

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

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B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

Inyo County is located in the eastern central part of California between the Sierra Nevada Mountains and the state of Nevada. Inyo County encompasses more than 10,000 square miles, the second-largest county by area in California. Almost one-half of the area is within Death Valley National Park. Inyo County is home to about 18,500 residents which makes Inyo County the second-lowest population density in California.

The Inyo County SELPA is a rural multi-district SELPA composed of five K-12 unified school districts: Bishop Unified School District, Big Pine Unified School District, Owens Valley Unified School District, Lone Pine Unified School District, and Death Valley Unified School District; one K-5 district: Round Valley Joint Elementary School District; and one county office of education: Inyo County Office of Education. Inyo County Office of Education is the authorizing agency for the following charter schools: YouthBuild Charter School of California, The Education Corps, and College Bridge Academy. Inyo County Office of Education recognizes these charter schools as a "school of the district" for special education purposes.

School districts range in size from 24 students in Death Valley, 78 in Round Valley, 83 in Owens Valley, 150 in Big Pine, 329 in Lone Pine, and 2,088 in Bishop. Inyo County Office of Education has an enrollment of 1,724 which accounts for Jill Kinmont-Boothe Community School and each of the three charter schools.

The Inyo County SELPA Office is located in Bishop at the Inyo County Office of Education.

- 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:

Governing Body (EC 56205(a), 56205(a)(12)(A), 56207.5)

The Inyo County SELPA Governance Council is the governing board of the Inyo County SELPA. The Inyo County SELPA Governance Council is composed of the Superintendents

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from each of the participating school districts and along with the Inyo County Superintendent of Schools. Members of the Inyo County SELPA Governance Council are responsible to their respective local school boards. The chair of the council rotates on an annual basis while the Inyo County SELPA administrator serves as the secretary to the Council. In adopting this plan, each participating Local Education Agency (LEA) agrees to carry out the duties and responsibilities assigned to it within the plan. Participating school districts may enter into additional contractual arrangements to meet the requirements of applicable federal and state law and shall comply with EC 56140. The Local Plan sets forth policies for implementing special education services within the Inyo County SELPA. Each school district is responsible for serving the special education students residing within its school district boundaries.

The SELPA Governance Council may designate another LEA to provide special education services for special student populations. The decision as to whether the local district will offer a program rests with the governing board of the district. Services provided by other LEAs may be provided by contract and the recommendation of the SELPA Governance Council.

Governance (EC 56205)

In order to provide for the development and supervision of quality special education programs in Inyo County, all six school districts and the Inyo County Office of Education have joined together in the formation of the Inyo County Special Education Local Plan Area (ICSELPA). Each of the participating school districts will be responsible for serving the special education students residing within its school district boundaries. The function of the ICSELPA is to facilitate the provision of these services in the most appropriate manner. The individual school districts may contract with ICOE for special education programs or designated services for an individual with special needs.

The Governance Council of the ICSELPA affords each of its member district one weighted vote. Votes are weighted according to ADA and the number of districts in existence in 2020. The formula for votes is as follows; ADA of 0-1,000= one vote, ADA over 1001 = two votes. When and if a district unifies, the new unified district will retain the votes of each of the previous independent districts.

The members for the Governance Council, when acting as a Council legally in session, retain all authority in matters of program decisions and policy making for the governance of the ICSELPA. The governing board of each district will have the authority over the programs it maintains, consistent with the SELPA Local Plan.

Changes in Governance Structure: Any changes in the governance structure of the ICSELPA, including dividing the SELPA into more than one operating entity, combining SELPAs, or changing the designation of and/or responsibilities of the Responsible Local Agency (RLA) are subject to the specific provisions of EC Section 56195.1. Changes in governance and policymaking for the governance of ICSELPA must be brought before the Council for review and approval.

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1. An LEA may request to participate in ICSELPA at any time with participation to begin July 1 of the following fiscal year.
2. Any local agency which is currently designated as a LEA participating in the Inyo County Local Plan may elect to pursue alternative options from those specified in EC Section 56195.1 by notifying the Governance Council of its intent to elect an alternative option at least one year prior to the date the alternative plan would become effective (EC 56195.3(b)).
3. An alternative plan of an LEA is subject to the approval of the county superintendent of the county or counties which would have school districts as participating agencies in the alternative plan (EC 56195.1).
4. Approval of the proposed alternative plan but the appropriate county superintendent(s) must be based on the capacity of the district(s) to ensure that special education programs and services are provided to all children with disabilities (EC 56140(b)).
5. If an alternative plan is disapproved by a 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 (EC 56140(b)(2)).
6. Any alternative plan to be submitted by a district or group of districts currently participating in the Inyo County Local Plan 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.
7. Any changes in the designation of the responsible local agency for the Inyo County Local Plan must conform to the above code provisions and the administrative provisions for approval as specified in the Local Plan.

Disagreements among the participating agencies in the Inyo County Local Plan which cannot be resolved within the standard operating procedures specified in the Local Plan, may be resolved in accordance with the Dispute Resolution Procedure specified in this plan.

Changes in the governance structure shall be brought before the Council for review and approval. Conflicts within the SELPA are to be brought to the Governance Council for resolution after all informal efforts have failed. A majority vote of the Governance Council will be necessary to settle all disputes.

Responsibilities of the County Superintendent of Schools (EC 56205(a)(12)(D)(i))

The Inyo County Superintendent of Schools is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the ICSELPA. He/she will maintain all financial records, receive and disburse funds in compliance with Education Code, budget, and the programs established but the ICSELPA Governance Council. The Superintendent will have the

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responsibility for the coordination and implementation of the Local Plan in accordance with approved policies and procedures.

