

**LOCAL PLAN**

**Section B: Governance and Administration**

**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division  
January 2020

SELPA West San Gabriel Valley SELPA

Fiscal Year 2020-21

## B. Governance and Administration

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

### Participating Local Educational Agencies

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

### Special Education Local Plan Area—Local Plan Requirements

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

The West San Gabriel Valley (WSGV) Special Education Local-Plan Area (SELPA) is a multi-district comprised of fourteen local education agencies (LEAs) joined together to provide for coordinating the delivery of programs and services to students with disabilities who reside within the Local Plan Area, and to those eligible individuals who are residents of other SELPAs who may be in need of services, and who in accordance with the provisions of the annual budget plan of the cooperating Local Plan Area attend programs in this region (Education Code Section 56200). The following Los Angeles County local educational agencies are within the West San Gabriel Valley SELPA:

The following Los Angeles County local educational agencies:

- Alhambra Unified School District
- Arcadia Unified School District
- Duarte Unified School District
- El Monte City School District
- El Monte Union High School District
- Garvey School District
- Monrovia Unified School District
- Mountain View School District
- Rosemead School District
- San Gabriel Unified School District
- San Marino Unified School District
- South Pasadena Unified School District
- Temple City Unified School District
- Valle Lindo School District

join together to adopt a plan to assure access to special education and services for all individuals with exceptional needs residing in the geographic area served by these local educational agencies (LEAs), hereinafter known as the West San Gabriel Valley Special Education Local Plan Area (SELPA).

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

Regional Governance of the West San Gabriel Valley SELPA shall include the following bodies:

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1. Superintendents' Council
2. Community Advisory Committee (CAC)

The local governing boards passed a resolution designating Alhambra Unified School District as the Administrative Unit. This resolution shall be reaffirmed annually. Contractual agreements shall specify coordinative and administrative responsibilities of the Administrative Unit. The Administrative Unit shall employ, supervise, discipline and evaluate the SELPA Administrator (EC 56205). Members of the Superintendents' Council will make recommendations for the selection of the SELPA Administrator to the Administrative Unit. The SELPA Administrator shall be evaluated by June 30 each year with input from the Superintendents' Council.

The Superintendents' Council shall consist of the superintendent of each of the participating LEAs, each of whom shall provide a liaison function between the LEA governing board and the Council. LEA Superintendents exercise their authority and responsibilities in accordance with the policies and procedures of their local governing boards and within the voting procedures of the Superintendents' Council.

**The LEA Superintendents shall:**

1. Assure that the provisions of the Local Plan are implemented and the district is in compliance with the State and Federal requirements.
2. Assign appropriate and necessary staff to participate in the activities specified in the Local Plan.
3. Calendar items requiring local board approval.
4. Assure that parents or guardians of individuals with disabilities who are receiving services under the plan may address questions or concerns to the LEA Director of Special Education, LEA Superintendent, and/or SELPA Superintendents Council.
5. Direct the activities of administrators of special education in coordinating the administration of the Local Plan.
6. Assure that required data is submitted to the Administrative Unit as required.
7. Assure that appropriate facilities are available to meet the needs of individuals with disabilities residing in the geographical area covered by the Local Plan.

**The Alhambra Unified School District Superintendent shall:**

1. Assure that the provisions of the Local Plan are implemented in compliance with the State and Federal requirements.
2. Assign appropriate and necessary staff to participate in the activities specified in the Local Plan.
3. Calendar items requiring County board approval.
4. Direct the activities of administrators of special education in coordinating the administration of the Local Plan.
5. Assure that required data is submitted to the California Department of Education as required.

**The functions of the Superintendents' Council are to:**

1. Develop policies, regulations and procedures relative to the governance of the SELPA and implement the same.
2. Approve operational programs to be conducted by each participating agency.
3. Receive recommendations from the Administrative Council and Community Advisory

Committee (CAC) and make decisions on said recommendations.

**Membership:**

1. The Superintendent, or designee of the Superintendent, of each participating agency, shall be a member of the Superintendents' Council. The Superintendent's designee shall be an Assistant Superintendent, or Associate Superintendent and be a consistent designee for all meetings of the Superintendents' Council for the duration of the appointment.
2. The SELPA Administrator is the Executive Secretary of the Superintendents' Council and serves as the Council's liaison to the Administrative Council.

**Meetings:**

1. The Superintendents' Council shall hold at least four regular meetings each year. Each participating agency will receive information on the date, time, place and agenda of each regular meeting at least 72 hours prior to the meeting.
2. A quorum for the transaction of business by the Superintendents' Council shall consist of a majority of the members of the Council.
3. Each member of the Superintendents' Council shall have one vote, which may be cast only by a member who is in attendance at meetings of the Council. A vote of the majority of members of the Council shall be sufficient to constitute action provided that a quorum is present.
4. Minutes of each regular meeting of the Superintendents' Council will be sent to each participating agency within 10 (ten) working days after the meeting.
5. Special meetings may be called as required. Additional meetings may be called at the request of any representative on the committee. All meetings of the committee shall be held according to law and the *Brown Act*. The committee chair(s) and the SELPA Administrator shall prepare the agenda for each meeting; the SELPA Administrator shall provide all support materials. The chair or co-chairs shall conduct the meeting.
6. All meetings shall be conducted according to Robert's Rules of Order.
7. The Superintendents' Council may add a sub-committee as needed which will serve in an advisory capacity only.
8. Participation via teleconference or videoconference are permitted so long as all provisions of the Brown Act are still applicable.

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

- Assist the superintendents upon request.
- Prepare Superintendents' Council agendas and distribute them in advance of scheduled meetings.
- Designate and/or serve as an ad hoc member of the CAC.
- Advise the Superintendents' Council of any action related to policies and/or procedures, distribution of state or federal funding, and/or program development
- Compile data and submit reports as requested by the County Office and State Department of Education.
- Submit any waivers necessary for the implementation of the Local Plan.
- Monitor the appropriate use of IDEA, Regionalized Service Program Specialist funds, and state and federal grants for special education.

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- Monitor and sign all purchase orders for low incidence materials and equipment.
- Oversee and monitor LEA data and review submission processes.
- May convene and dissolve working committees from the member LEAs in an advisory capacity to the SELPA Administrator in support of the local plan.
- Gather input from LEA program and business staff to formulate policy and procedure recommendations for Superintendents' Council action related to:
  - The distribution of state and federal funds among the LEAs
  - Special education program needs, policies, procedures, agreements, and forms; and the development and implementation of personnel development programs.
- Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.
- Oversee the recruitment, supervision and evaluation of SELPA staff

### **Community Advisory Committee**

The Community Advisory Committee (CAC) serves the Special Education Local Plan Area in an advisory capacity, in accordance with Education Code 56190-56194 and procedures specified in the West San Gabriel Valley SELPA Local Plan CAC bylaws.

Parents comprise a majority of the membership of the CAC and of those members; the majority must be parents of individuals with disabilities. Members of local PTAs, special education classroom teachers and school personnel, representatives of related public and private agencies, and other persons concerned with the needs of children with disabilities may also be represented. (Education Code 56192 & 56193).

