

Southwest Special Education  
Local Plan Area

*LOCAL PLAN  
FOR  
SPECIAL EDUCATION*

2018

Southwest SELPA  
10322 Condon Avenue  
Lennox, CA 90304  
310.680.5770

Revised July 2018

SOUTHWEST SPECIAL EDUCATION LOCAL PLAN AREA  
10322 CONDON AVENUE  
LENNOX, CA 90304

PHONE: (310) 680-5770 FAX: (310) 680-5771

## EXECUTIVE SUMMARY

The Southwest SELPA via the Superintendents' Council has worked to address the requirements of Education Code 56200 to update required agreements and the SELPA Local Plan. Each document required to be approved by Local School Boards of Education, independent Charter Schools, the County Office of Education, and the State Board of Education is outlined below. Approval is required as a condition for ongoing funding and to assure administration necessary to provide special education and related services to pupils with disabilities. The charter school, deemed a public school, shall be represented on the Superintendents' Council by the Superintendent of the chartering district.

## LOCAL PLAN

Per State Board of Education action, the Local Plan contains "assurances" consistent with State and Federal law. These "assurances" are now consistent throughout California and were approved by the SELPA in 2012. They are included in the appendix for reference, but do not require additional approval. In addition, the Local Plan outlines the governance structure of the SELPA that is defined as the Superintendents' Council of all member districts/LEA Charters with a weighted vote based on average daily attendance.

Additional sections reflect State priorities relating to early childhood education and charter schools. Our Local Plan was reviewed by the California Department of Education and approved as to contents addressing all requirements.

The Community Advisory Committee, consisting of parents of children with disabilities, has had an opportunity to review and provide input into the Local Plan.

## ADMINISTRATIVE UNIT AGREEMENT

Each SELPA must designate an Administrative Unit for purposes of receiving and dispensing funds according to an allocation plan approved by the Superintendents' Council. The Lawndale Elementary School District is the current Administrative Unit. This agreement also defines the role of the SELPA Executive Director.

## CHANGES TO THE LOCAL PLAN

Changes to the Local Plan are generally in the area of conformity to changes in the law and clarification of previous language. The section identifying the Administrative Unit Responsibilities was amended. In most cases, LACOE was removed as the Administrative Unit (AU)/Responsible Local Agency (RLA) and Lawndale Elementary School District (LESF) was inserted.

In addition, some processes were deleted if they were only items that a County Office could perform and replaced with a similar process that a district AU would perform instead. Changes were also made to the section on Members of the Southwest SELPA to reflect the current members as some charters have left and others have been added.

**Members of the Southwest SELPA:**

Centinela Valley Union High School District	Da Vinci Design Charter School
El Segundo Unified School District	Da Vinci Innovation Academy Charter
Hawthorne School District	Environmental Charter High School
Hermosa Beach City School District	Environmental Charter Middle School - Gardena
Inglewood Unified School District	Environmental Charter Middle School - Inglewood
Lawndale Elementary School District	Family First Charter School
Lennox School District	ICEF Inglewood Elementary
Los Angeles County Office of Education	ICEF Inglewood Middle School
Manhattan Beach Unified School District	Lennox Math Science and Technology Academy
Palos Verdes Peninsula Unified School District	Los Angeles International Charter High School
Redondo Beach Unified School District	New Opportunities Charter
Torrance Unified School District	New West Charter School
Wiseburn Unified School District	Opportunities for Learning High School–Capistrano
Animo City of Champions Charter High School	Wilder's Preparatory Academy Charter Elementary
Animo Inglewood Charter High School	Wilder's Preparatory Academy Charter Middle
Animo Leadership Charter High School	
Century Academy Charter	
Century Community Charter School	
Children of Promise Preparatory Academy	

Dr. Michael K. Jason, Ph.D.  
Executive Director  
Southwest SELPA

## PREFACE

This Local Plan shall remain in effect until changes in State and/or Federal law occur, thus requiring an update, or until the Southwest SELPA elects to make locally determined changes, where appropriate, via the Governance structure of the SELPA.

Questions may be directed to the Southwest SELPA or to your local school district via the special education office. My thanks to the parents and professionals who provided input. Their ideas and suggestions were valuable. Special thanks to the communities of the Southwest SELPA for your support of public education and special education services.

Dr. Michael K. Jason, Ph.D.  
SELPA Executive Director  
[www.swselpa.org](http://www.swselpa.org)

## SECTION I: CERTIFICATIONS AND ASSURANCES

### CERTIFICATION OF BOARD APPROVAL DATES

**District:**

Centinela Valley Union High School District  
El Segundo Unified School District  
Hawthorne School District  
Hermosa Beach City School District  
Inglewood Unified School District  
Lawndale Elementary School District  
Lennox School District  
Manhattan Beach Unified School District  
Palos Verdes Peninsula Unified School District  
Redondo Beach Unified School District  
Torrance Unified School District  
Wiseburn Unified School District

**Date of Board Approval:**

**Charter School: (Functioning as an LEA for purposes of special education.)**

Animo City of Champions Charter High School  
Animo Inglewood Charter High School  
Animo Leadership Charter High School  
Century Academy Charter  
Century Community Charter School  
Children of Promise Preparatory Academy Charter School  
Da Vinci Design Charter School  
Da Vinci Innovation Academy Charter  
Environmental Charter High School  
Environmental Charter Middle School - Gardena  
Environmental Charter Middle School - Inglewood  
Family First Charter School  
ICEF Inglewood Elementary  
ICEF Inglewood Middle School  
Lennox Math Science and Technology Academy  
Los Angeles International Charter High School  
New Opportunities Charter  
New West Charter School  
Opportunities for Learning High School (IS) - Capistrano  
Wilder's Preparatory Academy Charter Elementary School  
Wilder's Preparatory Academy Charter Middle School

**Member Participants:**

Centinela Valley Union High School District  
El Segundo Unified School District  
Hawthorne School District  
Hermosa Beach City School District

Inglewood Unified School District  
 Lawndale Elementary School District  
 Lennox School District  
 Los Angeles County Office of Education (LACOE)  
 Manhattan Beach Unified School District  
 Palos Verdes Peninsula Unified School District  
 Redondo Beach Unified School District  
 Torrance Unified School District  
 Wiseburn Unified School District  
 Animo City of Champions Charter High School  
 Animo Inglewood Charter High School  
 Animo Leadership Charter High School  
 Century Academy Charter  
 Century Community Charter School  
 Children of Promise Preparatory Academy Charter School  
 Da Vinci Design Charter School  
 Da Vinci Innovation Academy Charter  
 Environmental Charter High School  
 Environmental Charter Middle School - Gardena  
 Environmental Charter Middle School - Inglewood  
 Family First Charter School  
 ICEF Inglewood Elementary  
 ICEF Inglewood Middle School  
 Lennox Math Science and Technology Academy  
 Los Angeles International Charter High School  
 New Opportunities Charter  
 New West Charter School  
 Opportunities for Learning High School (IS) - Capistrano  
 Wilder's Preparatory Academy Charter Elementary School  
 Wilder's Preparatory Academy Charter Middle School

**Local Plan Writing and Editing Committee 2016:**

Dr. Michael K. Jason, Executive Director - Southwest SELPA  
 Dr. Helen Morgan, Superintendent – Hawthorne School District  
 Dr. Ellen Dougherty, Superintendent - Lawndale Elementary School District  
 Mari-Anne Kehler, Chair - Community Advisory Committee  
 Shermella Roquemore, Assistant Director/Charter School Representative/Designee - Southwest SELPA  
 Patricia Jordan, General Ed./Special Ed. Representative - Hawthorne School District  
 John Vinke, Deputy Superintendent - Lawndale Elementary School District

California Department of Education  
Form SED-LP-1 (Revised 3/2016)

Special Education Division

**Certification of Participation, Compatibility,  
and Compliance Assurances**

**1. Designate the Special Education Local Plan Area (SELPA) Option**  
 Single District     Multiple District     District/County

SELPA Code 1907	SELPA Name Southwest SELPA	Application Date 10/09/17
SELPA Address 10322 Condon Avenue	SELPA City Lennox	SELPA Zip Code 90304
SELPA Director Name (Print) Michael K. Jason	Director Telephone Number (310) 680-5770 x 5804	Director E-mail michael_jason@swselpa.org

**2. Certification of Assurances by the Designated Administrative and Fiscal Agency for this Program (Responsible Local Agency/Administrative Unit [RLA/AU])**

Designated RLA/AU Name  
Lawndale Elementary School District

RLA/AU Address 4161 W. 147 <sup>th</sup> Street	RLA/AU City Lawndale	RLA/AU Zip Code 90260
Name of RLA/AU Superintendent Betsy Hamilton	Superintendent Phone Number (310) 973-1300 x 50001	Superintendent E-mail betsy_hamilton@lawndalesd.net
Date of Governing Board Approval 05/19/16		

I certify that this plan has been 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, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 United States Code (U.S.C.) 1400 et seq, and implementing regulations under 34 Code of Federal Regulations Parts 300 and 303, 29 U.S.C. 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California Education Code (EC) Part 30, and Chapter 3 Division 1 of Title V of the California Code of Regulations.