The Superintendent of Schools is designated as the employer of the ICSELPA Director, and his/her staff is responsible for purchasing materials, equipment, and supplies necessary for the work of the ICSELPA Director through the AU.

The ICSELPA Director shall ensure the ongoing operation of the SELPA in conjunction with the ICSELPA Governance Council. The local education special education director or designee will administer the operation of special education programs for each district (if each district has this position). The Director of Special Education for the Inyo County Office of Education, who is also the SELPA Director, will administer the operation of Inyo County Office of Education special education programs and programs as designated and agreed by the ICSELPA Governance Council.

Governance Structure and Administrative Support (EC 56410, 56195, 56195.1, 56195.3, 56195.5, 56205(a)(12)(D)(ii))

It shall be the policy of this SELPA to be structured and have administrative support as described herewithin. The LEAs within Inyo County join together to adopt a plan to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by these agencies, known as the Inyo County SELPA. In adopting a Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual agreements to meet the requirements of applicable federal and state law.

Responsibility of Participating Agencies (EC 56205(a)(12)(D)(i))

It is the responsibility of each member LEA, including the charter schools which are member LEAs of the SELPA, to assure a free and appropriate public education for each special education pupil residing within its geographical boundaries under the conditions and specifications of the Inyo County SELPA Local Plan, policies, procedures, and participation agreement. Each LEA shall meet this responsibility by direct provision of services, establishing an agreement with another public agency, or contracting with non-public schools and/or agencies. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options and full educational opportunity is available.

Responsibility of Local Education Agency Board Members (EC 56195.1, 56195.2, 56205)

Local education agency boards shall:

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

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2. By approving the Local Plan, enter into an agreement with other local education agencies participating in the plan, for the purpose of delivery of regional services and programs;
3. Review and approve revisions for the ICSELPA Local Plan for Special Education;
4. Participate in the governance of the ICSELPA through their designated representative to the Governance Council. The governing boards provide the Governance Council with the authority to act as the board designee to approve and amend policies as necessary;
5. Carry out the duties and responsibilities assigned to each LEA;
6. Review and approve special education programs and services of the LEA;
7. Develop and adopt policies for the operation of the LEA which are consistent with those of the SELPA, and which promote and ensure access to appropriate programs and services for all children with disabilities.

Responsibility of Local Education Agency Administrators (EC 56205(a)(12)(D)(i))

Responsibilities of LEA administrators of special education, in developing, implementing and coordinating the administration of the Local Plan include, but are not limited to, the following:

1. Referral of students for appropriate assessment and services.
2. Membership on the Individualized Educational Planning (IEP) team.
3. Coordination and/or supervision and administration of all special education programs and activities operated within their districts.
4. Coordination with the SELPA Director for any services provided by the SELPA.
5. Coordination and documentation of any data collected and reported to the SELPA.

SELPA Staffing (EC 56205 (a)(12)(D)(ii))

The governing boards of each of the participating LEAs agree to invest the Governance Council with the responsibility of designating an appropriate agency as the Responsible Local Agency (RLA) Administrative Unit (AU) for the administration of the Local Plan and its implementation. The boards assure that the Governance Council shall identify the need for and designate positions necessary for the operation of the SELPA functions according to this policy.

SELPA Administrator

The fundamental role of the SELPA Director is to direct all SELPA staff, as well as provide leadership and facilitate the decision-making process for the SELPA. The Director's role includes the provision of information, specific services identified by the Governance Council,

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technical assistance, leadership and arbitration. It is the SELPA Director's responsibility to represent the interests of the SELPA as a whole without promoting any particular LEA interest over the interest of any other agencies. In the event there are differences of opinions and/or positions on issues, it is the SELPA Director's responsibility to mediate a reasonable resolution of the issue(s).

The Inyo County Office of Education, in its function as the RLA of the ICSELPA Administrative Unit, will employ and compensate the Director. The Governance Council will set compensation and employment terms of the SELPA Director. The Governance Council will be responsible for the hiring, supervision, evaluation, and discipline of of the SELPA Director. Supervision, evaluation, and discipline of SELPA staff shall be in accordance with the policies of the RLA of the Administrative Unit.

program specialists, clerical support, and other positions as necessary.

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:

Governance Council Responsibilities for Policy Making

The development of policy changes may originate at any level within the governance structure of the Inyo County SELPA or from staff, parents or community members. Policy considerations are to be dealt with in accordance with the following procedure:

1. All requests for policy development or changes are to be directed to the SELPA Governance Council through the SELPA Director.
2. The SELPA Governance Council will discuss and consider all requests for policy chnages as appropriate.
3. If the ICSELPA Council determines such a policy is desirable or needed, the Council will have a draft of the proposed policy written.
4. The SELPA Governance Council will take action to approve or reject the proposed policy.

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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 Inyo County Office of Education shall serve as the Responsible Local Agency (RLA) for the SELPA. It shall be responsible for functions such as, but is not limited to:

1. Receipt and distribution of special education funds to the district accounts for the operation of special education programs and services.
2. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
3. The employment of the SELPA Director and staff to support SELPA functions.

The Inyo County SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

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

A request by a charter school to participate as a local educational agency in the Inyo County Special Education Local Plan Area may not be treated differently from a similar request made by a school to participate as a local educational agency and will comply with EC 56140.

Introduction:

This policy applies to all charter schools that are chartered by educational entities located within the geographic boundaries of the member districts (including the Inyo County Office of Education) of the Inyo SELPA. This policy also applies to any charter school petition granted by the State Board of Education in which oversight responsibilities have been assigned to a district within the Inyo SELPA (EC 47605.5 (k)(1)). As students enrolled in charter schools are entitled to special education services as required by State and Federal law, the charter schools are required to comply with applicable state and federal laws and SELPA regulations and policies regarding provision of special education services EC 56000 et seq., IDEA. Children with disabilities and their parents shall retain all rights under IDEA.

