

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

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SELPA Greater Anaheim SELPA

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B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The Greater Anaheim SELPA is located in the Northern Orange County area and consists of six member Local Educational agencies including the Anaheim Union High School District, Centralia School District, Cypress School District, Los Alamitos Unified School District, Magnolia School District and Savanna School District.

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 six Member Districts that comprise the Greater Anaheim SELPA created the GASELPA Board, which is made up of a Board member from each of the participating districts. The GASELPA Board is responsible for administering the Joint Powers Agreement and directing the consolidation of services under the Local Plan.

Governance Structure. (56195.1 (b)(2))

2.1 Creation of the GASELPA Board.

2.1.1 The Member Districts hereby create the GASELPA Board which will be a public entity separate from the respective Member Districts, responsible for administering this Agreement, and directing the consolidation of services under the Local Plan.

2.1.2 The GASELPA Board shall be solely responsible for the duties, liabilities and obligations of the GASELPA Board, and the duties, liabilities and obligations of the Administrative Unit, acting in the course and scope of the Administrative Unit's duties to the GASELPA Board

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2.2 . Composition of the GASELPA Board.

2.2.1 The GASELPA shall be governed by the GASELPA Board, which shall be comprised on one GASELPA Board member from each of the Member Districts.

2.2.2 Each Member Board shall appoint an elected Board Member to the GASELPA Board. Any other member from the Member Board may represent the Member District in the absence of the appointed GASELPA Board Member.

2.3 Term of Office of GASELPA Board Members.

2.3 .1 The regular term of office of each GASELPA Board member shall be two years.

2.3.2 Notwithstanding the expiration of the regular term of office, each GASELPA Board member shall continue to serve on the GASELPA Board until appointment and assumption of duties by a successor GASELPA Board member.

2.3.3 In the event of death, disqualification, or resignation of any GASELPA Board member, the Member Board which appointed such GASELPA Board member shall appoint a successor for a special term of office to serve for the remainder of the former GASELPA Board member's term.

2.3.4 Notwithstanding Section 2.2.2, three (3) Member Districts; Centralia, Cypress, and Savanna re-appoint members to two year terms beginning on January 1, 1987, and two (2) Member Districts: Anaheim Union High School and Magnolia will re-appoint members to two year terms beginning on January 1, 1988.

2.3.5 Notwithstanding Section 2.2.2, one (1) Member District: Los Alamitos Unified, will re-appoint a member to a one yearáterm beginning on January 1, 1987. The district will re-appoint a member to a two year term beginning on January 2, 1988.

2.4 GASELPA Board Meetings

2.4.1 The GASELPA Board shall meet on a regular basis, as determined by and set forth in bylaws of the GASELPA Board. Such meetings shall comply with all applicable provisions of

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law, including, but not limited to, Chapter 9, of Part 1, of Division 2, of Title 5, of the Government Code (the "Ralph M. Brown Act").

2.4.2 All actions taken by the GASELPA Board including, but not limited to, entering into and amending agreements, will only be taken upon a majority vote of the GASELPA Board, except as limited by Sub-Section 6.1.1.

2.4.3 Each Member Board will be allowed one (1) vote on the GASELPA Board, cast by the GASELPA Board member or authorized Representative in physical attendance at a lawful meeting.

2.5 Duties of the GASELPA Board. (56205(a)(12)(D)(i))

2.5.1 The GASELPA Board will determine the most appropriate rules and regulations, policies, bylaws and procedures for the GASELPA and the functioning of the GASELPA Board, consistent with this Agreement after considering alternatives. (56195.1 (c)(2), 56205(a)(12)(D)(i))

2.5.2 The GASELPA Board will receive and approve distribution of Regional Service funds, and approve the annual budget of the GASELPA (56195.1 (c)(2))

2.5.3 The GASELPA Board will refer all actions approved by the GASELPA Board which require approval by the Member Boards to all Member Boards.

2.5.4 The GASELPA Board will provide administrative support for the GASELPA. The GASELPA Board shall be responsible for designating staff required to support the GASELPA. In reviewing and approving the GASELPA Budgets on an annual basis, the GASELPA Board designates the GASELPA Office staffing based upon recommendation of the Regional Administrator. (56205(a)(12)(D)(ii)(i), 56195.1(b)(i))

2.5.5 The GASELPA Board will provide regionalized services.

2.5.6 The GASELPA Board will establish the duties and responsibilities of and evaluate the Regional Administrator. (56205(a)(12)(D)(ii)(i))

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2.5.7 The GASELPA Board will employ or provide by contract, a Regional Administrator, Program Specialists, and GASELPA staff and provides for the evaluation of the Program Specialists and GASELPA staff: (56205(a)(12)(D)(ii)(I))

2.5.8 The GASELPA Board will coordinate programs for all students with disabilities who reside within the districts of the GASELPA.

2.5.9 The GASELPA Board will provide equal access and compatibility with the requirements of the Individual with Disabilities Education Act (IDEA).

2.5.10 The GASELPA Board will ensure compliance with all legal requirements and procedural safeguards of all State and Federal laws, statutes, and regulations including, but not limited to:

2.5.10.1 Equal access to all programs and services in the region.

2.5.10.2 Advice to parents on availability of low cost legal services.

2.5.10.3 Complaints and the correction of identified problems.

2.5.10.4 Complaints and the correction of identified problems. Due Process: The description of due process procedures in Education Code 56500-56507, for purposes of Code of Federal Regulations, 34 C.F.R. 300.237, are hereinafter included by reference.

2.5.11 The GASELPA Board will coordinate the implementation of the Local Plan. (56195, 56195.1(b)(I))

2.5.12 The GASELPA Board will review, approve and monitor all budgets assigned to the GASELPA.

2.5.13 The GASELPA Board will review, approve and monitor the allocation of special education funds to local education agencies. (56195, 56205(a)(12)(D)(ii)(IV))

2.5.14 The GASELPA Board will decide disputes within the scope of this Agreement among

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the Members. The decision of the GASELPA Board shall be final. (56205(b)(5))

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:

Policies

Policies are statements of intent which are adopted by the governing board. They serve as guides to the administration in the development and implementation of regulations for operating the SELPA.

