Form - Section B: Governance and Administration SPECIAL EDUCATION LOCAL PLAN AREA Part 3

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B. Governance and Administration

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

Participating Local Educational Agencies

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

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:
Lake County SELPA Local Plan

Document Location:
https://www.lakecoe.org/selpa/local-plan

Description

Role of the Program Specialist(s): Program specialist support services may be available to individuals with exceptional needs, their families, and district staff upon LEA request. Program Specialist/Coordinator personnel requirements: • holds a valid education specialist credential, services credential or license, health services credential, or a school psychologist authorization • has advanced training and related experience in the education of individuals with exceptional needs and has a specialized in-depth knowledge in one or more areas of major disabilities, preschool disabilities, or career vocational development. Role of the RLA/AU: The Administrative Unit (AU) for the Lake County SELPA will be responsible for functions such as, but not limited to: 1. Provide fiscal services and support to the SELPA for the preparation of budgets, distribution of funding and related reporting. 2. Recruitment and employment of staff to support SELPA functions. 3. Provide space to house the SELPA staff and operations. Role of the SELPA Executive Director: The SELPA Executive Director, within the guidance of the Description: Superintendents' Governance Council, is responsible to plan, direct, manage and oversee the activities, operations, and implementation of the Lake County SELPA. The Lake County SELPA shall be responsible for: 1. Conducting annual and triennial review of SELPA policy and procedures, and the Local Plan. 2. Facilitate collaboration and maintain agreements between the SELPA and the LEAs, Administrative Unit (AU), and community resources. 3. Provide reports, information and recommendations to the Superintendents' Governance Council and the advisory committees. Responsibilities of the SELPA Director - E.C. 56205 (D) (ii) Role of the individual LEAs: Each local education agency is responsible for the participation and implementation in this Local Plan for special education, as described in this Local Plan. It's 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. Each voting member LEA will approve any policies and procedures needed to implement the local plan.

2. Coordinated system of identification and assessment:

Document Title:
Lake County SELPA Policy & Procedure Guide: 4.0- Assessment & Eligibility for Special Education Serv

Document Location:
Lake County SELPA website: https://www.lakecoe.org/selpa

Description
Role of the Program Specialist(s): Program Specialist may observe, consult with, and assist member LEA education specialists and related service providers with the referral, identification, and assessment process. Role of the RLA/AU: The Administrative Unit (AU) for the Lake County SELPA is the Lake County Office of Education. The role related to the coordinated system of identification and assessment is the same as the role of each LEA. The AU will support child find awareness activities through the Lake County Office of Education website, and other informational activities and community events. Role of SELPA Executive Director: The role of the SELPA Executive Director is to ensure each LEA conducts Child Find activities. The SELPA will provide technical support to the LEAs and guidance to parents, as needed. The SELPA will also participate in Child Find activities by establishing policies and procedures for the member LEAs and ensuring appropriate inter-agency agreements are in place. Role of the individual LEA’s: Each LEA will assure an ongoing effort to identify all individuals with disabilities including children for whom English is not a primary language, students with low incidence disabilities, students attending private schools, highly

mobile children, children that are homeless or wards of the State, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. Description: Child Find Law The Individuals with Disabilities Education Improvement Act (IDEA) (20 U.S.C. § 1400 et. seq) and California Education Code §56301 require every local educational agency (LEA) to identify, locate, and evaluate students enrolled with known or suspected disabilities to determine whether a need for special education and related services exists. LEAs/ Districts are obligated to develop and implement a plan to locate all IDEA-eligible students, including but not limited to students who are homeless or wards of the state. The process an LEA/district develops to locate and identify students with disabilities is known as Child Find. Child find activities are the responsibility of each district and occur prior to a referral for special education services. These activities are designed to locate individuals, birth through 21 years of age, including children not enrolled in public school programs as well as children who are homeless or wards of the state and reside in the district and may be eligible for and in need of special education and/or related services. Child find activities also foster awareness and understanding on the part of educators, parents, and other community members of the referral procedures for special education, the eligibility criteria, and the continuum of special education programs and services available. Child find activities inform educators, community agencies, and parents/ guardians of their right to refer their child for a special education assessment to determine eligibility and the need for special education services. Part C to Part B 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.