The SELPA Administrator shall communicate all recommendations, issues and concerns of the CAC to and from the Administrative Council and the Superintendents' Council. Parents and guardians can communicate their concerns and issues to their special education district director. Individual district concerns will be communicated directly to the special education district director. (Education Code 56194 (a)).

Communication with local governing board(s) and the CAC shall be the responsibility of the SELPA Administrator through the Superintendents' Council. (Education Code 56205(a)(12)(E))

The CAC shall have at least 30 days to review the Special Education Local Plan Area's Local Plan prior to submission to the State Superintendent. A verification statement of this review shall be signed by the CAC Chairperson. (Education Code 56205(b)(6))

### **Governance Structure**

Procedure to Change Governance Structure:

1. Any changes in the governance structure of the West San Gabriel Valley Special Education Local Plan Area, including dividing the SELPA into more than one operating entity, changing the designation of and/or responsibilities of the Administrative Unit are subject to specific

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provisions of the Education Code 56140, 56195, *et seq.*, 56195.7 *et seq.*, and 56205 *et seq.*

2. Any Local Educational Agency (LEA) which is currently designated as an LEA participating in the West San Gabriel Valley Special Education Local Plan Area may elect to pursue an alternative option from those specified in Education Code Section 56195.1 by notifying the County Superintendent at least one year prior to the date the alternative plan would become effective. (Education Code 56195.3(b))
3. Approval of a proposed alternative plan by the County Superintendent must be based on the capacity of the district(s) to ensure that appropriate special education programs and related services are provided to all individuals with disabilities residing in the district(s). (Education Code 56140(b))
4. If an alternative plan is disapproved by the County Superintendent, the County office shall return the plan with comments and recommendations to the district(s). The district(s) participating in the alternative plan may appeal the decision to the Superintendent of Public Instruction. (Education Code 56140(b)(2))
5. Any alternative plan to be submitted by a district or group of districts currently participating in the West San Gabriel Valley SELPA Local Plan Area must meet the standards established by the State Board of Education and not adversely affect the size and scope status of the current Local Plan geographic area.
6. Any changes in the designation of the Administrative Unit for the West San Gabriel Valley SELPA must conform to the above code provisions and the administrative provisions for approval as specified in the Local Plan.

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

The Superintendents' Council shall consist of the superintendent of each of the participating LEAs, each of whom shall provide a liaison function between the LEA governing board and the Council. LEA Superintendents exercise their authority and responsibilities in accordance with the policies and procedures of their local governing boards and within the voting procedures of the Superintendents' Council.

The LEA Superintendent shall:

1. Assure that provisions of the Local Plan are implemented and the district is in compliance with the State and Federal requirements.

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

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

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

The SELPA shall submit the local plan to the superintendent of the Los Angeles County Office of Education for approval. If the County Superintendent does not approve the plan, the County office shall return the plan with comments and recommendations to the LEA(s). The LEAs participating in the plan may appeal the decision to the Superintendent of Public Instruction (E.C. 56140(b) (2)).

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

#### SERVICES TO STUDENTS VOLUNTARILY ENROLLED IN CHARTER SCHOOLS

Students enrolled in charter schools are entitled to special education services provided in the same manner to students enrolled in other public schools. Charter schools within the SELPA shall comply with applicable requirements of the state and federal law regarding the provision of special education services (Education Code § 56000 *et seq.*, Individuals with Disabilities Education Act 20 U.S.C. Chapter 33). A charter school shall not discriminate against any pupil in its admission criteria on the basis of disability. Funding for special education services, participation in the governance structure and responsibility for provision of services shall be based on the categorization of the individual charter school.

A child with a disability who attends a charter school shall receive education instruction or designated instruction and service, or both, in the same manner as a child with disabilities who attends another public school of the entity that granted the charter unless the charter school itself is deemed an LEA for the purposes of providing special education.

Charter schools should delineate in their petition or memorandum of understanding (MOU) the entity responsible for providing special education instruction and services. This document should reference any anticipated transfer of special education funds between the granting entity and the charter school and any provisions for sharing deficits in funding.

#### SELPA Involvement with Approval and Renewal of Charters

Prior to approval or renewal of a charter, the superintendent or designee of the chartering entity

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should consult with the SELPA Administrator regarding the sufficiency of assurances in the petition related to the provision of special education services. The petition presented should include assurances that all eligible students enrolled in the LEA will receive appropriate special education services in accordance with applicable state and federal laws and regulations, as well as the Local Plan. The petition must provide that no student otherwise eligible to enroll in the charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. In compliance with Education Code § 47605, each charter petition must contain a reasonably comprehensive description of the charter school's educational program. These descriptions should include descriptions of special education services, including the following:

1. The procedure for ensuring that students are referred, assessed and served in a timely manner.
2. Assurances that staff members providing special education services are appropriately credentialed.
3. Assurance that the facility used by the LEA does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program.
4. Suspension and expulsion policies and procedures must provide due process protections of federal and state law to special education and 504 eligible students.
5. Dispute resolution procedures that will apply to any disputes between education entities, including the SELPA, regarding the provision of special education services in the charter school.

#### Categories of Charter Schools

For the purpose of provision of special education services, charter schools shall be deemed either a public school within the chartering district or and LEA that receives funds and provides services independent of the chartering entity. All approved charter schools will be deemed public schools within the chartering entity until the charter school has been deemed an LEA following this policy and the Local Plan for Special Education.

#### Public School within a School District or County Office

Charter schools that are deemed to be public schools within the chartering entity will participate in state and federal funding in the same manner as other schools of programs within the chartering entity. The charting entity will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instruction and services in a manner that is consistent with all applicable provisions of state and federal law, no matter where the student may reside. The chartering entity 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 enrolled in other schools or programs administered by the chartering entity.

The Chartering entity will:

1. Receive all applicable special education funds generated by combined district and charter school enrollment and special education pupil counts. Funds will be allocated in the manner specified by the SELPA allocation plan.
2. Receive a per-pupil contribution from the charter school equal to the charter school's equitable share of special education encroachment.

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3. To the extent that district -wide charter school, special education and related services costs exceed district -wide special education funding, the excess cost shall be charged to the charter schools on a prorated basis. The program shall be based on the number of students enrolled in the charter school compared to district -wide enrollment.
4. Represent the needs of the charter school in the SELPA governance structure.
5. Be responsible for ensuring that all eligible students enrolled in the charter school are appropriately referred, assessed and served in a timely manner, with regard for the location in which the student may reside.
6. Be responsible for procuring and funding appropriate special education services.

The chartering entity and the charter school are encouraged to enter into business, agreements or Memorandums of Understanding (MOU) related to provision of a full continuum, of special education services, transportation, services to students with low incidence disabilities, provision of related services, liability, indemnification, funding and fiscal responsibility.<sup>1</sup> The chartering entity may not place a condition granting a charter with a provision that the charter school must become an LEA, nor may the chartering entity refuse to grant a charter school petition or renewal solely because the charter might enroll pupils with disabilities who reside in another SELPA (Ed. Code § 47647).

