Special Education Local Plan Area (SELPA) Local Plan

SELPA Tahoe-Alpine SELPA **Fiscal Year** 2024-25

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

CDE Form Version June 2022

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

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 Special Education Local Plan Area (SELPA) includes Lake Tahoe Unified School District, Alpine County Unified School District, and Alpine County Office of Education. Tahoe-Alpine SELPA was formed under authority of Sections 56195-56208, 56240-56245 of the State of California Education Code and Title 5, Section 3000, and is the result of the Master Plan for Special Education. Lake Tahoe Unified School District, Alpine County Unified School District, and Alpine County Office of Education join together to adopt a plan to assure access to special education and services for all students with disabilities residing in the geographic area served by these local educational agencies (LEAs), hereinafter known as the Tahoe Alpine Special Education Local Plan Area (SELPA).

The districts, located in the rural areas of South Lake Tahoe, Markleeville, and Bear Valley along the western Nevada border, range in size from approximately 64 ADA to 3,604 ADA. The Tahoe-Alpine SELPA's member districts are located within Alpine and El Dorado Counties. There are approximately 550 students with disabilities, ages 0-22 served within the boundaries of the SELPA. Students with disabilities comprise approximately fifteen percent (15%) of the enrollment in the SELPA. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

Lake Tahoe Unified School District is designated as the Administrative Unit (AU) as referred to in Education Code 56205(a) (12) (D) (ii), also known as the Responsible Local Agency (RLA) for the SELPA as referred in Education Code 56030. The SELPA Director shall provide a coordinating function and serve as staff to each of the LEAs. This shall ensure smooth and efficient operation of the administrative structure can be facilitated to assure successful implementation of the Local Plan in accordance with state and federal mandates.

(Local Plan Narrative Section A)

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 Special Education Local Plan Area (SELPA) includes Lake Tahoe Unified School District, Alpine County Unified School District, and Alpine County Office of Education. Tahoe-Alpine SELPA was formed under authority of Sections 56195-56208, 56240-56245 of the State of California Education Code and Title 5, Section 3000, and is the result of the Master Plan for Special Education. Lake Tahoe Unified School District, Alpine County Unified School District, and Alpine County Office of Education join together to adopt a plan to assure access to special education and services for all students with disabilities residing in the geographic area served by these local educational agencies (LEAs), hereinafter known as the Tahoe-Alpine Special Education Local Plan Area (SELPA). The districts, located in the rural areas of South Lake Tahoe, Markleeville, and Bear Valley along the western Nevada border, range in size from approximately 64 ADA to 3,604 ADA. The Tahoe-Alpine SELPA's member districts are located within Alpine and El Dorado Counties.

Lake Tahoe Unified School District, Alpine County Unified School District, and Alpine County Office of Education have joined in a cooperative effort to provide for the coordinated delivery of programs, services and assurances of equal access to such programs, and services to eligible persons with disabilities requiring special education in the service region. Each Local Education Agency (LEA) is responsible for adopting and implementing the Local Plan as outlined. The Tahoe-Alpine SELPA member LEAs, including the Alpine COE, have adopted standards that conform with special education law, policies, and regulations.

The governing body of the Tahoe-Alpine SELPA is the SELPA Governance Council (GC) which is composed of superintendents as the designated representatives of their respective LEAs. Policies and Procedures adopted by the Tahoe-Alpine SELPA Governance Council (GC) provide direction for all aspects of the SELPA, including uniform practices to be used by all LEAs in the provision of special education programs and services as outlined in the Local Plan.

Lake Tahoe Unified School District (LTUSD) shall serve as the Administrative Unit (AU) for the SELPA, and the LTUSD superintendent is the superintendent of the AU. The LTUSD superintendent is designated as the employer of the staff for the SELPA. The SELPA staff implement the policies and decisions that are enacted by the SELPA Governance Council. The SELPA's legal status is that of an unincorporated association.

The administrative organization of the Tahoe-Alpine SELPA Local Plan for Special Education, hereinafter referred to as the Local Plan, incorporates the management staff from all participating LEAs into a framework that provides direct supervision over all programs and the necessary coordination of special education services. The respective governing boards, superintendents, and administrators of special education all provide appropriate support to the implementation of the Local Plan within their LEA.

The governance of the Tahoe-Alpine Special Education Local Plan Area (SELPA) will be through the SELPA Governance Council, with ongoing input from the Executive Leadership Council, Community Advisory Committee (CAC) and the Boards of Education. The Governance Council (GC) is charged with coordinating special education programs and services. The Superintendents of each LEA, or GC, are charged with overseeing the operations of the Local Plan, recommending adoption of policy for implementation of the Local Plan, and transmitting those recommended policies to the Governing Boards of Education for adoption.

The LEA governing boards appoint their Superintendent as their designee for the approval and review of all policies, procedures, programs, and fiscal decisions in the implementation of the SELPA Local Plan. The Governance Council (GC) provides support to the SELPA Director and is the decision-making entity for the Local Plan. In adopting the completed plan, each participating LEA agrees to carry out the duties and responsibilities

assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

The Governance Council (GC) shall be composed of the Superintendents from each participating LEA, and the SELPA Director and shall be responsible for the following:

a) Determine general guidelines and procedures for the implementation of the Local Plan;

b) Adopt policies for the SELPA in the implementation of the Local Plan;

c) Establish and promote an Executive Leadership Committee (ELC);

d) Establish and promote a Community Advisory Committee (CAC);

e) Review and consider recommendations and comments from the ELC and CAC;

f) Approval and monitoring of the discretionary fund budgets, special projects, etc.;

g) Take action on the Annual Budget and Services Plans;

h) Shall assume responsibility for communication and recommendation with his/her respective Board of Education regarding the recommended policies;

i) Will direct the implementation of the plan in his/her individual district;

j) Address specific needs in individual districts as the needs arise; and

k) Establish procedures to supervise and evaluate the SELPA Director.

A designee may represent a member of the Governance Council (GC), provided that the name and title of the designee is given to the SELPA Director in writing prior to the meeting. The designee must have the authority to commit LEA resources. The GC Voting:

a) A quorum shall consist of both superintendents or their designee representative;

b) Each member or designee shall have one vote; and

c) Every act or decision done or made by the members and/or designees present at a meeting will be based on the Governance Council consensus.

The responsibilities of the Executive Leadership Council (ELC), consisting of the LEA Superintendents, LEA Special Education Administrators, and the SELPA Director (total of 5 people), will be to meet and provide recommendations to the Governance Council (GC) regarding the following:

a) The determination of general guidelines and procedures for the implementation of the Local Plan;

b) Adoption of policies for the SELPA in the implementation of the Local Plan;

c) Establishment and promotion of a Community Advisory Committee (CAC);

d) The review and consideration of the recommendations and comments from the CAC;

e) Approval and monitoring of the discretionary fund budgets, special projects, etc.;

f) Annual Budget and Services Plans;

g) Supporting the implementation of the Local Plan in his/her individual district; and

h) Meeting specific needs in individual districts as the needs arise

The responsibilities of the SELPA Director shall include, but not be limited to, the following:

a) Assist the superintendents upon request;

b) Prepare GC and ELC agendas and distribute them in advance of scheduled meetings;

c) Designate and/or serve as an ad hoc member of the CAC;

d) Advise the GC and ELC of any action related to policies and/or procedures, distribution of state or federal funding, and/or program development;

e) Compile data and submit reports as required and/or requested by the County Offices and California Department of Education;

f) Submit any waivers necessary for the implementation of the Local Plan;

g) Monitor the appropriate use of IDEA and state and federal grants for special education;

h) Monitor and sign all purchase orders for low incidence materials and equipment;

i) Oversee and monitor LEA data and review submission processes;

j) May convene and dissolve working committees from the member LEAs in an advisory capacity to the SELPA Director in support of the local plan;

k) Gather input from LEA program and business staff to formulate policy and procedure recommendations for GC and ELC action related to the distribution of state and federal funds among the LEAs;

l) Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations;

m) Inform the GC and ELC of significant special education updates from the local, state and federal level; and

n) Oversee the recruitment, supervision, and evaluation of SELPA staff.

