support
- Employment of SELPA staff to coordinate implementation of the plan

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:

Local educational agencies (LEAs) are responsible for the students ages 3 to 22 within the geographical area consistent with California education code. For children from Birth to 3, San Diego County of Office Hope Infant Program, provides services based on their allocation of Infant Funding Units. San Diego Regional Center also provides for services for children from birth to three as outlined in the Local Interagency Agreement between San Diego Regional Center, San Diego County SELPAs and Superintendent of Schools San Diego County Office of Education for California Early Start Program.

10. For multi-LEA local plans, specify:

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

Each participating LEA's governing board has the responsibilities outlined below. The LEA governing boards designate authority to the Superintendents' Council to approve SELPA-wide policies and procedures, Annual Budget and Service plans and any subsequent modifications. As it is a participating member, the COE participates in the policy making process

- Approve the Local Plan.
- Implement policies and procedures approved by the Superintendents' Council. The Governing Board may appeal unacceptable provisions as prescribed in the appeals policies.
- Appoint members to the Special Education Community Advisory Committee (CAC) in accordance with CAC bylaws and LEA policies. Encourage parental involvement through the members of CAC, receive and consider requests and recommendations from their CAC

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representatives and other parent groups.

- Review formal complaints forwarded by the respective LEA Superintendents as outlined in the LEA's Uniform Complaint Procedures.
- Address questions and concerns of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan.
- Notify the California Department of Education, impacted LEAs, SELPAs and participating county offices of education of the intent to elect an alternative option from those specified in California Code, Section 56195.1, at least one year in advance.

Exercise authority over the programs they directly maintain consistent with the Local Plan for the SELPA and individual LEA policies. Such programs may include students with disabilities who reside in other LEAs or SELPAs.

The Operations Committee, comprised of district administrators for special education and the SELPA Administrator, are responsible for reviewing and providing input to the SELPA's policy making board (the Superintendents' Council) any changes in the participating agencies' responsibility for the education of individuals with exceptional needs.

Within the SELPA, special education programs and service for low incidence disability groups are provide by all districts or by referral to other districts. Disabled infants (0-3 years) residing within the SELPA are served by the San Diego County Office of Education, through the HOPE Infant Program and San Diego Regional Center for Developmental Disabilities.

Changes in services provided by the educational agencies within the SELPA are made according to the policies on program reorganization of programs and services within the SELPA and conflict resolution. These policy statements include how changes are made, how to communicate those changes, where approval is obtained, and how disagreements are resolved.

Member Local Educational Agencies comprising the San Diego South County SELPA agree to the following with respect to a reorganization of programs and services within the Local Plan Area.

A program reorganization in the South County SELPA occurs in order to provide special education programs and services to individuals with exceptional needs in the least restrictive environment that is appropriate for the students involved. For purposes of this agreement, a program reorganization is defined as a redistribution of AB 602 funds within the SELPA from one Local Educational Agency (LEA) to another, as well as a transfer of the responsibility for providing educational services to the group of individuals with exceptional needs served in the program who reside within the second LEA.

The member LEA requesting a program reorganization of special education programs and services within the SELPA submits such a request in writing to the SELPA Director so that the request can be placed on the next regularly scheduled agenda of the Operations Committee. The Operations Committee provides input regarding the request to the Superintendents' Council for their action. The member LEA requesting a program reorganization must bring such a request to the Operations Committee for review and input by October 1, and the

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Superintendents' Council must take action on such input by December, in order for that program reorganization to be effective for the following school year. Each participating education agency may appeal a decision by the Superintendents' Council. The Superintendents' Council shall either convene an internal SELPA review panel or select to use an alternative dispute resolution agency to resolve the dispute.

In the event of an appeal, an extension of the December timeline can be granted if the LEA, which would potentially reduce service and/or programs, agrees.

The above timelines may be waived if all member LEA's that would be involved in or affected by a program reorganization of programs agree.

Any internal SELPA reorganization of programs that will not require the redistribution of AB 602 funds within the SELPA from one Local Educational Agency (LEA) to another, and not transfer the responsibility for providing educational services to the group of individuals with exceptional needs served in the program who reside within the second LEA may be approved by a majority vote of the Superintendents' Council.