Policy Statement:

Special education and related services shall be provided to all eligible individuals within the jurisdiction of the Inyo SELPA in accordance with the Inyo SELPA Local Plan. Students

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enrolled in charter schools chartered within Inyo County shall receive services in the same manner as students enrolled in member districts with the Inyo SELPA. Funding for special education services, participation in the governance structure and responsibility for provision of services shall be based on the status of the individual charter school, the charter provisions and agreements between the charter school and the sponsoring agency.

As legally provided, for the provision of special education services, charter schools may be categorized as either a separate LEA or as a public school within the district. All approved charter schools will be deemed public schools within the district unless the charter school has applied for and has been deemed an LEA.

1. Approval and Renewal of Charter Schools

Prior to a district's or county office's approval of a new charter, or renewal of an existing charter, the superintendent or designee of the chartering entity shall consult with the Inyo SELPA Director regarding the special education responsibilities of the charter school and application of Inyo SELPA policies.

The chartering entity will take appropriate action and work with the charter school representatives to provide assurances that all eligible students, including those students enrolled in the charter school, will receive appropriate special education services. Prior to approval of a petition for a charter school, the charter school must explain in writing, within the legal requirements of EC 47605(5)(A), their description of how special education services will be provided consistent with the Inyo SELPA Local Plan and/or policies and procedures, including the Fiscal Allocation Plan. A description of special education services provided by the charter school should include the following:

- * The specialized instruction and services available at the charter school;
- * The procedures for ensuring that students are referred, assessed and served in a timely manner;
- * Assurances that staff members providing special education services are appropriately credentialed;
- * Assurances that the facility used by the charter school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program;
- * Disenrollment, suspension, and expulsion policies and procedures must ensure that the protections of federal and state law are afforded to special education and 504-eligible students; and
- * Dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA, regarding the provision of special education services in the charter school.

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2. Categories of Charter Schools for Special Education

For the sole purpose of the provision of special education services and responsibilities, charter schools may be deemed either a separate LEA or a public school within the chartering entity. All approved charter schools will be deemed public schools within a district unless the charter school has been deemed an LEA following the policy and the Local Plan for Special Education. It is understood that this status is separate and distinct from the actual legal status of the charter school as provided in EC 47604.

The Inyo County SELPA will allow any charter school in the state that is "deemed to be an LEA" an opportunity to join the ICSELPA as a member district (LEA) subject to policies and procedures in the Local Plan.

A. Public School Within a School District or County Office

Charter schools that are deemed to be public schools within a district or county office will participate in state and federal funding pursuant to subdivision (I) of EC 56195.67 or 56836.05 in the same manner as other local educational agencies in the Inyo County SELPA. The chartering entity will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instructional services in a manner that is consistent with all applicable provisions of state and federal law. To that end, the chartering entity and the charter school must clarify by way of the charter or a separate memorandum of understanding the responsibilities of each party for the actual delivery of services including referral, assessment, instruction, and due process. Such written agreement or charter shall also specify the funding relationships between the parties. The charter school shall participate in state and federal funding for special education and the allocation plan developed pursuant to subdivision (I) of EC 56195.7 or EC 56836.05 in the same manner as other local agencies of the ICSELPA. EC 56095.1(f), 56207.5(b)

The chartering entity will receive all applicable special education funds. Allocation of funds shall depend on an agreement between the charter school and the chartering entity. The chartering entity will represent the needs of charter schools, like other schools within the district, in the SELPA governance structure. The charter school shall participate in governance of the SELPA in the same manner as other local LEAs within the ICSELPA EC 56207.5(c).

The chartering entity will be responsible for ensuring that all eligible students are appropriately served as provided in the charter and/or the memorandum of understanding. The district will be responsible for procuring and funding appropriate special education services, even though the student may reside anywhere in the State of California, unless otherwise provided by the charter and/or a memorandum of understanding.

The district and the charter school are encouraged to enter into agreements whereby actual and excess costs are allocated between the parties specifically any excess costs associated with providing special education services to identified students, including the administration of special education programs. The charter school should also be held fiscally responsible for a

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fair share of any encroachment on district general funds that is created by the provision of special education services throughout the district.

B. Charter School as an LEA Within the SELPA

A charter school may apply to become an LEA for the provision of special education services if the charter school is of sufficient size, has a significant special education population, and has the means to provide such special education needs. (A charter school is considered to be of sufficient size to be an LEA if the total enrollment is at least 500. Special education population of 8% of the enrollment, with 1% of students that meet the criteria as "severely handicapped" need show that the charter school has a significant special education population.) In compliance with EC 47645, the ICSELPA will treat the review and approval of charter schools requests to be an LEA in the same manner as requests from any other LEA. Consistent with notification requirements by districts of their intent to operate programs, application must be made to the ICSELPA Director by February 1 of the school year preceding the school year in which the charter school anticipates operating as an LEA within the ICSELPA. The SELPA Governance Council will make the final determination whether the charter school has met all requirements of an LEA. These requirements include:

- * Be located within the geographical boundaries of the ICSELPA
- * Provide a current operating budget in order to assure fiscal responsibility in accordance with EC 42130 and 42131.
- * Provide assurances that students and staff will be instructed in a safe environment.
- * Provide a copy of the original charter petition and any amendments.
- * Be responsible for any legal fees related to the application and assurances process in becoming a LEA.
- * Use SELPA-approved forms in appropriate manner.
- * Meet the terms of all policies and procedures included in the ICSELPA Local Plan.