Policy Development

Policy development of changes may result from changes in state law, or through action of the State Board of Education. The regional administrator must take the leadership in the policy making process, by recognizing the need for specific policies and giving the board proposed policy statements for consideration, modification and adoption.

Procedure Development

The regional administrator shall develop procedures by which policies will be developed and presented to the board.

Adoption of Policy

Overview

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Policies of the board shall be deemed necessary by the GASELPA Board. Any policy not statutory in nature may be amended or repealed and new policy adopted at any regular meeting of the board by a majority vote. The action must be listed in the call and/or agenda if it occurs at a special meeting.

Procedure

In general, proposed policies will be received and reviewed by the board for a first reading at one meeting, reviewed and acted upon at the next regularly scheduled meeting.

Regulations

The regional administrator shall specify the required actions, and design the detailed arrangements under which the SELPA is to be operated. Those regulations and procedures which apply throughout the SELPA are to be designated as "administrative regulations", and are to be placed in the SELPA policies and regulations manual. The regulations shall be presented to the board for review before implementation in the SELPA. Administrative regulations must be consistent with the policies adopted by the governing board. The regional administrator is responsible for development and implementation of the SELPA regulations. He/she should, as a matter of good administrative procedure, develop a system whereby staff members are involved in development of regulations in order to make certain that each regulation is complete, efficient, sufficient to the need, consistent with adopted board policy, and capable of full implementation.

Recording Policies and Administrative Procedures.

The basic policies of the board will be set forth in an official document designated SELPA Policies and Regulations, and will be printed on white paper. The Administrative Procedures will immediately follow the corresponding board policy, and will be printed on blue paper.

Bylaws

Bylaws are the rules governing the internal operations of the governing board. When need for a new bylaw, or modification of an existing bylaw is recognized, the regional administrator will be directed to develop and present the board with an effective new or modified bylaw for

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consideration, modification if necessary, and adoption. The same procedure used for development of policies shall be used for development of bylaws.

Sources of Recommendations for Change in the Policy Manual

The governing board recognizes that the policy manual will always stand in need of improvement, and welcomes written recommendations for change from any source, including board members, administrators, other staff members, students, members of the community, and public and private agencies and organizations. The administration is expected to propose changes in the manual made necessary because of changes in law, state regulations, and court decisions; Any recommendations for change may be presented to the governing board or the regional administrator.

Policy Development Procedures

The following procedures will be followed for writing, adopting and implementing SELPA policy:

1. The need for a policy emerges when a problem, an issue, or a need is determined by the regional administrator.
2. Upon the determination of a problem, an issue, or a need, a study shall be conducted by the regional administrator.
3. Recommendations shall be made concerning the problem, issue or the need in respect to an approach to solve the problem indicated.
4. A discussion, a debate, a decision on how to handle the problem, the issue or the need shall take place with the governing board.
5. The board would take its first action concerning the problem, the issue or the need, and ask for a policy to be written in the broadest sense. The policy to be written would be an attempt to answer the issues raised.
6. The regional administrator will draft the language of the policy.
7. At the time that the policy is written, rules and regulations concerning the implementation of the policy and how it is to operate will also be written.
8. Staff and the public would receive notice through announcement at a board meeting, of the formulation of the new policy.
9. Final board action will be taken after revision and minor changes as a result of the above eight steps.

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10. Evaluation of new policy will be reported to the board from time to time. Policy will be revised if it proves to be untenable or not workable.

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:

2.10.3 The Orange County Office of Education may perform the services of an LEA for persons with severe disabilities and for students with disabilities residing in Juvenile Court Schools in the Greater Anaheim SELPA.

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

Charter Schools

C. Rationale

This policy applies to all Charter Schools that are chartered by educational entities located within the boundaries of the Greater Anaheim SELPA. Additionally, this policy applies to any charter school petition granted by the State Board of Education (SBE) in which oversight responsibilities have been assigned to a district within the SELPA (Education Code 47605(k)(l)). As students enrolled in charter schools are entitled to special education services provided by State and Federal funding, the charter schools will follow all requirements of state and federal law regarding provision of special education services (Education Code a56000 et seq., Individuals with Disabilities Education Act 20 U.S.C. Chapter 33.)

D. Policy Statement

Special education and related services shall be provided to all eligible individuals within the Greater Anaheim SELPA in accordance with this Local Plan. Students enrolled in charter schools chartered within this SELPA shall receive the services in a manner similar to students enrolled in member districts within the SELPA. Funding for special education services, participation in the governance structure and responsibility for provision of services shall be based on the status of the individual charter school.

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For provision of special education services, charter schools may be categorized as either a separate LEA or a Public Charter School within a district. Whether a charter school is deemed an LEA or part of a school district shall be determined by its charter as approved by the responsible member district board.

SELPA Involvement with Approval and Renewal of Charters

Prior to approval of a new charter, or renewal of an existing charter, the superintendent or designee of the chartering entity shall consult with the SELPA Administrator regarding the status of the charter school. The chartering entity will provide assurances that all eligible students, including those students enrolled in the charter school, will receive appropriate special education services.

Status of Charter Schools

For the purposes of provision of special education services, charter schools may be deemed either an LEA or a public school within the chartering district.

a. Public School Within a School District

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

The chartering district will receive all applicable special education funds. The chartering district will represent the needs of charter schools, like other schools within the district, in the SELPA governance structure. The chartering district will be responsible for ensuring that all eligible students are appropriately served. The district will be responsible for procuring and funding appropriate special education services, even though the student may reside anywhere in the State of California.