#### Charter School as an LEA within the SELPA

A charter school that includes in its petition for establishment or renewal, or that otherwise provides verifiable written assurance that the charter school will participate as an LEA for the purpose of providing special education, may apply to become a member of the SELPA. Application must be made to the SELPA on or before January 1 of the school year preceding the school year in which the charter school anticipates operating as a member LEA within the SELPA. The SELPA Administrator will review the charter schools application and develop a written recommendation within 30 days of receipt of application. Both the applicant and members of the Superintendents' Council will receive copies of the written recommendation at least 10 days prior to the item appearing on the agenda. The Superintendents' Council will take action to approve or disapprove the charter school as a member LEA within 60 days of application. If approved, the charter school LEA will become a member effective July 1. Prior to final approval and full acceptance as a member LEA, the charter school will continue to be deemed a public school of chartering district. If disapproved, the SELPA Administrator will provide the applicant with a written finding that delineates the reason(s) for disapproval.

Once granted membership within the SELPA, the LEA charter school will participate on an equal basis with other members in the governance of the SELPA. A charter school LEA will have equal voting power with non-charter LEAs as described in the Local Plan.

The applicant charter school will be deemed a member LEA if the Superintendents' Council determines that the charter school has met all requirements to be included as a member LEA of the SELPA as specified in this policy and Local Plan.

These requirements include:

1. Provide assurances that all enrolled individuals with exceptional needs have access to a free appropriate public education in accordance with state and federal legal mandates and SELPA policies.
2. Provide assurance that the LEA can provide a full continuum of special education programs and related services.

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3. Provide assurances that the LEA, through employment or contract, can provide the appropriately credentialed staff necessary to meet federal and state special education mandates and accept responsibility for;
  - a. Referral
  - b. Assessment
  - c. Special Education Instruction
  - d. Compliance
  - e. Due process
  - f. Discipline/manifestation determination
4. Provide assurances that the LEA will follow all applicable SELPA policies and procedures, including but not limited to:
  - a. Identification, referral and placement
  - b. Procedural safeguards
  - c. Regionalized services, including excess costs
  - d. Placement procedures and funding for students placed in Hospitals, Licensed Children's Institutions, Juvenile Court and Community School programs
  - e. Cost of programs and services, including transportation
5. Provide assurances that the LEA will utilize SELPA approve forms in an appropriate manner.
6. Provide assurances that the LEA will attend SELPA sponsored in-service and trainings.
7. Provide assurances that the LEA will place special education students in inter/intra SELPA program only with the expressed consent of the receiving entity and under the condition that the placing entity will be responsible for any excess costs attributable to the placement.
8. Provide assurances that the LEA will accept inter/intra-SELPA placements only with agreement between the educational entities. Under such circumstances, the placing LEA will be responsible for any excess costs, including transportation, in accordance with the Local Plan.
9. Provide assurances that the LEA has completed a compliance audit of its special education program, with the audit being conducted by a mutually acceptable neutral party. The LEA is to be responsible for all costs of such an audit and any required corrective actions.
10. Provide assurance that the LEA will indemnify and hold harmless the SELPA and each of the member entities.

Once deemed a member of the SELPA, the charter school, like other member LEAs shall:

1. Fully participate in governance of the SELPA in the manner outlined in the Local Plan.
2. Accepts all responsibilities of an LEA in the implementation of the Local Plan.
3. Fully comply with the policies and procedures outlined in the Local Plan.
4. Contribute to, participate in, and receive the benefits of Regionalized Services.
5. Receive state and federal funding for special education in accordance with the SELPA funding Allocation Plan.
6. Be responsible for all costs incurred in the provision of special education services, without regard for the location in which the students may reside.
7. These costs may include, but not limited to, instructions, services, transportation, nonpublic school/agency placements, inter/intra SELPA placements, due process proceedings, complaints and attorney fees.
8. Return any special education apportionment not used solely for the purpose of providing special education instruction and / or services to identified students with disabilities.

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If the approval of charter school requires a change in the SELPA allocation plan or governance structure, such change shall be adopted pursuant to the policy making process outlined in the Local Plan. A request from a charter school to participate in the SELPA will be treated in the same manner as such request from a school district.

<sup>1</sup> Ed. Code § 47646 (c) requires that the chartering entity, if a district, charge the charter school *its* pro-rata share of -district-wide encroachment. However, for consideration, the district may waive this charge. Specifics should be included in a MOU or business agreement.

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

The CAC shall have at least 30 days to review the Special Education Local Plan Area's Local Plan prior to submission to the State Superintendent. A verification statement of this review shall be signed by the CAC Chairperson. (Ed. code § 56205(b)(6))

**CAC Responsibilities:**

1. Advising the policy and administrative entity of the SELPA regarding the development, amendment, and review of the Local Plan. The entity shall review and consider comments of the Committee.
2. Providing input to the SELPA Administrator in the development and implementation of the Local Plan for Special Education.
3. Recommending annual priorities to be addressed in the Local Plan.
4. Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan.
5. Encouraging community involvement in the development and review of the Local Plan.

The Committee shall meet as frequently as deemed necessary, but no less than six (6) regularly scheduled meetings each year. Unless the Committee decides otherwise, all meetings shall be held within the West San Gabriel Valley Special Education Local Plan Area.

The *Community Advisory Committee (CAC) Bylaws* Article II details the duties of the committee to fulfill the responsibilities as defined in this local plan (see attached *Bylaws of the Community Advisory Committee*).

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

The CAC acts as an advisory body to the policy and administrative entity in the development, amendment, and review of the Local Plan. To ensure adequate and effective communication, the local plan will be developed, revised or updated cooperatively by a committee. The committee will include administrators, special/general education teachers and parent(s) selected by the group they represent. The parent(s) will be members of the Community Advisory Committee (CAC) or selected by the CAC. The SELPA Administrator or designee will serve as committee chairperson.

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

The local governing boards passed a resolution designating Alhambra Unified School District as the Administrative Unit (AU). This resolution shall be reaffirmed annually. Contractual agreements shall specify coordinative and administrative responsibilities of the Administrative Unit.

The Administrative Unit is responsible for the following functions:

- Receipt and distribution of any funds for the operation of special education programs to appropriate accounts.
- Provide administrative support to those activities specified in the Local Plan.
- Coordinate the operation of all special education services of the SELPA pursuant to law and will administer those functions delegated to the SELPA pursuant to the Local Plan adopted by the Superintendents' Council.

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

The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. The SELPA Administrator shall develop, agree to and maintain interagency agreements and/or memorandums of understanding necessary to support the implementation of the local plan, and as required by legal mandates, have been developed with agencies such as Regional Center. Other interagency agreements and/or memorandums of understanding will be developed as needed in support of the local plan. Copies of these documents can be requested through the SELPA office.

10. For multi-LEA local plans, specify:

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

The governing board of each LEA shall approve its participation in the West San Gabriel Valley SELPA Local Plan for Special Education.

The local governing board responsibilities include, but are not limited to:

- Approval of the local plan.
- Appointing their superintendent as their designee for the approval and review of all policies, procedures, program and fiscal decisions in the implementation of the SELPA Local Plan.

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- Provide input on SELPA policies and procedures through the superintendent of the LEA as needed.
- Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency.
- Adoption of policies and procedures for special education programs and services within their LEA.
- Appointment of members to the SELPA Community Advisory Committee.
- Ensure LEA compliance with all elements of the local plan.