Once deemed a LEA, the charter school will be responsible for and entitled to the following:

- a. Participate in the governance of the ICSELPA in the same manner as the other districts withing ICSELPA EC 56195.1(f), 56207.5(c).
- b. Receive state and federal funding for special education through the ICSELPA allocation plan in the same manner as other districts within the ICSELPA.
- c. Be responsible for all costs and liabilities incurred in the provision of special education services for students enrolled in the charter school. These costs may include, but are not limited to, instruction, transportation, nonpublic school/agency placements, inter/intra SELPA

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placements, due process proceedings, complaints and attorney fees.

C. Administrative Guidelines

1. The governing board of each school district shall not approve a petition for creation of a charter school unless the petition contains adequate assurances that the proposed school will comply with all provisions of federal law and implementing regulations related to the rights of disable students and their parents.
2. The chartering entity shall require that a charter petition include the means by which the charter school intends to serve students with disabilities. This will include a specific reference as to whether the charter school intends to be deemed a LEA or a public school for the provision of special education services. Specific detail about procedures and delivery systems shall be set forth in writing between the charter school and the chartering entity.
3. The chartering entity shall require that a charter petition contain assurances that no student will be denied admission to the charter school based on disability or concern about the lack of available services.
4. Prior to approving a charter school petition, the superintendent or designee of the chartering entity shall consult with the ICSELPA Director regarding the provision of special education services to students enrolled in the prospective charter school.
5. The charter petition, or an accompanying Memorandum of Understanding, will describe the charter schools participation in the allocation of excess costs and/or the charter school's fair share of special education encroachment on the district general fund.
6. Any special education services required by students enrolled in the charter school will be provided in accordance with the agreement between the charter school and the chartering entity.
7. Consistent with district placement requirements, a charter school IEP team may place a student in a special education program provided by another educational entity, i.e. a county office or another district, only with the agreement between the responsible educational entities and parental consent. If a charter school IEP team places a student in a special education program provided by another educational entity, the charter school will be responsible for any excess costs attributable to the placement on the same terms as applied to districts in any school year.
8. A district IEP team may place a student in a charter school program only with agreement between responsible educational entities including the LEA of residence and the charter school and with parental consent. Under such circumstances, the placing district will be responsible for any excess costs in accordance with the ICSELPA Local Plan.
9. The chartering entity will be allocated all special education funds that are generated by a charter school that is deemed a public school. The chartering entity will represent the needs of

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charter schools that are deemed public schools in the ICSELPA governance structure. The charter school will receive ICSELPA services in the same manner as other schools within the chartering entity.

10. Consistent with notification requirements by districts of their intent to operate programs, if the charter school wishes to be deemed an LEA, the approved charter school will apply to the ICSELPA Director for LEA status prior to February 1 of the preceding school year.

11. Charter schools that are deemed an LEA will be allocated special education funds in the same manner as other districts within the SELPA. Charter schools that are deemed a LEA will be included in the ICSELPA governance structure in the same manner as districts.

12. If the approval of the charter school requires a change in any ICSELPA policy, procedure or agreement, such change shall be adopted pursuant to the policy making process outline in the ICSELPA Local Plan.

13. When a charter school operating within the jurisdiction of the ICSELPA has no affiliation with a LEA with the ICSELPA, neither the ICSELPA nor the local district within which the charter school is located has an obligation to reach agreement on provisions of special education services. If the charter school is granted by an entity outside of the ICSELPA, provisions for programs and services will be determined by the charter school, the chartering entity and the related chartering entity's SELPA through inter-SELPA agreements. Any services by ICSELPA or member districts shall be arranged in advance.

14. Charter schools may enroll students who reside outside of the ICSELPA and the allocation plan shall not exclude such students, contingent upon the state funds including 602 funding following the student.

15. All state and federal funding for special education apportioned on behalf of students enrolled in charter schools shall be included in the Fiscal Allocation Plan adopted by the ICSELPA.

16. Consistent with district requirements, neither charter schools operating as LEAs or districts sponsoring charter schools can commit resources of the ICSELPA beyond those resources available through the approved ICSELPA Fiscal Allocation Plan.

17. Consistent with district requirements, a LEA charter school may purchase services from a district or the county office of education in order to provide a full continuum of services and placement options for disabled students. The charter school purchasing services will pay for actual costs of the services including any costs in excess of the state and federal funding provided the charter school.

18. Consistent with district requirements, agreements with charter schools operating as a LEA and agreements with charter schools that are public schools within a district should include the following statements and/or intentions:

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- a. The charter school will implement a Student Study team process, a regular education function, to monitor and guide referrals for Section 504 and special education services.
 - b. That any student attending the charter school who is identified as potentially in need of Section 504 services shall be responsibility of the charter school.
 - c. Describes the process for notifying the districts of residence and the chartering entity whenever a special education enrolls, becomes eligible, ineligible and/or leaves the charter school.
 - d. Describes the process of transition to or from a district when a student with a current IEP enrolls in or transfers from the charter school.
19. The terms of this policy are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the policy shall remain in effect, unless mutually agreed otherwise by the members of the ICSELPA. The ICSELPA members agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely and proactive manner.

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:

Selection of Representatives for Development of the Local Plan (Ed Code 56195.3)

The Local Plan shall be developed and updated cooperatively by a committee of representatives of special education and regular education teachers and administrators and representatives of charter schools, as available, selected by the groups they represent, and with participation by parent members of the community advisory committee, or parents selected by the community advisory committee to ensure adequate and effective participation and communication. The CAC shall have at least 30 days to review the Local Plan prior to submission to the superintendent as required.