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

Charter School as an LEA within the SELPA

A charter school may apply to participate as an LEA for the provision of special education services. A request to participate, as an LEA in the SELPA may not be treated differently from a similar request by a school district. Application must be made to the SELPA by February 1 of the school year preceding the school year in which the charter school anticipates operating as an LEA within the SELPA. The status of a charter school to be recognized as an LEA must be approved by a member district board. These requirements include: (56203, 56207.5)

1. Provide a current operating budget in order to assure fiscal responsibility in accordance with Education Code 42130 and 42131.
2. Provide assurances that students and staff will be instructed in a safe environment.
3. Provide a copy of the original petition.
4. Be responsible for any legal fees as it relates to the application and assurances process in becoming an LEA.
5. Meet the terms of the assurances required in every Local Plan, including those regarding Identification, Screening, Referral, Assessment, Instructional Planning, Implementation and Review, Procedural Safeguards; and Regionalized Services.

Once deemed an LEA, the charter school will be responsible for and entitled to the following;

- a. Participate in governance of the SELPA in the same manner as other LEAs of the SELPA (56195.J(2)(j), 562031, 56207.SI)
- b. Participate in state and federal funding for special education and the allocation plan developed in the same manner as other LEAs of the SELPA (56203(b), 56207.5(b))

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c. Be responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, nonpublic school/agency placements, inter/intra SELPA placements, due process proceedings, complaints and attorney fees.

The following procedures shall be followed for charter schools in accordance with GASELPA Board policy:

1. The governing board of each LEA shall not approve a petition for creation of a charter school unless the petition contains adequate assurances that the proposed school will comply with all provisions of federal law and implementing regulations related to the rights of students with disabilities and their parents (20 U.S.C. Chapter 33, the Individuals with Disabilities Education Act).
2. The governing board shall require that a petition include the means by which the charter school intends to serve students with disabilities. This will include a specific reference as to whether the charter school intends to be deemed an LEA or public school for the provision of special education services.
3. The governing board shall require that a petition contain assurances that no student will be denied admission to the charter school based on disability or lack of available services.
4. Prior to approving a charter school petition, the superintendent or designee of the chartering entity may consult with the SELPA Administrator regarding the provision of special education services to students enrolled in the prospective charter school.
5. The charter petition, or an accompanying Memorandum of Understanding or Business Services Agreement may provide for the allocation of excess costs and/or the charter school's fair share of special education encroachment on the district general fund.
6. Once admitted to a charter school, any special education services required by enrolled students will be provided by the chartering district, if the school is deemed a public school of the district, or a charter school if deemed an LEA.
7. If a charter school IEP team places a student in a special education program provided

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by another educational entity, i.e., a COE, another district or SELPA, the charter school will be responsible for any excess costs attributable to the placement. Responsibility for excess costs will rest with the placing charter school.

8. A district IEP team may place a student in a charter program only with agreement between responsible educational entities and parental consent. Under such circumstances, the placing district will be responsible for any excess costs in accordance with the Local Plan.

9. The chartering district will be allocated all special education funds that are generated by a charter school that is deemed a public school. The chartering district will represent the needs of charter schools that are deemed public schools in the SELPA governance structure. The charter school will receive SELPA services in the same manner as other schools within the chartering district.

10. If the charter school wishes to be deemed an LEA, the approved charter school LEA status must be approved by a member district board.

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

12. If the 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.

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:

2.9 Community Advisory Committee.

2.9.1 A Community Advisory Committee shall be established to provide input on the development, implementation and review of the local plan, and to otherwise advise the GASELPA Board, pursuant to policies and regulations set forth in the Local Plan. (56205(a)(12))

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(C))
2.9.2 The Community Advisory Committee shall meet regularly during the academic year.

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:

Development of the Local Plan
The Local Plan shall be developed and updated cooperatively by a committee of representatives of special and regular teachers and administrators and representatives of charter schools selected by the groups they represent, and with participation by parent members of the community advisory committee, or parents selected by the community advisory committee to ensure adequate and effective participation and communication.

Amendments to the Permanent Section of the Local Plan
Changes or amendments to the permanent portion of the Local Plan may be considered during the annual service and budget plan process. The GASELPA Board may adopt amendments to the permanent portion of the Local Plan on an interim basis, not to exceed one school year. Amendments approved in this manner shall become permanent upon subsequent approval by all LEA governing boards and the State Board of Education.

Selection of Representatives for Development of the Local Plan
Selection of Special Education Teachers:
The responsible Director of Special Education of each member district in accordance with state guidelines shall select special education teachers.

Selection of General Education Teachers:
The Director of Special Education of each member district in accordance with state guidelines shall select general education teachers.

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Selection of Administrators:
The responsible Director of Special Education of each member district shall select general education administrators. The responsible Director of Special Education of each member district shall select special education administrators.

Selection of Charter School Representatives:
Directors of charter schools shall be requested to select a representative to serve on the Local Plan committee.

Selection of Preschool Representatives:
The responsible Director of Special Education of each member district shall select representatives of preschool programs.

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:

6.1 Administrative Unit.

6.1.1 The GASELPA Board shall designate one of its Member Districts to serve as the Administrative Unit.

6.1.2 The Administrative Unit shall be designated by the GASELPA Board on or before January 2 for each subsequent fiscal year.

6.1.3 The Administrative Unit shall receive all regionalized funds and, upon receipt, transfers them to the GASELPA fund in the Orange County Treasury.

6.1.4 The Administrative Unit shall receive and transfer special education funds to district accounts for the operation of special education programs and services in accordance with GASELPA allocation plan.

6.1.5 The Administrative Unit shall receive and distribute special education funds to accounts exclusively designated for GASELPA use.

6.1.6 The Administrative Unit shall employ certificated staff to support GASELPA functions.

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

2.19 Responsibilities of Participants and Administrative Support.

2.10.1 In adopting the Local Plan, each participating LEA 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, including students attending charter schools where a LEA of the GASELPA has granted that charter. Each Member District will supervise and be responsible for all special education personnel under its employment, except the GASELPA .