Other duties as required by federal and state law

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

The superintendent of each LEA retains responsibility for the administration of programs operated by his/her LEA. The superintendent shall provide, as necessary, direct support to his/her staff in planning, establishing, and implementing policy decisions. In addition, each superintendent shall:

- Assure that the provisions of the local plan are implemented in the LEA in compliance with State Education Code and Federal IDEA.
- Calendar items requiring local board approval.
- Direct the activities of administrators of special education in coordinating the administration of the local plan.
- Assure that required data is submitted to the SELPA and/or administrative agency in a timely fashion.
- Assure that appropriate facilities and support services such as transportation are available to meet the needs of students with disabilities residing in the geographical area covered by the local plan.
- State and federal reports, including CALPADS
- Other duties as required by federal and state law

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

The Special Education administrator and/or designee ('administrators') on behalf of the LEA, shall direct the operation of the special education programs and services that are operated by the LEA. In addition, the administrators shall assist in the coordination of the administration of the local plan as follows:

- Are employed by their respective LEA and are responsible to their LEA superintendent.
- Are responsible for the coordination of special education services and programs within their agencies and for the implementation of the local plan within their LEAs.
- Assign staff as required to assist in the development of regionalized services including, but not limited to, the development of a coordinated child find identification, placement and

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referral system, personnel, and curriculum development activities, and evaluation and program review/monitoring activities.

- Making available a free appropriate public education to all children residing in the LEA between the ages of birth through 21 inclusive, including students with disabilities who have been suspended or expelled from school.
- Identifying and serving students in medical facilities, foster care, or Licensed Children's Institute (LCI) pursuant to federal and state law.
- Developing and providing programs and services for all eligible students residing in the LEA and for students attending private schools.
- Organize, administer, and supervise the activities of local IEP Teams and participate in regional IEP Teams as required.
- Ensuring participation in state and LEA-wide assessments.
- Operating all special education programs and services in accordance with federal and state laws and regulations.
- Organize the activities of the Resource Specialist Program (RSP) and assure that the programs comply with the provisions pursuant to EC 56362.
- Ensure equal access to all programs within the SELPA for students with disabilities by:
  - a. Use of common forms and web-based IEP development system
  - b. Acceptance of all students with disabilities appropriately referred to regionalized programs across LEAs
  - c. Assure the availability of programs as needed
- Assure that required information, reports and necessary waivers are submitted to the SELPA Administrator in a timely fashion.
- Coordinate and conduct LEA special education monitoring and review activities as required.
- Implement and monitor any corrective actions findings for all monitoring and review activities.
- Respond to compliance and due process complaints and implement required corrective actions if needed
- Forward to the SELPA Administrator, copies of all monitoring activities and reviews, Office of Civil Rights, due process, and state-level complaint findings.
- Assist in the coordination of community resources, if needed.
- Serve in an advisory capacity to the SELPA Administrator.
- Coordinate special education services and programs within their district and for the implementation of the local plan.
- Complete reports required by the Special Education Local Plan Area (SELPA) or State, including CALPADS reports
- Other duties as required by federal and state law.
- Perform other duties necessary to coordinate the administration of the local plan.

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

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

The local governing boards passed a resolution designating Alhambra Unified School District as the

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Administrative Unit. This resolution shall be reaffirmed annually. Contractual agreements shall specify the coordinative and administrative responsibilities of the Administrative Unit. The Administrative Unit shall employ, supervise, discipline and evaluate the SELPA Administrator (EC 56205). Members of the Superintendents' Council will make recommendations for the selection of the SELPA Administrator to the Administrative Unit. The SELPA Administrator shall be evaluated by June 30 each year with input from the Superintendents' Council. The SELPA Administrator oversees the recruitment, supervision and evaluation of SELPA staff in collaboration with the AU Human Resources Department.

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

The Administrative Unit will coordinate the operation of all special education services of the SELPA pursuant to law and will administer those functions delegated to the SELPA pursuant to the Local Plan adopted by the Superintendents' Council as representatives of the local LEA. All federal and state special education funds shall be allocated to the SELPA for distribution to member LEAs as directed by the Superintendent's Council. It shall be the sole decision of the Superintendents' Council regarding any changes to the allocation of federal and state special education funds. The SELPA Administrator is responsible to ensure that the funds are distributed in accordance with the Funding Allocation plan.

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

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

The SELPA shall be responsible for functions including, but not limited to the distribution of funds for the operation of special education program to appropriate accounts of member LEAs.

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

*Specific duties of the AU:*

- The AU shall be responsible for receipt of and distribution of any funds for the operation of special education programs in accordance with the provisions of the Education Code Section 56836.

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*Specific duties of the SELPA Administrator:*

- Coordinate implementation of all components of the local plan.
- Meet with LEA program and business staff regarding special education program needs, policies, procedures, agreements, and forms.
- Provide LEA program staff with a venue for sharing ideas regarding issues such as program/service development, IEP oversight and development and implementation, curriculum scope and sequence, student performance targets, instructional best practices, and day-to-day operations.
- Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
- Monitor and ensure appropriate use of federal, state, and local funds allocated for special education operations.
- Provide technical assistance to LEAs with non-public schools and agencies, including distribution of a Master Contract template and rate negotiations.

*Specific duties of the individual LEAs:*

- Coordinating and conducting child find activities.
- Making available a free appropriate public education to all students residing in the LEA and/or local plan geographic area
- Developing and providing programs and services for all eligible students residing in the LEA and for students attending private schools.
- Provide staff as required to assist in the development of regionalized services including, but not limited to, the development of a coordinated identification placement and referral system, personnel and curriculum development of evaluations and program review activities.
- Identifying and serving students in medical facilities, foster care, or Licensed Child's Institutions (LCI) pursuant to federal and state law.
- Review annually the program operations within the SELPA and make decisions regarding timelines for necessary changes prior to March 15th of each year.
- Ensuring participation in state and district-wide assessments.
- Operating all special education programs and services in accordance with federal and state laws and regulations and in alignment with SELPA policies/procedures.

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

*Specific duties of the RLA/AU:*

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

*Specific duties of the SELPA Administrator:*

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

*Specific duties of the individual LEAs:*

The individual LEAs, along with support from the SELPA Administrator, shall ensure that the funds received from part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local, and other Federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of students with disabilities except as provided in Federal law and regulations.

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

The SELPA and individual LEAs will ensure that specialized equipment is accessible to students and in alignment with federal and state law (e.g., AB 650). Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined provides the program/ services where the student with a free and appropriate public education is served in the least restrictive environment.

The LEA is responsible for providing a student with disabilities who requires the use of an assistive technology device, as noted in their IEP, with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the student ceased to be enrolled in that LEA, whichever occurs first (EC

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### Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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### 7. Evaluation: 20 USC Section 1412(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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### 10. Private Schools: 20 USC Section 1412(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

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

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purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

☒ Yes ☐ No

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### 14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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SELPA Fiscal Year **16. Participation in Assessments: 20 USC Section 1412(a)(16)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No**17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)**Policy/Procedure Number: Document Title: Document Location: 

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

☒ Yes ☐ No**18. Maintenance of Effort: 20 USC Section 1412(a)(18)**Policy/Procedure Number: Document Title: Document Location: 

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities

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except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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## Administration of Regionalized Operations and Services

## Section B: Governance and Administration

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

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

Reference Number:

1

Document Title:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location:

WSGV SELPA

Description:

Direct Instructional support provided by the program specialist:

- Not Applicable

Role of the RLA/AU:

- The AU receives and maintains accountability for fiscal and accounting records in accordance with federal and state requirements and submitting reports to appropriate authorities

Role of the Administrator of the SELPA:

- Ensure that the local plan is implemented and will make recommendations to the Superintendents' Council when revisions are needed.
- Facilitate the development and approval of SELPA policies and procedures necessary to implement the local plan.