Signature of RLA/AU Superintendent <i>Betsy Hamilton</i>	Date 11/8/17
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**3. Certification of Compatibility by the County Superintendent of Schools**

Name of County Office of Education (COE)  
Los Angeles County Office of Education

COE Address 9300 Imperial Hwy.	COE City Downey	COE Zip Code 90242
Name of COE Superintendent Debra Duardo	Superintendent Phone Number (562) 922-6127	Superintendent E-mail duardo_debra@lacoed.edu

Pursuant to EC Section 56140, I certify that this plan ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.


Signature of County Superintendent or Authorized Representative <i>Debra Duardo</i>	Date 11/09/17
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**4. Certification of the Community Advisory Committee**

**(Complete Form SED-LP-2)**

For Department of Education Use Only		
Date	By	Approval Date

**Certification of Participation, Compatibility,  
and Compliance Assurances**

Community Advisory Committee Certification		
CAC Compliance Verification	Yes	No
The Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the Local Plan pursuant to California <i>Education Code (EC)</i> Section 56194.	/	
To ensure adequate and effective participation and communication pursuant to <i>EC</i> 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the Local Plan for special education.	/	
The plan has been reviewed by the CAC, and the committee had at least 30 days to conduct this review, prior to submission of the Local Plan to the Superintendent pursuant to <i>EC</i> 56205(b)(6).	/	
The CAC has reviewed any revisions made to the Local Plan as a result of recommendations or requirements from the California Department of Education.	/	
Certifying Signature		
Name of Chairperson (print)	Phone ( )	
Mari-Jane Kehler		
Signature of CAC Chairperson	Date	
	10/10/17	

If you checked [  ] "No" for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the special education local plan area (SELPA) met the requirement. (Attach a separate sheet, if necessary.) The Department will take this into consideration in its review of this Local Plan application.



## SECTION II: GOVERNANCE STRUCTURE

### Description of Southwest Area (SELPA) Administrative Structure

The administrative organization of the Southwest Special Education Local Plan Area incorporates the management staffs from all local educational agency (LEA) members (including school districts and charter schools operating as LEAs) and the County Office of Education into the supervision of all special education programs and the coordination of regionalized services in the Local Plan area. This incorporation is to ensure all individuals with exceptional needs residing in the geographic area served by the SELPA have access to the special education and related services required by the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et. seq., and implementing state law and regulation (Education Code, § 56000 et seq., 5 C.C.R. § 3000 et seq.; Part 300, Title 34, Code of Federal Regulations). The respective governing boards, superintendents, directors of special education, charter school administrators and directors, and Community Advisory Committee provide support and input to the SELPA's governance body. The SELPA is governed by a Superintendents' Council, who is charged with developing and monitoring implementation of this Comprehensive Plan for Special Education (Local Plan) on behalf of their districts and all of the charter schools they authorize, pursuant to agreements therewith.

#### a. LEA Members

The SELPA shall be governed by a Superintendents' Council made up of the lead administrator from each school district LEA Member and one representative from each State Board of Education ("SBE") authorized Charter School LEA. Per agreements between the authorizing LEA and charter school LEA members, all charter school LEAs that are not authorized by the State Board of Education ("SBE") will be represented on the Superintendents' Council by the Superintendent (Lead Administrator) of their authorizing school district.

Each participating LEA shall adopt local policies and administrative regulations to support the Local Plan and its implementation, including by way of ensuring compliance with the IDEA and Education Code requirements for identifying and serving individuals with exceptional needs in compliance with specified procedures. LEAs are responsible for developing, adopting and updating their local policies and administrative regulations per their own procedures.

Each participating LEA will be represented on the Superintendents' Council, as specified herein. The LEA's lead administrator (Superintendent) may designate another LEA representative to act as a voting member of the Superintendents' Council for up to two meetings per school year, July 1 through June 30. All other meetings must be attended by the lead administrator.

Each participating LEA maintains responsibility for special education programs and services they operate, including employment and evaluation of personnel, except where noted.

Each participating LEA shall appoint members and alternates to the Community Advisory Committee according to policies approved in the SELPA Local Plan for Special Education.

Each participating LEA shall adopt policies and procedures as required by law relative to Due Process Procedures and Procedural Safeguards under the IDEA. EC 56500-56507

Each participating LEA shall adopt policies and procedures as required by law relative State Complaint Procedures. EC 56500.2

Each participating LEA shall post Budget Hearing notices at each school site at least fifteen days in advance of the Public Hearing regarding the same.

b. Administrative Unit (AU)

The Lawndale Elementary School District is the Administrative Unit (AU) also known as the Responsible Local Agency (RLA), pursuant to EC 56195.1. As the RLA, Lawndale Elementary School District shall:

1. Approve contractual agreements for the Southwest Special Education Local Plan Area which meets the requirements of EC 56200.
2. Serve as the employing agency for personnel who have responsibilities throughout the Local Plan Area. Such personnel will include but not be limited to the SELPA Executive Director and classified support staff. Employment of such personnel will be in accordance with personnel policies and practices of the Lawndale Elementary School District and procedural employment policies approved by the Superintendents' Council.
3. Approve SELPA policies which affect Lawndale's role as Administrative Unit.
4. Receive and distribute Federal, State, and local funds as determined by the Superintendents' Council and the Local Plan.
5. Provide suitable office space for both certificated and classified employees of the SELPA.
6. Receive and maintain accountability for the use of Regionalized Service funds appropriated to the Special Education Local Plan Area.
7. Establish appropriate record keeping procedures to be followed by each Local Education Agency for purposes of maintaining accurate fiscal and accounting records in accordance with State and Federal requirements and submit required reports to the appropriate authorities.
8. Provide technical support for the Management Information System necessary to comply with the requirements of the State Department of Education.
9. Assign appropriate, necessary staff to participate in the activities including, but not limited to, the Southwest Special Education Directors' Council and subcommittees as may be required.

The SELPA's annual budget plan shall be approved by the Superintendents' Council at a meeting following a public hearing. A 15-day notification of the date of the public hearing shall be posted at the SELPA office and the main office of each LEA member. In conjunction with adopting the annual budget plan, the Superintendents' Council shall also determine

the local method used to distribute state and federal funds among the member LEAs pursuant to the policy making process described in this Local Plan.

c. Resolution/Mediation Procedures for Disagreements Regarding the Local Plan Among LEA Members

All LEA members and the County Board must approve the local plan for submission to the State. If any LEA member fails to approve the local plan, the board of that LEA, or its designee, shall notify all other participating LEAs of the reasons for not approving the plan and request a hearing. The County Superintendent of Schools or designee will conduct a hearing on the merits of the local board's objections within 30 days and recommend a resolution. The County Superintendent may attempt to negotiate a resolution if the disagreement is not resolved through their recommendation following the hearing. If agreement to the Local Plan cannot be reached through the hearing process, the County Superintendent shall convene a three-person panel, to include: (1) one person selected by the district objecting to the plan, (2) one person selected by the districts agreeing to the plan, (3) one person selected by mutual agreement of the other two appointees. The Panel should be convened within 5 business days, and the decision of the panel will be binding for all parties involved in the dispute and no further complaints brought to the panel may be made.

The County Board shall approve local written agreements regarding coordinated identification, referral, and placement systems, procedural safeguards, regionalized services to local programs (e.g. program specialist, personnel development, evaluation, data collection and management, curriculum development), coordinating and providing services to individuals with exceptional needs placed in hospitals, licensed children's institutions, and foster family homes, and juvenile court schools or county community schools if a simple majority of local board have approved the agreements. If a vote results in a 50/50 split, the action of the County Board shall be decisive. If the written agreement is not approved, the agreement shall be revised within two weeks in accord with instructions from the County Board and resubmitted to all participating district. This process shall be repeated until agreement is reached by a simple majority.

d. Process For Becoming an LEA Member the Southwest SELPA

In order to become an LEA member of Southwest SELPA, the applicant must submit a completed LEA application form, including the name of LEA/charter, contact person, address, phone, fax, and email, total enrollment (actual or projected), plan for delivery of special education services, and special education specific background information (policies, procedures, documentation, applications) no later than January 1 for membership starting in the following fiscal year, on July 1.