The Community Advisory Committee (CAC) acts as an advisory body to the GC and ELC and are responsible for the following:

a) Carry out a series of educational trainings for all parents based on the results of a needs assessment and/ or requests from CAC membership;

b) Encourage community involvement in the development and review of the Local Plan by inviting members to participate in CAC;

c) Support other activities on behalf of students with disabilities through involvement of communitywide projects;

d) Assist in parent awareness of the importance of regular school attendance through educational trainings;

e) Advise the GC and ELC regarding policy making and the development, implementation and review of the local plan (The SELPA GC shall review and consider comments from the CAC).

f) The CAC shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of general education pupils, individuals with exceptional needs enrolled in special education programs, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of public and private agencies, and persons concerned with the

needs of individuals with exceptional needs.

g) All board meetings of the CAC shall be held according to federal and state law, including the Brown Act. Announcements of CAC meetings and activities will be posted by the member LEAs and at the SELPA Office.

Any changes in governance structure of Tahoe-Alpine SELPA under EC56195.1 may be made upon expressed and specific written request by a participating LEA to the GC. Approval and change would be implemented one year later subsequent to mutual consent by both Superintendents (EC 56195.3(b), 56195.1):

a) Approval of any proposed alternative plan by the appropriate County Superintendents must be based on the capacity of the district to ensure that special education programs and services are provided to all children with disabilities (EC 56140(b)).

b) If an alternative plan is disapproved by the County Superintendents the plan shall be returned with comments and recommendations to the LEA. The LEA participating in the alternative plan may appeal the decision to the Superintendent of Public Instruction.

The governance structure of the SELPA is established by agreement among the governing boards of the member LEAs and consists of the Governance Council and the Community Advisory Committee (CAC), which serves as an advisory body to the Governance Council. The SELPA Director may convene additional committees. The SELPA Director is responsible for the coordination of the SELPA and the implementation of the local plan. The Governance Council and CAC are public meetings providing a method by which members of the public may address questions or concerns to the governing body. The Governance Council meets and operates under the requirements of the Ralph M. Brown Act (Brown Act). The CAC operates under the Ralph M. Brown Act as modified by Education Code 35147. Additionally, a special education representative/designee from each district participates in each meeting of the CAC.

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)]

Changes or amendments to the permanent portion of the Tahoe-Alpine SELPA Local Plan may be considered during the annual service and budget plan process. The SELPA Governance Council can adopt amendments to the permanent portion of the Local Plan on an interim basis, not to exceed one year. Amendments approved in this manner will be permanent upon subsequent approval by the California State Board of Education. The Governance Council approves individual policy changes.

The Tahoe-Alpine SELPA Policy Manual has been developed and adopted by the SELPA Governance Council to include all requirements under EC Section 56195.7, which includes the coordinated identification, referral, and placement system; description of regionalized services to the local programs; process of coordinating services across LEAs; process for supporting individuals with exceptional needs placed in hospitals, other residential medical facilities, licensed children's institutions, foster homes, juvenile court schools or county community schools; description of budget management and distribution; description of the policymaking process; and the description of how the Local Plan is reviewed and amended.

The SELPA ensures the Local Plan is compatible with other plans within the region by consulting with each LEA on the development of the local control and accountability plans.

The LEA governing boards appoint their superintendent as their designee for the approval and review of all policies, procedures, program and fiscal decisions in the implementation of the SELPA Local Plan.

Local board policy of each member LEA of the SELPA shall indicate that the LEA is responsible for educating students with disabilities in the least restrictive environment. Placement in special education programs or services occurs only when the nature or severity of the disability is such that the student's education, even with the use of modifications of the general educational program or use of supplementary aids or programs, cannot be achieved satisfactorily in the general education setting.

The district of residence shall be responsible for providing special education programs and/or services to each student with disabilities residing within district boundaries. The district of residence may utilize any of the following options in order to develop or determine a free and appropriate public education program for students requiring special education services:

• Remain in general education program with supportive assistance
• Placement in a district- operated special education program and/or service
• Referral and consideration for placement in another district operated special education program and/or service within or outside of the SELPA. This may include secondary program options in the state of Nevada for Alpine County.
• Referral and consideration for placement in a public agency special education program and/or service other than an education agency
• Referral and consideration for placement in a non-public, non-sectarian school and/or agency for special education program and/or service
• Referral and consideration for diagnostic services and/or placement in a state school

(Local Plan Narrative Section B1)

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]

Lake Tahoe Unified School District shall serve as the Administrative Unit (AU). The AU will perform functions for the SELPA such as the receipt of funds, employment of staff to support SELPA functions, provision of administrative support, and coordination of the implementation of the Local Plan. The Business Services Division of the AU will advise regarding fiscal and budget- monitoring issues related to SELPA and special education programs.

The SELPA Director and the SELPA staff are responsible for gathering information and materials, preparing reports, sending correspondence, and creating informational documents; planning and scheduling meetings and events; staying current on technology and equipment; monitoring procedures and implementation; answering questions of SELPA members; supporting compliance throughout the SELPA; and maintaining the administration and operation of the SELPA office.

The SELPA shall submit the Local Plan to the superintendent of the Alpine County Office of Education and Lake Tahoe Unified School District for approval.

(Local Plan Narrative Section A)

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

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.

Yes, the Tahoe-Alpine SELPA has policies and procedures for the participation of charter schools in the Local Plan.

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)]

The SELPA Community Advisory Committee (CAC) is composed of parents of children with disabilities enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities within the SELPA, regular and special educators, other school personnel within the SELPA, representatives of other public and nonpublic agencies, and individuals interested in the education of children with disabilities.

The school boards of the participating LEAs shall appoint one or more members to the CAC. The Governance Council shall appoint one or more members at-large to the CAC. The appointed members serve a 2-year term and are responsible to the Governing Board of each agency. The SELPA Governance Council shall establish policies for the operation of the CAC. The CAC serves the SELPA in an advisory capacity only, in accordance with Education Code and procedures specified in the SELPA Policy Manual.

The SELPA Governance Council will receive CAC meeting minutes as part of the Governing agendas. Regularly scheduled meetings are held to assist members in keeping well informed regarding programs and legislation for children with disabilities, and to foster closer communication with school administrators, educators, parents, and community. The CAC will advise and inform SELPA staff regarding community conditions, aspirations, and goals for children with disabilities.

The specific responsibilities of CAC are defined in Education Code 56194 . These include, but are not limited to:

• Participate in the development, amendment, and review of the Local Plan and encourage community involvement in the development and review related to the Local Plan;

• Recommend annual priorities to be addressed by the Local Plan;

• Assist in parent education and in recruitment of parents and other volunteers who may contribute to the implementation of the Local Plan;

• Encourage community involvement in the development and review of the Local Plan;

• Support activities on behalf of children with disabilities;

• Assist in parent awareness of the importance of regular school attendance; and

• Support community involvement in the parent advisory committee established pursuant to Section 52063 to encourage inclusion of parents of individuals with exceptional needs to the extent these pupils also fall within one or more definitions in Section 42238.01.

(Local Plan Narrative Section B, B2)

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)]

It is the agreement of the members of the Tahoe-Alpine SELPA that parents and students with disabilities and the general public shall be provided with the opportunity for comment concerning items on the agenda of the following SELPA Councils/Committees:

• SELPA Governance Council

• Community Advisory Committee

The makeup, role, and function of the above groups are defined in this Local Plan. Meetings held by these groups shall be considered Brown Act meetings in reference to the requirements for holding public hearing, providing adequate notice, and providing an opportunity for comment from the general public.

Additionally, meetings are scheduled with special education and regular education teachers and administrators, along with a CAC representative, to develop, review, and revise the SELPA Local Plan, along with a variety of stakeholder groups, prior to adoption by the SELPA Governance Council.

(Local Plan Narrative Section B, B2)

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 Lake Tahoe Unified School District shall be the Administrative Unit (AU). Under the direction of the SELPA, the AU shall act as the fiscal agent authorized to receive funds in accordance with the approval of the SELPA Governance Council. The SELPA Director is authorized by the SELPA Governance Council to implement the SELPA policies and specific SELPA Governance Council actions on behalf of the SELPA Governance Council and the SELPA. These responsibilities include, but are not limited to, provision and administrative support to the SELPA office, employment of SELPA staff to support SELPA operations, the signing of official documents, state reports,

and authorization of expenditures or distribution of funds as approved by the SELPA Governance Council.

