

## **LOCAL PLAN**

### **Section B: Governance and Administration**

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



California Department of Education

Special Education Division

January 2020

SELPA Santa Clarita Valley SELPA

Fiscal Year 2021-22

## **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 Santa Clarita Valley Special Education Local Plan Area, henceforth referred to as the Santa Clarita Valley SELPA, was formed under the authority of Sections 56195 - 56208, 56240 - 56245 of the State of California Education Code and Title 5, Section 3000, and is the result of the Master Plan for Special Education as approved by the California Department of Education, henceforth referred to as the CDE.

The Santa Clarita Valley SELPA is a multi-district SELPA located in the northern Los Angeles County comprised of the following five local educational agencies (LEAs): Castaic Union School District, Newhall School District, Saugus Union School District, Sulphur Springs Union School District, and William S. Hart Union High School District. The LEAs within Santa Clarita Valley SELPA join together to adopt a plan to assure equal access to special education and services for all eligible individuals with exceptional needs residing in the geographic area served by the Santa Clarita Valley SELPA (SCV SELPA). In adopting the local plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries. 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. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law. Such cooperation ensures that a range of program options is available throughout the SCV 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:

The administrative organization of the Santa Clarita Valley SELPA, hereinafter referred to as the local plan, incorporates the management staff from all participating LEAs into the framework that provides direct supervision over all programs and the necessary coordination of regionalized services. The respective governing boards, superintendents, and administration of special education all provide appropriate support to the implementation of the local plan within the LEA. The governance structure of the Santa Clarita Valley SELPA is established by agreement among the governing boards of the member LEAs. It consists of the Superintendents' Council, which reviews and approves all policies, procedures, programs, and fiscal decisions in the implementation of the SELPA local plan, and the Community

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Advisory Committee (CAC), which serves in an advisory capacity to the SELPA. The Superintendents' Council, as the governance council, provides support to the SELPA Administrator and is the decision-making entity for the local plan. In adopting the completed plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

#### Functions of the Superintendents' Council:

- The Superintendents' Council shall be composed of the superintendent from each participating LEA. The Superintendents' Council shall give direction to the SELPA in areas to include, but not be limited to, matters of personnel, budget, policy and contracts;
- Approve amendments to the local plan;
- Ensure equal access to programs and services for all students with disabilities within the SELPA;
- Coordinate and implement the Santa Clarita Valley SELPA local plan;
- Adopt policies for the Santa Clarita Valley SELPA;
- Approve an agreement with Administrative Unit for services;
- Make decisions regarding implementation, administration and operation of regional special education programs and services in accordance with the local plan;
- Provide direction to the SELPA Administrator for regionalized and program specialist services;
- Instruct the SELPA Administrator regarding implementation, administration, and operation of the local plan;
- Review and take action on program transfer requests;
- Provide direction and approval of SELPA budgets;
- Approve interagency agreements;
- Approve the Annual Budget and Service Plan for submission to the state;
- Monitor compliance as required by law;
- Establish and promote a Community Advisory Committee (CAC);
- Receive recommendations from the CAC, District Special Education Administrators, LEA Boards, and other concerned agencies and individuals;
- Recommend policies to their respective Boards of Education for adoption;
- The Superintendents' Council may establish "ad hoc" committees for specific purposes, as needed.

The Superintendents' Council shall have the exclusive right to decide the following:

- Any matter involving a material change to the SELPA's budget;
- Any matter involving the allocation of special education funding to each participating LEA;
- Approval of any charter school or LEA's application for LEA status within the SELPA.

#### Organization of the Superintendents' Council

The Superintendent of each local agency shall serve on the Superintendents' Council of the SELPA. For each charter approved as a LEA by the SELPA, the Chief Executive Officer, President or Chief Administrative Official shall also be a member of the Superintendents' Council. Each agency shall retain the right to have designees and additional support personnel attend the Council meetings.

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The Superintendents' Council shall annually select a chairperson. If the chairperson is unable to attend, he/she may delegate another superintendent or designee to chair the meeting. The SELPA Administrator shall perform the duties of secretary. The SELPA Administrator shall prepare the agenda in cooperation with the chairperson. All applicable requirements of law and the agreements incorporated in the plan concerning agendas, public notices, and maintenance of records shall be met. The Superintendents' Council shall meet a minimum of (8) times per year or as deemed necessary.

#### The Superintendents' Council Voting

- A designee may represent a member of the Superintendents' Council, provided the name and title of the designee is given to the SELPA Administrator in writing prior to the meeting. The designee must have the authority to commit LEA resources or charter school resources.
- A quorum shall consist of three members or designees represented;
- Each member or designee shall have one vote.

#### Community Advisory Committee (CAC)

The SELPA shall establish a Community Advisory Committee under provisions of the Education Code Section 56190. The SELPA Community Advisory Committee (CAC) serves in an advisory capacity and is comprised of parents of persons with disabilities enrolled in public or private schools within the Santa Clarita Valley SELPA. The CAC may include parents of other pupils enrolled in schools within the Santa Clarita Valley SELPA, pupils and adults with disabilities, regular education teachers, special education teachers, other school personnel within the Santa Clarity Valley SELPA, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs.

#### Community Advisory Committee Membership

Each participating board will have a role in selecting members. The Special Education Administration of each LEA shall recruit persons from the following list to become candidates for Community Advisory Committee (CAC) membership:

1. Santa Clarita Valley parents of individuals with exceptional needs in public or private schools;
2. Regular education parents;
3. Disabled pupils and adults;
4. Regular and special education teachers;
5. Other school personnel;
6. Representatives of public and private agencies;
7. Any persons concerned with the needs of exceptional individuals.

