

**LOCAL PLAN**  
**Section B: Governance and Administration**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division

SELPA

Fiscal Year

## 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: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

The South County SELPA currently serves over 14,000 students. The South County SELPA's geographic service area is the geographic boundaries of the following school districts located in the southern part of San Diego County: 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: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The governance structure of the SELPA is established by agreement among the governing boards of the member 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 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 Administrative Unit (AU). The chair 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, they 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 them, 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.

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**Community Advisory Committee Role**

In accordance with EC 56194, The CAC advises the Superintendents' Council on the amendment and review of the local plan, recommending priorities to be addressed, assisting 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.

**CAC Bylaws:** CAC operations are governed by the Local Plan and the CAC bylaws, a copy of which is available at the SELPA office or can be found online at the SELPA website.

CAC bylaws may be amended by the membership consistent with the procedure specified in the bylaws. Any amendment to the bylaws approved by the membership must be submitted to Superintendents' Council for review and shall not take effect unless approved by the Superintendents' Council. The Superintendents' Council may periodically review the CAC bylaws. At its discretion, the Superintendents' may amend the CAC bylaws.

**CAC Voting:** Voting is consistent with the CAC bylaws, which are available at the SELPA Office or on the SELPA website. The number of members per LEA is outlined in the CAC bylaws.

**CAC Membership:** CAC Membership shall be in accordance with EC 56192 and EC 56193. Each participating LEA's governing board appoints member(s) to the CAC based on their and procedures. The number of members per LEA is outlined in the CAC bylaws, which are available at the SELPA Office or on the SELPA website.

CAC membership may be periodically reviewed by the Superintendents' Council. Any CAC member that takes action that is inconsistent with the Local Plan, CAC bylaws, or Education Code, or otherwise adverse to the mission or operation of the CAC may be removed from membership by the Superintendents' Council.

CAC action may only be taken in accordance with the Local Plan and CAC bylaws. No individual member may advocate, make representations, or take action on behalf of the CAC without prior written approval of the membership obtained through a vote during a CAC business meeting.

**Addition of an LEA:**

A request by a charter school to participate as an LEA in the 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

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manner as other LEAs of the SELPA.

**Withdrawal of an LEA:** Any LEA in the SELPA may request to withdraw from the South County SELPA. The procedures for such action follow: 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:
    - o 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

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- SELPA Director

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: [EC 56195.7(i)(j)(1)(2)]

**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).

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, the Council makes decisions regarding these and other items that are required for coordinating and implementing the local plan.

**In addition, 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 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.

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Ensures that all regionalized operations and services are performed in accordance with 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: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The San Diego County Superintendent of Schools is designated as the AU for the 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. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

- Yes       No

If No, explain why the SELPA does not have the policy and procedures.

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: [EC 56194(a)(b)(d); EC 56195.9(a)]

Pursuant to EC 56192, the CAC is composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. At least the majority of the committee is composed of parents of pupils enrolled in schools participating in the local plan, and at least a majority of such parents shall be parents of individuals with exceptional needs (EC 56193).



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The role of the CAC in the development of the local plan is to:

- Provide input to the Superintendents' Council
- Recommend annual priorities.
- Provide input and review drafts.
- Encourage community involvement in the development and review of the local plan.
- Assist in parent education and in recruitment of parents and other volunteers who may contribute to the implementation of the plan.
- Select representatives from the CAC to serve on the Local Plan Review/Amendment Committee

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: [EC 56205(a)(12)(E); EC 56205(b)(7)]

Pursuant to EC 56195.9, the SELPA reviews its local plan at least once every three years, during the annual budget and service plan process, and updates as needed, ensuring information contained within the plan remains relevant and accurate.

When the Superintendents' Council determines that an amendment to the local plan is needed, or when reviewing the local plan triennially the following process occurs:

The SELPA Administrator, or designee, shall be responsible for the coordination of the Local Plan review, and shall form a local plan 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



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- Community Advisory Committee - Selected by the CAC Executive Committee

During the process, the Superintendents' Council reviews the recommendations of the CAC, reviews drafts of the local plan review committee, and may seek input from the governing boards of their respective LEAs. 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.

Additionally, 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.

The CAC also reviews the local plan, annual service plan, and annual budget plan during one of their meetings preceding the Superintendents' Council's review.

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: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

The San Diego County Superintendent of Schools is designated as the AU for the 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: [EC 56195.7. EC 56195.1(b)(c)]

LEAs are responsible for the students ages 3 to 22 within the geographical area consistent

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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: *[EC 56205(a)(12)(D)(i)]*

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 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 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

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education programs and service for low incidence disability groups are provided 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 LEAs comprising the SELPA agree to the following with respect to a reorganization of programs and services within the Local Plan Area.

A program reorganization in the 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 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.

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b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

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.

c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

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

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and the 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: [EC 56205(a)(12)(D)(ii)(I)]

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 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'



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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: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

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. 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: [EC 56205(a)(12)(D)(ii)(III)]

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

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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: [EC 56205(a)(12)(D)(ii)(IV)]

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 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: [EC 56206]

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.



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**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 (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

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**1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes    No

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**2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(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

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**3. Child Find: 20 USC Section 1412(a)(3); EC 56205(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

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**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4); EC 56205(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)**

Policy/Procedure Number:

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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

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**6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(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

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No

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**8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(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

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**9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)**

Policy/Procedure Number:

Document Title:

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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

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**11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(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

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**12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)**

Policy/Procedure Number:

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:

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Yes  No

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**13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)**

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

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**14. Personnel Qualifications; EC 56205(a)(13)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)**

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes  No

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**16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)**

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

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**17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)**

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

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**19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)**

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

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**20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)**

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner

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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

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**21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)**

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

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**22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)**

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

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**23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)**

Policy/Procedure Number:

Document Title:

Document Location:

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"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 respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function."

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

Document Title:

Document Location:

Description:

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recommendations to the Superintendents' Council when revisions are needed. They will facilitate the review, revision, and administration of the local plan. They will also facilitate development and approval of

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

Description:

3. Coordinated system of procedural safeguards:

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Document Title:

Document Location:

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 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:

Document Title:

Document Location:

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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 CAC 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.

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

Document Title:

Document Location:

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

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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:

Document Title:

Document Location:

Description:



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7. Coordinated system of data collection and management:

Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, SELPA Website, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>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.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator will 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.</p>

8. Coordination of interagency agreements:

Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, South County SELPA Website, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
Description:	<p>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</p>

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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:

Document Title: Local Plan, Section B Governance and Administration

Document Location: SELPA Office, SELPA Website, each LEA's website, and the San Diego County Office of Education website, [www.sdcoe.net](http://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, 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:

Document Title: Local Plan, Section B Governance and Administration

Document Location: SELPA Office, South County SELPA Website, each LEA's website, and the San Diego County Office of Education website, [www.sdcoe.net](http://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.

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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 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:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

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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:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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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:

Document Title:

Document Location:

Description:

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.

Document Title:

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Document Location:

Description:

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

Document Title:

Document Location:



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Description:

- 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 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 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



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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

**Special Education Local Plan Area Services**

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

Document Title:

Document Location:

The 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

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Description:

plan that focuses on the developmental needs of the child and the concerns of the family.

The 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:

Document Title:

Document Location:

Description:

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 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.

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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:

Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, South County SELPA Website, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
Description:	Member Local Education Agencies comprising the 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 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 considered and, where appropriate, utilized:

Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, SELPA Website, 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.

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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:

Document Title:

Document Location:

Description:

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

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

Document Title:

Document Location:

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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.