Role of the individual LEAs:

- Ensure a full continuum of services/supports are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible.
- Through their representative at the Superintendents' Council, will review and approve policies and procedures to implement the local plan.

### 2. Coordinated system of identification and assessment:

Reference Number:

2

Document Title:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

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SELPA West San Gabriel Valley SELPA

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Document Location: WSGV SELPA Office

Description:

Direct Instructional support provided by the program specialist:

- The program specialist(s) will observe, consult and assist service providers pending availability of staff.

Role of the RLA/AU:

- Not Applicable

Role of the Administrator of the SELPA:

- Ensures each LEA conducts child find activities.
- Provides technical support to LEAs and guidance to parents as needed.
- Participates in child find activities by establishing policies for the member LEAs and ensuring appropriate interagency agreements are in place.

Role of the individual LEAs:

- Each LEA is responsible for identifying and assessing all students for whom they are responsible

3. Coordinated system of procedural safeguards:

Reference Number: 3

Document Title:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location: WSGV SELPA Office

Direct Instructional support provided by the program specialist:

- Provides parents with information on the alternative dispute resolution process. Support to LEAs by coordinating trainings in alternate dispute resolution proactive strategies such as a facilitated IEP.
- Assists parents with accessing information related to filing complaints with the CDE and/or Office of Administrative Hearings when requested.
- Assures procedural safeguards are in place by providing technical assistance and guidance on forms and procedures to LEAs in the areas related to assessment, identification, and placement.

Role of the RLA/AU:

- Not Applicable

SELPA West San Gabriel Valley SELPA

Fiscal Year 2020-21

Description:

Role of the Administrator of the SELPA:

The SELPA Administrator will

- Facilitates the use of alternative dispute resolution processes to assist both LEAs and parents to resolve conflicts.
- Assists parents with filing complaints with the CDE and/or Office of Administrative Hearings when requested.
- Provides guidance to LEAs on procedural safeguards.
- Assures procedural safeguards are in place by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.
- Provides parents with a copy of procedural safeguards upon request and maintains a copy on their website.

Role of the individual LEAs:

LEAs will

- Provide procedural safeguards to parents consistent with the education code and ensure that the safeguards are implemented.
- Assist parents in understanding procedural safeguards.
- Utilize alternative dispute resolution processes whenever possible and as applicable.

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

Reference Number:

4

Document Title:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations

Document Location:

WSGV SELPA Office

Direct Instructional support provided by the program specialist:

- The program specialist(s) will support parent education and staff development, program development and innovative methods and approaches within the SELPA.
- Refer LEA staff to SELPA online learning opportunities (i.e. SPOTEd).

Role of the Administrator of the SELPA:

- On an annual basis, input is collected from the Special Education Administrators from member LEAs and staff to determine the staff development needs that the SELPA is requested to provide.
- On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs.
- The SELPA Administrator or designee will coordinate and/or provide

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Description:

needed trainings and supports as requested or determined appropriate for each member LEA.

- Provide participants with the necessary information, training and resources to ensure compliance with special education as required by federal and state law.
- Provide participants with opportunities to engage in activities that enhance personal and professional growth.
- Meet the needs of personnel, school programs, parents, and students as they relate to the development and implementation of Individualized Education Programs for students with disabilities.

Role of the RLA/AU:

- Create, maintain and approve contracts based on Superintendents' Council recommendations

Role of the individual LEAs:

- LEAs determine their staff development and parent/guardian education needs, based on their local needs. They may seek assistance and staff/professional development from the SELPA when needed.

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

Reference Number:

5

Document Title:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location:

WSGV SELPA Office

Description:

Direct Instructional support provided by the program specialist:

- The program specialist will coordinate with LEA on curriculum development, resources, and technical assistance to LEAs when requested and approved by SELPA Administrator.

Role of the RLA/AU:

- NA

Role of the Administrator of the SELPA:

- The SELPA provides technical assistance and staff development as requested or determined appropriate for member LEAs.

Role of the individual LEAs:

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- Individual LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their locally identified needs. LEAs will seek technical assistance and staff and professional development from the SELPA when needed.

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

Reference Number:

6

Document Title:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location:

WSGV SELPA Office

Description:

Direct Instructional support provided by the program specialist:

- When requested by the SELPA Administrator, the program specialist(s) program specialists will annually, or as needed, review the effectiveness of programs for students in the regionalized program and provide the outcomes of those to each LEA which houses those programs. The review may include classroom observations, teacher interviews, observed implementation of approved supplemental curriculum and student achievement data.

Role of the RLA/AU:

- The AU, as the grantee for state and federal funds, will monitor the SELPA funding allocations and distributions to member LEAs.

Role of the Administrator of the SELPA:

- Review Annual Performance Reports, California School Dashboard, and other data sources with LEA administrators
- Review Annual Budget Plan with Superintendents, CAC and other interested parents, community or educational groups
- Review Annual Service Plan with Superintendents, CAC and other interested parents, community or educational groups
- Review of the SELPA funding allocation with the Superintendents to ensure appropriate distribution of funds.

Role of the individual LEAs:

- Review and monitor Annual Performance Reports, California School Dashboard, and other data sources to ensure SWDs receive a free appropriate public education.
- Engage in monitoring activities as required by the CDE.

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SELPA West San Gabriel Valley SELPA

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- Ensure accuracy and timely submission of data to California Department of Education (CDE)

### 7. Coordinated system of data collection and management:

Reference Number:

7

Document Title:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location:

WSGV SELPA Office

Description:

Direct Instructional support provided by the program specialist:

- Not applicable

Role of the RLA/AU:

- Not applicable

Role of the Administrator of the SELPA:

- The SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA.

Role of the individual LEAs:

- LEAs are responsible for data entry, quality and integrity. LEAs will approve/ensure the/that California Longitudinal Assessment and Pupil Data System (CALPADS) submission in a timely manner and as required by the California Department of Education.

### 8. Coordination of interagency agreements:

Reference Number:

8

Document Title:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location:

WSGV SELPA Office

Direct Instructional support provided by the program specialist:

- Not applicable

SELPA West San Gabriel Valley SELPA

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Description:

Role of the RLA/AU:

- Not applicable

Role of the Administrator of the SELPA:

- The SELPA Administrator, or designee, will review, revise, or develop interagency agreements as required to implement the plan. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed.

Role of the individual LEAs:

- LEA will support and implement interagency agreements developed and agreed to by the SELPA.

## 9. Coordination of services to medical facilities:

Reference Number:

9

Document Title:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location:

WSGV SELPA Office

Description:

Direct Instructional support provided by the program specialist:

- The program specialist(s) shall consult with LEAs to ensure that students have full educational opportunities regardless of district of special education accountability.