Applications received after January 1 shall be considered for membership in the second fiscal year following the application's receipt, unless the Superintendents' Council agrees via a 60% majority vote of votes cast.

The Superintendents' Council shall review the application and decide whether to admit the applicant, and on what conditions. For example, any new member may be required to join a Joint Power Agreement for purposes of membership and funding per action of the Superintendents' Council in admitting that member. As necessary and appropriate, the

Superintendents' Council and/or their designee may request additional information, including a face-to-face meeting with the applicant.

The SELPA Office shall also conduct a review of the applicant's educational program and special education capacity, to include any previous compliance reviews of the same. The SELPA's review will focus on the willingness and ability of the applicant to discharge LEA obligations and resolve any non-compliance. The SELPA shall prepare a report to the Superintendents' Council as part of the decision making process.

A final decision shall be made by the Superintendents' Council regarding membership and the projected start date. The Superintendents' Council may elect to approve, conditionally approve, or deny any request for membership. Conditional approvals should be used when an applicant appears able to operate as an LEA, but has not yet demonstrated the capacity or expertise to do so. Priority for approval shall be given to requests where applicant's programmatic offerings are compatible with the SELPA Local Plan and fiscal issues are revenue neutral.

In addition to any conditions on membership set by the Superintendents' Council in granting the application, each applicant certifies in applying for membership that they:

- Agree with and will implement all sections of the Local Plan following approval by their governance body.
- Agree with all approved actions of the of SELPA Superintendents' Council as contained in approved Superintendents' Council minutes.
- Agree each LEA member maintains responsibility for all aspects of providing special education and related services, including the contracting and cost of any nonpublic school or agency, attorney representation as part of mediation, due process/or complaint processing, and all other costs associated with the provision of special education and related services.
- Agree to participate in the Special Education Information System (SEIS) system by providing hardware and staff consistent with required specifications.
- Agree to all sections of the SELPA Participation Agreement and to gain approval of the same from their governance body.

Approval for membership into the SELPA shall be by a majority vote of the voting members of the Superintendents' Council. Anytime an applicant is admitted to the SELPA, its governance body must agree to and approve the provisions of the current SELPA Local Plan, including policies, procedures, and conditions approved by the SELPA Superintendents' Council. In addition, the member must adopt local policies and administrative regulations or procedures sufficient to support the Local Plan and in compliance with state or federal review. The adoption of the current Local Plan and Participation Agreement by the new member shall not require reauthorization of the Local Plan by all existing members.

Upon approval by the applicant's governance body, the new LEA's membership shall be indicated via the addition of the new member's name on the Local Plan and

Participation Agreement without new approvals by other members. Failure to comply with the criteria listed above shall result in either rescinding of the approval or the withholding of any funding allocations or portions of allocation until compliance of those items is completed, in the SELPA Director's sole discretion.

e. Superintendents & Charter School Lead Administrator

The superintendent or lead administrator of each participating LEA shall continue to be responsible to their governing bodies for the administration of programs located within their LEAs, and compliance with this Local Plan. This includes informing their governing bodies of all aspects of the SELPA Local Plan for Special Education, recommending policies to their governance bodies for adoption addressing legal requirements and issues of concern to the member agencies of the SELPA, and implementing and administering policies recommended by the Superintendents' Council and adopted by the governing body of the LEA.

The lead administrator of each participating LEA member shall be responsible for:

- a) The administration of all special education programs under the jurisdiction of their governing board.
- b) The submission of proposed policies by the Superintendents' Council to their governing boards with appropriate recommendations.
- c) The implementation of policies and procedures adopted by the SELPA.
- d) Ongoing collaboration with the SELPA Executive Director and various SELPA Councils and committees necessary to implement the Local Plan.

The Superintendents' Council shall meet quarterly at a minimum, or as needed, throughout the school year relative to their districts and charter schools needs, as appropriate.

f. Superintendents' Council

The Superintendents' Council shall consist of the lead administrator of each school district LEA member or a designee thereof (for up to two meetings), and the lead administrator of each SBE authorized charter school LEA member. A designee may be a voting member for two meetings per school year only, July 1 through June 30. Any State Board of Education authorized Charter which is assigned by the SBE to the SELPA shall designate a ranking administrator comparable to the authority of a Superintendent.

Each school district LEA member shall have a weighted vote on the Superintendents' Council, based upon average daily attendance of the member (ADA) and all of the charter schools operating under that member's oversight, as follows:

- 0 – 1099 ADA = 1 vote
- 1,100 – 3,099 ADA = 2 votes
- 3,100 – 6,499 ADA = 3 votes
- 6,500 – 9,999 ADA = 4 votes
- 10,000 – above ADA= 5 votes

The authorizing LEA shall then represent the interest of the charter schools it oversees when voting on the Superintendents' Council of the SELPA. This is to include the charter schools operating as an LEA member of the SELPA and charter schools operating as a school of the district LEA member.

The annual ADA, as certified by California Department of Education (CDE), shall be used to determine the following year's voting system and thus updates the above formula annually. In the event the annual ADA has not been certified by the CDE, the previous year's annual certified ADA shall be used until the next annual certified ADA report is available. A majority, as defined as more than half of members, is required for a quorum.

The Superintendents' Council shall elect a Chairperson from among its members for a term of two years. The Chairperson shall call and chair meetings and provide agenda items to the SELPA Executive Director. The Chairperson may be elected for more than one term. Once the Local Plan is approved by the governing board of each LEA member, the Superintendents' Council shall serve as the governing board of the SELPA with all actions taken by the Council serving as the official position of the SELPA and all of its member LEAs. The Superintendents' Council shall have the authority to approve the Annual Budget and Service Plan at a special Public Hearing and meeting held by the Council.

The Superintendents' Council shall act in an advisory capacity to the governing bodies of participating LEAs. The Superintendents' Council shall provide input and guidance on SELPA policies and procedures for programs operating under the jurisdiction of the SELPA. The lead administrator of each LEA shall submit SELPA policies and accompanying recommendations to their governing bodies as appropriate and necessary to comply with this Local Plan. The Superintendents' Council shall review and recommend an agreement to the governing bodies of the SELPA's LEA members, which reflect the components of the Local Plan.

The Superintendents' Council may appoint committees, as appropriate to address issues that arise and report back and/or make recommendations to the Council. Such committees may include a Charter School committee, a Finance committee, and a Membership committee. Annually the Superintendents' Council shall approve any committees, appoint membership, and assign specific tasks as appropriate. Unless appointed by the Superintendents' Council, each committee may select a chairperson from the committee membership to chair the meetings and to communicate with the Council. The SELPA Executive Director shall be a non-voting member of each committee providing support, technical assistance, and information while also involved in communication with the Council. It is understood that the SELPA Executive Director is responsible for developing any recommendations for the Superintendents' Council to assure compliance with state and federal laws.

The Superintendents' Council shall approve the Annual Budget and Service Plan, including any allocation plans for distribution of funds.

The Superintendents' Council shall communicate directly with the SELPA Executive Director on SELPA-wide activities, as appropriate, and provide input into the evaluation of the SELPA Executive Director. The SELPA Executive Director shall serve as secretary to the Superintendents' Council.

g. SELPA Executive Director and SELPA Support Staff

A SELPA Executive Director shall be employed by the Responsible Local Agency (RLA) or, as approved by the Superintendents' Council in agreement with the RLA, employment may be with a member LEA.

A panel selected by the Superintendents' Council shall recommend a final candidate for SELPA Executive Director to the Superintendents' Council from a list of candidates who have been screened by the AU or a member LEA personnel office and meet the qualifications and requirements of the position.

The SELPA Executive Director shall be evaluated annually by the RLA or employer with input from the Chair of the Superintendents' Council for continued assignment in the position. The Chair of the Superintendents' Council may submit input from members of the Superintendents' Council.

The administrative support staff is the responsibility of the RLA or employing district, or combination of both, as approved in accordance with their respective personnel practices. Per agreement with member LEAs, additional SELPA staff may be employed to support specific functions as directed by the SELPA Executive Director, for example an Assistant Director, a Family Resource Center Coordinator, a Director of Evaluation and Research, a Parent Support Coordinator, Program Specialists, and an Alternative Dispute Resolution Coordinator.

The SELPA Executive Director shall act as secretary to the Superintendents' Council, prepare agendas for its meetings, record, and submit minutes of its meetings for approval.

At the direction of the Superintendents' Council, the SELPA Executive Director shall develop an annual schedule of meetings of the Directors of Special Education.\* The purpose of these meetings shall be to accomplish tasks identified by the Superintendents' Council and Local Plan to assure orderly and consistent implementation of policies affecting the SELPA.