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

Each Superintendent, as chief administrative officer of the participating LEA, is responsible for implementation of the local plan in that LEA.

The delegation of authority and responsibility is from the Superintendent through the chain of command to each Director or designee for LEA matters and from the Superintendents' Council to the SELPA Administrator for regional matters. As it is a participating member, the COE does participate in the implementation of the local plan, and has a role as the AU.

Superintendents of the participating LEAs are responsible for serving on the Superintendents' Council for the SELPA which instructs the SELPA Administrator regarding the implementation of the local plan. Under the direction of the Superintendents' Council, the SELPA Administrator develops, implements, and administers the SELPA budget for the establishment of designated services. The SELPA Administrator serves as an ex-officio member of all committees.

Each LEA Director, or the person performing these duties, is to provide leadership in the development, implementation, evaluation and improvement of special education programs and services within the LEA. (References throughout the document to Superintendent shall refer to the person performing the duties for that LEA.) The Director is also expected to work collaboratively with other LEAs to plan and coordinate educational programs and services for all students with disabilities within the SELPA. In addition, the LEA Director shall facilitate communication between the CAC representative(s) from the LEA and other community parent groups.

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

The role of each LEA for coordinating the administration of the local plan includes:
Individual LEAs' are responsible for:

- Exercising authority over the programs they directly maintain consistent with the local plan and individual LEA policies (may include students with disabilities who reside in other LEAs or SELPAs)
- Developing, implementing, and evaluating, and improving of special education programs and services within the LEA
- Gathering, interpreting, and reporting special education program data and annual performance plan indicators, regarding current program operations and effectiveness
- Cooperating among LEAs pertaining to the implementation, administration and operation of the local plan
- Recommending allocation of resources within the SELPA in accordance with the local plan and the South County SELPA Allocation Plan
- Establishing, modifying, and implementing procedures for the operations of the local plan
- Establishing and implementing guidelines and procedures to ensure that students with disabilities have access to appropriate programs and services regardless of his/his district of special education accountability

The SELPA Administrator is responsible to plan, organize, coordinate, direct and manage program activities and services related to the local plan implementation. They are also responsible for providing leadership on legislative issues impacting the SELPA programs. As it is a participating member, the COE does participate in the administration of the local plan, and has a role as the AU.

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:

Selection of SELPA Administrator(s): The RLA/AU is responsible for the recruitment of SELPA Administrator(s). The selection of a candidate for a position of SELPA Administrator shall be the responsibility of individual LEAs, through their representative on the Superintendents' Council. (Note: in this section when referring to the Superintendents' Council, where each LEA is represented, this is identifying the role of the individual LEAs.)

Selection of SELPA staff: The RLA/AU shall have the responsibility of coordinating the selection process to fill the certificated, classified, and management positions that are determined needed by the Superintendents' Council in conjunction with the SELPA Administrator. Selection of personnel to certificated, classified, or management positions and subsequent appointments shall be made by the RLA/AU upon recommendation of the SELPA Administrator.

Employment of SELPA Administrator(s): Any SELPA Administrator is an employee of the AU. It

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is understood that the AU will be responsible for any allegations of violations arising under the federal and state equal employment law involving a SELPA Administrator. SELPA Administrator(s) are subject to the AU's policies and procedures for day to day operations, but receive direction from, and are responsible to, the Superintendents' Council SELPA Administrator(s)' title, salary and salary schedule shall be set and adjusted by the AU with prior written input from the Superintendents' Council.

Employment of SELPA Staff: Subject to the RLA/AU's legal responsibility as employer and subject to its applicable collective bargaining agreements, the SELPA administrator, shall be responsible to supervise, evaluate, and initiate disciplinary procedures in regard to certificated, classified, and management employees assigned to the SELPA.

Evaluation of SELPA Administrator: The AU conducts an annual evaluation of the SELPA Administrator, with prior written input from the Superintendents' Council. The Superintendents' Council will consult with and provide recommendations to the AU regarding the evaluation of SELPA Administrator. The Chair of the Superintendents' Council, or his/her designee, will participate in all SELPA Administrator evaluations with the AU's Assistant Superintendent of Student Services and Programs.