3. Coordinated system of procedural safeguards:

Document Title:
Lake County SELPA Policy & Procedure Guide: 5.5-Notice of Procedural Safeguards

Document Location:
Lake County SELPA website: https://www.lakecoe.org/selpa

Description
Role of the Program Specialist(s): The Program Specialist may provide alternate dispute resolution with districts as requested by parents. The program specialists assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement. Role of the RLA/AU: The Administrative Unit (AU) for the Lake County SELPA is the Lake County Office of Education. The role related to the coordinated system of proper implementation of procedural safeguards is the same as the role of each LEA. Role of the SELPA Executive Director: The SELPA Executive Director ensures the implementation of all federal, state and local responsibilities of the SELPA including procedural safeguards. The SELPA provides alternate dispute resolution with districts as requested by parents. 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 provides parents with a copy of their procedural safeguards upon request and will maintain a copy on their website. Role of the individual LEA's: Member LEAs of the Lake County SELPA ensure that children with disabilities and their parents/guardians shall be provided with safeguards throughout the identification, evaluation, placement process,

and the provision of a free appropriate public education (FAPE) to each child. They provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensure that they are implemented. Confidentiality and FERPA Law The Family Educational Rights and Privacy Act (FERPA) is a complex federal law addressing the privacy of students' educational records. This page provides a brief summary of some of FERPA's key concepts and provides links to outside resources that may provide additional information. Interpretations of the FERPA law should not be made without legal counsel. FERPA gives parents/guardians certain rights regarding their child(ren)'s education records. These rights transfer to the student when he or she reaches the age of eighteen or attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students".

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

Document Title:
Lake County SELPA Website

Document Location:
Lake County SELPA website: https://www.lakecoe.org/selpa

Description
Role of the Program Specialist(s): The Program Specialist may provide direct staff support and coaching, staff development and program development. 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. Role of the SELPA Executive Director: The SELPA works cooperatively with the local community agencies to provide parent and guardian education. The SELPA collaborates with neighboring SELPAs to provide regional trainings to support ongoing professional development for special education staff throughout the county. The SELPA Executive Director will arrange for trainings and supports as requested, or determined appropriate, for each LEA as well as county wide initiatives. Role of the individual LEAs: Member LEAs will determine their staff development and parent and guardian education programs, based on their local needs. LEAs may request technical assistance or input from the SELPA at any time. All processes and procedures for LEA member CAC representation and structure are documented in the Community Advisory Committee Bylaws.

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

Document Title:
Lake County SELPA Policy & Procedure Guide: 6.0- Placement and Programming & 6.2- General Education

Document Location:
Lake County SELPA website: https://www.lakecoe.org/selpa

Description

Role of the Program Specialist(s): The Program Specialist may guide the member LEAs to curricular resources aligned to the core curriculum for students with disabilities. 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. Role of the SELPA Executive Director: The SELPA Executive Director will provide technical assistance and arrange for staff development, as requested or determined appropriate. Role of the individual LEAs: LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs and following district procedures for curriculum adoption.

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

Document Title:
Lake County SELPA Website

Document Location:
Lake County SELPA website: https://www.lakecoe.org/selpa

Description
Role of the Program Specialist(s): The Program Specialist may assist LEAs with program review and consultation. They assist member LEAs with state monitoring activities and development of improvement plans. 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 systems is the same as the same as the role of each LEA. Role of the SELPA Executive Director: -- Ensures the Superintendents' Governance Council receives annual input on the local plan from required stakeholders, including parents/ Description: guardians of the CAC, general and special education staff and administrators. -- Reports monthly to the Superintendents' Governance Council in a public meeting, a summary of the SELPA's activities on behalf of its members. -- Participates in monitoring activities and supports the development of LEA improvement plans (Special Education Plan) and overall implementation. Role of the individual LEAs: Member LEAs review and monitor Annual Performance Reports, the California School Dashboard, and other local data sources to ensure students with disabilities receive a free and appropriate public education. They engage in monitoring activities at a local level and as required by the California Department of Education.