(Local Plan Narrative Section C3 and D1)

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)]

When a Local Education Agency (LEA) decides that it cannot meet the special education needs of a student(s), the LEA may enter into an agreement to contract for services with another LEA within the SELPA in a non-regionalized class. When a Regional Program Provider operates a classroom identified as a regional classroom or when a LEA operates a class that has been transferred from one regional provider to another, that LEA must offer a contracted service/class.

The following general provisions will govern Regional Program Providers when developing:

• The Regional Program Provider must provide space for any qualified student in a regional classroom. Appropriateness will be determined by the LEA offering regional services, based on guidelines, which are the same for all students.

• A LEA which has transferred a class/service from a Regional Program Provider must allow all students who require such class/services to enroll. This includes opening new classes or adding service providers if necessary.

• The Regional Program Provider will provide services and invoice Regional Program Consumers.

• The costs of contracted services will be based on an average student cost in the program operated by the Regional Program Provider unless otherwise specified in a mutually agreed to Individual Service Agreement (ISA). See the Funding Allocation Plan and the SELPA Block Fee template for cost calculations.

• Agreements between Regional Program Providers and a LEA concerning services for a specific student will be made based on the parameters established by the Individualized Education Program (IEP). All lSAs for each student will be written after the IEP team establishes the student's placement and service(s).

• On-going student Individual Service Agreements (ISA) shall be completed by the Regional Program Provider and submitted to the Regional Program Consumer no later than October 31 of the current school year, in alignment with the SELPA Funding Allocation Plan.

The Tahoe-Alpine SELPA has entered into an interagency agreement through the use of a MOU with the Regional Center. The MOU is available on the SELPA website, as well as to the California Department of Education (COE), upon request.

The Tahoe-Alpine SELPA member Local Education Agencies (LEAs) enter into agreements with Residential Treatment Centers (RTC), Non-public Schools (NPS), and Non- public Agencies (NPA) through the use of the Master Contract and/or an Individual Service Agreement (ISA). The procedures around graduation, transitions,

placements, monitoring, student progress, data reporting, and progress reporting are established in the SELPA Governance Council adopted Tahoe-Alpine SELPA Policy Manual. Additionally, the Policy Manual indicates how the LEAs will provide special education services to individuals with exceptional needs residing in foster homes.

(Local Plan Narrative Section D2)

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)*]

Adoption of the Local Plan requires consent of the Superintendent of each participating LEA. In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan.

Responsibilities of the Governing Board of each LEA shall include, but not be limited to:

•Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency;

• By approving the Local Plan, enter into an agreement with other local education agencies participating in the plan, for purpose of delivery of services and programs;

• Participate in the governance of the SELPA through their designated representative to the Governing Council. Governing boards provide the Governing Council with the authority to act as the board designee to approve and amend policies as necessary;

• Appoint members to the Community Advisory Committee.

Responsibilities of LEAs shall include, but not be limited to:

• Implementing child find activities;

• Deciding to operate, or not to operate, the special education programs and services as specified in the SELPA Local Plan;

• Cooperating with the SELPA in the provisions of staff development activities as specified in applicable sections of the education code;

• Providing program, employee, student, and fiscal information as needed to the SELPA to facilitate program coordination, fiscal accountability, budget preparation, staff acquisition, training and state, federal, and local reporting;
• Assisting the SELPA in regional planning and preparation of the Local Plan, annual programmatic, student and program evaluation, and fiscal reports as required by state and federal laws and regulations.

This assistance includes participation in the Governing Council;

• Providing facilities for special education students; and

• Placing a student in a comparable special education program, following SELPA procedures, when an identified student eligible for special education moves into the SELPA.

(Local Plan Narrative Section D3)

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)]

Responsibilities of the superintendents of each participating Local Education Agency (LEA) shall include, but not be limited to:

• Being responsible for special education programs operated by the LEA and for implementing all requirements of the Local Plan;

• Participating in the SELPA Governance Council and Executive Leadership Council;

•Calendar items requiring local board approval;

•Direct the activities of administrators of special education in coordinating the administration of the local plan;

•Assure the required data is submitted to the SELPA and or administrative agency in a timely fashion;

•Assure the appropriate facilities and support services such as transportation are available to meet the needs of students with disabilities residing in the geographical area covered by the Local Plan;

•Other duties as required by federal and state law; and

•Conduct the evaluation of the SELPA Director.

(Local Plan Narrative Section D4)

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 Local Education Agencies are responsible for the coordination of special education services and programs within their agencies and for the implementation of the Local Plan. Special Education Administrators are given authority by the SELPA Governance Council to implement policies and procedures in accordance with the Local Plan.

The Special Education Administrators will make decisions by consensus. The SELPA Director will present the minority and majority viewpoint to the SELPA Governance Council. The Special Education Administrators will meet regularly. The SELPA Director will act as the facilitator of the meetings.

Meetings of Special Education Administrators shall include, but not be limited to:

• Information and recommendations for the development, modification and implementation of the Local Plan to the SELPA Governance Council;

• Procedures for identification, referral, assessment, IEP development, placement and services of individuals with disabilities as established by the Local Plan;

• Recommendations to the establishment of new regional programs and/or closure of regional programs;

• Forms, procedures and recommendations for programs and services;

• SELPA-wide in-service/staff development activities, including parent education activities;

• Recommendations for Community Advisory Committee (CAC) membership;

• Solutions to problems encountered in meeting federal and state laws and regulations or SELPA policy; and

• Alternative Dispute Resolution (ADR) strategies and implement the SELPA ADR process as an alternative to complaint procedures and due process.

The LEA's, Alpine County Office of Education, Alpine County Unified School District, and Lake Tahoe Unified School District, as participants in the Local Plan, shall perform the following for their own pupils through their respective programs:

- Provide annual notification of parent rights to parents of the individuals with disabilities and ensure that public notice for services offered in the LEA are publicly available
- Select, compensate, and determine the duties of the special education teachers, instructional aides, and other personnel required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
- Conduct those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
- Organize and administer the activities of the IEP Teams, including the selection of the LEA staff and who will serve as team members in conformance with E.C. Section 56341, and in compliance with the Local Plan
- Organize and maintain the activities of the Resource Specialist Program in conformance with EC 56362 and in compliance with the Local Plan
- Provide facilities as required to house the programs conducted by the LEA.
- Provide for the acquisition and distribution of the supplies and equipment for the programs conducted by the LEA
- Provide and/or arrange for transportation services as may be required to provide the special education programs specified by the LEA.
- Cooperate with the RLA in the development of the procedures and methods for communicating with

the parents and/or legal guardians of the individuals served in conformance with the provisions of the Local Plan.

- Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability and insure the continued implementation and compliance and eligibility criteria.
- Provide for the integration of individuals educated under this agreement into the least restrictive environment and provide for evaluating the results of such integration according to specifications of the Local Plan.
- Conduct the review of individual placements requested by the parents and/or legal guardians of the individual in accordance with the Local Plan.
- Develop interagency referral, coordination and/or placement procedures in accordance with the Local Plan to include services to individuals with disabilities in public or proprietary hospitals or other residential medical facilities, in licensed children's institutions, or foster family homes and other local public agencies. Coordinate community resources with those provided by LEA including providing such contractual agreements as may be required.
- Prepare and submit all required reports, including reports on student enrollment program expenditures, and program evaluation.
- Designate a person to represent the LEA on the Executive Leadership Council to monitor the implementation of the Plan and make necessary recommendations for changes and/or modifications.
- Designate a representative for the LEA to serve on the Community Advisory Committee, in accordance with EC Sections 56192-56193 and pursuant to the procedures established in the Local Plan.
- Designate the LEA Superintendent, or his/her designee, to represent the LEA in supervising and directing the implementation of the Plan.
- The District programs maintained by the LEA receive special education funding. This includes instructional units, support services, special education, transportation, and non-public school placements in accordance with the Allocation and Budget Plan and in accordance with the funding generated by the specific LEA computations.
- Each LEA shall schedule a public hearing at the district School board meeting for the purposes of adopting the Special Education Budget.