2.10.2 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. However, when an LEA is unable to provide an appropriate program for an individual pupil, that LEA shall, in cooperation with the SELPA program Specialists, arrange for an appropriate placement, through an Individualized Education Team, in a Greater Anaheim SELPA program, in another LEA within the Greater Anaheim SELPA or county office program. If such placement is not possible, the Regional Administrator will assist the district in a placement outside of the Greater Anaheim SELPA. (56195.1(c)(I), 56195.S(b), 56195.l(c), 56195.7(d))

5.0 Dispute Resolution Process. (56205(b)(5))

5.1 Within the scope of the Joint Powers Agreement a disagreement arises among member districts or between an individual district and the GASELPA, efforts shall be made to resolve the disagreement through the Regional Administrator with the District Directors of Special Education.

5.2 If an acceptable resolution to the problem is not reached, the issue shall be brought before the District Superintendents through the Regional Administrator. If the Superintendents' Council is unable to resolve the disagreement, the issue shall be reviewed by the Greater Anaheim GASELPA Board. The decision of the GASELPA Board shall be final.

Coordination of Services with Other Public Agencies

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The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to service children with disabilities.

Each interagency agreement will be developed under the coordination of the Orange County Department of Education and Orange County SELPA Directors.

2. The Regional Administrator has the primary responsibility to negotiate agreements with other public agencies.
3. All agreements negotiated with public agencies are to be reviewed by the District Directors of Special Education and submitted to the SELPA Board for approval.
4. These agreements include but are not limited to: Children's System of Care, Part C (Infants), California Children's Services, Head Start, Orange County Regional Center, and others as needed.
5. The Orange County Department of Education shall determine which special education services the county office shall provide to the SELPA and its member districts.
6. Annual agreements are developed by district's operating regional programs within the GASELPA and by the Orange County Department of Education for costs related to the provision of program and transportation services of severely handicapped students.

10. For multi-LEA local plans, specify:

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

2.11 Member Boards.

2.11.1 Each Member Board will operate or provide for programs to ensure that all students with disabilities are provided equal access to special education programs within their district, within the GASELPA, or in other SELPAs. (56195.5(a))

2.11.2 Each Member Board will be responsible for and will retain control of the special education programs it operates. (5195.5(a), 56205(a)(J2)(D) (ii)(I)) 56205(a)(I2)(D)(i))

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2.11.3 Each Member Board shall set policy and direction for the special education programs and services it operates consistent with this Agreement and the policies and procedures of the GASELPA, as set forth in the Local Plan. (56205(a)(12)(D)(i))

2.11.4 Each Member Board shall:

2.11.4.1 Monitor and provide internal control of its pupil population.

2.11.4.2 Implement and comply with the current procedural safeguard policies of the GASELPA.

2.11.4.3 Provide one (1) year's notice to the GASELPA Board, effective July 1 of the following school year, if the Member District does not plan to operate a program and such program affects other Member Districts.

2.11.5 Each Member District will supervise and be responsible for all special education personnel under its employment, except the Program Specialists and Regional Administrator.

2.11.6 Each Member Board will include within its budget, appropriations for special education for the program it operates.

2.11.7 Each Member Board will recruit, select, and appoint a minimum of two or a maximum of four representatives to the Community Advisory Committee to serve a rotating two-year term. (56205(a)(12)(c))

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

2.12 Member Superintendents.

2.12.1 It is the role of a Member District Superintendent to administer each Member District's special education programs so as to ensure compliance with all legal and administrative

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requirements as mandated by law, and to ensure that the Local Plan of the GASELPA is being implemented within each Member district's special education program. (56195.5(a), 56205(a)(J2)(D) (ii)(IIJ), 56205(a)(12)(D)(i))

2.12.2 Each Superintendent will provide administrative leadership to the local district programs in the following areas:

- 2.12.2.1 Program Options
- 2.12.2.2 Curriculum
- 2.12.2.3 Personnel
- 2.12.2.4 Budgeting

2.12.3 Any Superintendent may provide the Regional Administrator with agenda items for GASELPA Board meetings when necessary.

2.12.3 Each Superintendent will notify the Regional Administrator in writing of the Governing Board's decisions regarding those items of SELPA business requiring the Governing Board's actions.

c. The responsibilities of each LEA and COE for coordinating 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:

2.6 Regional Administrator.

2.6.1 The Regional Administrator shall provide leadership and facilitate the decision making process. The Regional Administrator may be given the title of Executive Director or any other title the GASELPA Board deems appropriate.

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2.6.2 The Regional Administrator shall provide information, specific services identified by the GASELPA Board, technical assistance, leadership and arbitration.

2.6.3 The Regional Administrator shall represent the interests of the GASELPA as a whole without promoting any particular local education's interest over the interest of any other agencies. In the event there are differences of opinions and/or positions on issues, it is the Regional Administrator's responsibility to mediate a reasonable resolution of the issue(s).

2.6.4 The Regional Administrator is subject to the Administrative Unit's policies and procedures for day to day operations, but receives direction from, and is responsible to the GASELPA Board.

2.6.5 The Regional Administer will administer the approved Special Education Local Plan, implement policies established by the GASELPA Board and serves as secretary to the GASELPA Board. (56205(a)(2)(D)(ii)(J)), 56836.23)

2.6.6 The Regional Administrator will be selected and evaluated by and implement the directions of the GASELPA Board.

2.6.7 The Regional Administrator will meet on a regular basis with the District Directors of Special Education.

2.6.8 The Regional Administrator will make recommendations for the selection of the Regional staff to the GASELPA Board. The Regional Administrator is responsible for interviewing and recommending certificated and classified personnel to the GASELPA Board in compliance with GASELPA Board policy. If the recommendation by the Regional Administrator is not acceptable to the Board the recommendation shall be withdrawn, and the Regional Administrator shall present another recommendation to the board for consideration.