7. Coordinated system of data collection and management:

Document Title:
Lake County SELPA Website

Document Location:
Lake County SELPA website: https://www.lakecoe.org/selpa

Description

Role of the Program Specialist(s): The Program Specialist may review special education data to target professional development and provide technical assistance to member LEAs. Role of the RLA/AU: The role of the RLA/AU related to the coordinated system of data collection and management is the same as the role of each LEA. Role of the SELPA Executive Director: -- Ensures timely collection of data for state reporting. -- Provides technical assistance and training to LEAs upon request. -- Approves the state reporting data submissions of each member LEA as required by the California Department of Education. Role of the individual LEAs: Member LEAs are responsible for data entry, quality and integrity. The LEAs approve the state reporting data submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Document Title:
Lake County SELPA Policy & Procedure Guide: 6.11- Age 0-5 Services

Document Location:
Lake County SELPA website: https://www.lakecoe.org/selpa

Description
Role of the Program Specialist(s): Not applicable. Role of the RLA/AU: The role of the RLA/AU related to the coordinated system of interagency agreements is the same as the role of each LEA. Role of the SELPA Executive Director: -- Annually reviews inter-agency agreements. -- Renews inter-agency agreements, when applicable. -- Develops inter-agency agreements as needed. -- Posts inter-agency agreements on the SELPA website. Role of the individual LEAs: Through their representative to the Superintendents' Governance Council, LEAs implement inter-agency agreements as appropriate.

9. Coordination of services to medical facilities:

Document Title:
Lake County SELPA Policy & Procedure Guide

Document Location:
Lake County SELPA website: https://www.lakecoe.org/selpa

Description
Role of the Program Specialist(s): The Program Specialist may ensure member LEA students have access to a full educational opportunity regardless of the district of residence. They may provide information to member LEAs and/or to parents/ guardians regarding any special education medical services provided within the Lake County SELPA region and medical therapy unit (MTU). Role of the RLA/AU: The role of the RLA/AU related to the coordinated system of medical facilities is the same as the role of each LEA. Role of the SELPA Executive Director: The SELPA will facilitate the development of agreements associated with the state and regional agencies such as the California Children Services (CCS) and local medical facilities to gain access to a medical therapy unit and the

provision of IEP mandated medical related services delivered either in person or at a distance via telehealth platforms. Description: Role of the individual LEAs: Each LEA shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in hospitals, homes and other residential facilities located within the geographical area of the LEA. Each LEA shall first consider services operated by the LEA and next by the SELPA 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). * A local Memorandum of Understanding (MOU) will be in place as it relates to local decision-making processes, financial responsibilities, and staffing expectations in partnership with the medical treatment unit (MTU) agency.

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

Document Title:
Lake County SELPA Policy & Procedure Guide

Document Location:
Lake County SELPA website: https://www.lakecoe.org/selpa/governance

Description
Role of the Program Specialist(s): The Program Specialist may ensure member LEA students have access to a full educational opportunity regardless of the district of special education accountability. The program specialist may support member LEAs in connecting with Licensed Children’s Institutions (LCI) and foster family homes upon request. Role of the RLA/AU: The role of the RLA/AU related to the coordination of services to Licensed Children’s Institutions (LCI) and foster family homes is the same as the role of each LEA. Role of the SELPA Executive Director: The SELPA will facilitate the development of agreements associated Description: with Licensed Children’s Institutions (LCI) and foster families to support member LEAs in gaining access to the provision of IEP mandated educationally related services delivered either in person or at a distance via telehealth platforms. Role of the individual LEAs: Each LEA shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in Licensed Children’s Institutions (LCI) and foster homes located within the geographical area of the LEA. Each LEA shall first consider services operated by the LEA and then by SELPA regional program providers. If the special education services available within the entities are not appropriate, then the district shall contract with an appropriate NonPublic Agencies (NPA) service provider for implementation of the pupil's IEP.

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

Document Title:
Lake County SELPA Local Plan: Section B: Governance and Administration

Document Location:
Lake County SELPA website: https://www.lakecoe.org/selpa

Description

Role of the Program Specialist(s): Not applicable. 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. Role of the SELPA Executive Director: The SELPA Executive Director will ensure timely transmission of required reports and provide technical assistance to member LEAs in completing the reports. Role of the individual LEAs: Member LEAs will maintain accurate records and submit required data to the SELPA Executive Director for timely submission of required reports.