Evaluation of SELPA Staff: Subject to the RLA/AU's legal responsibility as employer and subject to its applicable collective bargaining agreements, the SELPA administrator shall be responsible to evaluate certificated, classified, and management employees assigned to the SELPA.

Discipline of SELPA Administrator: The Superintendents' Council will consult with and provide recommendations to the AU regarding the discipline of SELPA Administrator. The AU may only initiate disciplinary procedures for SELPA Administrator pursuant to approval from the Superintendents' Council. The Chair of the Superintendents' Council, or his/her designee, will participate in all SELPA Administrator disciplinary proceedings with an AU representative. The SELPA Administrator shall be free from discrimination or retaliation from the AU.

Discipline of SELPA Staff: Subject to the RLA/AU's legal responsibility as employer and subject to its applicable collective bargaining agreements, the SELPA administrator initiate disciplinary procedures in regard to certificated and classified employees assigned to the SELPA. The RLA/AU may only initiate disciplinary procedures for SELPA managers pursuant to approval from the Superintendents' Council. The SELPA staff shall be free from discrimination or retaliation from the AU.

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

The role of the RLA/AU in the local method used to distribute the federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA is to receive federal and state funds on behalf of the SELPA, and distribute the funds as determined by the Superintendents' Council.

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The role of the SELPA Administrator in the local method used to distribute the federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA is to ensure that funding is provided consistent with the method agreed upon by the Superintendents' Council.

The role of the individual LEAs associated with the SELPA in the local method used to distribute the federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA, and through their representative to the Superintendents' Council, determine the method for distribution of federal and state funds to the SELPA RLA/AU and LEAs within the SELPA.

c. The operation of special education programs: education programs:

The role of the RLA/AU in the operation of special education programs is to hire and employ staff necessary to operate special education programs as determined by the Superintendents' Council. The role of the SELPA Administrator in the operation of special education programs is to operate any special education programs determined by the Superintendents' Council. The SELPA Administrator will provide technical assistance to individual LEAs as needed to assist in the determination of the special education programs they operate.

The role of the individual LEAs is to provide a continuum of special education programs that meet the needs of their students with disabilities. Each LEA will determine their needs in which special education programs to operate. Through their representative to the Superintendents' Council, they will approve any changes to the Regional Programs operated within the SELPA. Individual LEAs may be the operators of regional special education programs. RLA/AU responsibilities may be authorized to LEAs by the Superintendent Council, for the operation of regional special education programs operated by Individual LEAs.

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

The role of the RLA/AU in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to monitor through the review of expenditure reports, special education maintenance of effort reports, or any other documents to ensure appropriate use of these funds. Consistent with education code, the San Diego County Superintendent of Schools will review any fiscal audits.

The role of the SELPA Administrator, or designee, in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to review expenditure reports, special education maintenance of effort reports, and any other necessary documents to review for appropriate use of the funds and take any corrective steps that may be necessary. The SELPA Administrator, or designee, may provide technical assistance to individual LEAs as

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appropriate.

The role of the individual LEAs in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to monitor the appropriate use of federal, state and local funds allocated for special education programs. LEAs utilize their own procedures, including reviews by auditors as required under California Education Code.

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

Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined as the program where the student with a free and appropriate public education in the least restrictive environment.

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:

1

Document Title:

Free Appropriate Public Education

Document Location:

Policy and Procedure Manual available at the SELPA Office and each LEA District Office

"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:

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☒ 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:

Document Title:

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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 a of 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

SELPA Fiscal Year **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

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programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

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:

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Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

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

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(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:

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:

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"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:

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:

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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:

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:

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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

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:

Document Title:

Document Location:

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Description:

SELPA policies and procedures necessary to implement the local plan.
Role of the individual LEAs: The individual LEAs ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through the representative to the Superintendents' Council, will approve any policies and procedures needed to implement the local plan. Each LEA will approve and implement the local plan as well as any LEA policies and procedures needed to implement the plan. The LEAs through their representative to the Superintendents' Council directs the SELPA Administrator regarding the implementation, administration and operation of the local plan. The Special Education Directors provide input on the modification and implementation procedures for the operation of the local plan.