(Local Plan Narrative Section D5)

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)*]

Responsibilities of the Administrative Unit (AU) superintendent shall include, but not be limited to:

- Serve as chairperson, every other year, of the SELPA Governance Council and arrange the schedule, time, and place for meetings of the SELPA Governance Council;
- Serve as the employer for personnel who have responsibilities throughout the Local Plan area which will include, but not be limited to, the SELPA staff. Employment of such personnel will be in accordance with personnel policies and practices of the Lake Tahoe Unified School District including hiring, supervision, evaluation, and discipline;
- Employ appropriate certificated and classified personnel in support of the Local Plan;
- It is the responsibility of the RLA Superintendent to collaborate with the Alpine County Superintendent in the hiring, evaluating, supervising, and discipline of the SELPA Director;
- The RLA/AU is responsible for the recruitment and hiring of the SELPA Director and staff;
- The RLA/AU supports the SELPA Director in overseeing the recruitment, supervision and evaluation of SELPA staff; and
- Provide suitable office space for both certificated and classified employees of the SELPA.

(Local Plan Narrative Section B1)

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 Tahoe-Alpine SELPA has a long history of collaborative local decision-making in both service provision and fiscal allocation. When questions of perceived fairness or program quality arise, all concerns are properly brought to the attention of the SELPA Governance Council and to the SELPA Director, and are then formally agendized for discussion. This process generally leads to a thorough discussion of the questions at hand. Through the SELPA Governance Council, districts are able to engage in a thoughtful review and are provided ample time to provide input, formal recommendations for change, and when appropriate, to take formal action.

The Tahoe-Alpine SELPA Local Plan and SELPA Funding Allocation Plan determines how revenue allocated to the SELPA will be distributed to its member LEAs. This outlines which funding sources will be pooled, shared, or distributed to member LEAs. These decisions are agreed to by member LEAs according to meaningful discussions which often include consideration of any potential negative impacts to students, families, and staff, as well as to individual LEAs. Limited special education funding requires our member LEAs to work together to ensure programs exist from our most well-funded to our most rural and remote LEAs.

In the Tahoe-Alpine SELPA, it shall be the policy to adopt the annual budget plan in a public meeting and include it with the Local Plan. Further, the SELPA Funding Allocation Plan is revised and adopted each year by the SELPA Governance Council. The SELPA Funding Allocation plan ensures that cost effective services are available for all students within the SELPA. The plan equitably allocates state and federal revenue to the LEAs using the adopted revenue distribution process.

The plan does not create incentive to place students in special education programs. The plan accommodates ADA growth and decline of individual LEAs and the addition of other special education program providers such as charter schools.

The Administrative Unit (AU) to the SELPA office prepares and distributes state and federal funds according to the adopted SELPA Funding Allocation Plan. The prior year use of services and the current

year SELPA- wide funding is the basis for budgeting. The plan reflects the actual cost of services used by students and each LEA is responsible for paying for services provided to their students through their federal, state, and local revenues. Some services, as noted in the allocation plan, are paid for by all LEAs in the Local Plan. Most state and federal dollars are passed through to the LEAs with the exception of SELPA administrative costs; a percentage of low incidence funding reserved for equipment and service requests; Preschool Staff Development; a percentage of Preschool IDEA dollars for program support; a percentage of IDEA dollars for program support; Workability program; and dollars to support the alternative dispute resolution.

It shall be the sole decision of the Governance Council regarding any changes to the allocation of federal and state special education funds. The SELPA Director is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The RLA/AU shall be responsible for functions including, but not limited to:

- Receipt and distribution of any funds for the operation of special education programs to appropriate accounts.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

(Local Plan Narrative Section F1)

c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

Pursuant to the provisions of the EC Section 56030 & 56205, et. Seq., the RLA shall receive regionalized service funds, provide administrative support, and coordinate the implementation of the Tahoe Alpine Local Plan for Special Education in the participating school districts after approval by the State Board of Education.

Each Local Education Agency (LEA) shall provide special education and related services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA has granted that charter, unless a charter is designated as an independent LEA for special education. Each LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the SELPA. LEAs may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

The RLA shall perform such services and functions as required to accomplish the goals set forth in the Plan such services include, but are not limited to the following:

- Act as agent for districts participating in the Plan as specified in the Local Plan. Receive, compile, and submit required enrollment reports and compute all special education apportionments. Receive the special education apportionments of regionalized services as authorized under EC Section 56836.23;

- Coordinate with the LEAs the development and implementation of a systematic method for referring and placing individuals with disabilities who reside in the districts, including the methods and procedures for communication with the parents and/or legal guardians of the individuals according to procedures in the Local Plan;

- Coordinate and provide for continuous evaluation of the special education programs in accordance with the Local Plan;

- Ensure the organization and maintenance of the Community Advisory Committee (CAC) as part of the responsibility of the RLA to coordinate the implementation of the Plan pursuant to EC Section 56191. Provide for the attendance of the designated members of the RLA's staff at all regularly scheduled CAC meetings;

- Coordinate community resources with those provided by LEA and RLA, including providing contractual agreements as may be required;

- Organize and maintain the Executive Leadership Council to monitor the operations of the Local Plan and make recommendations for necessary revisions, including, but not limited to:

    - Monitoring the application of eligibility criteria throughout the Local Plan area,

    - Coordinating the system of data collection, management and annual evaluation,

    - Coordinating staff development for special education,

    - Coordinating the identification, referral, assessment, instructional planning and review

procedures including procedures for the communication parents and/or legal guardians or surrogate parents regarding rights and responsibilities for special education,

  - Developing interagency referral and placement procedures, and

  - Evaluating the effectiveness of special education programs.

- Provide for regular in-service training for RLA and LEA staff responsible for the operation and implementation of the Local Plan;

- Provide the method and forms to enable the LEAs to report to the RLA on student enrollment and program expenditures. Establish and maintain a pupil information system;

- Provide assistance to the LEA upon request from LEA administration or individual cases, including but not limited to:

  - Complaint issues;

  - Hearing issues; and

  - Identification of appropriate programs for specific pupils.

- Receive special education funding for instructional units, support services, special education transportation and non-public school placements directly from the state in accordance with the allocation and budget plan and in accordance with the funding generated by the RLA computations completed by the SELPA for programs maintained by the RLA;

- Hire and supervise the program specialist. Assure requested program specialist services are provided to the LTUSD and Alpine County. Program specialist services/time shall be allocated based on student enrollment and program requirements;

- The RLA shall schedule a public hearing at a regularly scheduled School Board meeting for purposes of adopting the Budget Plan for regionalized services and LTUSD LEA Special Education Budget; and

The SELPA Director will coordinate the operation of all special education services of the SELPA pursuant to law and will administer those functions delegated to the SELPA pursuant to the Local Plan. The SELPA Director serves under the direction of the Superintendent of the RLA and assumes responsibility for duties delegated by the Superintendent of the RLA.

Responsibilities of the SELPA Administrator pursuant to EC 56205(a)(12)(A) include, but are not limited to:

- Development, implement, supervise, and provide for the evaluation of the Regionalized Services Program;
- Collaborate and collect the necessary information from the participating LEAs and prepare an annual budget for Regionalized Services to be submitted to the Superintendent of the RLA, in conjunction with the Annual budget plan;
- Recommend employment of, assign, supervise, and evaluate staff employed by the SELPA;
- Provide assistance to SELPA staff to carry out their responsibility to ensure that all pupils have access to full educational opportunity;
- Provide necessary procedures and data to the RLA to allocate federal and state funds to the LEAs within the SELPA;
- Monitor the appropriate use of federal state and local funds allocated for special education programs;
- Collaborate and collect the necessary information from the participating LEAs and prepare

program and fiscal reports required of the SELPA by State; manage the IEP and Student Information data systems to company with all state requirements;

- Ensure the implementation of all federal, state and local responsibilities of the SELPA, including personnel development and procedural safeguards and other assurances;
- Develop and recommend to the Superintendent of the RLA a plan for personnel development, including training for staff, parents and members of the CAC;
- Coordinate procedures to assist LEAs with NPS/NPA services; and
- Assist LEAs in mediation and due process hearings.

(Local Plan Section D2)

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

The SELPA Director and the Administrative Unit (AU) shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the SELPA Governance Council through the annual budget plan process and reflect the principles and policies of the adopted Funding Allocation Plan.

Specific duties of the RLA/AU:

The AU, as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to the SELPA through a sub-grantee process and shall annually conduct and report to the CDE the required MOE information. The AU will provide consultation and support to the SELPA related to the monitoring of the appropriate use of federal, state and local funds used for special education programs.

Specific duties of the SELPA Program Administrator:

The SELPA Program Administrator or designee shall be responsible to monitor, at a minimum annually, the appropriate use of all funds allocated for special education programs and services. Final determination, monitoring and action regarding the appropriate use of special education fund shall be made through the required annual MOE reports and Annual Budget Plan submitted to the CDE.