12. Fiscal and logistical support of the CAC:

Document Title:

Lake County SELPA Website

Document Location:

Lake County SELPA website: https://www.lakecoe.org/selpa

Description

Role of the Program Specialist(s): The Program Specialist may attend Community Advisory Committee (CAC) meetings and provide resources, training and technical assistance to its members. Role of the RLA/AU: The role of the RLA/AU related to the fiscal and logistical support of the CAC is the same as the role of each LEA. Role of the SELPA Executive Director: The SELPA Executive Director will serve as the secretary to the CAC to assist in promoting community engagement in the work aligned for promoting equity and access for students with disabilities. He/she will work closely with the CAC to develop recommendations to be presented to Superintendents' Governance Council that promote the equity and access of students with disabilities within member LEAs and their communities across the SELPA region. The SELPA Executive Director will work with the Superintendents' Governance Council for the provision of any fiscal, human and logistical resources to support the work of inclusive practices which promote equity and access. Role of the individual LEAs: Member LEAs shall encourage active participation in the SELPA CAC to further support the development of strong communication between LEAs and families/guardians who have a child(ren) with disabilities. Parents/guardians who serve as voting members on the CAC, are nominated by member LEA governing boards. Allocation of fiscal and logistical support is encouraged through member LEA Local Control Accountability Plans (LCAPs). Member LEAs shall work with their CAC representatives tosupport the provision of inclusive practices, equity and access for all students with a mild to severe disability. All processes for LEA member CAC representation are documented in the Community Advisory Committee Bylaws.

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

Document Title:

Lake County SELPA Policy & Procedure Guide: 4.11 Determination of Transportation Services

Document Location:

Lake County SELPA website: https://www.lakecoe.org/selpa

Description

Role of the Program Specialist(s): Not applicable. Role of the RLA/AU: The role of the RLA/AU related to the coordination of transportation services for individuals with exceptional needs is the same as the role of each LEA. Role of the SELPA Executive Director: The SELPA Executive Director will coordinate with LEAs to ensure a plan for transportation for all students who are eligible for special education transportation services is in place. The SELPA will ensure each LEA has a transportation policy that addresses special education services and supports. Role of the individual LEAs: Member LEAs ensure that appropriate transportation services are provided for students with disabilities as specified in their IEPs. Additionally, they will coordinate the provision of transportation for students who require transportation outside of their district of residence and ensure a transportation policy is in place specific to their LEA. Special Education Transportation, California Department of Education (CDE) EC Section 41851.2 (Assembly Bill 876 [Canella], Chapter 283, Statutes of 1991), required the State Superintendent of Public Instruction (SSPI) to develop special education transportation guidelines for use by individualized education program (IEP) teams that clarify when special education services are required. EC Section 56040 states: "Every individual with exceptional needs who is eligible to receive special education instruction and related services under this part [Part 30] shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her." Special education transportation is defined in federal regulation [34 CFR Section 300.34(c)(16)] as a related service. Transportation is required to be provided as a related service if it is required to assist a child with a disability to benefit from special education. In addition, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education as defined in federal regulation 34 CFR Section 300.17.

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

Document Title:

Lake County SELPA Policy & Procedure Guide: 5.1 General Procedures

Document Location:

Lake County SELPA website: https://www.lakecoe.org/selpa

Description

Role of the Program Specialist(s): The Program Specialist may support member LEA staff through training and reviewing referrals for students transitioning from high school to postsecondary programs. Role of the RLA/AU: The role of the RLA/AU related to the coordination of career and vocational education and transition services is the same as the role of each LEA. Role of the SELPA Executive Director: The SELPA Executive Director oversees the WorkAbility I Program for the Lake County region. He/she serves as the project manager, coordinates the annual submission of grant required reports and services of transition services to students with an IEP located in the Lake County region. The provision of technical assistance and staff development in the area of transition services are coordinated and delivered upon request from member LEAs. Role of the individual LEAs: Member LEAs will collaborate with the SELPA WorkAbility I program Employment Specialist(s) by granting access to students with an IEP during their school day. LEA administration and staff work with the Employment

Specialist(s) to host program trainings, job placement preparation activities and where appropriate, college and career fairs, and any additional transition services as required under state and federal law. LEAs will be required to prepare and delivery all other transition services through a certificated education specialist or other service provider as appropriate.

