SELPA	East County SELPA	**Fiscal Year**	2020-21

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

January 2020

CDE Form Version 2.0

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B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The East County SELPA's geographic service area is the geographic boundaries of the following school districts: Alpine Union, Cajon Valley Union, Dehesa, Grossmont Union High School, Jamul-Dulzura, Lakeside Union, La Mesa-Spring Valley, Lemon Grove, Mountain Empire Unified, and Santee.

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

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

Superintendents' Council

Role
The Superintendents' Council adopts policy and allocates SELPA resources in accordance with the Local Plan. It also determines, under the Local Plan, the responsibility of each LEA for providing special education services and assures access to special education and services for all students with disabilities residing in the SELPA. All meetings of the Superintendents' Council are open to the public and all persons are permitted to attend and address those meetings in accordance with Government Code Section 54950-54961 (Brown Act).

Functions
The Superintendents' Council serves the following functions:

- Provides leadership for development of statements of philosophy, policies, goals, priorities, and plans for comprehensive services and programs to the students with disabilities of the SELPA

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

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

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

Membership

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

Voting Criteria

The voting configuration is calculated annually at the beginning of each fiscal year, using California Longitudinal Pupil Achievement Data System (CALPADS) information from the prior fiscal year. Voting decisions are based on a simple majority of votes cast pursuant to meetings duly called in accordance with the established practice of the Superintendents' Council. Representatives of half the LEAs, plus one additional LEA, (or rounded to the next whole number) constitute a quorum.

A superintendent may send a designee to represent him/her, but this individual may not be the Director or Coordinator of Special Education. A superintendent may give a proxy vote to another member of the Superintendents' Council. A Special Education Director or Coordinator may attend as a non-voting advisor at the request of the LEA Superintendent.

Voting will be assigned based on the following criteria:

Prior Year's District CALPADS Count	Number of Votes
0 to 500	0.5
501 to 1,000	1
1,001 to 5,000	2
5,001 to 10,000	3
10,001 to 15,000	4

15,001 to 20,000	5
20,001 to 25,000	6
25,001 to 30,000	7

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

Membership
Each participating LEA's governing board appoints member(s) to the CAC based on their policies and procedures. The number of members per LEA is outlined in the CAC bylaws, which are available at the SELPA Office.

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

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

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

The new LEA shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.

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

- The Superintendent of the LEA requesting withdrawal must submit written notice to the SELPA Administrator on or before September 1 of the school year preceding the school year in which the LEA anticipates withdrawing
- The SELPA Director will notify the superintendents' Council, the San Diego County Office of Education, and the California Department of Education

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

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

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

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

The San Diego County Superintendent of Schools is designated as the Administrative Unit (AU) for the East County SELPA. Although is not a participating LEA in the SELPA, as the AU it shall be responsible for function such as, but not limited to:

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

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

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

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

The new LEA shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.

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

The CAC membership includes special education parents, regular education teachers, representatives from community agencies, support staff, and administrators. The role of the CAC in the development of the local plan is to:

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

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

At least every three years during the annual budget and service plan process, the Superintendents' Council will review the Local Plan and determine if changes or amendments to the permanent portion of the Local Plan may be needed. At that time, any public input and consultation can be provided by anyone including special education and regular education teachers, and administrators selected by the groups they represent as well as parent members of the CAC to ensure information contained within the plan remains relevant and accurate. The CAC may also review the local plan at one of their meetings preceding the Superintendents' Council's review.

Each year, the SELPA shall adopt annual budget and service plans at a public hearing scheduled at a Superintendents' Council Meeting. As it is a public hearing, it provides for public input and consultation by anyone including special education and regular education teachers, and

administrators selected by the groups they represent as well as parent members of the CAC. The CAC may also review the annual budget and service plans at one of their meetings preceding the Superintendents' Council's adoption.

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

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

- Special Education Teachers - Selected by their LEA bargaining unit
- General Education Teachers - Selected by their LEA bargaining unit
- Superintendent - Selected by the Superintendents' Council
- Special Education Director- Selected by the Superintendents' Council
- Charter School Representative - Selected by the SELPA
- Preschool Representative - Selected by the SELPA
- Community Advisory Committee - Selected by the CAC Executive Committee

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

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

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

The San Diego County Superintendent of Schools is designated as the Administrative Unit (AU) for the East County SELPA. It shall be responsible for functions such as, but not limited to the following, but additional duties may be outlined in a separate memorandum of understanding:

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

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

Local educational agencies (LEAs) are responsible for the students ages 3 to 22 within the geographical area consistent with California education code.