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

Specific duties of the individual LEAs:

The individual LEAs, along with support from the SELPA Program Administrator, shall ensure that the funds received from part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local, and other Federal funds and not to supplant those funds; and 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 students with disabilities except as provided in Federal law and regulations. Final determination, monitoring and action regarding the appropriate use of special education funds for individual LEAs shall be made through the required annual MOE reports submitted to the CDE.

(Local Plan Narrative Section F2)

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]

Determination of expenditures begins at the Individual Education Program (IEP) level where the IEP team agrees there is a need for special equipment, materials and/or services to provide access to the curriculum and support the learning of an eligible student. The district special education director reviews this identified need. The requesting LEA will research the cost and location of the requested item. Upon receipt of the completed packet, the SELPA Executive Director or designee will review all requests. If requests meet requirements, the requesting LEA will be notified to order the equipment or materials. Information about approved low incidence equipment or materials will be provided to the LEA Special Education Directors. Efforts will be made to support opportunities that serve pupils in the least restrictive environment by using the appropriate equipment and materials. The SELPA office keeps an inventory of all items purchased and students to whom assigned. Specialized equipment may be transferred to another educational agency if the pupil no longer needs the or transfers out of the SELPA. No specialized equipment shall be transferred out of the SELPA without the approval of the SELPA Director. The SELPA Low Incidence Procedures outlines the processes, requirements, and parameters for specialized equipment access.

EC Section 56836.22, provides funding for specialized books, equipment, materials, and services on the basis of annual per pupil entitlement for students, in the following categories:

- Hard of Hearing (HH)
- Deafness (DEAF)
- Visual Impairment (VI)
- Orthopedic Impairment (OI)
- Deaf-blind (DB)

The number of pupils used in the allocation is based on the prior year fall pupil count. The funds are provided to the SELPA and are accounted for separately from the total special education entitlement.

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

The students in these categories are served primarily within the Lake Tahoe Unified School District programs. However, when Alpine County enrolls any students with a low-incidence disability, the low incidence funds shall be allocated based on their prior year fall pupil count as well. Specialized equipment and materials are distributed through the SELPA Administrator. Qualified staff identifies the material and equipment needs of each identified student and submits a request to the SELPA Administrator. Through this design, most students receive services in their school of residence/ least restrictive environment. Segregated sites are not available in the Tahoe Alpine SELPA. Students may or may not receive services in a specific program with other students with similar disabilities. When these materials and equipment are no longer helpful they are redistributed within the SELPA.

Specialized service funds for students with low incidence disabilities are distributed within the SELPA based on the needs of students and requirements of the service to maintain students in the LRE or in an appropriate program/ service to meet their needs. The individual student's IEP team determine the need for any low incidence services.

Specialized service funds are used primarily to support a few of the specialized service needs in the SELPA.

(Local Plan Narrative Section F10)

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.

---

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

Policy/Procedure Number:	E1
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

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

(●) Yes ( ) No

---

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

Policy/Procedure Number:	E2
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

“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); *EC* 56205(a)(3)

Policy/Procedure Number:	E3
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

"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:

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

◉ Yes ○ No

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

Policy/Procedure Number:	E4
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

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

◉ Yes ○ No

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

Policy/Procedure Number:	E5
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

"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

SELPA | Tahoe-Alpine SELPA | Fiscal Year | 2024-25

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

Policy/Procedure Number:	E6
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

"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

---

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

Policy/Procedure Number:	E7
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

"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); *EC* 56205(a)(8)

Policy/Procedure Number:	E8
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office

SELPA: Tahoe-Alpine SELPA | Fiscal Year: 2024-25

Document Location: https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

"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); *EC* 56205(a)(9)

Policy/Procedure Number: E9

Document Title: Tahoe-Alpine SELPA Special Education Local Plan Narrative

Document Location: 1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office

https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

"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

---

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

Policy/Procedure Number: E10

Document Title: Tahoe-Alpine SELPA Special Education Local Plan Narrative

Document Location: 1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office

https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

"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

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

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); *EC* 56205(a)(11)

Policy/Procedure Number:	E11
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

"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); *EC* 56205(a)(12)(D)(iii)

Policy/Procedure Number:	E12
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

"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

SELPA | Tahoe-Alpine SELPA | Fiscal Year | 2024-25

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

Policy/Procedure Number:	E13
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

"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; *EC* 56205(a)(13)

Policy/Procedure Number:	E14
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

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

◉ Yes ○ No

---

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

SELPA: Tahoe-Alpine SELPA | Fiscal Year: 2024-25

Policy/Procedure Number:	E15
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

"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); *EC* 56205(a)(15)

Policy/Procedure Number:	E16
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

"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); *EC* 56205(a)(16)

Policy/Procedure Number:	E17
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

"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); *EC* 56205(a)(17)

Policy/Procedure Number:	E18
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

"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); *EC* 56205(a)(18)

Policy/Procedure Number:	E19
Policy/Procedure Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

"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

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

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

Policy/Procedure Number:	E22
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

"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); *EC* 56205(a)(20)

Policy/Procedure Number:	E23
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

"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); *EC* 56205(a)(21)

Policy/Procedure Number:	E24
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

_alpine_s_e_l_p_a_local_plan

"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); *EC* 56205(a)(22)

Policy/Procedure Number:	E25
Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

"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:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

(1) Role of the Responsible Local Agency (RLA)/Administrative Unit (AU):

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

The Administrative Unit (AU) for the Tahoe-Alpine SELPA shall be responsible for functions such as, but not limited to:

(a) Receipt and distribution of special education funds to district accounts for the special education programs and services, pursuant to state and federal law, and

(b) Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

(c) The employment of staff to support SELPA functions:

(i) Receiving, transferring, and expending funds, based upon the budget as approved by GC;

(ii) Establishing and maintaining an office of the Tahoe-Alpine SELPA;

(iii) Employment of the SELPA Director to coordinate implementation of the local plan throughout the Tahoe-Alpine SELPA and with other SELPAs, as appropriate, and

(iv) Participating in funding the administrative cost of SELPA office.

(2) Role of the SELPA Director:

The SELPA Director is a non-voting member of the Governance Council and is under the direction of the GC. The SELPA Director's responsibilities include:

(a) Implementing regionalized services based upon annual priorities that include: administering professional development programs; coordinating program evaluation; supervising data collection, information management, and reporting; supporting curriculum development and proficiency standards; coordinating ongoing monitoring of local plan implementation through program review; supervising and evaluating the program specialist work; recruiting county and district personnel; and conducting child-find and public awareness procedures;

(b) Providing overall coordination of the local plan implementation through program review;

(c) Assisting in the coordination of master contracts with nonpublic schools and agencies providing services to students with disabilities as requested by SELPA LEAs;

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

Description:

(d) Participating in or designating appropriate personnel to participate in IEP team meetings for students considered for placement in other local plan areas and/or nonpublic school placements, as requested by member districts;

(e) Providing technical assistance to local education agencies in due process and complaint procedures;

(f) Coordinating and facilitating establishment of local plan area standards, procedures, processes, and regulations for the implementation of the local plan;

(g) Acting as liaison between the local plan area and the California Department of Education (CDE);

(h) Applying with the Administrative Unit (AU) for discretionary funds and other grants that become available to the SELPA;

(i) Assisting in identification of special education program and service needs for the SELPA;

(j) Collaborate with the SELPA LEAs in the preparation of the annual budget for the various special education resources to be submitted to the SELPA for review and input, to the GC for adoption;

(k) Recommend employment of, supervise, and evaluate SELPA personnel;

(l) Coordinating with the LEAs and AU the preparation and submission of all state mandated reports required for the SELPA;

(m) Resolving differences and acting as a mediator to reach consensus when differences of opinion occur between LEA administrators or superintendents;

(n) Acting as an ex-officio member of all SELPA standing committees and appointed task forces;

(o) Meet and consult regularly with the special education administrators of member LEAs; and

(p) Submitting the local plan to the CAC, participating LEAs, and the El Dorado County Superintendent of Schools for signature, assuring coordination of the Local Plans within the county, in compliance with requirements of Education Code section 56140.

(3) Role of the individual LEAs:

Each local education agency governing board is responsible for approving the participation of its LEA in this local plan for special education. Its support and recommendations are essential to effective implementation and operation of the local plan.