15. Assurance of full educational opportunity:

Document Title:
Lake County SELPA Policy & Procedure Guide: 6.0- Placement and Programming

Document Location:
Lake County SELPA website: https://www.lakecoe.org/selpa

Description
Role of the Program Specialist(s): The Program Specialist may ensure students have a full educational opportunity regardless of the district of residence or district of special education accountability. 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 Executive Director: The SELPA Executive Director provides assistance to SELPA staff to carry out their responsibility to ensure that all pupils have access to full educational opportunity. 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 corrective action plans. Additionally, development and technical assistance is provided to LEAs and non-public schools. Role of the individual LEAs: -- Monitor student IEPs to ensure that all services documented are provided, without delay, and at no cost to the parent. -- Regularly review and monitor special education data to ensure services and annual and triennial IEPs are implemented and reviewed per mandated time frames, and -- Through the IEP process, review the special education services provided to students to ensure adequate yearly progress is occurring. Free Appropriate Public Education (FAPE) All children with disabilities have a right to a free appropriate public education. Individuals with Disabilities Education Act (IDEA) is the federal law that gives these rights is the Individuals with Disabilities Education Act. Description: A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in §300.530(d) Individual Education Program (IEP) The IEP contains a written statement describing the child’s present educational performance; annual goals for development; specific services to be used; dates to begin and duration of those services; criteria, schedules; and procedures for evaluating whether those objectives are being met. Individual Family Service Plan (IFSP) An IFSP is a written plan for providing early intervention services to infants and toddlers. The IFSP is a family-focused plan that documents the following: Child's eligibility; parent concerns and priorities; health history; present levels of functioning, goals, and outcomes appropriate to the need of the child and the family; services to be provided; and any other relevant information that is required to meet the needs of the child and his or her family. Least Restrictive Environment (LRE) Each public agency must ensure 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 nondisabled; and -- Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

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:
Lake County SELPA Local Plan

Document Location:
Lake County SELPA website: https://www.lakecoe.org/selpa

Description
Role of the Program Specialist(s): Not applicable Role of the RLA/AU: The role of the RLA/AU, in coordination with the SELPA, is responsible for receiving and distributing local, state and federal funds to individual LEAs in accordance with the adopted SELPA Annual Budget Plan. Description: Role of the SELPA Executive Director: The SELPA Executive Director works with the Administrative Unit (AU) to facilitate the distribution of funds in accordance to the funding allocation plan approved by the Superintendents' Governance Council. The SELPA Executive Director coordinates the development of the Annual Budget Plan in collaboration with the AU Fiscal Services staff and the member LEAs. Role of the individual LEAs: Member LEAs engage in the development and approval of both the SELPA Annual Budget Plan and SELPA allocation model for state and federal funds. Each LEA engages in timely submission of required fiscal reports to the SELPA and Administrative Unit Fiscal Services as required to ensure timely submission of all state and federal fiscal reports to CDE.

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

Document Title:
Lake County SELPA Policy & Procedure Guide: 6.1 Continuum of Special Education Services and Programm

Document Location:
Lake County SELPA website: https://www.lakecoe.org/selpa

Description
Role of the Program Specialist(s): A program specialist is a specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experience in the education of individuals with exceptional needs and a specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions. The Program