\*Note: The term Directors shall be used throughout the Local Plan to signify persons responsible for special education programs in each district, charter, or the County Office.

The SELPA Executive Director shall be an ad hoc member to all SELPA-wide committees and serve as the liaison between the Superintendents' Council, Directors of Special Education, The Finance Committee, the Community Advisory Committee, and any other committee established by the Council. The SELPA Executive Director will share approved copies of the minutes and/or report on activities as appropriate.

The SELPA Executive Director shall act as coordinator for the SELPA-wide special education compliance monitoring reviews conducted/implemented by the California Department of Education (CDE).

The SELPA Executive Director shall act as liaison with the California Children's Services, Regional Centers, and any other agency in accordance with adopted interagency agreements.

The SELPA Executive Director shall maintain awareness of all Office of Civil Rights (OCR), due process, and complaint findings involving member LEAs. The SELPA Executive Director shall share these findings, as appropriate, and if they have SELPA-wide implications, coordinate any necessary changes at the SELPA level. The SELPA Executive Director shall support alternative ways to resolve disputes as a proactive approach prior to state and federal procedures.

The SELPA Executive Director shall be responsible for the implementation of programs and services that promote positive parent and professional partnerships and parent support systems. This may include parent support systems, the Family Resource Center, a website and community outreach activities.

The SELPA Executive Director shall provide support and technical assistance to member LEA charter schools regarding charter schools' participation in the SELPA via the Charter School Committee and the SELPA Charter School support representative/designee. It is understood that Charter Schools shall participate in the SELPA and have access to all SELPA programs and services in the same manner as other member LEAs, as specified herein.

The SELPA Executive Director shall submit all required data to the County Office and/or State Department of Education.

The SELPA Executive Director shall coordinate meetings with nonpublic schools' personnel to determine educational costs and shall recommend a Master Contract and rate schedule for use by member LEAs.

The SELPA Executive Director shall participate in state and county level SELPA directors' meetings and share information, as appropriate, with Superintendents, Directors of Special Education, the CAC, the Program Specialists' Council, and the Finance Committee.

The SELPA Executive Director shall coordinate any local interagency agreements.

The SELPA Executive Director shall apply for and submit any waivers to the CDE necessary for the implementation of the Local Plan, and as directed by the Superintendents' Council.

The SELPA Executive Director shall coordinate all services for infants and toddlers in California's Early Start Program and shall administer the funding of this program and supervise any staff directly responsible for Early Start coordination.

The SELPA Executive Director shall sign all purchase orders for low incidence materials and equipment.

The SELPA Executive Director shall be responsible for processing all bills to member LEAs for program specialists and regionalized service funds, as approved by the Superintendents' Council and dictated in the Annual Budget and Service Plan for reimbursement by the AU.

The SELPA Executive Director may serve as line manager and supervisor of any LACOE staff assigned to the Southwest SELPA in an effort to improve communication and services, as approved by LACOE and the Superintendents' Council annually.

The SELPA Executive Director shall be responsible for the coordination of the SELPA-wide data system, and CASEMIS reports.

The SELPA Executive Director shall keep the member districts informed of current trends, best practices and innovation approaches via participation on advisory committees, conferences, and a review of the literature.

h. Directors of Special Education/Charter School Special Education Representatives



The Directors of Special Education shall to be employed by and responsible to the district, charter school, or County Office that employs them. The Directors of Special Education may not represent students as an advocate in another district within the SW SELPA unless the student is a resident of the district in which the director is employed.

Through the coordination of the SELPA Executive Director and the Directors of Special Education,\* the SELPA shall establish committees and develop procedures necessary to implement policies, which affect the SELPA. The SELPA Executive Director may elect to jointly meet with all Directors or may hold meetings among different types of LEA members to address unique needs of the SELPA.

Through the coordination of the SELPA Executive Director, the Directors of Special Education\* shall gather and compile all data required by the SELPA, the RLA, the State Department of Education, and the Federal Government. Upon occasion, the Directors may elect to hold joint meeting with the business managers of each district and the County office for matters relating to program improvement, funding and/or fiscal management.

Directors of Special Education\* shall be responsible for:

- 1) Developing LEA policies and procedures necessary to implement policies which affect the SELPA, subject to the approval of the Superintendents' Council as needed.
- 2) Establishing committees to address ongoing concerns and needs of the SELPA including innovative approaches to addressing the needs of students based on research.
- 3) Gathering all data required by the SELPA, the County, the CDE and the Federal Government.
- 4) Coordinate and conduct district Special Education and/or any other Compliance review or corrective action, under the direction of the SELPA Executive Director.
- 5) Confer with and submit, to the SELPA Executive Director, copies of any Office of Civil Rights (OCR), CCR, due process, and/or other complaints and findings.
- 6) Implement, monitor, and ensure completion of corrective actions required by ruling of OCR, CDE, and the Office of Administrative Hearings (OAH), as required. Participate in SELPA Alternative Dispute Resolution procedures as appropriate. It is understood that during any due process proceedings the "stay put" provisions are in effect. EC 56505(d).
- 7) Appoint district liaison to California Children's Services, regional centers and other agencies, as required by the interagency agreements and memorandums of understanding. The Director shall be the liaison if no appointment has been made.
- 8) Ensure equal access to all programs, within the SELPA, for students with disabilities (SWD).
  - a) Acceptance of all SELPA IEP/IFSP forms and use of the Special Education Information System (SEIS) or SELPA approved system is necessary to complete CASEMIS and maintain compliance.

- b) Acceptance of students per SELPA placement agreements and/or Inter-SELPA permits.
  - c) Implementing local procedures regarding services to students with disabilities placed in private schools by their parents.
- 9) Promote positive parent and professional collaboration via participation in SELPA activities and the CAC.
  - 10) Assure that required information is submitted to the SELPA Executive Director.
  - 11) Supervise the activities for staff development and coordinate at the SELPA level through the Program Specialist Committee, as appropriate.
  - 12) Establish and maintain appropriate committees as necessary to address key issues in special education.
- i. Participating LEA Responsibility
    - 1) Each participating LEA shall maintain the responsibility for providing the programs and services described in the Local Plan and Annual Budget and Service Plan.
    - 2) Changes in the Annual Budget and Service Plan shall be brought to the Directors' Council and/or the Charter School Committee for consideration and approval, prior to the Superintendents' Council's consideration of the same.
    - 3) Changes in district, regionalized, or delivery of services that impacts other members of the SELPA must be brought to the attention of the SELPA in writing one year in advance of such anticipated change. Final approval shall be made by the Superintendents' Council before the LEA member changes the program or delivery of service with SELPA-wide impact.
    - 4) Changes in special education regionalized programs, District of Service provider program facilities must be brought to the attention of the SELPA in writing one year in advance of such anticipated changes. Final approval shall be made by the Superintendents' Council.
  - ii. Selection Process for Administrative Unit (AU)/Responsible Local Agency

The Lawndale Elementary School District will assume the responsibilities for the RLA no later than August 2016 at the request of the Superintendents' Council. In the event that there is a need or reason to change the RLA, the Superintendents' Council shall provide written notification to the RLA at least one year in advance of such action. If the RLA wishes to be relieved of their responsibility as RLA for the SELPA, the RLA shall provide written notification to the Superintendents' Council at least one year in advance of such action.

RLA Responsibilities (Refer also to Participation Agreement)

The Lawndale Elementary School District shall perform the functions of the RLA in coordination with the SELPA Executive Director, as follows:

- 1) Receive and disburse regionalized service funds to include, but not be limited to, personnel development, evaluation, data collection, maintain a management information system, curriculum development, program review, interagency coordination and to monitor the appropriate use of federal, state and local funds allocated for special education.
- 2) Provide support to the SELPA Executive Director, Superintendents' Council, Finance Committee and Directors of Special Education, consistent with the expectations of the Superintendents' Council.
- 3) Provide assistance to the Directors of Special Education in the development of policies and procedures to assure procedural safeguards to individuals with exceptional needs and their parents.
- 4) Assist Member LEAs in meeting all aspects of the Local Education Assurance statement contained in the Local Plan, Section I.
- 5) Compile data and submit reports for the annual budget plan and other reports that may be required by the state.

#### k. Program Specialist

Upon the recommendation of the SELPA Executive Director, an allocation plan for use of Program Specialist funds shall be forwarded to the Superintendents' Council for approval.