Each member LEA is responsible to 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 shall approve any policies and procedures needed to implement the local plan.

Role of the Program Specialist:

A Program Specialist may, as directed, perform the following tasks upon direction of supervisors or as requested by district administration:

a) Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers;

b) Provide compliance support for the CDE CIM and Small LEAs monitoring requirements;

c) Plan programs, coordinate curricular resources, monitor, and evaluate the effectiveness of programs for individuals with exceptional needs;

d) Provide coordination and consultation for low incidence, AAC and assistive technology;

e) Provide coordination and consultation for WorkAbility I programming;

f) Assist with staff development, program development and innovation of special methods and approaches;

g) Provide coordination, consultation, and program development in his/her areas(s) of expertise;

h) Assure that students, regardless of district, have full educational opportunity;

i) Coordinate inter- and intra-SELPA placements and transportation of students;

j) Serve as liaison and consultant to other professionals, agencies, and the community;

k) Provide consultation to principals and administrators who operate special education programs at their school sites, under the direction of the SELPA Director;

l) Provide consultative services as a member of the Individualized Education Program team as appropriate;

m) Provide consultation and assistance with Special Education Student Information Systems (such as SEIS and CALPADS) as it pertains to affirming IEPs and the Desired Results Developmental Project (DRDP); and

n) LEA staffing and directory supports.

(Local Plan Narrative Section C3.a)

2. Coordinated system of identification and assessment:

Document Title: Tahoe-Alpine SELPA Special Education Local Plan Narrative

Document Location: 1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office

https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

The role of the RLA/AU related to the coordinated system of identification and assessment is the same as the role of each LEA.

Role of the SELPA Director:

The SELPA Director ensures each LEA conducts child find activities. The SELPA Director supports child find activities at a regional and county level, including facilitation of public notices. The SELPA will provide technical support to LEAs and guidance to parents, as needed. The SELPA will also participate in child find activities established by the LEAs and ensure appropriate interagency agreements are in place to support activities.

The SELPA Director assists the conduct of child find activities through:

- Annual distribution of child find materials to local child care facilities,

SELPA Tahoe-Alpine SELPA | Fiscal Year 2024-25

Description:

private schools, medical offices, nonprofit organizations focused on serving children and interested parties;

- staffing community events and distributing child find activities;
- maintaining child find information on the Tahoe-Alpine SELPA website; and
- providing workshops on child find.
- The SELPA provides technical support to LEAs and guidance to parents, as needed.

Role of the individual LEAs:

Each LEA is responsible for identifying and assessing all students for whom they are responsible through a coordinated system of child find and related activities. Districts operating Provider Programs in the SELPA will support the coordination of identification and assessment collaboratively with the District of Residence for all students enrolled in the District.

Each LEA is responsible for identifying and assessing all students for whom they are responsible including developing a system of support and referral for assessment.

Role of the Program Specialist:

SELPA/LEA program specialist(s) work under the direction of the SELPA Director to support a coordinated system of identification and assessment, including students enrolled in private schools. Program specialists work collaboratively with the SELPA and member districts to support the coordination of identification and assessment.

(Local Plan Narrative Section C3.b)

3. Coordinated system of procedural safeguards:

Document Title: Tahoe-Alpine SELPA Special Education Local Plan Narrative

Document Location: 1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office

https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

Description:

a) Coordinated system of procedural safeguards:

(1) Role of the RLA/AU:
The role of the RLA/AU related to the coordinated system of procedural safeguards is the same as the role of each LEA.

(2) Role of the SELPA Director:
The provides alternate dispute resolution services for districts and parents as requested by member districts and through contact initiated by parents. The SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA 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 SELPA will also provide parents with a copy of their procedural safeguards upon request and maintain a copy on the Tahoe-Alpine SELPA website. The SELPA ensures updated copies of procedural safeguards are available and offered to parents in all member districts and will maintain a copy on the SELPA website.

(3) 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 with the Office of Administrative Hearings when requested.

(4) Role of the Program Specialist

Program specialists support a coordinated system of procedural safeguards/parent rights, including offering to review procedural safeguards and providing information to parents/guardians as needed. The SELPA program specialist(s) work under

direction of the SELPA administrator and may provide alternative dispute resolution through contact with parents/guardians. The SELPA programs specialist(s) provide parents/guardians with a copy of their procedural safeguards and upon request will review all procedural safeguards with parents/ guardians.

(Local Plan Narrative Section C3.c)

SELPA: Tahoe-Alpine SELPA

Fiscal Year: 2024-25

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

Document Title: Tahoe-Alpine SELPA Special Education Local Plan Narrative

Document Location: 1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office

https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

Description:

(1) *Role of the RLA/AU:*

The role of the RLA/AU related to the coordinated system of staff development and parent and guardian education is the same as the role of each LEA.

(2) *Role of the SELPA Director:*

The SELPA works cooperatively with non-profit agencies to provide parent and guardian education. The SELPA Director will provide needed training and supports as requested, or determined appropriate, for each LEA.

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. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA will provide needed training and supports as requested, or determined appropriate, for each LEA. The SELPA Director will regularly provide information from the state level regarding initiatives, resources, and supports available to the SELPA and member LEAs.

(3) *Role of the individual LEAs:*

LEAs will determine their staff development and parent and guardian education programs, based on their local needs. They may seek technical assistance or input from the SELPA at any time.

Whenever possible, LEAs will extend appropriate staff development and parent/guardian training opportunities to member districts within the SELPA. LEAs operating regionalized Provider Programs will ensure program staff receive appropriate professional development.

(4.) *Role of the Program Specialist(s):*

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

SELPA Program Specialist(s) work under the direction on the SELPA Director to support staff development, as well as parent and guardian education. Program Specialists, including LEA Program Specialists, may provide direct training and support the dissemination and implementation of evidence-based practices.

(Local Plan Narrative Section C3.d)

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

Document Title: Tahoe-Alpine SELPA Special Education Local Plan Narrative

Document Location: 1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office

https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

Description:

a. Role of the RLA/AU:
The role of the RLA/AU related to the coordinated system of curriculum development and alignment with the core curriculum is the same as the role of each LEA.

b. Role of the SELPA Director:
The SELPA Director will provide technical assistance and staff development, as requested or determined appropriate.

c. Role of the individual LEAs:
LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs.

d. Role of the Program Specialist(s)
SELPA Program specialist(s) work under the direction of the SELPA Administrator to support a coordinated system of curriculum development and alignment with the core curriculum. Program specialists may provide direct training, attend state and regional professional development opportunities, and support the implementation of curriculum across the SELPA, as requested. Program specialists working within Provider Programs support the coordination of curriculum development and alignment with the core curriculum.

(Local Plan Narrative Section C3.e)

SELPA | Tahoe-Alpine SELPA | Fiscal Year | 2024-25

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

Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

Description:

(1) Role of the RLA/AU:

The role of the RLA/AU related to the coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system is the same as the role of each LEA.

The AU will receive and maintain accountability for fiscal and accounting records in accordance with federal and state requirements and will submit reports to appropriate authorities, including support of the submission of SELPA fiscal accountability reports (e.g., Maintenance of Effort).

(2) Role of the SELPA Director

The SELPA Director is actively involved in compliance and performance of member LEAs within the SELPA and:

a) Ensures the GC receives annual input on the local plan from required educational partners, including parents of the CAC, general and special education staff and administrators;

b) Reports to GC in regular scheduled public meetings, a summary of the SELPA's activities on behalf of its members;

c) Participates in monitoring activities and development and implementation of LEA improvement plans;

d) Review Annual Performance Reports, California School Dashboard, Local Control Accountability Plans, and other data sources with LEA administrators;

e) Provide technical assistance and support/consultation to member LEAs with Annual Performance Reports, California School Dashboard, Local Control Accountability Plans, and other data sources;

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

f) Review Annual Budget Plan with Superintendents, CAC and other interested parents, community or educational groups;

g) Review Annual Service Plan by Superintendents, CAC and other interested parents, community or educational groups; and

h) Review of the funding Allocation Plan.

(3) Role of the individual LEAs:

Individual LEAs review and monitor Annual Performance Reports, the California School Dashboard, and other data sources ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE, with the support of the SELPA as requested. LEAs will review and address performance, compliance, and accountability issues in a timely manner.