Specialist may do the following: -- Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers. -- Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs. -- Participate in each school's staff development, program development, and innovation of special methods and approaches. -- Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise. -- Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence. -- Provide services as directed by the Superintendents' Governance Council -- Provide staff development for staff, parents/guardians, members of CAC, volunteers, and governing boards as appropriate and will be coordinated with other staff development programs in the SELPA. -- Conduct ongoing comprehensive evaluations of special education programs as per the evaluation plan and requirements of the California Department of Education-Special Education Division (E.C. 56600, et seq.) -- Conduct ongoing review of special education programs and procedures in the SELPA, and mechanisms for correcting any identified problems. Review and procedures will be in accordance with any state level procedures, but may include local interventions starting at the most direct level of intervention, e.g., district support to the classroom teacher who needs it, or training and instruction in the identified problem area. Description: 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 Executive Director: -- Recommends employment of, assign, supervise and evaluate SELPA staff employed by the RLA. -- Supports the development of regionalized programs by providing access to a program specialist. -- Meets with the Superintendents' Governance Council to keep them informed of the status of the special education programs as needed. -- Coordinates with member LEAs that operate regionalized programs and facilitate conversations regarding the status of special education programs and services within the SELPA for the Superintendents' Governance Council in the spring and prior to the start of the next school year. -- Coordinates and provides staff development and training for general and special education administrators and staff. -- Develops and disseminates forms, policies, and procedures throughout the SELPA. -- Assists in preparation, implementation, and follow-up of state reviews, including those that are part of the Compliance and Improvement Monitoring. Role of the individual LEAs: -- 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 SELPA 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. -- Assisting in the preparation, implementation, and follow-up of reviews by the state including those that are part of the Compliance and Improvement Monitoring.

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:

Lake County SELPA Policy & Procedure Guide: 6.11- Age 0-5 Services

Document Location:
Lake County SELPA website: https://www.lakecoe.org/selpa

Description
The Lake County SELPA maintains an interagency agreement with local agencies to ensure programming and family supports for children ages birth to five. The Lake County SELPA maintains an interagency agreement with both the Redwood Coast Regional Center (RCRC) and Lake Family Resource Center (LFRC) for the provision of Part C: Early Intervention Services program for infants (ages 0-3) with a disability as well as for those who have an identified low incidence disability. RCRC and LFRC service coordinators work with both Individual Family Service Plan (IFSP) teams to coordinate services in the early start infant program. This programming structure, established under the federal Part C of the Individuals with Disabilities Education Act (IDEA), requires that services be provided in a coordinated manner among participating agencies and encourages families to participate with a team of professionals in the decisions affecting their child. Services provided starting at age three years old to children as Description: determined by the IEP team of the local education agency (LEA) to be eligible based on CCR Title 5, Section 3030. A school-based program is provided for children to promote development and growth in areas of assessed weakness. A full continuum of services is available to each child based on the developed IEP. These services include, but are not limited to, speech and language therapy, occupational and/or physical therapy, adapted physical education, health services, counseling services, orientation and mobility services and training, visual impairment services, and parent counseling. Children from bilingual homes are assessed in their primary language. Early education services for these preschool aged children may be provided to individuals or small groups. Districts within the SELPA offer a wide range of programs and services, ranging from home-based services and parent consultation to group programs and full inclusion preschools. Inclusion opportunities are provided when appropriate for those children who can benefit as determined by the IEP team. Close communication and coordination are provided with the assistance of paraeducators to assure a successful and integrated plan.

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:
Lake County SELPA Policy & Procedure Guide: 2.0-Lake County SELPA Governance and Advisory Structure

Document Location:
Lake County SELPA website: https://www.lakecoe.org/selpa

Description
The Local Plan shall be developed and updated cooperatively by a committee representing the regular special education teachers and administrators, parents from the CAC and charter schools. Meetings will be planned in a manner that allows members to consult routinely with the groups they represent and provide input on the development of and revisions to the Local Plan, E.C. 56205(a)(20), 56205(a)(12)(E). Description: The ongoing exchange of information with the public, regular and special education teachers and administrators, the CAC and charter school personnel occurs through regularly scheduled meetings of the