2. Coordinated system of identification and assessment:

Reference Number:

2

Document Title:

Local Plan, Section B Governance and Administration

Document Location:

SELPA Office, <https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx>, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

Description:

Direct Instructional support provided by program specialists: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA will observe, consult and assist service providers, as appropriate.
Role of the RLA/AU: Not applicable.
Role of the Administrator of the SELPA: The SELPA Administrator will ensure each LEA conducts child find activities through monitoring of each LEA's data. The SELPA will also provide targeted and intensive support to LEAs as needed to assist them in meeting their obligation. The SELPA Administrator, or designee, will facilitate the annual consultation to the private schools. The SELPA will also participate in child find activities by establishing policies and procedures for the member LEAs and ensuring appropriate interagency agreements are in place. The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed. The SELPA Administrator, or designee, will also provide guidance to parents, as needed.
Role of the individual LEAs: Consistent with education code each LEA is

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responsible for identifying and assessing all students for whom they are the district of special education accountability. They are also responsible for conducting child find activities and implementing SELPA and LEA policies and procedures. The LEAs will also provide guidance to parents, staff, and community members. Through their representative to the Superintendents' Council, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

3. Coordinated system of procedural safeguards:

Reference Number:

3

Document Title:

Local Plan, Section B Governance and Administration

Document Location:

SELPA Office, <https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx>, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

Description:

Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, to provide for alternate dispute resolution with districts as requested by parents. The program specialists assist parents with filing due process or compliance complaints when requested. The program specialists also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.

Role of the RLA/AU: Not applicable

Role of the Administrator of the SELPA: The SELPA Administrator, or their designee, provides for alternate dispute resolution with districts as requested by parents. When requested, the SELPA Administrator, or their designee, assists parents with filing due process or compliance complaints. The SELPA Administrator, or their designee, also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement. The Administrator, or their designee, will also provide parents with a copy of their procedural safeguards upon request and will maintain a copy on their website. The SELPA Administrator, or their designee, also reviews compliance complaint determinations provided by the CDE and provides targeted or intensive

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assistance as appropriate.

Role of the individual LEAs: The LEAs provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints when requested. The LEAs will respond to all complaints.

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

Reference Number:

4

Document Title:

Local Plan, Section B Governance and Administration

Document Location:

SELPA Office, <https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx>, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

Description:

Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA support parent and guardian education, provide for staff development, program development, and innovation of special methods and approaches.
Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: On an annual basis input is collected from the Special Education Directors from member LEAs to determine the staff development needs that the SELPA is requested to provide for teachers, administrators, volunteers, CAC members, and district governing board members. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Administrator, or designee, will provide for needed training and supports as determined appropriate. The SELPA Administrator may also provide technical assistance to individual LEAs regarding staff development and parent and guardian education.

Role of the individual LEAs: Individual LEAs will determine their staff development and parent and guardian education, based on their local needs. They will also provide input to the SELPA Administrator for any regional staff development needs. Consistent with education code requirements, they will assist in coordinating with other staff development programs in the LEAs.

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

Reference Number:	5
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx , each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
Description:	Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, coordinate curricular resources for students with disabilities, as requested. Role of the RLA/AU: Not applicable. Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance and staff development on curriculum develop and alignment with the common core, as determined appropriate. Role of the individual LEAs: LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs. They ensure that each student with a disability has full access to the required core curriculum, any alternative curriculum and textbooks, and supplementary curriculum and textbooks as appropriate, and instructional materials to blind student or other students with print disabilities.

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

Reference Number:	6
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx , each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
	Direct Instructional support provided by the program specialist: Upon request, the program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, will evaluate the effectiveness of programs for students with disabilities.

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Description:

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the review of the Annual Budget and Service Plans, and the LEAs' Annual Performance Indicators. This includes and any additional pertinent data such as the annual evaluation of services offered by the SELPA. They will also facilitate reviews by the Superintendents, Directors, CAC, and other interested parent, community or educational groups. The SELPA Administrator will also review the Funding Allocation Plan prior to the distribution of yearly funds to LEAs. Annual evaluation of services offered by the SELPA Office, completed in the spring of each year by the LEA Special Education Directors.