(4) Role of the Program Specialist(s):

SELPA program specialist(s) work under the direction of the SELPA Administrator to support LEAs in activities related to performance, compliance, and accountability. LEA program specialists work collaboratively with the SELPA to address performance, compliance, and accountability issues.

(Local Plan Narrative Section C3.f)

7. Coordinated system of data collection and management:

Document Title: Tahoe-Alpine SELPA Special Education Local Plan Narrative

Document Location: 1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office

https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

(1) Role of the Responsible Local Agency (RLA)/Administrative Unit (AU): The role of the RLA/AU related to the coordinated system of identification and assessment is the same as the role of each LEA.

(2) Role of the SELPA Director:

a. Certifies the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the CDE,

b. Provides support and training to LEAs, and

Description:

c. Ensures timely collection of data for state reporting.

The SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission and any other required reports of each member LEA, as required by the California Department of Education. The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA. The SELPA establishes and maintains the Special Education Data System (i.e. SEIS) for all LEA members to access and use for reporting purposes.

(3) Role of the individual LEAs:

- The LEAs are responsible for data entry, quality and integrity.
- The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission and any other required reports, as required by the California Department of Education.
- LEAs members are required to use the Special Education Data System (i.e. SEIS) established by the SELPA.

(4) Direct Instructional support provided by the Program Specialist(s_: SELPA program specialist(s) and operational staff work under the direction of the SELPA Administrator to support a coordinated system of data collection and management. LEA program specialists work collaboratively with the SELPA to ensure a coordinated system of data collection and management.

(Local Plan Narrative Section C3.g)

8. Coordination of interagency agreements:

Document Title: Tahoe-Alpine SELPA Special Education Local Plan Narrative

Document Location:

1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office

https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

(1) Role of the RLA/AU:

The role of the RLA/AU related to the coordination of interagency agreements is the same as the role of each LEA. The AU is responsible for executing interagency agreements at the direction of the SELPA.

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

Description:

Such agreements may be required to be approved the AU's governing board in the interest of the member districts of the SELPA.

(2) Role of the SELPA Director:
The SELPA administrator annually reviews inter-agency agreements and serves on committees as inter-agency 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. Interagency agreements necessary to support the implementation of the local plan, and as required by legal mandates, have been developed with the following agencies:

1. California Children's Services
2. Alta California Regional Center
3. Administrative Unit ("AU") Agreement - All participating LEAs

Other interagency agreements will be developed as needed. Copies of these documents can be requested through the SELPA office. All interagency agreements entered into by the SELPA shall be incorporated into this local plan as though fully set forth herein. Role of the Individual LEAs: Through their Superintendent's participation in the Executive Cabinet and/or at the direction of the SELPA, LEAs will approve and implement interagency agreements as appropriate.

(3) Role of the individual LEAs:

Through their representative to the GC, LEAs implement inter-agency agreements as appropriate.

(4) Role of the SELPA Program Specialist(s)::

Program Specialist(s) work under the direction of the SELPA Administrator to support the coordination of interagency agreements. LEA program specialists, including those solely in Provider Programs, will work collaboratively with the SELPA to support the coordination of interagency agreements.

(Local Plan Narrative Section C3.h)

9. Coordination of services to medical facilities:

SELPA: Tahoe-Alpine SELPA

Fiscal Year: 2024-25

Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan
Description:	*Role of the RLA/AU:* The role of the RLA/AU related to the coordination of services to medical facilities is the same as the role of each LEA. *Role of the SELPA Director:* The SELPA Director will facilitate the coordination of these services by the designated LEAs as requested by the LEAs. *Role of the individual LEAs:* Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the local educational agency in which the hospital or facility is located. Each LEA shall be responsible for the provision of special education and related services to students with disabilities residing in hospitals and other residential facilities located within the geographical area of the LEA. Each LEA shall first consider services operated by the LEA and then by the SELPA centralized and/or regionalized program providers. If the special education services available within these entities are not appropriate, then the district shall contract with an appropriate service provider for implementation of the student's IEP. These may include employees of other LEAs within the SELPA, those of a neighboring SELPA, or a Nonpublic Agency (NPA). *Direct Instructional support provided by the program specialist:* The SELPA program specialist(s) work under the direction of the SELPA Administrator to support LEAs in ensuring students have a full educational opportunity when residing in medical facilities. LEA program specialists work collaboratively with the SELPA and other member districts to ensure a full educational opportunity for students residing in medical facilities. (Local Plan Narrative Section C3.i.)

SELPA | Tahoe-Alpine SELPA | Fiscal Year | 2024-25

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

Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan
Description:	*Role of the RLA/AU:* The role of the RLA/AU related to the coordination of services to LCIs and foster family homes is the same as the role of each LEA. *Role of the SELPA Director:* The SELPA Director facilitates the coordination of these services by the designated LEAs when requested by the LEA. *Role of the individual LEAs:* Each LEA shall be responsible for the provision of special education and related services to students with disabilities residing in LCIs and foster homes located within the geographical area of the LEA. Each LEA shall first consider services operated by the LEA and then by the regionalized providers within the SELPA. If the special education services available within the entities are not appropriate, then the district shall contract with an appropriate NPA service provider for implementation of the pupil's IEP. 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. *Direct Instructional support provided by the Program Specialist(s):* The SELPA program specialist(s) and LEA program specialists work collaboratively to ensure students have a full educational opportunity regardless of the district of special education accountability. (Local Plan Narrative Section C3.j)

SELPA | Tahoe-Alpine SELPA | Fiscal Year | 2024-25

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

Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan
Description:	*Role of the RLA/AU:* The role of the RLA/AU related to the preparation and transmission of required special education local plan area reports is the same as the role of each LEA. The AU is responsible, in conjunction with and under the direction of the SELPA, for completion of required accountability and fiscal reports on behalf of the SELPA. *Role of the SELPA Director:* The SELPA Director will ensure transmission of required reports and provide support to LEAs in completing those reports. *Role of the individual LEAs:* Individual LEAs will maintain accurate records, work collaboratively with SELPA staff and submit required data for the SELPA to submit reports. *Direct Instructional support provided by the Program Specialist(s):* SELPA program specialist(s) work under the direction of the SELPA Director to support the transmission of required SELPA reports. LEA program specialists will work collaboratively with the SELPA to support the completion of required reports. (Local Plan Narrative Section C3.k)

12. Fiscal and logistical support of the CAC:

Document Title:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-

SELPA: Tahoe-Alpine SELPA | Fiscal Year: 2024-25

_alpine_s_e_l_p_a_local_plan

Description:

Role of the RLA/AU:

The AU maintains accountability for fiscal and accounting records, including the CAC allotted budget, in accordance with federal and state requirements.

Role of the SELPA Director:

The SELPA Director will provide fiscal and logistical support to CAC meetings, events, and trainings as appropriate. The SELPA will monitor the status of the CAC Budget and make annual recommendations to the Executive Leadership Council and Governance Council (GC), as appropriate.

The SELPA Administrator will support identified parent training topics through securing presenters in collaboration with the CAC.

Role of the individual LEAs:

The LEAs, through their Superintendent's participation on the Executive Leadership 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 and their LEA and support CAC events and trainings as requested and appropriate. Voting members are appointed by local governing boards to the CAC.

Direct Instructional support provided by the Program Specialist(s):

SELPA program specialist(s) work under the direction of the SELPA Director to provide support to the CAC. LEA program specialists will work collaboratively with the SELPA and CAC to support CAC activities, including but not limited to: parent training, disability awareness, special events, community outreaches, and presentations at CAC meetings.

(Local Plan Narrative Section C3.l)

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

Document Title: Tahoe-Alpine SELPA Special Education Local Plan Narrative

Document Location: 1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office

https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-

SELPA Tahoe-Alpine SELPA | Fiscal Year 2024-25

_alpine_s_e_l_p_a_local_plan

Description:

Role of the RLA/AU:

The responsibility for coordination of transportation is not the responsibility of the RLA/AU. If the RLA/AU provides transportation, it is unrelated to the role of that LEA as the RLA/AU.

At the direction of the SELPA Superintendents' Council, the AU will publish a Request for Bids (RFB) and secure transportation contracts as directed.

Role of the SELPA Director:

The SELPA Director will provide support and staff development as needed.

Role of the individual LEAs:

Individual LEAs ensure that appropriate transportation services are provided for students with disabilities as specified in their individualized education program. Transportation is the responsibility of the District of Special Education Accountability (DSEA).