For children from Birth to 3, Cajon Valley Union School District, La Mesa-Spring Valley School District, and Lakeside Union School District provide services based on their allocation of Infant Funding Units. Cajon Valley's service area includes the school district boundaries of Alpine, Cajon Valley, Dehesa, Jamul-Dulzura, and Mountain Empire. La Mesa-Spring Valley's service area includes the school district boundaries of La Mesa-Spring Valley and Lemon Grove. Lakeside's service area includes the school district boundaries of Lakeside and Santee. San Diego Regional Center also provides for services for children from birth to three as outlined in the *Local Interagency Agreement between San Diego Regional Center, San Diego County SELPAs and Superintendent of Schools San Diego County Office of Education for California Early Start Program.*

10. For multi-LEA local plans, specify:

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

Each participating LEA's governing board has the responsibilities outlined below. The LEA governing boards designate authority to the Superintendents' Council to approve SELPA-wide policies and procedures, Annual Budget and Service plans and any subsequent modifications. As it is not a participating member, the COE does not participate in the policy making process.

- Approve the Local Plan.
- Implement policies and procedures approved by the Superintendents' Council. The Governing Board may appeal unacceptable provisions as prescribed in the appeals policies.
- Appoint members to the Special Education Community Advisory Committee (CAC) in accordance with CAC bylaws and LEA policies. Encourage parental involvement through the members of CAC, receive and consider requests and recommendations from their CAC representatives and other parent groups.
- Review formal complaints forwarded by the respective LEA Superintendents as outlined in the LEA's Uniform Complaint Procedures.
- Address questions and concerns of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan.
- Notify the California Department of Education, impacted LEAs, SELPAs and participating county offices of education of the intent to elect an alternative option from those specified in California Code, Section 56195.1, at least one year in advance.

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

reside in other LEAs or SELPAs.

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

Each Superintendent, as chief administrative officer of the participating LEA, is responsible for implementation of the local plan in that LEA.
The delegation of authority and responsibility is from the Superintendent through the chain of command to each Director or designee for LEA matters and from the Superintendents' Council to the SELPA Director for regional matters. As it is not a participating member, the COE does not participate in the implementation of the local plan, except in its role as the AU.

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

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

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

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

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

have access to appropriate programs and services regardless of his/his district of special education accountability

The SELPA Administrator is responsible to plan, organize, coordinate, direct and manage program activities and services related to the local plan implementation. They are also responsible for providing leadership on legislative issues impacting the SELPA programs.

As it is not a participating member, the COE does not participate in the administration of the local plan, except in its role as the AU.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The role of the RLA/AU in the operation of special education programs is to hire and employ staff necessary to operate special education programs as determined by the Superintendents' Council.

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

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The role of the individual LEAs is to provide a continuum of special education programs that meet the needs of their students with disabilities. Each LEA will determine their needs in which special education programs to operate.

Through their representative to the Superintendents' Council, they will approve any changes to the Regional Programs operated within the SELPA. Individual LEAs may be the operators of regional special education programs.

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

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

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

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

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

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

Policies, Procedures, and Programs

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

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provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

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

Policy/Procedure Number:	1
Document Title:	Free Appropriate Public Education
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

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

(●) Yes ( ) No

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

Policy/Procedure Number:	2
Document Title:	Full Educational Opportunity
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

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

(●) Yes ( ) No

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

Policy/Procedure Number:	3
Document Title:	Child Find
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children

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

(●) Yes ( ) No

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

Policy/Procedure Number:	4
Document Title:	Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP)
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

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

(●) Yes ( ) No

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

Policy/Procedure Number:	5
Document Title:	Least Restrictive Environment
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

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

(●) Yes ( ) No

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

Policy/Procedure Number:	6
Document Title:	East County SELPA Policies and Procedures
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

"It shall be the policy of this LEA that 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)

Policy/Procedure Number:	7
Document Title:	Evaluation
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

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

(●) Yes ( ) No

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

Policy/Procedure Number:	8
Document Title:	Confidentiality
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

"It shall be the policy of this LEA that 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

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stated:

(●) Yes ( ) No

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

Policy/Procedure Number:	9
Document Title:	Part C to Part B Transition:
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