It is understood that the mandated responsibilities of the program specialist shall be provided by the SELPA regardless of a member LEA's hiring of a program specialist. The SELPA Executive Director may recommend the employment of a SELPA level Program Specialist to assist a specific LEA member or address a specific program need of the SELPA. In the event an LEA member does not employ a program specialist, that member shall identify the person or persons responsible for these functions. The functions of a program specialist usually include staff development, teacher support and program/curriculum development for special education, collaboration, processing referrals and site level support. Funds may be allocated to any other special education expenditure if not used for program specialists.

On a regular basis, Program Specialists meet with the SELPA Executive Director/designee via the Program Specialists' Council to coordinate staff development and program specialist service throughout the SELPA. Plans and documentation are forwarded to the Directors' and Superintendents' Councils for approval. The Program Specialists' Council shall elect a Chairperson annually. The Program Specialists shall be responsible for training of new teachers and for trainings associated with IEP development and review. In the event a member LEA does not have a program representative to these meetings who fulfills the functions of a program specialist in that LEA.

#### l. Community Advisory Committee

- 1) The Local Plan required establishing a Community Advisory Committee. Such committee serves only in an advisory capacity. The CAC shall maintain written bylaws and minutes of meeting including a list of participants.

m. Community Advisory Committee Appointments

- 1) The members of the Community Advisory Committee shall be appointed by, and responsible to, the governing board of each participating LEA member or County Office, or any combination thereof participating in the Local Plan. Appointment shall be in accordance with a locally determined selection procedure with appointments determined by the Superintendents in the event no other local procedures exist. The CAC and/or the SELPA Executive Director may recommend potential appointees to Superintendents. Where appropriate, this procedure shall provide for selection of representatives of groups specified in Section 56192 by their peers. The procedure shall provide that terms of appointment are for two years with additional terms up to eight years maximum.
  - a) Each participating LEA within the Local Plan shall select two representatives from their respective area to participate on the CAC.
  - b) The Lawndale Elementary School District shall appoint one representative from public and/or private agencies, if available. All appointments shall be two-year terms. The CAC may submit a list of names for consideration.
  - c) Each LEA governing board shall fill vacancies created on the Community Advisory Committee from their respective LEA. Where appropriate, this procedure shall provide for selection of representatives of groups specified in Education Code Section 56192 by their peers.
  - d) The Directors' Council shall assist with the coordination of the CAC.
  - e) The SELPA Executive Director shall serve as the administrative liaison to the Community Advisory Committee.
- 2) Composition of CAC: The Community Advisory Committee shall be composed of parents of individuals with exceptional needs enrolled in school, students and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. The committee shall select officers annually in accordance with the bylaws.

Parent Majority in CAC: At least the majority of such committee shall be composed of parents of pupils enrolled in schools participating in the local plan, and at least a majority of such parents shall be parents of individuals with exceptional needs.

3) Community Advisory Committee Responsibilities

The Community Advisory Committee shall have such authority and fulfill such responsibilities as are defined for it in the Local Plan. Such responsibilities shall include, but need not be limited to, all the following:

- a) Advising the policy and administrative entity of the LEA, special education local plan area, or County Office, regarding the development, amendment, and review of the Local Plan. Such entity shall review and consider comments from the Community Advisory Committee.
  - b) Recommending annual priorities to be addressed in the Local Plan by giving direct input to the Directors of Special Education.
  - c) Encouraging community involvement in the development and review of the Local Plan.
  - d) Supporting activities on behalf of individuals with exceptional needs through the involvement in community projects, forums and conference.
  - e) Educating the community regarding issues and public policy impacting special education.
  - f) Serving as the Advisory Board of the SELPA Family Resource Center recommending materials and programs for support.
  - g) Providing in-services and trainings on issues of importance relative to special education to parents, staff and other interested community members based on result of needs assessment.
  - h) Promoting the concept of Parent-Professional collaboration through participation and involvement of parents and professionals at CAC trainings, meeting, and events.
  - i) The CAC chairperson shall sign the certification page of the Local Plan signifying review and participation in the revision.
  - j) The CAC Chairperson shall be invited to participate on countywide CAC Chairpersons' Committee.
- n. List of Interagency Agreements/Memorandum of Understandings (EC 56220, Title 2, CAC 60030-60330(b), 1, 2, 3, Welfare and Institutional Code 5608. Government Code 7587)

California Children's Services Regional  
Centers: Harbor and Westside Head  
Start Agencies  
Early Start

These interagency agreements shall be negotiated from time to time, and remain in effect until otherwise indicated in the agreements. The SELPA Executive Director shall determine the need for interagency agreements with these agencies, and has discretion to negotiate the same. Copies of all agreements and status of these agreements are on file in the SELPA Office.

- o. Other Administrative Functions

Refer to the Participation Agreements in the Appendix Section of this plan. Agreements include procedures for transportation, facilities, excess costs, food services and reporting to the State Department.

### **SECTION III: CHARTERSCHOOLS**

#### **Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools**

This policy applies to all Charter Schools that are chartered by member districts of the Southwest SELPA or granted local educational agency status (LEA) in the Southwest SELPA. This policy also applies to any charter school granted by the State Board of Education (SBE), when oversight responsibilities have been assigned to an LEA within the SELPA [EC 47605.5 (k)(l)]. As students enrolled in charter schools are entitled to special education services on the same basis as all other public school students, charter schools must comply with all requirements of state and federal law regarding provision of special education services [EC 56000 et seq., Individuals with Disabilities Education Act (20 U.S.C. Chapter 33)]. Children with disabilities and their parents shall retain all rights under IDEA and implementing California law and regulation when enrolling in a charter school.

#### **Policy Statement**

Special education and related services shall be provided to all eligible individuals residing within the jurisdiction of the Southwest SELPA in accordance with this Local Plan, and SELPA Policies and Procedures. Students enrolled in charter schools operating as a school of member district or an LEA member of the SELPA shall receive services in a manner similar to other students attending other LEAs in the SELPA. The SELPA supports granting of a charter only when the petition includes a reasonably comprehensive description of the charter school's plan for special education, and assurances that special education instruction and/or services shall be provided to all eligible students with disabilities enrolled in charter school, in accordance with the SELPA Local Plan. Funding for special education services, participation in the SELPA governance structure and responsibility for provision of services shall be based on the categorization of the individual charter school in the charter, any local agreements, SELPA Policies and Procedures, and this Local Plan.

Charter schools may participate in the SELPA as either an LEA member of the SELPA or a public school of their authorizing agency when the authorizer is a member of the SELPA. All approved charter schools will be deemed public schools within their authorizing agency unless the Charter School provides verifiable written assurances that it has applied for and been accepted as an LEA member of the Southwest SELPA or some other SELPA. If the charter school is an LEA member of another SELPA, the Southwest SELPA shall have no involvement or responsibility for special education funding or services for charter school students. However, the Southwest SELPA may, in its discretion, monitor compliance with regard to students who reside within the Southwest SELPA plan area.

If the Superintendents' Council approves a charter school's application to participate as an LEA member of the SELPA, and such approval requires a change to the SELPA Local Plan or allocation plan, such change will be adopted pursuant to the policy making process of the SELPA. Approval of a new LEA member applicant by the Superintendents' Council that does not require any other changes to this Local Plan shall not require Local Board action.

### **1. Southwest SELPA Involvement with Approval and Renewal of Charters**

Prior to a member district's approval of a new charter, or renewal of an existing charter, the superintendent or designee of that member district shall consult with the SELPA Executive Director regarding the status of the charter school and its plan to identify and provide special education services to eligible students enrolled by the charter school. The SELPA will be available to provide consultation on the potential special education programmatic and fiscal impacts and benefits that may be associated with granted or renewing the charter petition.

The charter petition must provide adequate assurances that all eligible students enrolled in the charter school will receive appropriate special education services in accordance with the Southwest SELPA Local Plan or other SELPA if verifiable written assurances of membership in that SELPA are provided during the petition process. The charter must provide assurances that no student will be denied enrollment in the charter school due to a disability or the charter schools inability to provide placement or services called for in that student's IEP. The charter must also delineate the entity responsible for providing special education instruction and services as required by all LEAS, any anticipated transfer of special education funds between the granting entity and the charter school and any provisions for sharing deficits in funding. These provisions may be described in a Memorandum of Understanding however that MOU should not supplant or replace a reasonably comprehensive description in the charter.