A majority of the members shall be parents with children enrolled in local plan schools, and a majority of these parents shall have children identified as individuals with exceptional needs (IWEN). The Special Education Administrators shall compile a list of acceptable candidates and verify that the list complies with the criteria in 1 through 7 above. The Superintendents or designees shall recommend their respective candidates to their governing boards for appointment.

The Superintendents' Council will assure that the make-up of the Committee meets the standards as stated in the California Education Code. The CAC shall consist of not less than 20 or more than 35

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members. The distribution of membership shall be according to the chart below, to the extent practicable.

<b>District</b>	<b>Castaic</b>	<b>Newhall</b>	<b>Saugus</b>	<b>Sulphur Springs</b>	<b>Hart</b>
Parents of IWEN	2	2	2	2	2
Other Parents		1	1	1	2
Disabled				1	
Gen Ed Teachers		1			1
Special Ed Teachers		1	1		1
Other School Personnel	1	1	1	1	1
Representatives of other Public & Private Agencies			1	1	

The term of office of Community Advisory Committee members shall be two years with additional terms up to eight years maximum. The SELPA Administrator or designee serves as an ex officio member of the CAC and acts as the liaison between the CAC and the Superintendents' Council.

The Community Advisory Committee shall meet at least quarterly, and may meet as frequently as the membership by majority vote determines. The members with the support of the administrators of special education shall carry out the activities of the CAC. Sub committees, special workshops and programs, printed information and community events are a few of the methods utilized.

The committee shall select officers, yearly, in accordance with the bylaws.

### Community Advisory Committee Responsibilities

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

- Advise the SELPA governance council regarding policy-making and the development, implementation and review of the local plan. The SELPA governance council shall review and consider comments from the CAC;
- Recommend annual priorities to be addressed by the SELPA;
- Assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the local plan;
- Encourage community involvement in development and review of the local plan by inviting representative members to participate in SELPA-wide revision committees and by presenting the plan to the membership at large;
- Educate the community regarding issues and public policy impacting special education;
- Support activities on behalf of individuals with exceptional needs through communication with local agencies and physicians;
- Assist in parent awareness of the importance of regular school attendance through educational trainings;
- Support activities on behalf of individuals with exceptional needs through communication with local agencies and physicians;
- Provide in-services and trainings on issues of importance relative to special education to parents, staff and other interested community members based on results of needs assessment and/or requests from CAC membership.

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#### SELPA Administrator's Responsibilities

- Assist the Superintendents' Council, upon request;
- Prepare Superintendents' Council agendas and meeting minutes, distributing in advance of scheduled meetings;
- Coordinate local interagency agreements;
- Maintain copies of all complaints, OCR and due process hearings submitted by district directors;
- Advise Superintendents' Council of any action related to policies and/or procedures, distribution of state or federal funding, and/or program developments;
- Compile data and submit any necessary reports to the County, State and Federal Offices of Education;
- Provide necessary procedures and data to the AU to allocate federal and state funds to the LEAs within the SELPA;
- Provide support to the LEA's of the SELPA in their operation of special education programs and services;
- Coordinate the implementation of the local plan in the following manner:
  - Receive and disburse funds for program specialists as agreed to in local written agreements;
  - Maintain the management information system;
  - Assist in the coordination of staff development activities;
  - Assist in the coordination of the activities of the Community Advisory Committee;
  - Assist in the coordination of community resources including the development of local interagency agreements;
  - Assist in the development of model policies to recommend to operating agencies for board approval;
- Coordinate SELPA-wide child find activities;
- Assist participating districts in the development of policies and procedures to assure procedural safeguards to individuals with exceptional needs and their parents;
- Participate as an "ad hoc" member to all committees, as appropriate;
- Oversee and monitor LEA data and review submission process;
- Assist in the SELPA-wide special education compliance review;
- Act as liaison with agencies in accordance with adopted interagency agreements;
- Participate in state level SELPA Administrator's Meetings and share information, as appropriate;
- Coordinate, monitor and sign all purchase orders for low incidence materials and equipment;
- Compile data and submit reports for the Annual Budget and Service Plans and other reports, as required;
- Submit any waivers necessary for implementation of the local plan to the State Department of Education;
- May convene and dissolve working committees from the member LEAs in an advisory capacity to the SELPA Administrator in support of the local plan;
- Function as a liaison to the CAC, assist in promoting community involvement and work closely with the committee to develop recommendations to be presented to the SELPA governing board and special education administrators;
- Assist LEAs in mediation and due process hearings;
- Coordinate procedures to assist LEAs with NPS/NPA services;
- Coordinate and monitor the SELPA-wide MIS pupil count for submission to CDE;
- Perform other administrative duties as requested by the Superintendents' Council.

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In order to implement the local plan, the SELPA Administrator shall be considered a "school official and employee" in regard to access to student records.

### Changes in Governance Structure

In the event that there is a need to change the governance structure, the party requesting the change shall notify the Superintendents' Council and the Administrative Unit at least one year and a day in advance of the proposed change. Any changes in governance structure shall be mutually agreed upon by all parties and commence on July 1st of the year following the agreement. Disputes shall be resolved in the manner described in the dispute section of 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, under the direction of their respective elected Governing Boards, shall approve SELPA-wide policies, administrative regulations, procedures, resolutions, local interagency agreements, fiscal decisions, and guidance for the management and implementation of special education programs and services within the SELPA. Input may be received from parents, staff, public and non-public agencies and members of the public at large. The Superintendents' Council shall review the Santa Clarita Valley SELPA local plan and recommend modifications as necessary. SELPA Administrator with the Special Education Administrators of each LEA shall assist the Superintendents' Council with these reviews.