"It shall be the policy of this LEA that 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)

Policy/Procedure Number:	10
Document Title:	Private Schools
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

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

(●) Yes ( ) No

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

Policy/Procedure Number:	11
Document Title:	Local Compliance Assurances
	Policy and Procedure Manual available at the SELPA Office and each

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Document Location: LEA District Office

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

(●) Yes ( ) No

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

Policy/Procedure Number: 12

Document Title: Interagency

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

"It shall be the policy of this LEA that 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

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

Policy/Procedure Number: 13

Document Title: Governance

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

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

(●) Yes ( ) No

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14. Personnel Qualifications

Policy/Procedure Number:	14
Document Title:	Personnel Qualifications
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

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

(●) Yes ( ) No

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

Policy/Procedure Number:	15
Document Title:	Performance Goals and Indicators
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

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

(●) Yes ( ) No

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

Policy/Procedure Number:	16
Document Title:	Participation in Assessments
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

"It shall be the policy of this LEA that 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

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where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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

Policy/Procedure Number:	17
Document Title:	Supplementation of State, Local, and Federal Funds
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

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

(●) Yes ( ) No

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

Policy/Procedure Number:	18
Document Title:	Maintenance of Effort
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

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

(●) Yes ( ) No

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

Policy/Procedure Number:	19
Policy/Procedure Title:	Public Participation
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

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

(●) Yes ( ) No

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

Policy/Procedure Number:	20
Document Title:	Suspension and Expulsion
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

"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

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

Policy/Procedure Number:	21
Document Title:	Access to Instructional Materials
Document Location:	Policy and Procedure Manual available at the SELPA Office and each LEA District Office

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

(●) Yes ( ) No

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

Policy/Procedure Number:	22
Document Title:	Over-identification and Disproportionality

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

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

(●) Yes ( ) No

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

Policy/Procedure Number: 23

Document Title: Prohibition on Mandatory Medicine

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

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

(●) Yes ( ) No

Administration of Regionalized Operations and Services

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

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

Reference Number: 1

Document Title: Local Plan, Section B Governance and Administration

Document Location: SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

Direct Instructional support provided by program specialists: Not

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Description:

applicable.

Role of the RLA/AU: The RLA/AU is responsible for the receipt and distribution of special education funds to LEAs and SELPA accounts for the operation of special education programs and services, providing for administrative support, and employment of SELPA staff to coordinate implementation of the plan.

Role of the Administrator of the SELPA: The SELPA Administrator will ensure that the local plan is implemented and will make recommendations to the Superintendents' Council when revisions are needed. They will facilitate the review, revision, and administration of the local plan. They will also facilitate development and approval of SELPA policies and procedures necessary to implement the local plan.

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

2. Coordinated system of identification and assessment:

Reference Number: 2

Document Title: Local Plan, Section B Governance and Administration

Document Location: SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

Direct Instructional support provided by program specialists: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA will observe, consult and assist service providers, as appropriate.

Role of the RLA/AU: Not applicable.

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Description:

Role of the Administrator of the SELPA: The SELPA Administrator will ensure each LEA conducts child find activities through monitoring of each LEA's data. The SELPA will also provide targeted and intensive support to LEAs as needed to assist them in meeting their obligation.

The SELPA Administrator, or designee, will facilitate the annual consultation to the private schools. The SELPA will also participate in child find activities by establishing policies and procedures for the member LEAs and ensuring appropriate interagency agreements are in place. The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed. The SELPA Administrator, or designee, will also provide guidance to parents, as needed.

Role of the individual LEAs: Consistent with education code each LEA is responsible for identifying and assessing all students for whom they are the district of special education accountability. They are also responsible for conducting child find activities and implementing SELPA and LEA policies and procedures. The LEAs will also provide guidance to parents, staff, and community members.

Through their representative to the Superintendents' Council, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

3. Coordinated system of procedural safeguards:

Reference Number: 3

Document Title: Local Plan, Section B Governance and Administration

Document Location: SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

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

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Description:

guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.