Role of the RLA/AU:

- Not applicable

Role of the Administrator of the SELPA:

- The SELPA Administrator will facilitate the coordination of services to students in medical facilities within the geographic area of the SELPA and by the designated LEAs.

Role of the individual LEAs:

- Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the LEA in which the hospital or facility is located.

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Fiscal Year 2020-21

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

Reference Number:	10
Document Title:	Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services
Document Location:	WSGV SELPA Office
Description:	<p>Direct Instructional support provided by the program specialist:</p> <ul style="list-style-type: none"><li>• The program specialist(s) shall consult with LEAs to ensure that students have full educational opportunities regardless of district of special education accountability.</li></ul> <p>Role of the RLA/AU:</p> <ul style="list-style-type: none"><li>• Not applicable</li></ul> <p>Role of the Administrator of the SELPA:</p> <ul style="list-style-type: none"><li>• The SELPA Administrator will facilitate the coordination of services to students in licensed children's institutions and foster homes within the geographic area of the SELPA and by the designated LEAs.</li></ul> <p>Role of the individual LEAs:</p> <ul style="list-style-type: none"><li>• Special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the LEA in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.</li></ul>

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

Reference Number:	11
Document Title:	Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services
Document Location:	WSGV SELPA Office
	<p>Direct Instructional support provided by the program specialist:</p> <ul style="list-style-type: none"><li>• Not applicable</li></ul> <p>Role of the RLA/AU:</p>

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Description:

- The AU is responsible for completing required accountability and fiscal reports on behalf of the SELPA.

Role of the Administrator of the SELPA:

- The SELPA Administrator will ensure preparation and timely submission of required reports and provide technical assistance to LEAs in completing said reports.

Role of the individual LEAs:

- Individual LEAs will submit required reports and/or data in order for the SELPA to submit timely reports.

### 12. Fiscal and logistical support of the CAC:

Reference Number:

12

Document Title:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location:

WSGV SELPA Office

Description:

Direct Instructional support provided by the program specialist:

- The program specialist(s) will provide logistical support to the CAC.

Role of the RLA/AU:

- The AU will approve those expenses deemed appropriate and approved by the Superintendents' Council and/or SELPA Administrator.

Role of the Administrator of the SELPA:

- The SELPA Administrator will provide fiscal and logistical support for CAC meetings, events and trainings that are approved by the Superintendents' Council when required.

Role of the individual LEAs:

- The LEA superintendents through the Superintendents' Council will ensure that the SELPA has appropriate fiscal and logistical support for the CAC. LEA Special Education administrators shall facilitate communication between their CAC representative and their LEA

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

Reference Number:

13

## Section B: Governance and Administration

SELPA West San Gabriel Valley SELPA

Fiscal Year 2020-21

Document Title:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location:

WSGV SELPA Office

Description:

Direct Instructional support provided by the program specialist:

- With the approval of the SELPA Administrator, the program specialist(s) will provide staff development as needed or requested by member LEAs.

Role of the RLA/AU:

- Not applicable

Role of the Administrator of the SELPA:

- The SELPA Administrator will provide technical assistance as needed or requested by member LEAs.

Role of the individual LEAs:

- Each individual LEA will be responsible for providing transportation for their students with disabilities as determined by their IEP teams.

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

Reference Number:

14

Document Title:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location:

WSGV SELPA Office

Description:

Direct Instructional support provided by the program specialist:

- The program specialist(s) will support staff development, program development, and innovation of special methods and approaches.

Role of the RLA/AU:

- Not applicable

Role of the Administrator of the SELPA:

- The SELPA Administrator will provide staff and professional development and technical assistance as needed or requested. The

Section B: Governance and Administration

SELPA West San Gabriel Valley SELPA

Fiscal Year 2020-21

SELPA Administrator will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate.

Role of Individual LEAs:

- Individual LEAs will provide appropriate career and vocational education and transition services as required under state and federal law as appropriate. LEAs will also coordinate with local agencies (e.g., Regional Center and Department of Rehabilitation).

15. Assurance of full educational opportunity:

Reference Number: 15

Document Title:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location:

WSGV SELPA Office

Description:

Direct Instructional support provided by the program specialist:

- The program specialist(s) shall assist (provide technical assistance) LEAs to ensure that students have full educational opportunity regardless of district of special education accountability.

Role of the RLA/AU:

- not applicable

Role of the Administrator of the SELPA:

- Through approval of the Annual Services Plan the SELPA Administrator will ensure that the full continuum of services is provided. The SELPA Administrator will assist with Inter-SELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined needed by the SELPA for LEAs and/or nonpublic schools.

Role of the individual LEAs:

- Each LEA, through their representative to the Superintendents' Council will determine the regional programs required to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services in collaboration with the SELPA and supporting those regional programs provided by their LEA.

SELPA West San Gabriel Valley SELPAFiscal Year 2020-21

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

Reference Number: 16Document Title: Agreement Between the Alhambra School District and the LEAs of the West San Gabriel Valley Special Education Local Plan Area (SELPA)Document Location: WSGV SELPA Office

Description:

Direct Instructional support provided by the program specialist:

- Not applicable

Role of the RLA/AU:

- The AU will support and work collaboratively with the SELPA to ensure that distribution and allocation of funds are based on the SELPA Funding Allocation Plan.
- Receipt and distribution of any funds for the operation of special education programs to appropriate accounts.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

Role of the Administrator of the SELPA:

The SELPA Administrator will

- Ensure that the distribution and allocation of funds to member LEAs is in alignment with the SELPA Funding Allocation Plan.
- Review, monitor and submit required fiscal reports as identified by the California Department of Education.
- Review and submit the Annual Budget Plan

Role of the individual LEAs:

- The individual LEAs through representation to the Superintendents' Council, determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will submit required fiscal reports, in a timely manner, as required by state and federal law.

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

Reference Number: 17

## Section B: Governance and Administration

SELPA West San Gabriel Valley SELPA

Fiscal Year 2020-21

Document Title:

Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location:

WSGV SELPA Office

Description:

Direct Instructional support provided by the program specialist:

Under the direction of the SELPA Administrator, direct instructional program support that may be provided by the program specialist(s) which shall include, but are not limited to:

- Participate and provide technical support in program development.
- Coordinate curricular resources.
- Facilitate the development and implementation of staff development and parent education activities.

Role of the RLA/AU:

- Coordinate curricular resources

Role of the Administrator of the SELPA:

- The SELPA Administrator will supervise and evaluate the SELPA program specialist(s) and provide training and guidance to the program specialist(s) as need.

Role of the individual LEAs:

- LEA program specialist(s), or like staff serving in a similar capacity, will provide direct instructional support to LEAs as requested or determined necessary.

### Special Education Local Plan Area Services

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

Reference Number:

1

Document Title:

Local Plan Section B Governance and Administration: Special Education Local Plan Area Services

Document Location:

WSGV SELPA Office

Alhambra Unified School District (AUSD) is the regional provider for Early Start services for all member Local Educational Agencies (LEAs). AUSD serves all solely low incidence (visually, hearing, or orthopedically impaired) identified children birth-3 years of age,

SELPA West San Gabriel Valley SELPA

Fiscal Year 2020-21

Description:

providing service coordination and special education and related services. The WSGV SELPA and member LEAs will make timely referrals to the Regional Center for potentially eligible infants and toddlers with additional needs.