Superintendents' Governance Council Advisory Committee and CAC and the Local Plan Committee. Meetings of the Governance Council Advisory Committee and CAC are public meetings and a chance for public input is provided on all agendas. The first item on the agenda for all meetings of the Policy Council is “Public Participation and Communication”. Following the second agenda item, “Approval of Agenda”, is the “Report of the Community Advisory Committee (CAC)”. All meetings of the Governance Council Advisory Committee begin with Public Participation and Communication and the agenda always includes a report from the CAC. All CAC meetings begin with introductions, time for public input and reports from all district representatives. In each of the above meetings, members of the public, including parents or guardians of individuals with exceptional needs, are encouraged to participate in the public input and CAC portion of the agendas. Each of these committees is provided information and consultation on the budget development process, E.C. 56205(b)(4). The Superintendents' Governance Council, as the governing body, shall address questions and concerns of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan. Questions and concerns may be addressed at any regularly scheduled Superintendents’ Governance Council public meeting during the time set aside for items of public interest. The SELPA Executive Director, as a non-voting member of the Superintendents’ Governance Council, will ensure that meetings are held following the provisions of the Brown Act. Public hearings, with adequate and proper notice are held regularly. Revisions to the Local Plan, the Annual Budget and the Annual Service Plan are presented for comment during Public Hearings. Member LEAs offer additional opportunities for public participation and input regarding special education at their local LEA governing board level.

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:

Lake County SELPA Local Plan & Website Resources

Document Location:

Lake County SELPA website: https://www.lakecoe.org/selpa/alternative-dispute-resolution

Description

Dispute Resolution Disagreements among LEA's, LEA's and the Administrative Unit, LEA's and/or the Administrative Unit and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan will be resolved at the lowest level possible in the governance structure outlined in the Local Plan. The Superintendents' Governance Council is considered to be the board of last resort. This policy is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority. The Superintendents' Governance Council strongly supports principles and practices of alternative dispute resolution (ADR), when appropriate, to facilitate reaching of agreements. If an LEA disagrees with a decision Description: or practice of another agency or the SELPA office, that local education agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Administrator, or his/her designee, or Chair of the Superintendents' Governance Council or the services of a neutral mediator from outside the SELPA. In the event the issue has not been resolved, either party

may request review by a special subcommittee appointed by the Governance Council. If either party disagrees with the recommendation of the subcommittee, either party may request that the issue be placed on the Superintendents' Governance Council agenda. The decision of the Superintendents' Governance Council shall be final, E.C. 56205(b)(5).

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:
Lake County SELPA Policy & Procedure Guide: 6.1 Continuum of Special Education Services and Programm

Document Location:
Lake County SELPA website: https://www.lakecoe.org/selpa

Description
The procedures for student referrals may be submitted by the following persons: -- Student Study Team comprised of teachers, specialists, etc. -- Parents -- Other service providers or knowledgeable persons A student shall be referred for special education services only after the resources of the regular education program have been explored and, where appropriate, utilized. All referrals should be submitted to the student's school of attendance. All referrals for special education and related services shall initiate the assessment process and shall be documented. When a verbal referral is made, staff of the school district, Special Education Local Plan Area (SELPA) or county office shall offer assistance to the individual in making a request in writing and shall assist the individual if the individual requests such assistance. With a multi-tiered instructional framework, schools identify students at risk for poor learning outcomes; monitor their progress; provide evidence-based interventions; and adjust the intensity and nature of those interventions depending on a student's responsiveness. Children who do not, or minimally, respond to interventions must be referred for an evaluation to determine if they are eligible for special education and related services; and those children who simply need intense short-term interventions may continue to receive those interventions. Written documentation must be included in the referral that appropriate alternatives and/or modifications have been considered. All options are to be explored by the regular education staff prior to referral through the student study team (SST) process. The procedure to be followed when a student is first seen as having difficulty will be the responsibility of the regular school staff. When all of the regular education options have been attempted but have not met with success, the student may be referred for special education consideration.

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:
Lake County SELPA Policy & Procedure Guide: 6.8 NPS/NPA and RTC