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:

### Charter School Policy

Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools. (ED56707.5)



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#### Application of Policy

This policy applies to the provision of special education services to all charter schools that are chartered by educational entities located within the member districts of the Santa Clarita Valley Special Education Local Plan Area (SELPA). This policy also applies to any charter school petition granted by the State Board of Education (SBE) in which oversight responsibilities have been delegated to a district within the SELPA under Education Code Section 47605(k)(1).

#### Policy Statement

Special education and related services shall be provided to all eligible individuals within the Santa Clarita Valley SELPA in accordance with this local plan. Students enrolled in charter schools shall receive services in a manner similar to students enrolled in member districts within the SELPA. Funding for special education participation in the governance structure and responsibility for provision of services shall be based on the category of the individual charter school.

#### Categories of Charter Schools

For purposes of the provision of special education services, charter schools may be deemed either a Local Education Agency (LEA) or a public school within the chartering district. A charter school shall be deemed a public school within the chartering district unless the charter school has been approved as a LEA for the provision of special education services.

#### Charter School as a Public School

Unless deemed to be a LEA under the provisions set forth below, a charter school is considered to be a public school of the LEA that granted the charter or to which the State Board of Education has delegated its oversight responsibilities pursuant to Education Code Section 47605(k) (I), Education Code 47641.

#### Rights and Responsibilities of a Charter School Deemed a Public School

A charter school that is a public school of the LEA that granted its charter shall participate in state and federal funding for special education in the same manner as any other public school of that LEA. (Education Code 47646(a).

Students with disabilities attending the charter school shall receive special education instruction and services in the same manner as a child with disabilities who attends another public school of the LEA. (Education Code 47646(a)).

The agency that granted the charter shall ensure that all children with disabilities enrolled in the charter school receive special education instruction and services in a manner that is consistent with all applicable provisions of state and federal law.

When a student lives outside the boundaries of the chartering district, the district in which the child lives will have no responsibility to provide services or pay excess costs.

The LEA that granted the charter shall ensure that each charter school receive an equitable share of special education funding and services, and that each charter school contribute an equitable share of its



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charter school block grant funding to support district-wide special education instruction and services. (Education Code 47646(b) (c)).

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

#### Charter School as an LEA

A charter school may apply to become an LEA for the provision of special education services.

#### Application

The procedure for a charter school to apply to the SELPA for status as an LEA, shall be as follows:

Application must be made to the SELPA by November 1st of the school year preceding the school year in which the charter school anticipates operating as a LEA within the SELPA. An application packet is available upon request from the SELPA Office.

The Special Education Administrator shall review and consider the application and make its recommendation to the Superintendents' Council as to whether, and under what conditions, the application should be granted or denied. The Superintendents' Council shall make its recommendation on the application within 76 days, or before January 15th. If the Special Education Administrators recommends that the application be rejected, the charter school may either withdraw its application or request that the Superintendents' Council consider its application notwithstanding the recommendation of the Special Education Administrators.

The Superintendents' Council shall review and consider the charter school application and the recommendation, affirmative or negative, by the Special Education Administrator. The Superintendents' Council shall act on the application within 60 days of date of the Directors' Council's recommendation or before March 15th, whichever date is later.

Upon review of an application the Superintendents' Council may determine that it should be amended. If the charter school elects to adopt amendments suggested by the Superintendents' Council, it shall submit its amended application on or before March 15th of the school year preceding the school year in which the charter school anticipates operating as a LEA within the SELPA. The Special Education Administrator shall review the amended application and submit its recommendation to the Superintendents' Council on or before April 15th. The Superintendents' Council shall act on the amended application on or before May 15th.

A request by a charter school to participate as an LEA may not be treated differently than a school district making the same request. (EC 56207.5)

The Superintendents' Council shall make the final determination whether the charter school has the

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capacity and intent to meet all requirements of a LEA as specified in this policy and the Local Plan. These requirements include:

- Assurance that all children with disabilities enrolled in the charter school shall receive special education instruction and services in a manner that is consistent with all applicable provisions of state and federal law including: The Individuals With Disabilities Education Act (20 U.S.C. 1400 et seq., and implementing regulations); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794); The Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq., and implementing regulations); Part 30 of the California Education Code and state regulations relating thereto;
- Agree to provide regional program and services to severely disabled students, as appropriate, if requested by the Superintendents' Council;
- Assurances that no student will be denied admission to the charter school based on disability or lack of available services;
- Compliance with the specifications of all sections of this local plan;
- Compliance with the specifications of all Santa Clarita Valley SELPA policies.

If approval of a charter school requires a change in the SELPA allocation plan, such change shall be adopted pursuant to the policy-making process outlined in the SELPA local plan. (EC 47643)

#### Rights and Responsibilities of a Charter School Deemed an LEA

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

- Participation in governance of the SELPA in the same manner as other districts within the SELPA (EC 56207.5(c));
- Participation in regionalized services in the same manner as other districts within the SELPA;
- Participation in the Community Advisory Committee in the same manner as other districts within the SELPA;
- Receipt of state and federal funding for special education in the same manner as other districts within the SELPA (EC 56207.5(b));
- Responsibility for all costs incurred in the provision of special education services in the same manner as other districts within the SELPA, including but not limited to:
  - Instruction
  - Transportation
  - Nonpublic school/agency placements
  - Inter/intra SELPA placements
  - Due process proceedings
  - Complaints
- Attorney fees
- Documentation that all state and federal special education funds apportioned to the charter school are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities and that such funds are used to supplement and not supplant other sources of federal, state and local funds apportioned to charter schools.

#### 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 member districts of the Santa Clarita Valley SELPA select and appoint representatives to the Santa Clarita Valley SELPA Community Advisory Committee (CAC) that are approved to participate by their respective school boards. The CAC acts as an advisory body to the policy and administrative entity in the

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development, amendment, and review the local plan. The local plan for special education shall be updated cooperatively by a committee of representatives of special and general education teachers and administrators selected by the groups they represent and with participation by parent members of the CAC, or parents selected by the CAC.

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:

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

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 William S. Hart Union High School District has been selected as the Responsible Local Agency (RLA) or the Administrative Unit (AU) for the Santa Clarita Valley SELPA. The William S. Hart Union High School District shall perform the functions of the AU as follows, but not limited to (ED 56195.1(b)(3)):

- Serve as the employing agency for personnel who have responsibilities throughout the local plan area. Such personnel will include, but not be limited to, the SELPA Administrator and classified support staff. Employment of such personnel will be in accordance with personnel policies and practices of the William S. Hart Union High School District and procedural employment policies approved by the Superintendents' Council.
- Provide the services of business staff, as needed, to support the business functions of the SELPA and SELPA Administrator;
- Provide administrative and departmental support, including but not limited to purchasing, human resources, information technology, and operations and maintenance;
- Provide technical support for the Management Information System necessary to comply with the requirements of the CDE;
- Provide suitable office and meeting space for both certificated and classified employees of the SELPA;
- Assign staff to carry out the functions required of the AU.
- Establish a separate account for SELPA use. The AU shall not access SELPA funds or accounts for transfer, payment, deduction, or any other activity without specific prior written authorization by the SELPA Administrator;

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- Receive and distribute special education funds to accounts exclusively designated for SELPA use;
- Receive and distribute federal and state special education funds as determined by the Superintendents' Council per the SELPA fiscal allocation plan;
- Assure that hearing dates on the annual budget plans are calendared with appropriate notification to participating districts;
- Upon recommendation of the SELPA Superintendents' Council, the Administrative Unit's governing board shall review and act on SELPA operational items such as contracts or other requisite matters, as needed to support the local plan;
- Establish appropriate record keeping procedures to be followed by each LEA for the purpose of maintaining accurate fiscal and accounting records in accordance with state and federal requirements, and submit required reports to the appropriate authorities;

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

- Review of the Santa Clarita Valley SELPA Local Plan for Special Education;
- Designating 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;
- Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency;
- Provide input on SELPA policies and procedures through the superintendent of the LEA as needed;
- Enter into contractual agreements with other LEAs participating in the plan for purposes of delivery of services and programs;
- Participate in the governance of the Santa Clarita Valley SELPA through their designated representative to the Governance Council;
- Adopt policies and procedures for special education programs and services within their LEAs;
- Appoint representatives to the Community Advisory Committee;

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- Ensure LEA compliance with all elements of the local plan;
- Post hearing notices at each school site in the district at least 15 days in advance of the SELPA's Annual Budget and Service Plan Public Hearing;
- Have the option to appoint a representative as the Board Liaison for Special Education;
- 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:

Superintendents of each LEA are responsible to their respective governing boards. The superintendent of each LEA retains responsibility for the administration of programs operated by their LEA. The superintendent shall provide, as necessary, direct support to staff in planning, establishing, and implementing policy decisions.

The LEA Superintendent shall:

- Represent the LEA as a member of the Superintendents' Council;
- Assist in the identification of special education program and service needs for the SELPA through participation on the Superintendents' Council;
- Assure that the provisions of the local plan are implemented in the LEA in compliance with State Education Code and Federal IDEA;
- Approve amendments to the local plan;
- Communicate SELPA information to their governing boards;
- Appoint subcommittees, as necessary;
- Calendar items requiring local board approval;
- Direct the activities of the administrators of special education in coordinating the administration of the local plan;
- Assure that required student, staffing and/or budget/expenditure 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;
- In the event that a school district wishes to terminate or expand a program option, the Superintendent of that LEA must notify all other LEA Superintendents of such action a year in advance of the change in program. Any such program change must be reviewed at the Superintendents' Council for possible SELPA implications;
- Recommend the adoption of LEA Special Education policies to the governing boards;
- Annually recommend to the governing board the modifications of LEA special education programs, which are necessary to meet the changing needs of the students, to be included in the required Annual Service and Budget Plans, submitted to the SELPA;
- Other duties as required by federal and state law.

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

The LEA Special Education Administrator 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:

The LEA Special Education Administrator shall:

- Make recommendations to the SELPA Administrator for the Superintendents' Council;
- Perform duties as assigned by Superintendents' Council;
- Coordinate special education services and programs and implement the local plan within their agencies;
- Operate all special education programs and services in accordance with federal and state laws and regulations;
- 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 referral system, personnel, and curriculum development activities, and evaluation and program review/monitoring activities;
- Monitor facility needs for special education programs;
- Coordinate SELPA regionalized services with LEA services;
- Coordinate special education services and programs within their agencies and for the implementation of the local plan within their LEAs;
- Assure the maintenance of district programs and services as agreed to in the local plan;
- Make 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;
- Identify and provide service to students in medical facilities, foster care, or Licensed Childcare Institutes (LCI) pursuant to federal and state law;
- Develop and provide programs and services for all eligible students residing in the LEA including students attending private schools;
- Organize, administer and supervise the activities of the local Special Education Teams and participate in regional Team meetings, as required;
- Organize the activities of the Resource Specialist Program (RSP) and assure that the programs comply with the provisions pursuant to EC 56362;
- Ensure participation in state and district-wide assessments;
- Ensure equal access to all programs within the SELPA for students with disabilities by utilizing the same management information systems, forms, procedures, and guidelines as all other LEAs within the Santa Clarita Valley SELPA;
- Accept all students with disabilities appropriately referred to regionalized programs across LEAs;
- 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;

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- Collect and complete state and federal report requirements in a timely manner, including California Longitudinal Pupil Achievement Data System (CALPADS) submissions;
- Gather and submit all data required by the SELPA, LACOE, the California Department of Education and the federal government;
- Coordinate and prepare for state or federal compliance reviews and monitor corrective actions;
- Monitor and correct findings from compliance reviews, Office of Civil Rights (OCR) compliance investigations, due process hearings and/or complaint procedures;
- Implement and monitor any corrective action findings for all monitoring and review activities;
- Respond to compliance and due process complaints and implement required corrective actions, if needed;
- Submit to the SELPA Administrator, copies of all monitoring activities and reviews, Office of Civil Rights, due process, and state-level compliance findings which have SELPA-wide implications;
- Recruit candidates for the Community Advisory Committee;
- Serve as liaison with Community Advisory Committee to ensure two-way communication;
- Provide materials and orientation to CAC representatives appointed by the Board of Education;
- Plan, coordinate and monitor the staff development activities of the SELPA to ensure implementation;
- Attend Board Liaison meetings as a resource person, as needed;
- Assist in the coordination of community resources including the implementation of interagency agreements;
- 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 RLA/AU is responsible for the recruitment and hiring of the SELPA Administrator and staff.
- The SELPA Administrator is selected by a panel of superintendents from a list of candidates provided by AU's personnel office. The AU Superintendent shall evaluate the SELPA Administrator in accordance with the AU's personnel practices with written input from the Superintendents' Council and district special education administrators.
- The SELPA Administrator shall act as a liaison between the various levels of governance within the SELPA. She/he will coordinate and monitor all of the responsibilities of the Administrative Unit as outlined in the Administrative Unit Agreement.
- The SELPA Administrator oversees the recruitment, supervision and evaluation of SELPA staff.
- The individual LEAs will provide representation in the interview panel for the hiring of SELPA staff, as needed.



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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:

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 Superintendents' 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.

All federal and state special education funds shall be allocated to the SELPA for distribution to member LEAs according to an approved Special Education Funding Allocation Plan. 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 RLA/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.

- c. The operation of special education programs:

The SELPA Administrator carries out the SELPA's obligation to assure equal access to all programs and services in the SELPA and provides advice to members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, on the availability of established due process and legal service options and procedures. In cooperation with the CDE, the SELPA Administrator provides information to ensure that all special education pupils receive appropriate due process and procedural safeguards as provided by law.

Specific duties of the RLA/AU:

- The RLA/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;
- Approve contractual agreements for the Santa Clarita Valley Special Education Local Plan Area which meet the requirements of EC 56200;
- Serve as the employing agency for personnel who have responsibilities throughout the Local Plan Area. Such personnel will include but not be limited to the SELPA Administrator and classified support staff. Employment of such personnel will be in accordance with personnel policies and practices of the William S. Hart Union High School District and procedural employment policies approved by the Superintendents' Council;
- Hold a public hearing on the SELPA's annual budget and service plan and adopt the plans at that

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hearing, once each year;

- Approve written agreements for regionalized services;
- Approve SELPA policies, which affect William S. Hart Union High School District's role as Administrative Unit.

Specific duties of the SELPA Administrator include, but not limited to:

- 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;
- 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,
- 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;
- Prepare program and fiscal reports required by the LEAs, SELPA, and California Department of Education;
- Provide technical assistance to LEAs with non-public schools and agencies, including distribution of a Master Contract template and rate negotiations;
- Provide technical assistance and consultation to LEAs in all areas of special education, including complaint and due process procedures;
- Act as a liaison between and among the SELPAs, the California Department of Education, Governance Council, Greater Los Angeles Area SELPAs (GLAAS), the Community Advisory Committee, Local Plan Committee, U.S. Department of Education Office of Special Education Programs, and elected government officials to assist with information dissemination and ensure compliance and implementation of the local plan;
- Adopt and implement a management information system.

Duties of the LEA include, but are not limited to:

- Coordinate and conduct child find activities;
- Make available a free appropriate public education to all students residing in the LEA and/or Local Plan geographic area;
- Develop and provide programs and services for all eligible students residing in the LEA and for students attending private schools;
- Identify and serve students in medical facilities, foster care, or Licensed Children's Institute (LCI) pursuant to federal and state law;
- Ensure participation in state and district-wide assessments;
- Operate all special education programs and services in accordance with federal and state laws and regulations and in alignment with SELPA policies/procedures;
- Respond to compliance and due process complaints and implementing the decisions of compliance investigations or due process hearings;

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- Utilize the same management information system, forms, procedures and guidelines as all other districts within the SELPA;
- Collect and complete state and federal report requirements; including California Longitudinal Pupil Achievement Data System (CALPADS) reports, self-reviews, and verification reviews.

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

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. The AU, as the grantee of federal funds from the CDE, shall distribute all or part of the federal funds received to participating LEAs within the SELPA through a sub-granting process and shall annually conduct and report to the CDE the required Maintenance of Effort (MOE) information.

The SELPA Administrator or designee shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination, monitoring and action regarding the appropriate use of special education funds shall be made through the required annual maintenance of effort reports and Annual Budget Plan submitted to the CDE.

The individual LEAs, along with 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.

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:

- For the costs of special education, related services, supplementary aides and services provided in a general education class or other education-related setting, 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;
- To develop and implement a fully integrated and coordinated services system.

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 Santa Clarita Valley SELPA serves all students, ages 0-21, which are identified as individuals with exceptional needs, including those identified as having “low incidence” disabilities. 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

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the student with a free and appropriate public education is served in the least restrictive environment.

Low Incidence funds may be used for all students with low incidence disabilities as defined in law (hearing impairments, visual impairments, severe orthopedic impairments or any combination thereof) where an IEP team has determined the pupil meets eligibility requirements for a low incidence disability and the specialized equipment and/or services are recommended in the student's IEP. The SELPA Low Incidence Committee shall be responsible for ensuring LEAs follow the SELPA Low Incidence Disability Guidelines.

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 56040.3).

## 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:	1
Document Title:	Comprehensive Local Plan for Special Education Special Education Local Plan Area Local Education Agency (LEA) Assurances
Document Location:	Santa Clarita Valley SELPA Office 26320 Spirit Court, Santa Clarita Valley CA 91350

"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:

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☒ 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

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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:

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Document Title:

Comprehensive Local Plan for Special Education  
Special Education Local Plan Area  
Local Education Agency (LEA) Assurances

Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

"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 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:

Comprehensive Local Plan for Special Education  
Special Education Local Plan Area  
Local Education Agency (LEA) Assurances

Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

"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:

Comprehensive Local Plan for Special Education  
Special Education Local Plan Area  
Local Education Agency (LEA) Assurances

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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)**

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:

Comprehensive Local Plan for Special Education  
Special Education Local Plan Area  
Local Education Agency (LEA) Assurances

Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

"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:

Comprehensive Local Plan for Special Education  
Special Education Local Plan Area  
Local Education Agency (LEA) Assurances

Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

"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:

Comprehensive Local Plan for Special Education  
Special Education Local Plan Area

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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:

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

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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:

Comprehensive Local Plan for Special Education  
Special Education Local Plan Area  
Local Education Agency (LEA) Assurances

Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

"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:

Comprehensive Local Plan for Special Education  
Special Education Local Plan Area  
Local Education Agency (LEA) Assurances

Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

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

☒ Yes ☐ No

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

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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

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**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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Policy/Procedure Title:

Comprehensive Local Plan for Special Education  
Special Education Local Plan Area  
Local Education Agency (LEA) Assurances

Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

"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:

Comprehensive Local Plan for Special Education  
Special Education Local Plan Area  
Local Education Agency (LEA) Assurances

Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

"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)**

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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

**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

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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:

Document Location:

Description:

Direct instructional support provided by the program specialist:

- SELPA program specialist work under the direction of the SELPA Administrator to support the coordination and implementation of the local plan through their support to regionalized programs and member LEAs, as requested. LEA program specialists support the coordination of the SELPA and the implementation of the local plan through collaboration amongst member LEAs, including the support and operation of Regionalized Programs.

Role of the RLA/AU:

- See Administrative Unit Agreement by and between the Santa Clarita Valley SELPA and the William S. Hart Union High School District;
- Receive and maintain 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 make recommendations to the Superintendents' Council when revisions are needed;
- Facilitate development and approval of SELPA policies and procedures necessary to implement the local plan.



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### 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;
- Support the continuum of services that exist within the SELPA through their support of Regionalized Programs;
- Through their Superintendent's participation on the Superintendents' Council, will review and approve policies and procedures to implement the local plan.

## 2. Coordinated system of identification and assessment:

Reference Number:

SCV 100 G-02

Document Title:

Administration of Regionalized Operations and Services Guidelines

Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

### Direct instructional support provided by the program specialist:

- Observe, consult and assist service providers and member LEAs to support the coordination of identification and assessment.

Role of the RLA/AU: N/A

### Role of the Administrator of the SELPA:

- Ensure each LEA conducts child find activities;
- Provide technical support to LEAs and guidance to parents, as needed;
- Support child find activities at a regional and county level, including facilitation of public notices;
- Participate in child find activities established by the LEAs and ensuring appropriate interagency agreements are in place.

### Role of the individual LEAs:

- Identify and assess all students for whom they are responsible.

## 3. Coordinated system of procedural safeguards:

Reference Number:

SCV 100 G-3

Document Title:

Administration of Regionalized Operations and Services Guidelines

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Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

Direct instructional support provided by the program specialist:

- Support LEAs by coordinating trainings in alternate dispute resolution proactive strategies;
- Assist parents with accessing information related to filing complaints with the CDE and/or Office of Administrative Hearings, when requested;
- Assure 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: N/A

Role of the Administrator of the SELPA:

- Utilize the use of a Facilitated IEP process to assist both LEAs and parents to resolve conflicts;
- Assist parents with explanation and guidance on their rights and procedural safeguards;
- Answer parent questions related to filing complaints with the CDE and/or Office of Administrative Hearings;
- Provide guidance to LEAs on procedural safeguards;
- Assure 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;
- Post procedural safeguards on website.

Role of the individual LEAs:

- Provide procedural safeguards to parents consistent with the education code and ensure that the safeguards are implemented;
- Assist parents in understanding of procedural safeguards;
- Assist LEAs with filing a complaint with CDE and/or the Office of Administrative Hearings, when requested;
- Utilize alternative dispute resolution processes whenever possible and as applicable.

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

Reference Number:

SCV 100 G-4

Document Title:

Administration of Regionalized Operations and Services Guidelines

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Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

Direct instructional support provided by the program specialist:

- Support parent education and staff development, program development and innovative methods and approaches within the SELPA.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA:

- Collect input, on an annual bases, from the Special Education Administrators and staff of member LEAs to determine the staff development needs requested of the SELPA;
- Receive input, on an annual bases, from the Community Advisory Committee on the educational needs of parents and guardians;
- Coordinate and/or provide needed trainings and supports as requested or determined appropriate for each member LEA.

Role of the individual LEAs:

- Determine the staff development and parent/guardian educational needs, based on their local needs;
- Seek assistance and professional development from the SELPA, when needed;
- Ensure program staff receives appropriate professional development.

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

Reference Number:

SCV 100 G-05

Document Title:

Administration of Regionalized Operations and Services Guidelines

Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

Direct instructional support provided by the program specialist:

- Coordinate curriculum development, resources and technical assistance to LEAs, when requested by the SELPA.

Role of the RLA/AU: NA

Role of the Administrator of the SELPA:

- Provide technical assistance and professional development as

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Description:

requested or determined appropriate for member LEAs.

Role of the individual LEAs:

- Determine their needs for curriculum development and alignment with the core curriculum;
- Seek technical assistance 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:

SCV 100 G-06

Document Title:

Administration of Regionalized Operations and Services Guidelines

Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

Direct instructional support provided by the program specialist:

- Assist LEAs to evaluate effectiveness of programs for students with disabilities, when requested.

Role of the RLA/AU:

- 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 the SELPA Fiscal Allocation Plan 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 students with disabilities receive a free appropriate public education;
- Engage in monitoring activities as required by the CDE;
- Review and address performance, compliance, and accountability issues in a timely manner.

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7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

Direct instructional support provided by the program specialist:

- LEA program specialist works collaboratively with the SELPA to ensure a coordinated system of data collection and management.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA:

- Approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education;
- Establish and maintain the Special Education Data System (SEIS) for all LEA members to access and use for reporting purposes;
- Provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA.

Role of the individual LEAs:

- Submit data entry, quality and integrity of CALPADS in a timely manner and as required by the California Department of Education;
- Utilize the Special Education Data System (SEIS) established by the SELPA.

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

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Description:

- Work collaboratively with the SELPA to support the coordination of interagency agreements and regionalized programs.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA:

- Review, revise, or develop interagency agreements as required to implement the plan;
- 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:

- Approve and implement interagency agreements, as appropriate, through representation of the Superintendents' Council and/or at the discretion of the SELPA.

9. Coordination of services to medical facilities:

Reference Number:

SCV 100 G-09

Document Title:

Administration of Regionalized Operations and Services Guidelines

Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

Direct Instructional support provided by the program specialist:

- Provide technical assistance to LEAs when requested to ensure that students have full educational opportunities regardless of district of special education accountability.

Role of the RLA/AU: NA

Role of the Administrator of the SELPA:

- 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:

- Take educational responsibility for 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 within the geographic area of the LEA.

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

Reference Number:	SCV 100 G-10
Document Title:	Administration of Regionalized Operations and Services Guidelines
Document Location:	Santa Clarita Valley SELPA Office 26320 Spirit Court, Santa Clarita Valley CA 91350
Description:	<div style="border: 1px solid black; padding: 10px;"><p>Direct instructional support provided by the program specialist:</p><ul style="list-style-type: none"><li>• Provide technical assistance to LEAs, when requested, to ensure that students have full educational opportunities regardless of district of special education accountability.</li></ul><p>Role of the RLA/AU: NA</p><p>Role of the Administrator of the SELPA:</p><ul style="list-style-type: none"><li>• 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>• Take educational responsibility for individuals with exceptional needs who reside in foster family homes or licensed children's institutions in which the foster family home or licensed children's institution is located in the geographic area of the LEA.</li></ul></div>

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

Reference Number:	SCV 100 G-11
Document Title:	Administration of Regionalized Operations and Services Guidelines
Document Location:	Santa Clarita Valley SELPA Office 26320 Spirit Court, Santa Clarita Valley CA 91350
Description:	<div style="border: 1px solid black; padding: 10px;"><p>Direct instructional support provided by the program specialist: N/A</p><p>Role of the RLA/AU:</p><ul style="list-style-type: none"><li>• Complete required accountability and fiscal reports on behalf of the SELPA.</li></ul><p>Role of the Administrator of the SELPA:</p></div>



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- Ensure preparation and timely submission of required reports;
- Provide technical assistance to LEAs in completing said reports.

12. Fiscal and logistical support of the CAC:

Reference Number: SCV 100 G-12

Document Title: Administration of Regionalized Operations and Services Guidelines

Document Location: Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

Direct Instructional support provided by the program specialist:

- Provide logistical support to the CAC.

Role of the RLA/AU:

- Approve expenses deemed appropriate and approved by the Superintendents' Council and/or SELPA Administrator.

Role of the Administrator of the SELPA:

- Provide fiscal and logistical support for CAC meetings, events, and trainings 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.

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

Reference Number: SCV 100 G-13

Document Title: Administration of Regionalized Operations and Services Guidelines

Document Location: Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

Direct instructional support provided by the program specialist: N/A

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA:

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Description:

- Provide technical assistance, as requested.

Role of the individual LEAs:

- Provides transportation for their students with disabilities as determined by their IEP teams.

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

Reference Number:

SCV 100 G-14

Document Title:

Administration of Regionalized Operations and Services Guidelines

Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

Direct instructional support provided by the program specialist:

- Support professional development, program development, and innovation of special methods and approaches;
- Collaborate with outside agencies to support transition, as needed or requested.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA:

- Provide professional development and technical assistance, as needed or requested;
- Ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate.

Role of Individual LEAs:

- Provide appropriate career and vocational education and transition services as required under state and federal law, as appropriate;
- Coordinate with local agencies (e.g., Regional Center and Department of Rehabilitation).

15. Assurance of full educational opportunity:

Reference Number:

SCV 100 G-15

Document Title:

Administration of Regionalized Operations and Services Guidelines

Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

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Description:

Direct instructional support provided by the program specialist:

- Provide technical assistance to LEAs, when requested, to ensure that students have full educational opportunities regardless of district of special education accountability.

Role of the RLA/AU: NA

Role of the Administrator of the SELPA:

- Ensure through approval of the Annual Service Plan that the full continuum of services is provided;
- Assist with Inter/Intra-SELPA Fiscal Agreements, as needed;
- Provide professional development and technical assistance, upon request or as determined needed by the SELPA, for LEAs and/or nonpublic schools.

Role of the individual LEAs:

- Determine, through their representative to the Superintendents' Council, the regional programs required to meet the needs of the students with disabilities within the SELPA;
- Provide a full continuum of services in collaboration with the SELPA.

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: SCV 100 G-16

Document Title: Administration of Regionalized Operations and Services Guidelines

Document Location: Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

Direct instructional support provided by the program specialist: N/A

Role of the RLA/AU:

- Collaborate with the SELPA to ensure that the distribution of funds is in alignment with the Funding Allocation Plan;
- Take responsibility 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.

Role of the Administrator of the SELPA:

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Description:

- Ensure that the distribution and allocation of funds to member LEAs is in alignment with the 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:

- Determine and approve through representation to the Superintendents' Council the allocation of funds to the member LEAs and the Annual Budget Plan;
- Submit required fiscal reports 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:

SCV 100 G-17

Document Title:

Administration of Regionalized Operations and Services Guidelines

Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

Direct instructional support provided by the program specialist:

- Provide instructional program support under the direction of the SELPA.

Administrator, which shall include, but are not limited to:

- Conduct observations, consult with and assist special and general education staff, administrators, and parents regarding appropriate services for students with disabilities;
- Participate and provide technical support in program development;
- Coordinate curricular resources and take a leadership role in ensuring the use of appropriate instructional methods, strategies, interventions and resources are utilized;
- Facilitate the development and implementation of staff development and parent education activities.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA:

- Supervise and evaluates the SELPA program specialist;
- Provide training and guidance to the program specialist, as need.

Role of the individual LEAs:

- Provide instructional support to LEAs in order to ensure students have access to a full continuum of Special Education and Related Services.

SELPA 

Santa Clarita Valley SELPA
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**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: 

SCV 200 G-01
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Document Title: 

Special Education Local Plan Area Services Guidelines
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Document Location: 

Santa Clarita Valley SELPA Office 26320 Spirit Court, Santa Clarita Valley CA 91350
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Description:

Saugus Union School District is the district of operation for the SELPA Early Start services for all member Local Educational Agencies (LEAs). The SELPA Early Start Program serves all solely low incidence disabilities (visually, hearing, or orthopedically impaired) identified children from birth to 3 years of age, providing service coordination and special education and related services. The Santa Clarita Valley SELPA Early Start Program and member LEAs will make timely referrals to the Regional Center for potentially eligible infants and toddlers with additional needs. The Santa Clarita Valley SELPA Early Start Program is committed to providing procedural safeguards to families of infants and toddlers with disabilities as mandated by state and federal law. Parent rights are given to all families with Assessment Plan and all Individual Family Service Plan (IFSP) meetings.

See Memorandum of Understanding between the Santa Clarita Valley SELPA and the North Los Angeles County Regional Center related to services for children aged birth to three years.

For students age three through five, each LEA is responsible for providing services to eligible students for whom they are the district of special education accountability. Along with Early Start Part C to Part B transition referrals from the SELPA Early Start Program and North Los Angeles County Regional Center, referrals for students age three through five 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.

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

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to provide regionalized preschool services and/or programs within the SELPA. Some three through five-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.

For a listing of programs and/or services for children aged three 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: SCV 200 G-02

Document Title: Special Education Local Plan Area Services Guidelines

Document Location: Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

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: SCV 200 G-03

Document Title: Special Education Local Plan Area Services Guidelines

Document Location: Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

The Santa Clarita Valley SELPA Superintendents' Council is the policy-making entity of the SELPA. In the event of a disagreement between the local educational agencies; between local educational agencies and the Administrative Unit; between 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 governing board of last resort. This process is intended to resolve disagreements within a period of 60 days,

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Description:

but is not intended to undermine local authority.

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 Chairperson of the Superintendents' Council. If this process fails, the parties may request to agendaize the issue at a future Superintendents' Council meeting in closed session. The decision of the Superintendents' Council shall be final.

Procedures for billing of unreimbursed costs are addressed in the Regional Program agreements approved by each district in the SELPA and are on file in the Santa Clarita Valley SELPA Office. This contract has a Resolution Agreement which differs from the one described above.

The participating LEAs will defend and indemnify the SELPA and AU against, and will hold and save the SELPA and AU, its officers, agents, and employees harmless from any and all actions, claims, damages to persons or property, penalties, obligations, or liabilities that may be asserted or claimed by any person, firm, entity, corporation, political subdivision, or any other organization arising out of the operation or maintenance or other activities of the LEA or its agents, employees, or independent contractors under this local plan.

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:

SCV 200 G-04

Document Title:

Special Education Local Plan Area Services Guidelines

Document Location:

Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

Each LEA shall ensure that a student is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, multi-tiered system of support models, student success teams (SST), early literacy programs, and remedial programs.

5. A description of the process being used to oversee and evaluate placements in nonpublic,



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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: SCV 200 G-05

Document Title: Special Education Local Plan Area Services Guidelines

Document Location: Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

Nonpublic, nonsectarian school (NPS) means a private, nonsectarian school that enrolls individuals with exceptional needs pursuant to an IEP and is certified by the CDE. The LEA may contract with the NPS when no public education program is available, as determined by the IEP team.

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 on-site 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 on-site monitoring visit each school year in which 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;
  - A walk-through of the facility;
  - The on-site 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 on-site monitoring visit report when evaluating whether the student is making appropriate educational progress at the NPS.

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

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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: SCV 200 G-06

Document Title: Special Education Local Plan Area Services Guidelines

Document Location: Santa Clarita Valley SELPA Office  
26320 Spirit Court, Santa Clarita Valley CA 91350

Description:

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).

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:
  - State and LEA-wide assessment programs

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Fiscal Year 2021-22

- Transition Planning and transition services

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.