Direct Instructional support provided by the Program Specialist(s):

SELPA program specialist(s) work under the direction of the SELPA Administrator to support a coordinated system transportation services for students with disabilities. LEA program specialists work collaboratively with the SELPA and member LEAs to ensure a coordinated system of transportation services.

(Local Plan Narrative Section C3.m)

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

Document Title: Tahoe-Alpine SELPA Special Education Local Plan Narrative

Document Location: 1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office

https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

Role of the RLA/AU:

The role of the RLA/AU related to the coordination of career and

Description:

vocational education and transition services is the same as the role of each LEA.

Role of the SELPA Director:

The SELPA Director will provide support and staff development as needed. The SELPA Director will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate, including technical assistance with state and federal grants that support career and vocational education and transition services (e.g., Workability grants).

Role of the individual LEAs:

Each LEA will provide appropriate career and vocational education and transition services as required under state and federal law.

Direct Instructional support provided by the Program Specialist(s):

SELPA Program Specialist(s) work under the direction of the SELPA Director, support staff development, program development, and evidence-based practices related to career and vocational/transition services. LEA Program Specialist(s) work collaboratively to ensure coordination of career/vocational education and transition services.

(Local Plan Narrative Section C3.n)

15. Assurance of full educational opportunity:

Document Title: Tahoe-Alpine SELPA Special Education Local Plan Narrative

Document Location: 1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office

https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

Role of the RLA/AU:

The role of the RLA/AU related to the assurance of full educational opportunity is the same as the role of each LEA.

Role of the SELPA Director:

Through approval of the Annual Services Plan, the SELPA will ensure that the full continuum of services is available. The SELPA monitors compliance reviews and assists, as requested, in the development of

Description:

corrective action plans. Additionally, professional development and support is provided to LEAs and nonpublic schools as requested.

Role of the individual LEAs:

Each LEA, through the Superintendent's participation on 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, and

- Monitoring student IEPs to ensure that all services documented are provided, without delay, and at no cost to the parent;
- Regularly reviewing and monitoring special education data to ensure services, plan review, and reevaluation (triennial) IEPs are implemented and reviewed per mandated timeframes, and
- Through the IEP process, review the special education services provided to students to ensure adequate yearly progress is occurring.

Direct Instructional support provided by the Program Specialist(s):

SELPA program specialist(s) work under the direction of the SELPA Administrator to support full educational opportunity, including a full continuum of placement and service options. LEA program specialists support full educational opportunity through the support of the Provider Programs and ensuring a full continuum of placement and services options is available for all students residing within the SELPA boundaries.

(Local Plan Narrative Section C3.o)

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: Tahoe-Alpine SELPA Special Education Local Plan Narrative

Document Location: 1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office

https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

Role of the RLA/AU:

SELPA: Tahoe-Alpine SELPA | Fiscal Year: 2024-25

Description:

The role of the RLA/AU, in coordination with the SELPA, is responsible for receiving and distributing state and federal funds to individual LEAs in accordance with the adopted budget and support the SELPA with the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Role of the SELPA Director:

The SELPA Director will facilitate the distribution of funds in accordance to the funding allocation plan approved by the Governance Council (GC). The SELPA Director also ensures the development of the Annual Budget Plan.

Role of the individual LEAs:

Individual LEAs determine and approve the allocation of state and federal funds through participation on the Governance Council. The LEAs will also submit required fiscal reports as required by state and federal laws.

(Local Plan Narrative Section C3.p)

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

Document Title: Tahoe-Alpine SELPA Special Education Local Plan Narrative

Document Location: 1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office

https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

Role of the RLA/AU:

The role of the RLA/AU related to direct instructional program support that may be provided by program specialists is the same as the role of each LEA.

Role of the SELPA Director:

The SELPA administrator supervises and evaluates designated SELPA program specialist(s) and provides training and guidance to the program specialist(s) as needed.

The SELPA Director:

- Coordinates and provides staff development and training for general and special education

Description:

administrators and staff;

- Develops and makes available forms, policies, and procedures throughout the SELPA; and

- Assists in preparation, implementation, and follow-up of state reviews, including those that are part of the Compliance and Improvement Monitoring (CIM) process and Smalls Process.

Role of the individual LEAs:

Individual LEAs are responsible for:

- planning, directing, coordinating, and evaluating instructional programs;

- identifying needs and developing short and long-range plans for staff development, curriculum development, and program effectiveness;

- providing staff development and training for general and special education administrators and staff;

- developing and disseminating forms, policies, and procedures consistent with LEA policies;

- representing the LEA on committees as directed;
- assuring appropriate coordination of general and special education instructional resources for students;

- providing support to the LEA in the area of positive behavior intervention; and

- assisting in the preparation, implementation, and follow-up of reviews by the state including those that are part of the Compliance and Improvement Monitoring (CIM) process.

Direct Instructional support provided by the Program Specialist(s):

Under the direction of the SELPA Director, support instructional programming which may include, but not limited to:

- Conduct observations and consult with and assist special and general education staff, administrators, and parents regarding appropriate placement and services for students;

SELPA | Tahoe-Alpine SELPA | Fiscal Year | 2024-25

- Participate in program development, including the development and support of regionalized programs;
- Coordinate curricular resources and take leadership in ensuring the use of appropriate instructional methods, strategies, interventions and resources and;
- Facilitate the development and implementation of staff development and parent education activities.
-

(Local Plan Narrative Section C3. q)

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:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan
Description:	A collaborative between Alta California Regional Center (ACRC), Early Head Start, California Children's Services, and Family Empowerment Centers ensures services to infants and their families. For a listing of programs for early childhood special education programs and services for children aged three through five years of age, see the Annual Service Plan. (Local Plan Narrative Section F5)

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:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

Description:	Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the GC, and/or the Community Advisory Committee. (Local Plan Narrative Section G2)

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:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan
Description:	The process for mediation at the GC level is as follows: The Chairperson of the Governance Council (GC) mediates the differences between the participating districts. If the Chairperson is a party to the disagreement, an impartial superintendent participates in the mediation process. When resolution cannot be reached, a three-person panel composed of the SELPA Director the Chairperson of the GC and a special education director selected by the GC serve as the final arbitrators. If any of these individuals are party to the disagreement, the group at large selects an impartial individual from each of these groups. In the event a dispute involves multiple members LEAs rendering it not feasible or practicable to form a mediating committee, the GC may direct the SELPA Director SELPA to engage a neutral third party to provide the mediation. (Local Plan Narrative Section G3)

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:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan

SELPA Tahoe-Alpine SELPA Fiscal Year 2024-25

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, as appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, student success teams, early literacy programs, and remedial programs. The District/LEA shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of intervention strategies. (Local Plan Narrative Section F7)

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:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan
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 LEA representative shall review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided. Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the pupil to determine if he/she is making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring pupil progress. The LEA may choose to administer additional assessments as necessary, with parent consent where required, to determine whether the pupil is making adequate educational progress. (Local Plan Narrative Section F6)

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:	Tahoe-Alpine SELPA Special Education Local Plan Narrative
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150, SELPA Office https://www.ltusd.org/district/tahoe_alpine_selpa/tahoe-_alpine_s_e_l_p_a_local_plan
Description:	*Enrollment and Intake Procedures* Students who were found eligible for special education services prior to incarceration in an El Dorado County or Alpine County Detention Facility, shall be identified by the El Dorado County Sheriff, South Lake Tahoe law enforcement agencies, Washoe Tribe public safety/law enforcement agencies, and or Alpine County law enforcement agencies; the adult student or the adult student's appointed representative. Upon referral from the El Dorado County, Alpine County and or Washoe Tribe law enforcement agency, the Tahoe-Alpine SELPA shall ensure the provision of special education services for inmates who remain eligible for such services, and a) whose parent or conservator currently resides within the Tahoe-Alpine SELPA's boundaries; or b) whose parents resided within the Tahoe-Alpine SELPA's boundaries when the inmate turned 18, and who remain residents of the SELPA. *Responsible Agency* It shall be the responsibility of the DSEA to provide services to the identified individual in an El Dorado or Alpine County Detention Center. If the Tahoe-Alpine SELPA is not the responsible SELPA for an inmate identified by the appropriate El Dorado County and or Alpine County law enforcement agency, the Tahoe-Alpine SELPA shall make every effort to identify and contact the responsible district/SELPA. (Local Plan Narrative Section F9)