2.6.9 The Regional Administrator will assign, coordinate, supervise, direct and evaluate the GASELPA Program Specialists and the Regional staff.
(56205(a)(2)(D)(ii)(I))

2.6.10 The Regional Administrator will coordinate services to students with disabilities in public or proprietary hospitals, or other residential medical facilities, services to students with

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disabilities in licensed children's institutions or foster family homes, and services with other local public agencies, as more fully described in the policies, procedures and programs of the Local Plan.

2.6.11 The Regional Administrator will prepare program and fiscal reports required of the SELPA by the state. (56205(a)(12)(D)(ii)(V))

2.6.12 The Regional Administrator will address questions and concerns expressed by members of the public, including parents or guardians of students with disabilities served under this plan will be addressed by the Regional Administrator and direct issues to the responsible local governing agency representative. (56204(b)(4))

GASELPA Program Specialists. (56195. 7(c)(I))

4.2.1 The GASELPA Program Specialists are employed by the Administrative Unit for employment purposes, and serve the GASELPA under the direction of the GASELPA Regional Administrator.

4.2.2 Program Specialists are assigned by the Regional Administrator to provide service and direct instructional support to the member districts in accordance with Section 56368. (56205(a)(12)(B))

4.2.3 The Program Specialists will communicate with the local Director regarding the services to be provided in the Member District.

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

Distribution of Special Education Funds

Rationale

Both federal and state law requires assurances that all eligible pupils residing within a SELPA have equal access to special education programs and services regardless of their district of residence. To accomplish this goal, the Greater Anaheim SELPA Board is required to (1)

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have a process for allocating funds in accordance with laws and regulations; (2) develop an annual budget allocation plan; and (3) monitor the use of special education funds.

A. Policy Statement

1. Each district within the SELPA is assured an equitable share of federal and state special education funds available to the SELPA to provide special education services to residents of the districts. Services may be provided through funds allocated to the district of residence, another school district, a county office, or another SELPA
2. Funds available for distribution are understood to be those allocated to the SELPA on the Advance Certification from the State Department of Education less the funds required to serve residents of Licensed Children's Institutions (LCIs), Low Incidence equipment, Regionalized Services, infants, and special education grant funds allocated by the State Department of Education. The Greater Anaheim SELPA will follow the state apportionment cycle in the distribution of special education revenues.
3. All federal and state special education funds shall be distributed to local education agencies according to an approved Special Education Funding Allocation Plan. The GASELPA Board shall make any changes to the allocation of federal and state and special education funds.
4. The governing board of the local education agencies participating in the GASELPA has agreed that students with disabilities will be provided with appropriate special education services. The GASELPA Board 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.
5. Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:
 1. The cost of special education, related services, supplementary aids and services provided in a regular class or other education-related setting. These designated services may be provided to a child with a disability in accordance with the IBP even if one or more nondisabled children benefit from these services.
 2. To develop and implement a fully integrated and coordinated services system.
6. The governing boards of the local education agencies agree to delegate the authority to the GASELPA Board to approve the GASELPA-wide annual service and budget plans and any subsequent modifications.

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c. The operation of special education programs:

2.19 Responsibilities of Participants and Administrative Support.
(56195.J(b)(I), 56195.5(b), 56205(a)(J2)(D)(I), 56205(a)(I2)(D)(ii)(JII))

2.10.1 In adopting the Local Plan, each participating LEA 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, including students attending charter schools where a LEA of the GASELPA has granted that charter. Each Member District will supervise and be responsible for all special education personnel under its employment, except the GASELPA.

2.10.2 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. However, when an LEA is unable to provide an appropriate program for an individual pupil, that LEA shall, in cooperation with the SELPA program Specialists, arrange for an appropriate placement, through an Individualized Education Team, in a Greater Anaheim SELPA program, in another LEA within the Greater Anaheim SELPA or county office program. If such placement is not possible, the Regional Administrator will assist the district in a placement outside of the Greater Anaheim SELPA. (56195/I(c)(I), 56195.S(b), 56195.I(c), 56195.7(d))

2.10.3 The Orange County Office of Education shall perform the services of an LEA for persons with severe disabilities and for students with disabilities residing in Juvenile Court Schools in the Greater Anaheim SELPA.

4.0 Regionalized Operations and Services. (56205(a)(I2)(B))

Regional Administrator.

The Regional Administrator will coordinate regionalized services to Members to include, but not limited to:

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- 4.1.1 Directing the services of Program Specialists, allocated to the Member Districts based upon the number of students enrolled in the Districts' programs or the needs of the Districts. (56195. 7(c)(1))
- 4.1.2 Development of a uniform system of referral, identification, assessment, and placement for the GASELPA. (56195. 7(a))
- 4.1.3 Development of uniform procedural safeguard policies for the GASELPA. (56195. 7(b))
- 4.1.4 Personnel development, including training for staff; parents and members of the Community Advisory Committee. (56195. 7(c)(2))
- 4.1.5 Curriculum development and alignment with the core curriculum (56195. 7(c)(5))
- 4.1.6 Internal program review, evaluation of the effectiveness of the local plan and implementation of a local plan accountability mechanism (56195.7(c)(6))
- 4.1.7 Data collection and the development of management information systems (56195. 7(c)(4))
- 4.1.8 Interagency agreements
- 4.1.9 Services to medical facilities, hospitals, licensed children's facilities and foster family homes.
- 4.1.10 Regional transportation services for students with disabilities
- 4.1.11 Evaluation pursuant to Chapter 6 commencing with Section 56600 (56195. 7(c)(3))
- 4.1.12 Monitoring compliance with Federal and State laws and regulations regarding special education.
- 4.1.13 Provision of technical assistance to Member Districts for correcting any identified problem.

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Member District Directors of Special Education.

2.13.1 Member district directors of special education are responsible for the coordination of special education service and programs within their agencies and for the implementation of the Local Plan. (56205(a)(12)(D)(i))

2.13.2 District Directors of Special Education shall gather all data required by the GASELPA for the preparation of program and fiscal reports required by the state.