Role of the RLA/AU: Not applicable

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

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

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

Reference Number: 4

Document Title: Local Plan, Section B Governance and Administration

Document Location: SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA support parent and guardian education, provide for staff development, program development, and innovation of special methods and approaches.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: On an annual basis input is collected from the Special Education Directors from member LEAs to

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Description:	determine the staff development needs that the SELPA is requested to provide for teachers, administrators, volunteers, CAC members, and district governing board members. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Administrator, or designee, will provide for needed training and supports as determined appropriate. The SELPA Administrator may also provide technical assistance to individual LEAs regarding staff development and parent and guardian education. Role of the individual LEAs: Individual LEAs will determine their staff development and parent and guardian education, based on their local needs. They will also provide input to the SELPA Administrator for any regional staff development needs. Consistent with education code requirements, they will assist in coordinating with other staff development programs in the LEAs.

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

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

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appropriate, and instructional materials to blind student or other students with print disabilities.

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

Reference Number:	6
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
Description:	Direct Instructional support provided by the program specialist: Upon request, the program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, will evaluate the effectiveness of programs for students with disabilities. Role of the RLA/AU: Not applicable. Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the review of the Annual Budget and Service Plans, and the LEAs' Annual Performance Indicators. This includes and any additional pertinent data such as the annual evaluation of services offered by the SELPA. They will also facilitate reviews by the Superintendents, Directors, CAC, and other interested parent, community or educational groups. The SELPA Administrator will also review of the Funding Allocation Plan prior to the distribution of yearly funds to LEAs. annual evaluation of services offered by the SELPA Office, completed in the spring of each year by the LEA Special Education Directors. Role of the individual LEAs: Individual LEAs through their representative to the Superintendents' Council, review the Annual Budget and Service Plans, and the evaluation of services offered by the SELPA. Each LEAs' Special Education Director provide input through the annual evaluation of SELPA services on the effectiveness of the local plan. Each individual LEA reviews and monitors Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE. The Special Education Directors provide leadership for cooperative action among LEAs pertaining to the

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implementation, administration, and operation of the local plan.

7. Coordinated system of data collection and management:

Reference Number:	7
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
Description:	Direct Instructional support provided by the program specialist: Not applicable. Role of the RLA/AU: Enter into any requested contracts on behalf of the SELPA to ensure a coordinated system of data collection and management. Role of the Administrator of the SELPA: The SELPA Administrator will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA Administrator, or designee, will provide technical assistance and staff development to LEAs as requested and/or deemed necessary by the SELPA. Role of the individual LEAs: Individual LEAs are responsible for data entry, accuracy, and integrity. The LEAs gather, interpret, and report special education program data and quality indicators regarding current program operations and effectiveness. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Reference Number:	8
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
	Direct Instructional support provided by the program specialist: Not applicable. Role of the RLA/AU: Not applicable.

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Description:

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed.

Role of the individual LEAs: Through their representative to the Superintendents' Council, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

9. Coordination of services to medical facilities:

Reference Number: 9

Document Title: Local Plan, Section B Governance and Administration

Document Location: SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

Description:

Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, assures students with disabilities have a full educational opportunity regardless of the district of residence.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the medical facilities and LEAs as appropriate.

Role of the individual LEAs: Each individual LEA is responsible for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes when the hospital or facility is located within their boundaries, unless based on education code there is another district of special education accountability which would be responsible.

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

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

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

Reference Number:	11
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
	Direct Instructional support provided by the program specialist: Not applicable. Role of the RLA/AU: The RLA/AU reviews, sign and submit as appropriate any required special education local plan area reports.

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Description:

Role of the Administrator of the SELPA: The SELPA Administrator will ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports.

Role of the individual LEAs: Individual LEAs will submit required accurate data in order for the SELPA to submit timely reports. The LEAs gather, interpret, and report special education program data and quality indicators regarding current program operations and effectiveness.

12. Fiscal and logistical support of the CAC:

Reference Number: 12

Document Title: Local Plan, Section B Governance and Administration

Document Location: SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

Description:

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

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide fiscal and logistical support CAC meetings, events, and trainings that are approved by the Superintendents' Council.

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

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

Reference Number: 13

Document Title: Local Plan, Section B Governance and Administration

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

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

Reference Number:	14
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
Description:	Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, support staff development, program development, and innovation of special methods and approaches. Role of the RLA/AU: Not applicable. Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance and staff development as needed. The SELPA Administrator, or designee, may provide targeted or intensive support to LEAs based on identified needs in the Annual Performance Report and assist LEAs in completing any monitoring activities required by the CDE. The SELPA Administrator, or designee, will serve on committees as interagency agreements that address this area as they are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as

required by California Education Code, and provide technical assistance and dispute resolution as needed.