Prior to approval of a petition, and regardless of whether the charter school intends to operate as a school of their authorizing agency or an LEA member of a SELPA, petitioners should be required to provide a written description of how special education compliance will be accomplished at the charter school. This description should describe how special education services will be provided at the charter school and for charter school students in a manner that is consistent with the IDEA and its implementing state law and regulations. At minimum, the description should include:

- The specialized instruction and services available at the charter school;
- The procedures for ensuring that general interventions are employed and exhausted prior to referring a student for an special education eligibility assessment;
- The procedures for ensuring students suspected of having a qualifying disability are referred, assessed and served in a timely manner, in accordance with the IDEA and implementing state law;
- The charter school's plan to ensure the continuum of program options and services is available to students enrolled in the charter school;
- Assurances that charter school staff will appropriately develop, review, revise, and implement IEPs;
- Assurances that staff members providing special education services are appropriately credentialed;

- Assurances that the facilities used by the charter school does not present physical barriers that would limit eligible student's full participation in the educational and extracurricular program;
- Recognition that the charter school is solely responsible for compliance with Section 504 and the Americans with Disabilities Act; and
- Assurances and procedures necessary to ensure that disenrollment and suspension and expulsion policies and procedures afford the protections of federal and state law to special education and Section 504 eligible students.

To the extent these requirements are not otherwise contained in the charter petition, they should be included in an MOU to be executed prior to granting of the charter petition. Any MOU must be consistent with the rights of obligations of SELPA members and the local plan.

## **2. Categories of Charter Schools**

For the purposes of provision of participating in the SELPA, charter schools may be deemed either a Local Education Agency (LEA) or a public school within the chartering district. A charter school shall be deemed a public school within the chartering district unless the charter school has complied with all provisions of section 2b (below).

### **a. Public School within a District.**

Charter schools that are deemed public schools within a member district will participate in state and federal funding in the same manner as other schools within that member district. The chartering district will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instructional services in a manner that is consistent with all applicable provisions of state and federal law. The chartering district will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students in other district schools. The charter school, deemed a public school, shall be represented on the Superintendents' Council by the Superintendent of the chartering district.

The chartering district will receive all special education funds generated by the charter school, as outlined in the SELPA allocation plan, and may decide, in its sole discretion, how to allocate or expend such funds. The chartering district will represent the needs of charter schools operating as a school of their district like it does for other schools within the district, in the SELPA governance structure. The chartering district will be responsible for ensuring that all eligible students enrolled in the charter school are appropriately identified and served. The district will be responsible for procuring and funding appropriate special education services, even though the student may not reside in the chartering district's boundaries. When a student lives outside the boundaries of the chartering district, the district in which the child lives will have no responsibility to provide services or pay excess costs.

The district and the charter school may enter into agreements whereby the charter school is billed for excess costs associated with providing special education services to identified students, including the administration of special education programs. The charter school may also be held fiscally responsible for a fair share of any encroachment on District general funds that is created by the provision of special education services throughout the district.



Should a charter school that is operating a school of the chartering district later seek to operate as an LEA, the charter school must provide written notice at least one year before leaving the SELPA to become a member of another SELPA. Two years notice is preferable, and charter schools providing such notice will be given priority consideration.

**b. Charter School as a LEA within the SELPA.**

A charter school may apply to become a LEA member of the Southwest SELPA or other SELPA accepting charter school members. The application process for a Charter School will be treated in the same manner as any other LEA wishing to be a member of the SELPA. It is understood that a State Board of Education authorized charter shall be treated as an LEA in terms of voting on the SELPA Superintendents' Council if oversight responsibilities have been assigned to an LEA within the SELPA. (Refer to Section 11.f.)

Application must be made to the Southwest SELPA by January 1 of the school year proceeding the school year in which the charter school anticipates operating as a LEA within the SELPA. When application is made to the Southwest SELPA, the Superintendents' Council will make the final determination regarding whether the charter school has the capacity and intent to meet all requirements of an LEA member of the SELPA. These requirements include:

1. The charter school must demonstrate that its program and fiscal capacity, infrastructure, and experience base are sufficient to ensure full and independent compliance with the IDEA, without the support of its authorizing district. This must include assurances that the charter school will make the full continuum of program options available to its students, has highly qualified staff, understands rights created by the IDEA and implementing state law for eligible students and their parents, and student achievement.
2. The charter school must be physically located within the geographic boundaries of the Southwest SELPA.
3. The charter school must complete the Southwest SELPA application and submit all required document together at the same time, in an organized manner. Incomplete or disorganized applications and submissions will be returned and not processed.
4. The charter school must provide assurances and meet the terms of all policies and procedures included in the Southwest SELPA Local Plan.
5. In addition to the completed application form, the charter school must submit the following documentation:
  - i. Most recently approved charter petition or petition that is currently being considered for approval.
  - ii. A copy of audit reports for the past two years (if available)
  - iii. Income/expense reports for special education programs for the past two years
  - iv. API scores for the school – history of last five years (if available)
  - v. A copy of the School Accountability Report Card (SARC) (if available)
  - vi. List of credentials and assignments for all certificated staff – name, position, credential and number, highly qualified status
  - vii. List of non-credentialed staff providing instruction in non-core classes and their assignments or special education services
  - viii. A signed copy of the SELPA Assurance Statement (separate document)
  - ix. Proof of Liability Insurance

- x. A copy of the notice of withdrawal from an existing SELPA (if appropriate)
  - xi. Provide a current operating budget that demonstrates fiscal responsibility pursuant to the standards contained in Education Code 42130 and 42131.
  - xii. Provide assurances that students and staff will be instructed in a safe environment by highly qualified teachers and providers.
  - xiii. Certification of good standing from the charter school oversight agency.
6. Should the charter school need legal counsel in seeking or attaining LEA status, the charter school shall be solely be responsible for its own legal fees as it relates to the application and assurances process in becoming an LEA.

**The Charter School is required to assure compliance with all requirements of the SELPA Local Plan approved Amendments, and policies outlines in the Local Plan Appendix, including:**

- Meet the terms of the agreement regarding assurances of the Local Plan.
- Meet the terms of the agreement regarding Due Process and Complaints.
- Meet the terms of the agreement regarding the Annual Budget and Service Plan.
- Meet the terms of the agreement regarding unreimbursed costs as specified in the Participation Agreement.
- Meet terms of Participants on the Superintendents' Council.

Once deemed a LEA for the purpose of special education, the charter school participate in the Directors' Council, Program Specialist Council, Community Advisory Committee, and Finance Committee in the same manner as other LEAs within the SELPA and:

- a. Receive state and federal funding for special education in the same manner as other LEAs within the SELPA per the approved allocation plan.
- b. Be responsible for all costs and liabilities incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, nonpublic school/agency placements, inter-intra SELPA placements, due process proceedings, complaints, and attorney fees.
- c. Document that all State and Federal special education funds apportioned to the charter school are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of federal, state, and local funds apportioned or available to the charter school.
- d. Participate on the Charter School Committee. It is understood that the actions and recommendation of the Charter School Committee shall be forwarded to the Superintendents' Council in the same manner as recommendations from the Directors' Council.

Prior to admission to the SW SELPA, charter schools submit plans to the Superintendents' Council Charter School Committee through the SW SELPA Charter School Support Representative / designee and SW SELPA Executive Director, outlining their programs and services to students with special needs. Charter schools are expected to offer the full continuum of special education programs and services as do traditional schools. Depending upon the factors surrounding the development of their Charter (i.e., charter maintenance organization, conversion charter, or LEA charter) they

may need additional assistance in developing program options and services in their first year(s), which the SELPA may provide at cost.

Students in need of special education and related services including non-public schools and agency services and classroom or special circumstance aide support and school-based counseling services are the responsibility of the Charter School even though those services may not be available at the charter school. Contractual services including legal consultation, unique training outside of what is provided from the SW SELPA, requests for services such as applied behavioral analysis, extended school year or specialized services should be determined by IEP teams and offered as appropriate as part of a free and appropriate public education and funded by Charter Schools.

Similar to traditional districts, charter school service delivery models for students with special needs may include collaborative or co-teaching models, learning center models, pull out specially designed instruction and small group specially designed instruction based on the needs of the pupil and in accordance with federal and state regulations. Each year, the SW SELPA annual budget and service plan outlines the types of services offered at each site within the SW SELPA. Students enrolled in Charter Schools requiring a DIS related specialized service such as speech/language, visual/hearing, orthopedically impaired or adaptive P.E. typically receive these services through LACOE contractual agreements, certified non-public agency staff or Charter School employees.

Students requiring a special day class level of service may receive those services funded by the charter school, through SW SELPA placement agreements and other local plan provisions. Other than via SW SELPA placement agreements or local coordination of services among SELPA members, LEAs shall not place students in other LEAs programs without the prior involvement and express consent of the other LEA and approval of the SELPA.

Once admitted to the SELPA, charter school LEAs participate in state and federal funding for special education and the SELPA's allocation plan in the same manner as other LEAs in the SELPA. As with other LEAs in the SELPA, charter schools allocation will be determined based on their pupil's needs and special education qualified expenses, and the SELPA will only allocate to the LEA funding to cover qualified special education expenditures.