2.13.3 District Directors of Special Education shall develop administrative rules and regulations necessary to implement policies related to the implementation of special education laws.

2.13.4 District Directors of Special Education shall coordinate and conduct district special education components of the Coordinated Compliance Review (CCR). Implement and monitor any CCR special education corrective actions.

2.13.5 District Directors of Special Education shall coordinate, investigate and conduct all hearings related to due process, Office of Civil Rights (OCR) complaints and general complaints. Implement and monitor corrective action rulings of OCR, due process and complaints, as required. Submit to the Regional Administrator, copies of any Office of Civil Rights (OCR), CCR, due process and/or complaint findings, which have GASELPA-wide implications.

2.13.6 District Directors of Special Education shall ensure equal access to all programs within the GASELPA, for students with disabilities by acceptance of all district forms; acceptance of all GASELPA students with disabilities across districts; availability of programs, as needed.

2.13.7 District Directors of Special Education shall establish and maintain all procedural safeguards as defined by the Education of the Handicapped Act/ Individuals with Disabilities Education Act (IDEA).

2.13.8 District Directors of Special Education shall establish procedures for the identification, referral, assessment, IBP development and placement of individuals with disabilities in accordance with the Local Plan.

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2.13.9 District Directors of Special Education shall develop forms, procedures and recommendations for programs and services for review and modification.

2.13.10 District Directors of Special Education shall provide recommendations for membership for the Community Advisory Committee. (56205(a)(12)(c))

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

Distribution of Federal and State Funds Procedures

The following procedures shall be followed for the distribution, monitoring and reporting of special education funds in accordance with GASELPA Board policy:

The GASELPA Administrator is responsible to ensure that the funds are distributed in accordance with the funding allocation plan. The GASELPA Board shall make any changes to the allocation of federal and state special education funds.

3. The GASELPA Board shall distribute the Annual Budget Plan to the local education agencies and Community Advisory Committee upon approval.
4. The Regional Administrator, with the assistance of the District Directors of Special Education and the Administrative Unit, shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs.
5. The GASELPA Board through the Annual Budget Plan process shall make final determination and action regarding the appropriate use of special education funds.
6. The Regional Administrator, with the assistance of the District Directors of Special Education, and the Administrative Unit, shall be responsible to prepare all program and fiscal reports required of the GASELPA By the state.
7. The Regional Administrator shall develop the Annual Services Plan for review and approval by the GASELPA Board.
8. The Annual Services Plan shall be distributed to the local education agencies and the Community Advisory Committee upon approval.

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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 Regional Administrator will coordinate regionalized services to Members to include, but not limited to:
4.16 The distribution within the SELPA of specialized equipment and services to minimize the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment.

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:
Document Title:
Document Location:

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

Yes No

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

Policy/Procedure Number:
Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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Yes No

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

Policy/Procedure Number:
Document Title:
Document Location:

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

Yes No

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

Policy/Procedure Number:
Document Title:
Document Location:

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

Yes No

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

Policy/Procedure Number:
Document Title:
Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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The policy is adopted by the SELPA as stated:

Yes No

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 LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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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:	<input type="text" value="2.6.5,2.10.1, 4.2.2, 6.1.1"/>
Document Title:	<input type="text" value="GASELPA Agreement for the Joint Exercise of Power"/>
Document Location:	<input type="text" value="GASELPA Administration Office-Local Plan/Policy Manual"/>
Description:	<p>2.6.5 The Regional Administer will administer the approved Special Education Local Plan, implement policies established by the GASELPA Board and serves as secretary to the GASELPA Board.</p> <p>2.10.1 In adopting the Local Plan, each participating LEA 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, including students attending charter schools where a LEA of the GASELPA has granted that charter. Each Member District will supervise and be responsible for all special education personnel under its employment, except the GASELPA</p> <p>4.2.2 Program Specialists are assigned by the Regional Administrator to provide service and direct instructional support to the member districts in accordance with Section 56368. (56205(a)(12)(B))</p> <p>6.1.1 The GASELPA Board shall designate one of its Member Districts to serve as the Administrative Unit.</p>

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2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Description:

2.13.8 District Directors of Special Education shall establish procedures for the identification, referral, assessment, IBP development and placement of individuals with disabilities in accordance with the Local Plan.

The Regional Administrator will coordinate regionalized services to Members to include, but not limited to:

4.1.2 Development of a uniform system of referral, identification, assessment, and placement for the GASELPA.

4.2.2 Program Specialists are assigned by the Regional Administrator to provide service and direct instructional support to the member districts in accordance with Section 56368.

AU-Not Applicable

3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Description:

2.13.7 District Directors of Special Education shall establish and maintain all procedural safeguards as defined by the Education of the Handicapped Act/ Individuals with Disabilities Education Act (IDEA).

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Description:

The Regional Administrator will coordinate regionalized services to Members to include, but not limited to:
4.1.3 Development of uniform procedural safeguard policies for the GASELPA.
4.2.2 Program Specialists are assigned by the Regional Administrator to provide service and direct instructional support to the member districts in accordance with Section 56368. (56205(a)(2)(B))
AU-Not Applicable

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

Reference Number:

2.10.1, 4.1.4, 4.2.2, 4.2.3

Document Title:

GASELPA Agreement for the Joint Exercise of Power

Document Location:

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Description:

2.10.1 In adopting the Local Plan, each participating LEA 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, including students attending charter schools where a LEA of the GASELPA has granted that charter. Each Member District will supervise and be responsible for all special education personnel under its employment, except the GASELPA.
The Regional Administrator will coordinate regionalized services to Members to include, but not limited to:
4.1.4 Personnel development, including training for staff; parents and members of the Community Advisory Committee. (56195. 7(c)(2))
4.2.2 Program Specialists are assigned by the Regional Administrator to provide service and direct instructional support to the member districts in accordance with Section 56368. (56205(a)(2)(B))

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4.2.3 The Program Specialists will communicate with the local Director regarding the services to be provided in the Member District.