See Memorandum of Understanding between the WSGV SELPA and the East Los Angeles County Regional Center and San Gabriel Pomona Regional Center related to services for children aged birth to three years. For a listing of programs and/or services for children aged three through five years of age, refer to the Annual Service Plan

Referrals for students ages 3, 4, and 5 who are not in transitional kindergarten or kindergarten are made to the child's school district of residence/special education accountability. Referrals for assessment may be received from parents, pediatricians, social workers or other community members. Parents will receive either an Assessment Plan or Prior Written Notice within 15 days of the referral. If an Assessment Plan is signed by the parent/guardian, the assessment will be completed within 60 days of receipt by the LEA.

Preschool special education services are provided to students with IEPs in a variety of ways according to LEA procedures. Some LEAs offer individual and small group instruction in special education class settings. Trans-disciplinary teams share their expertise, working with parents, in assessing, identifying and addressing the needs of preschool-age children. LEAs may work collaboratively to provide regionalized preschool services and/or programs within the SELPA. Some 3, 4 and 5-year old preschoolers with disabilities are enrolled in state preschool programs or Head Start as part of their IEP and receive special education and related services to support progress in that setting. The IEP team may determine that some preschoolers who are eligible for special education do not require individual and small group instruction to address their special education needs.

For a listing of programs and/or services for children aged birth through five years of age, refer to the Annual Service Plan.

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

Reference Number:

2

## Section B: Governance and Administration

SELPA West San Gabriel Valley SELPA

Fiscal Year 2020-21

Document Title:	Local Plan Section B Governance and Administration: Special Education Local Plan Area Services
Document Location:	WSGV SELPA Office
Description:	Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the Superintendents' Council, the LEA Special Education Administrators, the SELPA Administrator, and/or the CAC.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:	3
Document Title:	Local Plan Section B Governance and Administration: Special Education Local Plan Area Services
Document Location:	WSGV SELPA Office
Description:	<p>In the event of a disagreement among the local educational agencies, local educational agencies and the Administrative Unit, local educational agencies and/or the Administrative Unit and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the Superintendents' Council that issues be resolved at the lowest level possible in the SELPA's governance structure. The Superintendents' Council is the board of last resort. This process is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority.</p> <p>If a local educational agency disagrees with a decision or practice of another agency or the SELPA Office, that local educational agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties directly involved. The parties involved will present the issues to their respective superintendents or designees who will attempt to resolve the matter. Either party may request direct assistance of the SELPA Administrator or designee, or Chairperson of the Superintendents' Council. If this process fails, the parties may pursue a hearing on the issues and resolution with the Superintendents' Council. The decision of the Superintendents' Council shall be final.</p> <p>All LEA boards must approve the Local Plan for final submission to the</p>

## Section B: Governance and Administration

SELPA West San Gabriel Valley SELPA

Fiscal Year 2020-21

State. If any board fails to approve the Local Plan, that board shall notify all other participating agencies of the reason for not approving the plan and request that the Administrative Unit (AU) Superintendent or designee conduct a hearing on the merits of the local board's objections and negotiate a settlement. If negotiations cannot be settled, the superintendent shall convene a three-person panel as follows: (1) one person selected by the LEA objecting to the plan, (2) one person selected by one of the LEAs agreeing to the plan, and (3) one person selected by mutual agreement of the other two appointees within five days. The decision of the panel will be binding for all parties involved in the dispute.

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

Reference Number:

4

Document Title:

Local Plan Section B Governance and Administration: Special Education Local Plan Area Services

Document Location:

WSGV SELPA Office

Description:

The SELPA LEAs provides a full continuum of services to students identified with disabilities, including students in charter schools, alternative education, and students who are not in residence but approved to attend the LEA. Services are provided through each of the member LEAs. The referral, assessment, and Individual Education Program (IEP) process is utilized to identify the needs of each individual student with disabilities. The LEA ensures that supplemental aids and services are provided in the Least Restrictive Environment (LRE). A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and where appropriate, utilized.

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

Reference Number:

5

Local Plan Section B Governance and Administration: Special

Section B: Governance and Administration

SELPA West San Gabriel Valley SELPA

Fiscal Year 2020-21

Document Title: Education Local Plan Area Services

Document Location: WSGV SELPA Office

Description:

The LEA, or SELPA on behalf of the LEA, shall oversee and evaluate all placements in nonpublic, nonsectarian schools. The LEA, or SELPA on behalf of the LEA, shall do the following:

- Annually verify the NPS has conducted training pursuant to EC 56366.1 (a)(4)
- Conduct one onsite visit to the NPS prior to placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement
- Conduct one onsite monitoring visit each school year that the LEA has a pupil attending and which it maintains a master contract. The monitoring visit shall include:
  - A review of services provided to the pupil through the individual service agreement between the LEA and NPS
  - A review of progress the pupil is making toward the goals in the IEP
  - A review of progress the pupil is making toward the goals set forth in the pupil's behavior intervention plan, should one be included in the IEP
  - Observation of the pupil during instruction
  - Conduct a walkthrough of the facility
  - The onsite monitoring visit shall be documented in a report to be submitted to the CDE within 60 calendar days of the visit

The IEP team shall consider the onsite monitoring visit report when evaluating whether the student is making appropriate educational progress at the NPS.

Each LEA, or SELPA on behalf of the LEA, shall oversee and evaluate placements in nonpublic, nonsectarian school placements for students. The LEA/SELPA shall ensure that the students' IEPs are being implemented.

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

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

## Section B: Governance and Administration

SELPA West San Gabriel Valley SELPA

Fiscal Year 2020-21

(EC Section 56040)

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

Reference Number:

6

Document Title:

Local Plan Section B Governance and Administration: Special Education Local Plan Area Services

Document Location:

WSGV SELPA Office

Description:

The LEAs of the SELPA shall:

- Seek out eligible adults residing within its boundaries
- Review and revise IEPs as necessary, including conducting annual reviews
- Determine whether the qualified individual wishes to receive FAPE and if so ensure FAPE is provided with consent

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons:

- Eligible individuals are exempt from
  - o State and LEA-wide assessment programs
  - o Transition Planning and transition services
  - o IEP team may modify the individual's IEP or placement notwithstanding the least restrictive environment requirement if there is a security or compelling penological interest that cannot otherwise be accommodated.

## **LOCAL PLAN**

### **Section A: Contacts and Certifications**

### **SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

January 2020

## Section A: Contacts and Certifications

**SELPA**

**Fiscal Year**

### Contact Information and Certification Requirements

From the five choices below, check the box that best represents the Special Education Local Plan Area's (SELPA's) planned submission to the CDE:

- ☐ Initial Local Plan (new SELPAs only) ☒ Amended Governance and Administration  
☐ Annual Plan ☐ Amended Annual Plan ☐ Amended Local Educational Agency Membership

### Special Education Local Plan Area Contact Information

Include current contact information for the SELPA administrator and the administrative unit and fiscal agency responsible for the implementation of the local plan.

### Special Education Local Plan Area Administrator

SELPA administrator position changes do not require amendments to the local plan. However, in such cases, new SELPA administrators assume the responsibility for the contents and implementation of the last submitted and approved local plan filed with the California Department of Education (CDE).