Role of the individual LEAs: Individual LEAs through their representative to the Superintendents' Council, review the Annual Budget and Service Plans, and the evaluation of services offered by the SELPA. Each LEAs' Special Education Director provide input through the annual evaluation of SELPA services on the effectiveness of the local plan. Each individual LEA reviews and monitors Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE. The Special Education Directors provide leadership for cooperative action among LEAs pertaining to the implementation, administration, and operation of the local plan.

7. Coordinated system of data collection and management:

Reference Number:

7

Document Title:

Local Plan, Section B Governance and Administration

Document Location:

SELPA Office, <https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx>, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: Enter into any requested contracts on behalf of the SELPA to ensure a coordinated system of data collection and management.

Role of the Administrator of the SELPA: The SELPA Administrator will

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Description:

approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA Administrator, or designee, will provide technical assistance and staff development to LEAs as requested and/or deemed necessary by the SELPA. Role of the individual LEAs: Individual LEAs are responsible for data entry, accuracy, and integrity. The LEAs gather, interpret, and report special education program data and quality indicators regarding current program operations and effectiveness. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: Not applicable.
Role of the RLA/AU: Not applicable.
Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed.
Role of the individual LEAs: Through their representative to the Superintendents' Council, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

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Description:	and the San Diego County Office of Education website, www.sdcoe.net
	Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, assures students with disabilities have a full educational opportunity regardless of the district of residence. Role of the RLA/AU: Not applicable. Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the medical facilities and LEAs as appropriate. Role of the individual LEAs: Each individual LEA is responsible for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes when the hospital or facility is located within their boundaries, unless based on education code there is another district of special education accountability which would be responsible.

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

Reference Number:	10
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx , each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
Description:	Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, assure pupils have a full educational opportunity regardless of the district of special education accountability. Role of the RLA/AU: Not applicable. Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the licensed children’s institutions and foster family homes and LEAs as appropriate. Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children’s institutions shall be the responsibility of the district in which the foster family home or the licensed children’s institution is located, unless

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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:	11
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
Description:	Direct Instructional support provided by the program specialist: Not applicable. Role of the RLA/AU: The RLA/AU reviews, sign and submit as appropriate any required special education local plan area reports. Role of the Administrator of the SELPA: The SELPA Administrator will ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports. Role of the individual LEAs: Individual LEAs will submit required accurate data in order for the SELPA to submit timely reports. The LEAs gather, interpret, and report special education program data and quality indicators regarding current program operations and effectiveness.

12. Fiscal and logistical support of the CAC:

Reference Number:	12
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
	Direct Instructional support provided by the program specialist: Not applicable. Role of the RLA/AU: Not applicable. Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide fiscal and logistical support CAC meetings, events, and trainings that are approved by the Superintendents' Council. Role of the individual LEAs: The LEA through their representative to the

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Description: Superintendents' Council will ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. LEA Directors shall facilitate communication between their CAC representative from the LEA. Each LEA is responsible to appoint members to the CAC in accordance with CAC bylaws and LEA policies. Each LEA's governing board encourages parental involvement through the members of CAC, receives and consider requests and recommendations from their CAC representatives and other parent groups.

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

Reference Number: 13

Document Title: Local Plan, Section B Governance and Administration

Document Location: SELPA Office, <https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx>, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

Description: Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, provides staff development as requested by the LEAs.
Role of the RLA/AU: Not applicable.
Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance, training and support in coordinating transportation as requested by the LEAs.
Role of the individual LEAs: Each member LEA is responsible for providing transportation for their students with disabilities as determined by their IEP teams.

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

Reference Number: 14

Document Title: Local Plan, Section B Governance and Administration

Document Location: SELPA Office, <https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx>, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

Description: Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, support

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Description:

staff development, program development, and innovation of special methods and approaches.
 Role of the RLA/AU: Not applicable.
 Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance and staff development as needed. The SELPA Administrator, or designee, may provide targeted or intensive support to LEAs based on identified needs in the Annual Performance Report and assist LEAs in completing any monitoring activities required by the CDE. The SELPA Administrator, or designee, will serve on committees as interagency agreements that address this area as they are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed.
 Role of the individual LEAs: Each LEA will provide appropriate career and vocational education and transition services as required under state and federal laws. They may also provide staff development in this area. Additionally, through their representative to the Superintendents' Council, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