Development of Local Plan

Each district has been invited to select a representative to participate in the development of the Plan. Various drafts were given to participants for review and comment at regularly scheduled meetings. CAC members were also invited to participate and comment at regularly scheduled meetings.

Community Advisory Committee (Ed Code 56205 (a)(12)(C))

Inyo County SELPA has a Community Advisory Committee that meets on a regular basis. Members are selected by the Board of Trustees from each school district to serve a two-year

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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:

Selection of Special Education Teachers
LEA members shall be requested to select special education teachers to participate in the review and development of the Local Plan.

Selection of General Education Teachers
LEA members shall be requested to select general education teachers to participate in the review and development of the Local Plan.

Selection of School Administrators
LEA members shall be requested to select an available general education administrator to participate in the review and development of the Local Plan.

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 Inyo County Office of Education is designated as the Responsible Local Agency (RLA) for the Inyo County SELPA.

Distribution of Federal and State Funds
To provide maximum flexibility to the SELPA, the ICSELPA Director is authorized to notify the State to provide all fiscal resources (state and federal funds) to the SELPA through the Administrative Unit. Allocation to the LEAs will be made according to SELPA policy and procedure and processed through the ICSEPA Director and the AU business services staff for apportionment directly entitled to the LEA. If additional funds are received beyond those anticipated, they will be apportioned to the AU for deposit to SELPA accounts. Additional funds will be distributed according to SELPA policy. The Governance Council shall make any changes to the allocation of federal and state special education funds.

Responsibilities for Distribution of Federal and State Funds (56205(a)(12)(II))
The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services.

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The Governance Council has been designated as the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities in accordance with Chapter 7.2 (commencing with section 56836). The AU shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Policy and Procedure. The ICSELPA Director is responsible for ensuring that the funds are distributed in accordance with the funding allocation policy and procedure.

The ICSELPA Director shall develop the Annual Budget Plan for the SELPA administrative unit for review and approval by the Governance Council. The Governance Council shall distribute the Annual Budget Plan to the local education agencies and the CAC upon approval. The annual budget plan will be adopted by the ICSELPA at a public hearing pursuant to Ed Code 56195(h). Charter schools shall participate in state and federal funding for special education and the allocation plan developed to subdivision (l) of Section 56195.7 or Section 56836.05 in the same manner as local education agencies (56207.5 (B)).

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:

Governance Structure and Administrative Support (EC 56140, 56195, 56195.1, 56195.3, 56195.5)

The Local Education Agencies within Inyo County join together, pursuant to Section 56195 of the California Education Code, to adopt a plan in accordance with California Education Code 56200 to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by the agencies, known as the Inyo County Special Education Local Plan Area (ICSELPA). In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it with the plan, SELPA policies and procedures, and Participation Agreement. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

The Governance Council is responsible for designating an LEA to be the Administrative Unit providing administrative support of the Local Plan. The Governance Council has designated the Inyo County Office of Education as the AU for the ICSELPA.

Responsibility of Participating Agencies

It is the responsibility of each member LEA, including charter schools which are member LEAs of the ICSELPA, to assure a free and appropriate public education for each special education pupil residing within its geographical boundaries under the conditions and specifications of the ICSELPA Local Plan, Policies, Procedures, and Participation Agreement. Each LEA shall meet this responsibility by direct provision of services,

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establishing an agreement with another public education agency, or contracting with non-public schools and/or agencies. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options and full educational opportunity is available.

10. For multi-LEA local plans, specify:

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

Governing Body (Education Code 56205(a)(12)(A), 56207.5)

The ICSELPA is a multi-LEA SELPA consisting of six school districts and Inyo County Office of Education. Each LEA is represented by its school superintendent, who is a participant on the Governance Council. Members of the Governance Council are responsible to the governing board of their respective local education agency.

Responsibilities of Local Education Agency Board Members (Education Code 56195.1, 56195.5)

The Governing Board of each LEA will have the responsibility to operate programs assigned to the Local Agency through the annual budget plan developed for the Local Plan Area, maintain an awareness of the special education activities of the Local Plan, and participate in the development and implementation of policies in the Local Plan.

Local education agency boards shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency;
2. By approving the Local Plan, enter into an agreement with other local education agencies participating in the plan, for the purpose of delivery of regional services and programs;
3. Review and approve revisions of the Inyo County SELPA Local Plan for Special Education;
4. Participate in the governance of the Inyo County SELPA through their designated representative to the Governance Council. The governing boards provide the Governance Council with the authority to act as the board designee to approve and amend policies as necessary;
5. Carry out the duties and responsibilities assigned to each LEA;
6. Review and approve the special education programs and services of the Local Education

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Agency;

7. Participate in the development and adoption of policies related to the governance and operation of the Special Education Local Plan Area;
8. Develop and adopt policies for the operation of the Local Education Agency which are consistent with those of the SELPA, and which promote and ensure access to appropriate programs and services for all children with disabilities;
9. Participate in the approval process of the Local Plan developed for the Inyo County Special Education Local Plan Area;
10. Ensure LEA compliance with all elements of the Local Plan.

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

The Inyo County SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

Responsibility of Participating Agencies

It is the responsibility of each member LEA, including charter schools which are member LEAs of the SELPA, to assure a free and appropriate public education for each special education pupil residing within its geographical boundaries under the conditions and specifications of the Inyo County SELPA Local Plan, policies, procedures, and participation agreement. Each LEA shall meet this responsibility by direct provision of services, establishing an agreement with another public agency, or contracting with non-public schools and/or agencies. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options and full educational opportunity is available.

Responsibilities of Local Education Agency Administrators

Responsibilities of LEA administrators of special education, in developing, implementing, and coordinating the administration of the Local Plan include, but are not limited to, the following;

1. Referral of students for appropriate services.
2. Membership on Individual Educational Planning (IEP) teams.
3. Coordination and/or supervision and administration of all special education programs and

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activities operated within their districts.