Charter Schools are responsible for providing special education and related services to pupils enrolled in Charter Schools per IDEA regulations. This includes: certificated, classified salaries and benefits, books and supplies, contract services and other operational expenses, equipment and equipment replacement. Staffing to support students with special needs is monitored prior to the initiation of each school year through meetings with Charter School Administration and Charter School support representative/designee and SW SELPA Executive Director.

Charter Schools must provide the SW SELPA Executive Director and Charter School support representative/designee a proposed expenditure report in advance of each school year to assure and support budgeting of resources and services to pupils with special needs. If the services and/or staffing do not align with the identified needs of the Charter School special needs population, the SW SELPA Executive Director will indicate the Charter School will need to revise their proposal and resubmit for funding consideration. Charter Schools are required to revise their proposed expenditure report mid-year, and submit it to the SW SELPA for review. AB602 funding allocations are distributed to Charter Schools according to the SW SELPA allocation plan. Funding exhibits from CDE following P1 is provided annually and typically by March 30 of each year for review. Charter School LEA members may attend regularly scheduled SW SELPA Finance.

Committee meetings and Charter School Committee meetings to review and support allocation recommendations for funding. Final expenditure reports are submitted to the SELPA Office certifying qualified special education expenditures.

### **Procedure for Conflict Resolution**

Issues concerning governance and administration will be reviewed by the Directors' Council and referred to the Superintendents' Council for resolution, consistent with the Local Plan Section II: Governance. LEAs that have not complied with requirements of this Local Plan shall cooperate with the SELPA in attempting corrective action for no less than one school year. Thereafter, the SELPA may withhold funding from that LEA, or vote to exit the member from the SELPA, with one year's notice. In the case the LEA is a charter school, such exit will result in the charter school reverting to a school of its authorizing district, unless the charter school has obtained written, verifiable assurances of membership in another SELPA before reverting to a school of the chartering district.

## **SECTION IV: EARLY CHILDHOOD SPECIAL EDUCATION**

### **A. Staff Development for Early Education**

The Southwest SELPA program specialists and psychologist, infant and preschool teachers should take leadership in developing staff development activities. The Southwest Special Education Family Resource Center, along with local Early Intervention Councils shall participate in the identification development and implementation of training for parents and professionals. Coordinating with other agencies, including the Regional Centers and CCS, shall be a priority and under the direction of the SELPA Executive Director. A commitment to parent professional collaboration and family centered services is the hallmark of the Southwest SELPA Early Education Programs. Priorities for training include low incidence services, IFSP development, and parent/professional partnerships.

### **B. Program Operations**

The Southwest SELPA shall provide early intervention services consistent with our 1980-81 mandates. In addition, the SELPA shall serve children who have solely a low incidence disability. Enrollment of additional, eligible children up to the programs funded capacity shall occur, per the interagency agreement with local regional centers. The priority for these placements is dually eligible infants.

### **C. Program Services and Options**

The Southwest SELPA program includes center-based programs where parents are part of the program, as well as appropriate siblings under the supervision of the parent. Home based services are also available on a scheduled basis. Early Intervention staff may also provide services in childcare settings within the district of residence.

A full array of related services are provided, including speech and language therapy, audiology, orientation and mobility, occupational and physical therapy, assistive technology, parent counseling, and other related services indicated on the IFSP. In addition, other early intervention services will be provided consistent with the IFSP, including respite care, transportation, nutrition services, parent support, and resources.

Specialized services for low incidence disabilities shall be provided, consistent with Early Start regulations.

#### **D. Ongoing Family Support and Coordination**

The Southwest Special Education Family Resource Center shall provide ongoing family support, including transition support as a function of the Resource Center. The SELPA Directors' Councils shall supervise these activities. The SELPA Community Advisory Committee (CAC) and Early Intervention Councils shall advise the SELPA about policies and parent support systems within the area. Parents are encouraged to provide input or ask questions by attending the CAC; or by contacting their district director of special education or the SELPA Executive Director. A parent involved with Early Start or where child participation in Early Start shall be appointed to the CAC as an Early Intervention representative.

#### **E. Evaluation and Assessments**

The SELPA will maintain and train qualified evaluators and assessment teams. In addition, the SELPA will coordinate assessments with the Regional Centers as part of the interagency agreements.

#### **F. Individual Family Service Plans (IFSP)**

All identified infants and toddlers shall have an Individual Family Service Plan (IFSP). This document shall replace the IEP for pupils age 0-2. The plan shall contain:

- Service coordination
- Family priorities and resources
- Outcomes
- Development and health assessments
- Coordination of service plans
- Provision of services, responsible agencies, and contact persons
- Signatures of the parent approving the plan.

#### **G. Interagency Agreements**

An interagency agreement shall be in place between the Southwest SELPA and each regional center within the SELPA. Copies of the agreements are on file at the SELPA Office.

#### **H. Child Find Activities**

The Southwest SELPA is committed to extensive child find activities on behalf of member districts and charters. The Southwest SELPA is responsible for a full range of child find activities, including distribution of Early Start posters, distribution of a SELPA designed poster, annual letters to parents, letters to physicians and health care providers, attendance at resource fairs, conferences and trainings, and annual notification in newspapers. All programs maintain information and brochures that are available throughout the community. These activities are not limited to Early Start and apply to all ages 1-22.

Parents shall be given a written copy of the IFSP, including Parent Rights and Protections, in the parent's language of choice. The SELPA will coordinate the development of IFSP forms with each Regional Center, in an effort to maintain consistency. The Southwest SELPA shall complete the IFSP process consistent with legal requirements.

#### **I. Service Coordination**

The Southwest SELPA shall provide service coordination to all identified infants and toddlers. Service coordination shall be existing staff members who have been trained by the SELPA under the supervision of the SELPA Early Start Program Specialist.

#### **J. Transition by Age Three**

Per the Interagency Agreements with Regional Centers, a transition plan shall be developed according to MOU. For pupils serviced by the Regional Center, the Regional Center service coordinator shall contact the LEA to set up the IFSP for transition. Transition plans shall be incorporated in the IFSP.

#### **K. Dispute Resolution**

Parents shall be informed of their rights to due process under the Early Start program at the time of referral and at each IFSP. Disputes between agencies shall employ the procedures as specified in the Interagency Agreements for Early Start Programs between the Southwest SELPA and the Harbor and Westside Regional Centers.

#### **L. Other Public and Private Services**

The SELPA coordinates services with the Braille Institute, Child Health and Disability Program (CHDP), regional centers, CCS, and private child care providers.

#### **M. Program Operators**

Annually, the Superintendents' Council shall designate the providers of early intervention services, with the current provider being Lawndale Elementary School District. Changes in provider shall be done in accordance with state guidelines.

In addition to these public options, additional early intervention services shall be provided, via California Children's Services, and per IFSP requirements. Certified nonpublic schools and agencies shall be utilized as necessary and appropriate based upon identified needs as indicated on each IFSP.

#### **N. Preschool Options**

Each participating school district operates a continuum of preschool options designed to prepare young children for kindergarten. Placement is based on state and federal eligibility and the identified needs of the preschooler as outlined in the IEP. Parents retain all rights to mediation and due process. Parents are provided written information regarding their rights annually and with each complaint filing or when a change of placement is proposed. A transition IEP is held for students exiting the Early Start program. An initial IEP is held following completion of the original assessment for referred preschoolers.

## **SECTION V: SELPA MONITORING PLAN**

The Southwest SELPA shall be responsible for assisting member LEAs in maintaining compliance with applicable state and federal laws.

On at least a quarterly basis, member LEAs will be provided state reports generated following the collection and reporting of required data, as part of the California Special Education Management Information System (CASEMIS). The SELPA, with the support of the Superintendents' Council, may elect to complete such monitoring via electronic reporting and IEP software.

The SELPA Executive Director shall provide technical assistance to member LEAs on compliance standards as informed via the California Department of Education and the Office of Special Education Programs at the federal level. Ongoing discussion and access to resources shall be facilitated by the SELPA. At the request of a member LEA, the SELPA will facilitate a local compliance review process. The goal of all compliance reviews is to resolve issues locally and support cost effectiveness.

In the event the SELPA Executive Director has knowledge of noncompliance and/or concerns regarding compliance trends, (s)he shall inform the Director of Special Education or responsible administrator and the Superintendent of the chartering entity. Such reports may be part of ongoing discussion at Superintendents', Directors', and Charter School meetings. After attempts to resolve issues of noncompliance, the SELPA Executive Director may recommend corrective action plans, re-allocation of funds, and other remedies to the Superintendents' Council. This may include the involvement of the California Department of Education, LACOE, or other oversight agency.