15. Assurance of full educational opportunity:

Reference Number:

15

Document Title:

Local Plan, Section B Governance and Administration

Document Location:

SELPA Office, <https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx>, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

Description:

Direct Instructional support provided by program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA assure pupils have a full educational opportunity regardless of the district of special education accountability.
 Role of the RLA/AU: Not applicable.
 Role of the Administrator of the SELPA: Through approval of the Annual Services Plan the SELPA Administrator will ensure that the full continuum of services is provided. The SELPA Administrator will be responsible. The SELPA Administrator, or designee, will assist with intra- and inter-SELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as

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determined to be needed by the SELPA to LEAs and/or nonpublic schools.
Role of the individual LEAs: Each LEA, through their representative to the Superintendents' Council will determine the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services for students for whom they are the district of special education accountability.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number: 16

Document Title: Local Plan, Section B Governance and Administration

Document Location: SELPA Office, <https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx>, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

Description: Direct Instructional support provided by the program specialist: Not applicable.
Role of the RLA/AU: The role of the RLA/AU is to receive federal and state funds on behalf of the SELPA, and distribute the funds as determined by the Superintendents' Council.
Role of the Administrator of the SELPA: The SELPA Administrator will facilitate the distribution of funds in accordance to the funding allocation plan approved by the Superintendents' Council. The SELPA Administrator will also facilitate the Annual Budget Plan.
Role of the individual LEAs: Each LEA through their representative to the Superintendents' Council, determines and approves the distribution allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will also submit required fiscal reports as required by state and federal laws.

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

Reference Number: 17

Document Title: Local Plan, Section B Governance and Administration

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Document Location:

SELPA Office, <https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx>, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

Description:

Direct Instructional support provided by the program specialist:
A program specialist is a pupil services employee possessing (or eligible for) one of the following California credentials: Special Education, Clinical Rehabilitative Services, Adapted Physical Education, or School Psychology. He/she shall also have an in-depth knowledge of specific disabilities, preschool, and/or vocational development, depending upon the needs of the SELPA.

The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA services shall be available to all students with disabilities, their families, and LEA staff. They shall work in a cooperative manner planning activities to meet the needs of the students with disabilities within the SELPA. They help to coordinate the delivery of services by serving on SELPA committees that deal with topics such as staff development, infant and preschool services, low incidence services, transition between districts, and the SELPA's CAC. Program specialists' services and responsibilities may include, but are not limited to:

- Assure that students with disabilities have full educational opportunity regardless of LEA of residence
- Plan, direct, coordinate and evaluate instructional programs in accordance with state and federal regulations
- Provide direct instructional support, as directed
- Identify needs and develop short and long-range plans for staff development, curriculum development, and program effectiveness
- Provide staff development and training for general and special education administrators and staff
- Represent the South County SELPA on committees
- Coordinate student placements across LEA and SELPA boundaries
- Develop and disseminate forms, policies and procedures throughout the SELPA
- Monitor services and programs in nonpublic schools
- Provide direction to LEAs regarding complaints filed with the CDE
- Develop and submit proposals for grants and research projects, as requested
- Assure appropriate coordination of general and special education instructional resources for students the state including those that are part of the Focused Monitoring and the Quality Assurance Process
- Conduct audits or reviews for the LEAs as requested

Role of the RLA/AU: The RLA/AU will hire staff to perform these duties

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upon request of the Superintendents' Council.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will hire, supervise, evaluate, and discipline the program specialists who are employed by the SELPA, and provide technical support needed for the implementation of the duties above for those carrying out these functions regardless of their employer. The SELPA Administrator will annually request an allocation for the services of the staff required to provide the function in EC 56836 to serve SELPA-wide needs from the Superintendents' Council.

Role of the individual LEAs: Each LEA individually decides on its allocation of staff who perform the duties of programs specialists listed above. LEAs may request to enter into an MOU with the SELPA on an individual basis for the services of a program specialist within their LEA. The individual LEAs will select, direct the work, supervise, evaluate and discipline staff that they employ to carry out these functions.

Individual LEAs, through their representative to the Superintendents' Council, determine annually the allocation the services of the staff required to provide the functions in EC 56836 to serve SELPA-wide needs.