Document Location:
Lake County SELPA website: https://www.lakecoe.org/selpa

Description
On an annual basis, the Lake County SELPA will issue and review of the SELPA Master Contract for special education services provided by both non-public agency (NPAs) and non-public school (NPS) entities with member LEAs. Non-Public Schools (NPS) & Non-Public Agencies (NPA) Monitoring Policy: It is the responsibility of each member Local Educational Agency (LEA) of the Lake County SELPA to use the appropriate master contract for services provided by NPSs and NPAs. The SELPA will maintain updated NPS and NPA master contracts. LEAs shall complete Individual Services Agreement(s) based on individual student need and in accordance with master agreement Reference: EC 56205, 56365, 56366, 56366.1-56366.12 Procedures: Ensuring Monitoring Requirements Are Met For NPS/NPA Individualized Education (IEP)/Individualized Family Service Plan (IFSP): Each Local Education Agency (LEA) that contracts with a NPS or NPA shall assure the evaluation of the service provision of its pupil(s) on an annual basis as part of the annual IEP/IFSP review. The LEA shall also assure the review and monitoring of the master contract, the Individual Services Agreement (ISA), and the IEP/IFSP to ensure that all services agreed upon and specified in the IEP/IFSP are provided. Ensuring Monitoring Requirements Are Met For NPS/NPA Staffing: Each LEA that contracts with a NPS or NPA shall assure the evaluation of staffing qualifications and staffing levels required set forth in the master contract. At least on an annual basis, as part of the renewal of the master contract process, staff qualifications will be reviewed. Review will also occur when new staff are added. The LEA shall review and document these monitoring efforts of the master contract to ensure that all services agreed upon and specified in the IEP/IFSP are provided by highly qualified staff. Evaluating Progress of Students in NPS/NPA IEP/IFSP Service: NPSs are required by the master contract and the IEP/IFSP to annually evaluate pupils to determine if they are making appropriate educational progress. The LEA shall review the evaluations or reports of progress completed by the NPS to ensure that they were appropriate and valid for measuring pupil progress. The NPA services have similar requirements. The LEA will maintain similar monitoring requirements. The LEA may choose to administer additional assessments as necessary, with parent consent, to determine whether the pupil is making appropriate educational progress. In addition, an IEP/IFSP review may also be requested at any time to review student progress.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and 744 appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances 745 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, 748 age 18 to 21, who: (a) had been identified as a child with a disability and had received services in 749 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 754 wishes to receive them. The DOR is the district in which the student's parents resided when the 755 student turned 18, unless and until the parents move to a new DOR. For conserved students, theDOR is based on the residence of the conservator.(EC Section 56041)

Document Title:
Lake County SELPA Policy & Procedure Guide: 6.1 Continuum of Special Education Services and Programm

Document Location:

Lake County SELPA website: https://www.lakecoe.org/selpa

Description

Incarcerated Eligible Adults

The Lake County SELPA will provide technical assistance to districts responsible for students ages 18–22 who are incarcerated in county jail and remain eligible for special education services. The SELPA may also facilitate collaboration with county correctional facilities as needed.

Free Appropriate Public Education (FAPE)

Eligible individuals with disabilities are entitled to a Free Appropriate Public Education (FAPE) under the IDEA and California law at no cost to the student or parent. This includes eligible adults ages 18–22 who have not earned a regular high school diploma and who were identified as students with disabilities and had an active IEP upon reaching age 18. These rights extend to eligible adults incarcerated in California jails or prisons.

Individuals ages 18–22 who were not previously identified as students with disabilities and did not have an IEP before incarceration are not entitled to FAPE while incarcerated.

District of Residence Responsibilities

The responsible local educational agency (LEA) is generally the student's district of residence prior to incarceration. If a parent relocates, responsibility transfers to the new district of residence. For conserved individuals, the conservator's district of residence remains responsible until the conservator changes or relocates.

Child Find

LEAs must actively identify and locate individuals who may be eligible for special education services, including incarcerated adults. Identification methods may include self-reporting, interviews, and review of educational records. When an incarcerated eligible adult's responsible LEA is located outside the SELPA, the SELPA may assist with communication and coordination between the correctional facility, responsible SELPA, and LEA.

Individualized Education Program (IEP)

Upon notification that an eligible adult is incarcerated, the responsible LEA shall review and revise the student's IEP as needed, including conducting annual reviews. To receive special education services while incarcerated, the individual must consent to services and enroll in the correctional facility's educational program.

Limitations

For individuals convicted as adults and incarcerated in adult correctional facilities:

1. Participation in state and districtwide assessments under IDEA is not required.
2. Transition planning and transition services are not required if IDEA eligibility will end before release from incarceration.
3. The IEP Team may modify the student's IEP, placement, or LRE requirements when necessary to address legitimate security concerns or other compelling correctional interests.