It is understood that the SELPA may be required to file a complaint with CDE or OCR in order to protect the rights of eligible students.

The SELPA Executive Director shall follow-up on issues and concerns as reported via the SELPA Community Advisory Committee members and meetings. The SELPA Executive Director shall make ongoing reports to the CAC regarding SELA-wide compliance monitoring activities by the California Department of Education, including local steps to resolve noncompliance issues.

Up to two times each year, the SELPA will "spot-check" an IEP compliance via collaboration with district Directors, charter school representatives and Program Specialists.

## **SECTION VI: POLICIES, ADMINISTRATIVE REGULATIONS AND PROCEDURE MANUALS**

Each member LEA of the Southwest SELPA shall approve local policies and administrative regulations to support and ensure appropriate implementation of the Local Plan. Each LEA, in collaboration with the SELPA, shall develop a local procedure manual to assist staff to implement local policies and administrative regulations. Copies of the policies, administrative

regulations, and procedure manuals shall be retained at the local level and made available to the SELPA and California Department of Education upon request.

The SELPA, with approval of the Directors' Council, shall provide an approved Individual Education Plan document and Parent Rights and Responsibilities document for use by member agencies. The SELPA shall also support districts in Child Find activities.

## **SECTION VII: BEHAVIOR INTERVENTION**

### **Positive Behavior Intervention**

The Southwest SELPA and member agencies shall conform to current State and Federal laws and regulations regarding behavior intervention. District level policy and administrative regulations shall apply except for the following specific requirements:

Nonpublic school and agency staff must maintain certification with the California Department of Education and adhere to the Master Contract provisions relating to Behavior Intervention.

The Southwest SELPA has approved the Nonviolent Crisis Intervention (NCI) certification as the approved behavior intervention strategy for use with students with serious behavior problems as documented in the Individual Education Plan (IEP), positive behavior plan and/or the behavior intervention plan. The SELPA shall maintain a file of NCI certified individuals and shall provide ongoing NCI training consistent with NCI guidelines. Districts are required to verify staff NCI certification.

**Behavior Emergency Intervention** - Emergency intervention may only be used to control unpredictable, spontaneous behavior, which poses a clear and present danger of serious physical harm to the individual or others, and which cannot be immediately prevented by a response less restrictive than the temporary application of an approved technique used to contain their behavior. All approved techniques in the SELPA must be consistent in Nonviolent Crisis Intervention trainings and procedures. Each member agency shall insure that a copy of the Behavior Emergency Report is written and placed in the pupil's file with a copy to the SELPA office, and an IEP team meeting scheduled to review the Behavior Emergency Report as appropriate.

Behavioral Intervention prohibited by law:

To protect the child from abusive physical or emotional trauma, the following techniques may not be used by any public or nonpublic school or agency, regardless of emergency situation or as part of any plan and school activity. The interventions prohibited are:

- 1) "any intervention that is designed to, or likely to, cause physical pain;"
- 2) "releasing noxious, toxic or otherwise unpleasant sprays, mists, or substances in proximity to the individual's face;"
- 3) denial of "sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;"
- 4) procedures such as "verbal abuse, ridicule or humiliation" or others that can be expected to cause "excessive emotional trauma;"



- 5) physical restraint by "a device, material or objects that simultaneously immobilizes all four extremities," including "prone containment or similar techniques," unless it is used by personnel who are "trained" in the technique and it is used only as an "emergency intervention;"
- 6) "locked seclusion," unless it is used as an emergency procedure and then only in a facility licensed or permitted by state law to use a locked room;
- 7) Any intervention that leaves a student without "adequate supervision;" and
- 8) "any intervention which deprives the individual of one or more of his or her senses" [3052(1)(1-8)].

### **Training Requirements**

In addition to Nonviolent Crisis Intervention (NCI) training, ongoing training concerning positive interventions, data collection and positive reinforcement shall be coordinated and evidence of training will provided to the SELPA by each LEA on a regular basis.

Reporting Requirements and Data Collection - Each behavior intervention plan shall determine the type, frequency, and nature of the data to be collected and analyzed by the qualified behavior intervention staff and the IEP team. This applies to Behavior Intervention Plans. The IEP team or member of IEP shall determine the need for ongoing monitoring of the plan. For a behavior intervention plan involving serious behaviors, a quarterly review of data is recommended.

In the event a behavior emergency incident occurs where the use of an approved crisis intervention by utilized staff, a Behavior Emergency Report (BER) shall be completed within 24 hours and filed with the appropriate administrator as well as copies provided to the appropriate IEP team member and the Southwest SELPA. Annually, at the request of the California Department of Education, the SELPA shall report the number and type of Behavior Emergency Reports reported during a given school year. Copies of this report shall be on file at the SELPA Office. A copy of the Behavior Intervention Report shall remain in the student's special education file.

APPENDIX A Local Education Agency Assurances (Approved by all members and on file with the California Department of Education and the Southwest SELPA)

SOUTHWEST SELPA  
10322 CONDON AVENUE  
LENNOX, CA 90304  
PHONE: 310.680.5770 FAX: 310.680.5770  
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**SPECIAL EDUCATION LOCAL PLAN AREA LOCAL  
EDUCATION AGENCY ASSURANCES**

**1. Free Appropriate Public Education 20 *United States Code (USC)* Section (§) 1412 (a){1}**

It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

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

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

**3. Child Find 20 *USC* § 1412 (a)(3)**

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) 20 *use* § 1412 (a)(4)**

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

**5. Least Restrictive Environment 20 USC§ 1412 (a){5}**

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 class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

**6. Procedural Safeguards 20 USC§ 1412 (a)(6)**

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

**7. Evaluation 20 USC§ 1412 (a){7}**

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

**8. Confidentiality 20 USC§ 1412 (a)(8)**

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 (FERPA).

**9. Part C<sub>1</sub> Transition 20 USC § 1412 (a)(9)**

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

**10. Private Schools 20 USC§ 1412 (a)(10)**

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.

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

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and serve as 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 Individuals with Disabilities Education Act (IDEA), the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California *Education Code*, Part 30.

**12. Interagency 20 USG§ 1412 (a)(12)**

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 FAPE are provided, including the continuation of services during an interagency dispute resolution process.

**13. Governance 20 USC§ 1412 (a)(13)**

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 Educational Agency.

**14. Personnel Qualifications 20 USC§ 1412 (a)(14)**

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including 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 (COE) about staff qualifications.

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

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the COE and provide data as required by the COE.

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

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

**17. Supplementation of State/Federal Funds 20 USC§ 1412 (a)(17)**

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; will be used to supplement and not to supplant state, local and other Federal funds those funds.

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

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 law and regulations.

**19. Public Participation 20 USC§ 1412 (a)(19)**

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

**20. Rule of Construction 20 USC§ 1412 (a)(20)**

(Federal requirement for State Education Agency only)

**21. State Advisory Panel 20 use§ 1412 {a}{21}**

(Federal requirement for State Education Agency only)

**22. SUSPENSION/EXPULSION 20 use§ 1412 (a){22}**

The-LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the COE. 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.

**23. Access to Instructional Materials 20 use§ 1412 {a}{23}**

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.

**24. Over identification and Disproportionality 20 use§ 1412 (a){24}**

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

**25. Prohibition on Mandatory Medicine 20 use§ 1412 (a){25}**

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.

**26. Distribution Of Funds 20 USC§ 1411(eMf)(1-3)**

(Federal requirement for State Education Agency only)

**27. Data 20 USC§ 1418 (a"d)**

It shall be the policy of this LEA to provide data or information to the COE that may be required by regulations.

**28. Reading Literacy (State Board requirement, 2/99)**

It shall be the policy of thfs LEA that in order to improve the educational results for students with disabilities, Special Education Local Plan Area's (SELPA) Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

**29. Charter Schools EC 56207.5 (a"c)**

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

## APPENDIX B Local Plan Approvals

SOUTHWEST SELPA  
10322 CONDON AVENUE  
LENNOX, CA 90304  
PHONE: 310.680.5770 FAX: 310.680.5771  
SWSELPA.ORG

### Animo Charter High School #12

In accordance with Federal and State laws and regulations, certifies that this plan has been 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 herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code* (USC) 1400 et.seq, and implementing regulations under 34 *Code of Federal Regulations* (CFR), Parts 300 and 303, 29 USC 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the *California Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the local educational agency (LEA) superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA office.

Adopted this 30 day of June, 2017.

Year: 11 Days: 0

Signed: [Signature]

Title: SECRETARY

Superintendent, Secretary to the Board of Education (or use appropriate titles)