Role of the individual LEAs: Each LEA will provide appropriate career and vocational education and transition services as required under state and federal laws. They may also provide staff development in this area. Additionally, through their representative to the Superintendents' Council, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

15. Assurance of full educational opportunity:

Reference Number:	15
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
Description:	Direct Instructional support provided by program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA assure pupils have a full educational opportunity regardless of the district of special education accountability. Role of the RLA/AU: Not applicable. Role of the Administrator of the SELPA: Through approval of the Annual Services Plan the SELPA Administrator will ensure that the full continuum of services is provided. The SELPA Administrator will be responsible. The SELPA Administrator, or designee, will assist with intra- and inter-SELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined to be needed by the SELPA to LEAs and/or nonpublic schools. Role of the individual LEAs: Each LEA, through their representative to the Superintendents' Council will determine the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services for students for whom they are the district of special education accountability.

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

Reference Number:	16
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
Description:	Direct Instructional support provided by the program specialist: Not applicable. Role of the RLA/AU: The role of the RLA/AU is to receive federal and state funds on behalf of the SELPA, and distribute the funds as determined by the Superintendents' Council. Role of the Administrator of the SELPA: The SELPA Administrator will facilitate the distribution of funds in accordance to the funding allocation plan approved by the Superintendents' Council. The SELPA Administrator will also facilitate the Annual Budget Plan. Role of the individual LEAs: Each LEA through their representative to the Superintendents' Council, determines and approves the distribution allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will also submit required fiscal reports as required by state and federal laws.

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

Reference Number:	17
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
	Direct Instructional support provided by the program specialist: A program specialist is a pupil services employee possessing (or eligible for) one of the following California credentials: Special

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Description:

Education, Clinical Rehabilitative Services, Adapted Physical Education, or School Psychology. He/she shall also have an in-depth knowledge of specific disabilities, preschool, and/or vocational development, depending upon the needs of the SELPA.
The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA services shall be available to all students with disabilities, their families, and LEA staff. They shall work in a cooperative manner planning activities to meet the needs of the students with disabilities within the SELPA. They help to coordinate the delivery of services by serving on SELPA committees that deal with topics such as staff development, infant and preschool services, low incidence services, transition between districts, and the SELPA's CAC. Program specialists' services and responsibilities may include, but are not limited to:

• Assure that students with disabilities have full educational opportunity regardless of LEA of residence
• Plan, direct, coordinate and evaluate instructional programs in accordance with state and federal regulations
• Provide direct instructional support, as directed
• Identify needs and develop short and long-range plans for staff development, curriculum development, and program effectiveness
• Provide staff development and training for general and special education administrators and staff
• Represent the East County SELPA on committees
• Coordinate student placements across LEA and SELPA boundaries
• Develop and disseminate forms, policies and procedures throughout the SELPA
• Monitor services and programs in nonpublic schools
• Provide direction to LEAs regarding complaints filed with the CDE
• Develop and submit proposals for grants and research projects, as requested
• Assure appropriate coordination of general and special education instructional resources for students
• Serve as LEA representatives and commit LEA resources, as appropriate
• Interpret and implement new laws and regulations (Federal and State)
• Design and implement alternative dispute resolution strategies
• Coordinate mediation and due process issues for LEAs as requested
• Serve as liaison with other public agencies (such as: San Diego Regional Center, San Diego County Health and Human Services)
• Provide support to LEAs in the area of positive behavior intervention
• Coordinate program reviews and the effectiveness of the Local Plan
• Assist in the preparation, implementation and follow-up of reviews by

the state including those that are part of the Focused Monitoring and the Quality Assurance Process
• Conduct audits or reviews for the LEAs as requested

Role of the RLA/AU: The RLA/AU will hire staff to perform these duties upon request of the Superintendents' Council.

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

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

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

Special Education Local Plan Area Services

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

Reference Number:	1
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

Early Education Services are provided for all eligible infants, toddlers, and preschool children by member local educational agencies (LEAs) through the following ways.