4. Coordination with the ICSELPA Director for any services provided by SELPA.
5. Coordination and documentation of any data collected and reported to the SELPA.
6. Coordination of school site special education programs with the local school administrators.

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

Responsibilities of Local Education Agency Board Members (Education Code 56195.1, 56195.5)

The Governing Board of each LEA will have the responsibility to operate programs assigned to the Local Agency through the annual budget plan developed for the Local Plan Area, maintain an awareness of the special education activities of the Local Plan, and participate in the development and implementation of policies in the Local Plan.

Local education agency boards shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency;
2. By approving the Local Plan, enter into an agreement with other local education agencies participating in the plan, for the purpose of delivery of regional services and programs;
3. Review and approve revisions of the Inyo County SELPA Local Plan for Special Education;
4. Participate in the governance of the Inyo County SELPA through their designated representative to the Governance Council. The governing boards provide the Governance Council with the authority to act as the board designee to approve and amend policies as necessary;
5. Carry out the duties and responsibilities assigned to each LEA;
6. Review and approve the special education programs and services of the Local Education Agency;
7. Participate in the development and adoption of policies related to the governance and operation of the Special Education Local Plan Area;
8. Develop and adopt policies for the operation of the Local Education Agency which are consistent with those of the SELPA, and which promote and ensure access to appropriate programs and services for all children with disabilities;

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- 9. Participate in the approval process of the Local Plan developed for the Inyo County Special Education Local Plan Area;
- 10. Ensure LEA compliance with all elements 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:

Administrative Functions (EC 56205 (a)(12)(D)(ii))

The Inyo County Office of Education shall serve as the Responsible Local Agency (RLA) for the ICSELPA. It shall be the responsible for functions such as, but not limited to:

- 1. Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
- 2. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- 3. The employment of the SELPA Director and staff to support SELPA functions.

The Inyo County SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

SELPA STAFFING (EC 56205 (a)(12)(D)(ii))

The governing boards of each of the participating local education agencies agree to invest the Governance Council with the responsibility of designating an appropriate agency as the Administrative Unit (AU) for the administration of the Local Plan and its implementation. The boards assure that the Governance Council shall identify the need for and designate positions necessary for the operation of the SELPA functions according to this policy.

The Inyo County Office of Education, in its function as the RLA of the ICSELPA Administrative Unit, will employ and compensate a director, program specialists, clerical support, and other positions as necessary. The Governance Council will set compensation and employment terms of the ICSELPA Director. The Governance Council will also be responsible for the hiring, supervision, evaluation, and discipline of the ICSELPA Director. Supervision, evaluation, and discipline of SELPA staff shall be in accordance with the policies of the RLA of the Administrative Unit.

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

DISTRIBUTION OF FEDERAL AND STATE FUNDS (Ed Code 56205(a)(12)(D)(ii), 56205 (b) (1) and 56195 (h))

To provide maximum flexibility to the SELPA, the ICSELPA Director is authorized to notify the State to provide all fiscal resources (state and federal funds) to the SELPA through the Administrative Unit. Allocation to the LEAs will be made according to SELPA policy and procedure and processed through the ICSELPA Director/AU business services staff for apportionment directly entitled LEA. If additional funds are received beyond those anticipated, they will be apportioned to the Administrative Unit for deposit to SELPA accounts. Additional funds will be distributed according to SELPA policy. The Governance Council shall make any changes to the allocation of federal and state special education funds.

RESPONSIBILITIES FOR DISTRIBUTION OF FEDERAL AND STATE FUNDS (EC 56195, 56195.1(b)(3))

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities in accordance with Chapter 7.2 (commencing with section 56836). The Administrative Unit shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Policy and Procedure. The SELPA Director is responsible for ensuring that the funds are distributed in accordance with the funding allocation policy and procedure.

The SELPA Director shall develop the Annual Budget Plan for the SELPA administrative unit for review and approval by the Governance Council. The Governance Council shall distribute the Annual Budget Plan to the local education agencies and Community Advisory Committee upon approval. The Annual Budget Plan will be adopted by the ICSELPA at a public hearing pursuant to EC 56195 (h). Charter schools shall participate in state and federal funding for special education and the allocation plan developed pursuant to subdivision (l) of Section 56195.7 or Section 56836.5 in the same manner as local education agencies.

c. The operation of special education programs:

PROVISION OF SPECIAL EDUCATION SERVICES TO STUDENTS WITH DISABILITIES (EC 56205 (a)(D)(ii)(III))

It is the intention of the SELPA to provide a full continuum of services to students with

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disabilities, including students in charter schools, throughout the geographic region of the SELPA. Access to services is through each of the local education agencies. Each district will provide for meeting the needs of students requiring resource specialist, DIS, and special day class services. Districts may contract with the county office for DIS specialists (i.e. speech therapists, psychologists, OTs and/or PTs). Regionalized infant and preschool services are provided by the Inyo County Office of Education. The Governing Board of each Local Education Agency will have the responsibility to operate those programs which have been assigned to it by the SELPA Governance Council through the annual budget plan developed for the Local Plan Area. The referral, assessment and IEP process is utilized to identify the needs of each student with disabilities. The local education agencies have the responsibility to operate special education programs. Local education agencies have committed to policies and procedures to assure that students have their rights to free and appropriate services provided in the least restrictive environment.

The SELPA Council shall identify on a regular basis any unmet needs for students within the SELPA. With the assistance of the SELPA Director, the SELPA Council identifies the resources within the SELPA which could provide the appropriate services. When services are required beyond the programs and services being provided by any local education agency, the SELPA Council shall develop a plan, including the financial impact of the program or service, for consideration by the Governance Council.