AU-Not Applicable

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

Reference Number: 2.13.1, 4.1.5, 4.2.2, 4.2.3

Document Title: GASELPA Agreement for the Joint Exercise of Power

Document Location: GASELPA Administration Office-Local Plan/Policy Manual

Description: 2.13.1 Member district directors of special education are responsible for the coordination of special education service and programs within their agencies and for the implementation of the Local Plan. (56205(a)(12)(D)(i))

The Regional Administrator will coordinate regionalized services to Members to include, but not limited to:
4.1.5 Curriculum development and alignment with the core curriculum (56195. 7(c)(5))

4.2.2 Program Specialists are assigned by the Regional Administrator to provide service and direct instructional support to the member districts in accordance with Section 56368. (56205(a)(12)(B))

4.2.3 The Program Specialists will communicate with the local Director regarding the services to be provided in the Member District.

AU-Not Applicable

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

Reference Number: 2.12.1, 4.1.6, 4.2.3

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Document Title: GASELPA Agreement for the Joint Exercise of Power

Document Location: GASELPA Administration Office-Local Plan/Policy Manual

Description:

2.12.1 It is the role of a Member District Superintendent to administer each Member District's special education programs so as to ensure compliance with all legal and administrative requirements as mandated by Jaw, and to ensure that the Local Plan of the GASELPA is being implemented within each Member district's special education program. (56195.5(a), 56205(a)(J2)(D) (ii)(IIJ), 56205(a)(12)(D)(I))

The Regional Administrator will coordinate regionalized services to Members to include, but not limited to:

4.1.6 Internal program review, evaluation of the effectiveness of the local plan and implementation of a local plan accountability mechanism (56195.7(c)(6))

4.2.3 The Program Specialists will communicate with the local Director regarding the services to be provided in the Member District.

AU-Not Applicable

7. Coordinated system of data collection and management:

Reference Number: 2.13.2, 4.1.7, 4.2.1

Document Title: GASELPA Agreement for the Joint Exercise of Power

Document Location: GASELPA Administration Office-Local Plan/Policy Manual

2.13.2 District Directors of Special Education shall gather all data required by GASELPA for the preparation of program and fiscal reports required by the state.

The Regional Administrator will coordinate regionalized services to Members to include, but not limited to:

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Description:

4.1.7 Data collection and the development of management information systems (56195. 7(c)(4))

4.2.1 The GASELPA Program Specialists are employed by the Administrative Unit for employment purposes, and serve the GASELPA under the direction of the GASELPA Regional Administrator.

AU-Not Applicable

8. Coordination of interagency agreements:

Reference Number: 4.1.8

Document Title: GASELPA Agreement for the Joint Exercise of Power

Document Location: GASELPA Administration Office-Local Plan/Policy Manual

Description:

The Regional Administrator will coordinate regionalized services to Members to include, but not limited to:

4.1.8 Interagency agreements

9. Coordination of services to medical facilities:

Reference Number: 4.1.9

Document Title: GASELPA Agreement for the Joint Exercise of Power

Document Location: GASELPA Administration Office-Local Plan/Policy Manual

Description:

The Regional Administrator will coordinate regionalized services to Members to include, but not limited to:

4.1.9 Services to medical facilities, hospitals, licensed children's facilities and foster family homes

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

Reference Number: 4.1.9

Document Title: GASELPA Agreement for the Joint Exercise of Power

Document Location: GASELPA Administration Office-Local Plan/Policy Manual

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Description: **The Regional Administrator will coordinate regionalized services to Members to include, but not limited to:
4.1.9 Services to medical facilities, hospitals, licensed children's facilities and foster family homes**

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

Reference Number: **4.1.12**

Document Title: **GASELPA Agreement for the Joint Exercise of Power**

Document Location: **GASELPA Administration Office-Local Plan/Policy Manual**

Description: **The Regional Administrator will coordinate regionalized services to Members to include, but not limited to:
4.1.12 Monitoring compliance with Federal and State laws and regulations regarding special education.
2.13.2 District Directors of Special Education shall gather all data required by the GASELPA for the preparation of program and fiscal reports required by GASELPA for the preparation of program and fiscal reports required by the state.**

12. Fiscal and logistical support of the CAC:

Reference Number: **2.11.7, 2.13.1, 2.9.1, 2.9.2**

Document Title: **GASELPA Agreement for the Joint Exercise of Power**

Document Location: **GASELPA Administration Office-Local Plan/Policy Manual**

Description: **2.11.7 Each Member Board will recruit, select, and appoint a minimum of two or a maximum of four representatives to the Community Advisory Committee to serve a rotating two-year term. (56205(a)(2)(c))
2.13.10 District Directors of Special Education shall provide recommendations for membership for the Community Advisory Committee. (56205(a)(2)(c))**

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Description:

2.9.1 A Community Advisory Committee shall be established to provide input on the development, implementation and review of the local plan, and to otherwise advise the GASELPA Board, pursuant to policies and regulations set forth in the Local Plan. (56205(a)(12)(C))

2.9.2 The Community Advisory Committee shall meet regularly during the academic year.

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

Reference Number: 4.1.10

Document Title: GASELPA Agreement for the Joint Exercise of Power

Document Location: GASELPA Administration Office-Local Plan/Policy Manual

Description: The Regional Administrator will coordinate regionalized services to Members to include, but not limited to:
4.1. 10 Regional transportation services for students with disabilities

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

Reference Number: 2.10.1

Document Title: GASELPA Agreement for the Joint Exercise of Power

Document Location: GASELPA Administration Office-Local Plan/Policy Manual

Description: 2.10.1 In adopting the Local Plan, each participating LEA 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, including students attending charter schools where a LEA of the GASELPA has granted that charter. Each Member District will supervise and be responsible for all special

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education personnel under its employment, except the GASELPA

15. Assurance of full educational opportunity:

Reference Number: 2.11.1

Document Title: GASELPA Agreement for the Joint Exercise of Power

Document Location: GASELPA Administration Office-Local Plan/Policy Manual

Description: 2.11.1 Each Member Board will operate or provide for programs to ensure that all students with disabilities are provided equal access to special education programs within their district, within the GASELPA, or in other SELPAs. (56195.5(a))

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: 6.1.3-6.6.3

Document Title: GASELPA Agreement for the Joint Exercise of Power

Document Location: GASELPA Administration Office-Local Plan/Policy Manual

6.1.3 The Administrative Unit shall receive all regionalized funds and, upon receipt, transfers them to the GASELPA fund in the Orange County Treasury.