SELPA	East County SELPA	Fiscal Year	2020-21

Description:	There is a cooperative agreement within the Special Education Local Plan Area (SELPA) wherein infant programs are operated by Lakeside Union, La Mesa-Spring Valley, and Cajon Valley Union School Districts consistent with the Allocation of Infant Funding Units. Additionally, the Local Interagency Agreement for the California Early Start Program outlines the services that are eligible children from birth to 3 within the SELPA, whether they are dually-served between the two agencies, or served through San Diego Regional Center. For students ages three through five, each LEA is responsible for providing services to eligible students for whom they are the district of special education accountability. This can be accomplished through LEA programs, intra- or inter-SELPA transfers.

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

Reference Number:	2
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
Description:	Members of the public, including parents or guardians of students with disabilities who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator through: • Contacting their school of attendance to communicate with the site administrator • Contacting their LEA to communicate with a district administrator • Contacting the SELPA office to request communication with the SELPA Administrator • Contacting their LEA governing board as they are responsible to address questions and concerns of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan • Providing public comment at the Superintendents' Council meeting.

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:

SELPA	East County SELPA	Fiscal Year	2020-21

Reference Number:	3
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net
Description:	Individual LEA Complaint A superintendent who disagrees with the contents of the Local Plan, a policy or a specific decision made by the Superintendents' Council, or who experiences an inter-LEA disagreement, may present the issue to his/her respective Governing Board. Based upon procedures adopted by the Governing Board of each LEA, any individual may address his/her Governing Board. Each Governing Board has the right to initiate an appeal to the SELPA Appeals Board. When a Governing Board initiates an appeal, a SELPA Appeals Board shall consist of three members. The appealing Governing Board shall select one member and the Superintendents' Council shall select one member. The third member shall be a mediator agreed upon by both parties. The Governing Board that initiates the appeal and the SELPA shall share costs of the mediator equally. If there is disagreement upon the selection of the third member, the Superintendent of San Diego County Office of Education shall appoint the third member, who shall not have prior relationship or bias with respect to the issue to be arbitrated. The Superintendents' Council shall select its representative on the Appeals Board by a majority vote. Each member of the Appeals Board has one vote. Final decision must be approved by a majority vote (two) of the members of the Appeals Board. Decisions made by the Appeals Board are binding on both the appealing Governing Board and the Superintendents' Council, except to the extent adjudicated by a State or Federal Court to be in violation of the Local Plan or State or Federal Law. A decision shall be made within thirty (30) calendar days of the appointment of the Appeals Board members. There shall be no action on the issue being appealed until after the Appeals Board has adjudicated it. An LEA may appeal a decision of the Appeals Board to the appropriate court of competent jurisdiction.

SELPA East County SELPA Fiscal Year 2020-21

Inter-LEA Complaints

If two LEAs are in disagreement and the respective Directors cannot resolve the problem, the following course of action will be taken: Directors of the two opposing LEAs shall present the issues to each of their respective Superintendents (Or Assistant Superintendents) who will attempt to resolve the issue. They may request assistance/ consultation form the SELPA Administrator.
If the conflict cannot be resolved between the respective superintendents, either Director of one of the two opposing LEAs can present the issue in writing to the SELPA Administrator who unless a longer time is agreed upon, wills attempt to resolve the problem within. Two weeks. The written correspondence should specify the nature of the complaint and the requests action, if any. The Superintendents (Or Assistant Superintendent) shall be kept informed of resolution efforts by their respective Director in writing.

If this course of action fails, either Superintendent, or designated Assistant Superintended, may present a written request to the SELPA Director or Superintendents' Council chair for placement of the issue on the Superintendents' Council agenda.

The Chair of the Superintendents' Council shall place the item on the next Superintendents' Council agenda. If the nature of the conflict requires immediate resolution, the Chair of the Superintendents' Council will call a special Superintendents' Council meeting.

The Superintendents' Council may resolve the disagreement or refer the parties to the appeals process delineated in the local plan.

If the conflict involves a parental complaint, the parents may address the Superintendents' Council.

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

Reference Number:	4
Document Title:	Local Plan, Section B Governance and Administration
Document Location:	SELPA Office, www.sdcoe.net/EastCountySELPA, each LEA's website, and the San Diego County Office of Education website, www.sdcoe.net

SELPA	East County SELPA	Fiscal Year	2020-21

Description:	Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not limited to, response to intervention models, student success teams, early literacy programs, and remedial programs. Each LEA will develop, implement, and revise their own policies and procedures as needed.

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

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

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)

SELPA	East County SELPA	Fiscal Year	2020-21

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

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