The SELPA Council, with the assistance of the SELPA Director, shall develop the Annual Service Plan for review and approval by the Governance Council. The Annual Service Plan shall be distributed to the local education agencies and the Community Advisory Committee for review. The Annual Service Plan will be submitted to the California Department of Education as requested.

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

MONITORING THE USE OF SPECIAL EDUCATION FUNDS (EC 56205(a)(D)(ii)(IV))

It is the intent of the SELPA that the needs of students with disabilities as identified in the IEP shall be met.

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services, supplementary aids and services provided in a regular class or other education-related services to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services.

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2. To develop and implement a fully integrated and coordinated service system.

The SELPA Director, with the assistance of the Administrative Unit, shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. The ICSELPA will utilize the AU's business manager to provide fiscal oversight and audit of the SELPA budget. Final determination and action regarding the appropriate use of special education funds shall be made by the Governance Council.

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:

REGIONALIZED SERVICES AND OPERATIONS (EC 56205(a)(12)(B))

The ICSELPA will provide program specialist services as specified in EC 56368 and EC 56368.23. Additional program specialists will be hired as needed, with approval of the SELPA Council. SELPA program specialists in Inyo County work under the direction of the SELPA Director.

The SELPA Director shall serve on behalf of the member local education agencies and implement the Local Plan including the following regional services and operations:

Coordination of the distribution and assignment of specialized equipment and services Program specialists shall coordinate the assessment of student needs for assistive technology or specialized equipment in the least restrictive environment.

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

PROVISION OF SPECIAL EDUCATION SERVICES TO STUDENTS WITH DISABILITIES (EC 56205(a)(D)(ii)(III))

It is the intention of the SELPA to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. Access to services is through each of the local education agencies. Each district will provide for the meeting the needs of students requiring resource specialist, DIS, and special day class services. Districts may contract with the county office for DIS specialists. Regionalized infant and preschool services are provided by the Inyo County Office of Education. The Governing Board of each Local Education Agency will have the responsibility to operate those programs which have been assigned to it by the SELPA Governance Council through the annual budget plan developed for the Local Plan Area. The referral, assessment, and IEP process is utilized to identify the needs of each student with disabilities. The local education agencies have the responsibility to operate special education

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programs. Local education agencies have committed to policies and procedures to assure that students have their rights to free and appropriate services provided in the least restrictive environment.

The SELPA Council shall identify on a regular basis any unmet needs for students within the SELPA. With the assistance of the SELPA Director, the Governance Council identifies the resources within the SELPA which could provide the appropriate services. When services are required beyond the programs and services being provided by any local education agency, the SELPA Council shall develop a plan, including the financial impact of the program or service, for consideration by the Governance Council.

The SELPA Council, with the assistance of the SELPA Director, shall develop the Annual Service Plan for review and approval by the Governance Council. The Annual Service Plan shall be distributed to the local education agencies and the Community Advisory Committee for review. The Annual Service Plan will be submitted to the California Department of Education as requested.

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:	AR 0430, Section 1 of ICSELPA Local Plan
Document Title:	Comprehensive Local Plan for Special Education, Section 1: Free Appropriate Public Education (FAPE)
Document Location:	Inyo COE GAMUT website, digital/paper copy of Local Plan in SELPA Office and ICOE website

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

Yes No

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

Policy/Procedure Number:

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:

Yes No

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

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 an IEP will be conducted on at least an annual basis to review a student's

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progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

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

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

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

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least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

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

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

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

Policy/Procedure Number:

Document Title:

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

Yes No

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

Policy/Procedure Number:

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

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

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

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Policy/Procedure Number:

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

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

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:

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Yes No

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

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Yes No

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

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

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

Policy/Procedure Number:

Document Title:

Document Location:

"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

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

Administration of Regionalized Operations and Services

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

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

Reference Number:

Document Title:

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Document Location:

Digital/print copy in ICSELPA Office & on ICOE website

Description:

The SELPA Director will ensure that the Local Plan is implemented and will make recommendations to the Governance Council when revisions are needed. The SELPA Director facilitates development and approval of the SELPA policies and procedures necessary to implement the Local Plan.

Per the ICSELPA Local Plan: The SELPA Director shall serve on behalf of the member local education agencies and implement the Local Plan including the following regional services and operations:

The ICSELPA is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

Role of LEAs: LEAs will ensure the full continuum of services is available in order to provide a free appropriate public education to all students with disabilities for who they are responsible. The individual LEAs, through the representative to the Governance Council, will recommend approval of any policies and procedures needed to implement the Local Plan.

The Governing Boards of each participating LEA agree to invest the Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the Governance Council shall identify the need for and designate positions necessary for the operation of the SELPA functions according to this policy.

RESPONSIBILITIES OF SUPERINTENDENTS (EC 56205(a)(12)(d)(i), 56205(b)) include the following:

1. Establish operational procedures and make decisions on any matters regarding implementation, administration and operation of special education programs in accordance with the Local Plan.
2. Determine and provide direction on matters pertaining to personnel, Local Plan programs and service requirements, and allocation of Special Education funds.
3. Meet as often as necessary during the year to implement the business of the SELPA to provide the necessary direction and guidance to the SELPA and its Director.
4. Provide directions, consultation, and technical assistance to the LEAs.

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5. Develop rules, regulations, and procedures to ensure effective management and content of special education programs and services.
6. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the council for consideration.

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Description:

3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Description:

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Policy on Procedural Safeguards is included in Section 6 in the ICSELPA Local Plan.