#### SELPA Contact Information

SELPA Name	<input type="text" value="WSGV SELPA"/>		
SELPA Code	<input type="text" value="1908"/>		
Street Address	<input type="text" value="11204 Asher Street"/>	Zip Code	<input type="text" value="91731"/>
City	<input type="text" value="El Monte"/>	County	<input type="text" value="Los Angeles"/>
Administrator First Name	<input type="text" value="Jacqueline"/>		
Administrator Last Name	<input type="text" value="Williams"/>		
Email	<input type="text" value="williams_jacqueline@ausd.us"/>		
Telephone	<input type="text" value="626-262-6257"/>	Extension	<input type="text"/>
Contact Title	<input type="text" value="Assistant Superintendent"/>		
Web Address	<input type="text" value="www.wsgvselpa.org"/>		

Section A: Contacts and Certifications

**SELPA**

**Fiscal Year**

**Responsible Local Agency (RLA)/Administrative Unit (AU) Contact Information**

RLA/AU	<input type="text" value="Alhambra Unified School District"/>		
Street Address	<input type="text" value="1515 W. Mission Road"/>	Zip Code	<input type="text" value="91803"/>
City	<input type="text" value="Alhambra"/>	County	<input type="text" value="Los Angeles"/>
Superintendent First Name	<input type="text" value="Denise"/>	Last Name	<input type="text" value="Jamarillo"/>
Email	<input type="text" value="jamarillo_denise@ausd.us"/>		
Telephone	<input type="text" value="626-943-3000"/>	Extension	<input type="text"/>
Web Address	<input type="text" value="www.ausd.us"/>		

**Special Education Local Plan Agency Review Requirements**

***Community Advisory Committee***

The SELPA must provide the local plan Governance and Administration component (Section B) to the Community Advisory Committee (CAC) for review. The CAC must be provided with at least 30 days to conduct this review.

The local plan was provided to the CAC for review on what date

***County Office of Education***

*(California Education Code (EC) sections 56140, 56195.1(c), and 56205)*

Within 45 days, the County Office of Education (COE), or COEs (as applicable) must approve or disapprove any proposed initial local plan submitted by a local educational agency (LEA) or group of LEAs within the county or counties, and any amendment to the Governance and Administration element thereafter.

COE responsible for approving the Local Plan is the

The local plan was submitted to the COE on what date

## Section A: Contacts and Certifications

**SELPA**

**Fiscal Year**

### Public Hearing Requirements

#### *Local Educational Agency*

##### **Annual Budget and Service Plans (Sections D, E, and Attachments)**

LEAs participating in a SELPA's governance structure are not required to convene a separate public hearing for the adoption of the Annual Budget and Service Plans. However, LEAs must post PH notices at each school site with information related to the SELPA's PH for the adoption of the Annual Budget Plan, and/or Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available upon request by the CDE.

#### *Special Education Local Plan Area*

##### **Annual Budget and Services Plans (Sections D, E, and Attachments)**

A PH notice for the adoption of the Annual Budget and/or Annual Service Plan(s) shall be posted at least 15 days before the hearing.

Annual Budget Plan PH Posting Date	<input type="text" value="Jun 8, 2020"/>
Annual Budget Plan PH Date	<input type="text" value="Jun 25, 2020"/>
Annual Services Plan PH Posting Date	<input type="text" value="Jun 8, 2020"/>
Annual Services Plan PH Date	<input type="text" value="Jun 25, 2020"/>

### Submitting the Local Plan to the California Department of Education

#### **STEP 1:**

Section A is required when submitting any and all local plan sections to the CDE for approval.

#### **STEP 2:**

Select the radio button and check-box that represents whether the SELPA's organization is a single-LEA, or multiple-LEA structure; and the membership participation (including charter schools, COEs, and whether the SELPA meets the criteria for a small and sparse SELPA).

☐ **Single-LEA**      ☒ **Multiple-LEAs**

☐ Charter Schools Only

☐ LEAs Only (including Charter LEAs)

## Section A: Contacts and Certifications

**SELPA**

**Fiscal Year**

☐ COE/LEA

☐ Small and Sparse (EC sections 56211 through 56212)

### STEP 3:

Is the local plan component (Governance and Administration, Annual Budget Plan, or Annual Service Plan) an amendment to a previously submitted plan?

☒ Yes ☐ No If "Yes," enter the fiscal year of the previously approved plan

### STEP 4:

Include the agency, name, and title of the participants who collaborated in the development of the local plan sections. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	WSGV SELPA	Jacqueline Williams	Administrator	All Sections
-	WSGV SELPA	Julie Fercho	Special Ed. Teacher	All Sections
-	WSGV SELPA	Lourdes Freire	Finance	All Sections
-	WSGV SELPA	Janet Barakat	General Ed. Teacher	All Sections
-	CAC	Janice Trivino	CAC Member	All Sections
-	CAC	Teresa Vazquez	CAC Member	Multiple Sections
-	CAC	Linh Diep	Parent	Multiple Sections
-	WSGV SIL	Jennifer Yales	Administrator	All Sections

### STEP 5:

Select the check box to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

☒ Certification 1      Number Submitted

☐ Certification 2      Number Submitted

Section A: Contacts and Certifications

**SELPA**

**Fiscal Year**

<input type="checkbox"/> Certification 3	Number Submitted	<input type="text" value="1"/>
<input type="checkbox"/> Certification 4	Number Submitted	<input type="text" value="1"/>
<input type="checkbox"/> Certification 5	Number Submitted	<input type="text" value="14"/>

**STEP 6:**

Make sure all applicable certifications are signed electronically and are attached to this pdf.

**STEP 7:**

Electronically submit the completed section(s) to the CDE at [SELPALocalPlan@cde.ca.gov](mailto:SELPALocalPlan@cde.ca.gov). SELPAs may individually email the corresponding Sections (B, D, E), and the Attachments file to the CDE in the same manner. Or, SELPA may attach all files to a single email.

**IMPORTANT:** Include the SELPA name, "Local Plan" and the Sections (A, B, D, E, and/or Attachments) being submitted in the "Subject" line of all emails sent to the CDE.

Section A: Contacts and Certifications

SELPA

Fiscal Year

**Certification 1: Governance and Administration**

Certification 1 is required for an initial Section B submission to the CDE, and each subsequently amended submission.

I certify the attached Governance and Administration local plan section has been adopted at LEA public hearings by the represented local board(s) (LEA/county) and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein 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 (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under Title 34 *Code of Federal Regulations (34 CFR)* Parts 300 and 303, 29 *USC* 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California *EC* Part 30, and Chapter 3 Division 1 of Title 5 of the *California Code of Regulations (5 CCR)*. Copies of all interagency agreements have been attached to the Governance and Administration section of the local plan.

I further certify written agreements have been developed and entered into by LEAs participating in the local plan. Such agreements include, but are not limited to all provisions pursuant to *EC* Section 56195.7.

Web address where the SELPA local plan, including all sections, is posted.

*Denise R. Jaramillo*

RLA/AU Authorized Agent

Date

*Harold Sares*

Local Governance Council Chairperson

Date

*Jacqueline Williams*

SELPA Administrator

Date