6.1.4 The Administrative Unit shall receive and transfer special education funds to district accounts for the operation of special education programs and services in accordance with GASELPA allocation plan.

6.1.5 The Administrative Unit shall receive and distribute special education funds to accounts exclusively designated for GASELPA use.

6.1.6 The Administrative Unit shall employ certificated staff to support

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Description:

GASELPA functions.

6.4.2 The GASELPA Board shall requisition payment of funds only upon approval of such claims or disbursements and such requisition for payment in accordance with rules, regulations, policies, procedures and bylaws adopted by the GASELPA Board.

6.4.3 All special education funds allocated to both the Members and the GA:SELPA, will be placed in object accounts and the receipt, transfer, or disbursements of such funds during the term of this Agreement shall be accounted for in accordance with Education Code Section 41040, et seq., and the California School Accounting Manual described therein.

6.4.4 There shall be strict accountability of all funds. All revenues and expenditures shall be reported to the GASELPA Board through the Regional Administrator.

6.6.1 The GASELPA shall, in conjunction with the parties to this Agreement, and pursuant to procedures developed by the GASELPA Board, develop an annual budget plan and the GASELPA Board shall conduct the public hearing required.

6.6.2 The budget plan shall include provisions setting forth the manner and level to which the GASELPA shall be funded. The annual budget plan shall include, for each Member Board, the direct cost and direct support cost expenditures submitted and approved by Member Boards in compliance with current State Special Education Funding legislation. The annual budget plan shall also provide for the expenditure of all regionalized services funds allocated by the State Legislature.

6.6.3 The GASELPA will provide services within the limits of its financial resources. The distribution of services will be determined by the GASELPA Board, with input from the District Special Education

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Directors.

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

Reference Number: 4.2.1, 4.2.2, 4.2.3

Document Title: GASELPA Agreement for the Joint Exercise of Power

Document Location: GASELPA Admininstration Office-Local Plan/Policy Manual

Description:

4.2.1 The GASELPA Program Specialists are employed by the Administrative Unit for employment purposes, and serve the GASELPA under the direction of the GASELPA Regional Administrator.

4.2.2 Program Specialists are assigned by the Regional Administrator to provide service and direct instructional support to the member districts in accordance with Section 56368. (56205(a)(12)(B))

4.2.3 The Program Specialists will communicate with the local Director regarding the services to be provided in the Member Districts.

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: 2.13.1

Document Title: GASELPA Agreement for the Joint Exercise of Power

Document Location: GASELPA Admininstration Office-Local Plan/Policy Manual

Description:

2.13.1 Member district directors of special education are responsible for the coordination of special education service and programs-within their agencies for early childhood special education from birth through five years of age and for the implementation of the Local Plan. (56205(a)(12)(D)(i))

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

Reference Number:	2.6.12
Document Title:	GASELPA Agreement for the Joint Exercise of Power
Document Location:	GASELPA Administration Office-Local Plan/Policy Manual
Description:	2.6.12 The Regional Administrator will address questions and concerns expressed by members of the public, including parents or guardians of students with disabilities served under this plan will be addressed by the Regional Administrator and direct issues to the responsible local governing agency representative. (56204(b)(4))

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:	5.1, 5.2,
Document Title:	GASELPA Agreement for the Joint Exercise of Power
Document Location:	GASELPA Administration Office-Local Plan/Policy Manual
Description:	5.1 Within the scope of the Joint Powers Agreement a disagreement arises among member districts or between an individual district and the GASELPA, efforts shall be made to resolve the disagreement through the Regional Administrator with the District Directors of Special Education. 5.2 If an acceptable resolution to the problem is not reached, the issue shall be brought before the District Superintendents through the Regional Administrator. If the Superintendents' Council is unable to resolve the disagreement, the issue shall be reviewed by the Greater Anaheim GASELPA Board. The decision of the GASELPA Board shall be final.

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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:	2.13.8
Document Title:	GASELPA Agreement for the Joint Exercise of Power
Document Location:	GASELPA Administration Office-Local Plan/Policy Manual
Description:	2.13.8 District Directors of Special Education shall establish procedures for the identification, referral, assessment, IBP development and placement of individuals with disabilities in accordance with the Local Plan. As part of the identification and referral process District Directors of Special Education shall 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.

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

Reference Number:	4.14
Document Title:	GASELPA Agreement for the Joint Exercise of Power
Document Location:	GASELPA Administration Office-Local Plan/Policy Manual
Description:	The Regional Administrator will coordinate regionalized services to Members to include, but not limited to: 4.14 The process being used to oversee and evaluate placement in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met and that each student is making appropriate educational progress.

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:	<input type="text" value="4.15"/>
Document Title:	<input type="text" value="GASELPA Agreement for the Joint Exercise of Power"/>
Document Location:	<input type="text" value="GASELPA Administration Office-Local Plan/Policy Manual"/>
Description:	<input type="text" value="The Regional Administrator will coordinate regionalized services to Members to include, but not limited to:
4.15 The process by which the SE LPA will fulfill the obligations to provide a free and appropriate public education to students ages 18 to 21 (or age 22 under the circumstances described in EC 56026(c)(4) who has been incarcerated in a county jail and remains eligible for special education."/>