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:	<input type="text"/>
Document Title:	ICSELPA Local Plan
Document Location:	Digital/print copy in ICSELPA Office & on ICOE website
Description:	<p>The RLA (ICOE) will be one of the participating parties as determined by vote of the Governance Council. The RLA will receive and distribute funding, employ necessary personnel to staff ICSELPA, and assure compliance with state and federal program mandates through policies and guidelines formed by the Governance Council. The County Superintendent will ensure compliance with the Local Plan as submitted to the CDE.</p> <p>Full Governance policy can be found in the ICSELPA Local Plan, Section 13.</p>

7. Coordinated system of data collection and management:

Reference Number:	<input type="text"/>
Document Title:	ICSELPA Local Plan
Document Location:	Digital/print copy in ICSELPA Office & on ICOE website
Description:	<p>Role of the SELPA Director: The SELPA will approve the 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.</p> <p>The SELPA is responsible for effective collection and maintenance of data relevant to special education programs, placement of children, and other data required by state and federal mandates.</p> <p>The SELPA and LEAs will work together to provide data and information to the CDE that may be required by regulation.</p> <p>Role of the individual LEAs: LEAs are responsible for data entry, quality and integrity. The LEAs will approve the CALPADS submissions as required by the CDE.</p>

8. Coordination of interagency agreements:

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Reference Number:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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Description:

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

Reference Number:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

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teachers, students, community members and education specialists in advising and providing input to the SELPA and LEAs of students with exceptional needs, to assist the administration in furthering and improving the functioning of the SELPA, and to support local and regional activities organized on behalf of students receiving special education services.

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Description:

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:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

Direct instructional support is provided by program specialists. Program specialists are employed by the SELPA and serve the local districts. The Governance Council designates the number and type of specialists upon recommendation from LEAs and the SELPA Director and in conjunction with reference to the budget for expenditures. The governing boards of the local education agencies identify the importance of employment of program specialists to provide unique and necessary services to the agencies and pupils in the SELPA.

Role of the SELPA Director: The Director will ensure that the local plan is implemented and will make recommendations to the Governance Council when revisions are needed. The SELPA Director will facilitates development and approval of SELPA policies and procedures necessary to implement the Local Plan.

Role of individual LEAs: Ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through the representative to the Governance Council, will recommend approval of any policies and procedures needed to implement the Local Plan.

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:

Document Title:

Document Location:

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Description:

IDEA details this policy (Local Plan Section 9).

Part C, Transition: It shall be the policy of the LEA that a transition process for a child who is participating in Early Intervention Programs with an IFSP is begun prior to a child's third birthday. The transition process shall be smooth, timely and effective for the child and family.
Responsibilities of LEA and Regional Center: The SELPA will provide services to infants through preschool aged children in accordance with federal and state laws.

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:

Document Title:

Document Location:

Description:

Public Participation: Members of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan, may address questions or concerns regarding special education issues to the governing boards of the local education agencies, the SELPA Governance Council directly at the regularly scheduled ICSELPA meetings, or by contacting the SELPA Director. Questions or concerns can also be addressed to the Inyo County SELPA by calling 760-873-3262 or writing the ICSELPA at 166 Grandview Drive, Bishop, CA 93514.

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:

Document Title:

Document Location:

Dispute Resolution: EC 56205(b)(5). In order to ensure the continual delivery of quality services to children with disabilities, a process for dispute resolution over the responsibility for service provision, governance activities, program transfer, or the distribution of funding

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Description:

must be in place.
Should disputes among member LEAs arise concerning matters related to special education, including but not limited to matters related to the interpretation of the SELPA Local Plan, policies or procedures, and the distribution of funds, the disputing LEAs shall first attempt to arrive at a settlement. If settlement is not reached at the LEA level, the ICSELPA Director shall be invited to mediate the dispute. Any dispute not successfully resolved by the ICSELPA Director shall be referred to the SELPA Governance Council for further mediation. If the dispute is not settled through mediation, the Council shall hear the facts of the dispute and shall render a written decision on the matter, which shall be binding on all parties involved.

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:

Document Title:

Document Location:

Description:

PROVISION OF SPECIAL EDUCATION SERVICES TO STUDENTS WITH DISABILITIES (EC 56205(a)(D)(ii)(III): It is the intention of the ICSELPA to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. Access to services is through each of the LEAs. Each district will provide for meeting the needs of students requiring resource specialists, DIS and special day class services. Districts may contract with the County Office for DIS services. Regionalized infant and preschool services are provided by the ICOE. The Governing Board of each LEA will have the responsibility to operate those programs which have been assigned to it by the SELPA Governance Council through the annual budget plan developed for the Local Plan Area. The referral, assessment and IEP process is utilized to identify the needs of each student with disabilities. The LEAs have the responsibility to operate special education programs. LEAs have committed to policies and procedures to assure that students have their rights to free and appropriate services provided in the least restrictive environment.
The Governance Council shall identify on a regular basis, any unmet needs for students within the SELPA.

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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:	<input type="text"/>
Document Title:	ICSELPA Local Plan
Document Location:	Digital/print copy in ICSELPA Office & on ICOE website
Description:	The ICSELPA Director coordinates placements for nonpublic schools for students whose IEP team recommends this placement. The Director also conducts nonpublic school visitations to verify students are making appropriate educational progress in accordance with the IEP and attends all IEP meetings for students in nonpublic schools.

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

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

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

Reference Number:	<input type="text"/>
Document Title:	ICSELPA Local Plan
Document Location:	Digital/print copy in ICSELPA Office & on ICOE website
Description:	In addition to the policies and procedures for a Free and Appropriate Public Education, the ICSELPA has acknowledged the obligation to provide services for all students through the Annual Services Plan which documented services provided to students in jail.