- Serve as LEA representatives and commit LEA resources, as appropriate
- Interpret and implement new laws and regulations (Federal and State)
- Design and implement alternative dispute resolution strategies
- Coordinate mediation and due process issues for LEAs as requested
- Serve as liaison with other public agencies (such as: San Diego Regional Center, San Diego County Health and Human Services)
- Provide support to LEAs in the area of positive behavior intervention
- Coordinate program reviews and the effectiveness of the Local Plan
- Assist in the preparation, implementation and follow-up of reviews by

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:

1

Document Title:

Local Plan, Section B Governance and Administration

Document Location:

SELPA Office, <https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx>, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

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Description:

The South County Special Education Local Plan Area (SELPA) and its member districts ensure that special education services are available for all eligible individuals 0 - 5 years of age residing within the member districts, and that those individuals have a right to participate in public education services. Individuals birth through 2 years of age with a disability, as identified by the individualized family service plan (IFSP) team, have a right to early intervention services as mandated by the Individuals with Disabilities Education Act (IDEA) - Part C. Part C is a program administered by the state of California that serves infants and toddlers through age two with developmental delays, or a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. The Early Intervention services may be delivered through an IFSP, which is a family focused, outcome-oriented plan that focuses on the developmental needs of the child and the concerns of the family.

The South County SELPA and member districts further ensure that early intervention services designed to meet the needs of the identified infants and toddlers aged 0-2 and their families will be provided by, and agreed to through an interagency agreement between San Diego Regional Center and San Diego County Special Education Local Plan Areas, and the Superintendent of Schools, San Diego County Office of Education (SDCOE) for California Early Start Program. The SDCOE Early Start will provide educational services, as deemed appropriate by the IFSP team, to identified children who are not eligible for the San Diego Regional Center and have a Solely Low Incidence disability (i.e. Deafness, Hard of Hearing, Blindness, Orthopedic Impairment, etc.).

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:

2

Document Title:

Local Plan, Section B Governance and Administration

Document Location:

SELPA Office, <https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx>, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

Members of the public, including parents or guardians of students with disabilities who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual

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Description:

administrator through:

- Contacting their school of attendance to communicate with the site administrator
- Contacting their LEA to communicate with a district administrator
- Contacting the SELPA office to request communication with the SELPA Administrator
- Contacting their LEA governing board as they are responsible to address questions and concerns of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan
- Providing public comment at the Superintendents' Council meeting.

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:

3

Document Title:

Local Plan, Section B Governance and Administration

Document Location:

SELPA Office, <https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx>, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

Description:

Member Local Education Agencies comprising the San Diego South County SELPA agree to the following with respect to conflict resolution involving any governance and administrative issues of the Local Plan: All participating LEA's will discuss any areas of conflict at the level of the Operations Committee. Any areas regarding laws or policies of the California Department of Education (CDE) will be referred to the State Director or Special Education. Advice from the CDE will be brought back to the Operations Committee by the SELPA Administrator. The Operations Committee will reconsider the issue and reach accord. In the event that any issue cannot be resolved by the Operations Committee, the SELPA Administrator will convey the issue to the Superintendents' Council for resolution. In the event that the issue cannot be resolved by the Superintendents' Council, the member districts may use alternative dispute resolution such as an internal review panel, mediation or the use of a Alternative Dispute Resolution Mediator. The results of such mediation shall be final and binding on all parties involved.

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

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considered and, where appropriate, utilized:

Reference Number:	4
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
Description:	Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not limited to, response to intervention models, student success teams, early literacy programs, and remedial programs. Each LEA will develop, implement, and revise their own policies and procedures as needed.

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:	5
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
Description:	Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The IEP team will determine if the student is making appropriate educational progress through review of progress on IEP goals, including those specific to a Behavior Intervention Plan as well as any other assessments or pertinent data. The LEA will observe a pupil during instruction and will conduct a walkthrough of the facility. An LEA representative shall review the master contract, the individual services agreements, and the IEP to ensure that

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

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special education services:

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

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

Reference Number:	6
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, https://www.sdcoe.net/student-services/special-education/scselpa/Pages/south-county.aspx, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
Description:	The SELPA will provide technical support to any districts identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested.