

DRAFT

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



California Department of Education
Special Education Division
January 2020

SELPA Elk Grove Unified

Fiscal Year 2020-21

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

Elk Grove Unified is a single district SELPA in southeastern Sacramento County. Serving a geographic region of over 330 square miles, it is the fifth largest school district in California and the largest K-12 district in the county. The district educates over 63,000 students in 42 elementary, 9 middle, 9 high schools and 4 alternative schools. Special education services are provided to over 8200 students with disabilities ages 3-22.

Services to infants (0-2) with low-incidence disabilities are provided by the Sacramento County Office of Education. Infants and toddlers with other developmental disabilities are served by the Alta California Regional Center.

The District provides special education services to students in one charter school (Elk Grove Charter School) in its boundaries. Two other charter schools have joined other SELPAs.

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:

GOVERNANCE, STRUCTURE AND ADMINISTRATIVE SUPPORT

EGUSD is a single district SELPA. Pursuant to Sections 56195 and 56200 of the California Education Code, the Governing Board of the District has the responsibility to adopt a plan to assure access to special education and services for all eligible students with disabilities residing

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in the geographic area served by EGUSD. The goal of special education is to help students disabilities become increasingly independent as they move through the grade levels. Close collaboration between the special education and general education staff and administrators is a priority to reach this goal for all students with disabilities.

RESPONSIBILITIES OF LOCAL EGUSD BOARD MEMBERS

The EGUSD Board of Education shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the SELPA.
2. Enter into an agreement with other agencies participating in the plan for the purpose of delivery of services and programs by approving the Local Plan.
3. Review and approve revisions of the EGUSD Local Plan for Special Education.
4. Participate in the governance of the EGUSD SELPA through its designated representative, the EGUSD Special Education Administrator/SELPA Administrator. The SELPA Administrator has the authority to act as the board designee to approve and amend policies as necessary.

ROLE OF THE SELPA ADMINISTRATOR

The Administrator of Special Education/SELPA is the primary administrator responsible for the operation of the SELPA. The SELPA responsibilities of the Administrator of Special Education include coordination and administration of the SELPA and the Local Plan. The Administrator oversees the following:

1. Coordinated system of identification and assessment
2. Coordinated system of procedural safeguards
3. Coordinated system of staff development and parent education
4. Coordinated system of curriculum development and alignment with the core curriculum
5. Coordinated system of internal program review, evaluation of the effectiveness of the local plan and implementation of a local plan accountability mechanism
6. Coordinated system of data collection and management
7. Coordination of inter-agency agreements
8. Coordination of services to medical facilities
9. Coordination of services to licensed children's facilities and foster family homes

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10. Preparation and transmission of required SELPA reports
11. Fiscal and logistical support of the Community Advisory Committee
12. Coordination of transportation services for students with disabilities

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 EGUSD School Board is responsible for adopting and revising board policies required to coordinate and implement the local plan. A comprehensive review of all related board policies was conducted as part of the revision of this plan. The California School Board Association (CSBA) policies were utilized as models in the development and updating of 42 relevant board policies related to the provision of special education services

RESPONSIBILITY OF PARTICIPATING AGENCIES

Participating agencies, such as California Children's Services, may enter into additional contractual arrangements with EGUSD to meet the requirements of applicable federal and state law. 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, including students attending charter schools where EGUSD SELPA is responsible for special education. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in EGUSD programs. Such cooperation ensures that a range of options is available throughout the EGUSD Special Education Local Plan Area.

LOCAL PLAN DEVELOPMENT

The description of the governance and administration of the Local Plan and the policymaking process shall be consistent with subdivision (j) of Section 56001, subdivision (a) of Section 56195.3 and Section 56195.9, and shall reflect a schedule of regular consultations regarding policy and budget development with representatives of special education and regular education teachers and administrators selected by the groups they represent and parent members of the community advisory committee.

As specified in subdivision (a) of Section 56195.3 and Section 56195.9, the Local Plan 2020-2021 was developed and updated cooperatively by a committee of representatives of special and general education 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. See Appendix A for

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documentation of the development of the Local Plan, including the required representation. See Appendix B for CAC Bylaws.

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 Sacramento County Office of Education provides special education services to Infants/ Toddlers with low incidence disabilities. SCOE also provides services to students with profound disabilities on EGUSD campuses and to eligible students in court and community schools.

The Elk Grove Unified School District SELPA participates with the other six Special Education Local Plan Areas (SELPAs) in Sacramento County and the Sacramento County Office of Education to ensure that eligible special education students receive appropriate related services from designated agencies as outlined in their Individualized Education Programs. Inter-agency Agreements outline how students access services, define service delivery, case management and fiscal responsibility. Inter-agency agreements are developed and maintained with the Alta California Regional Center for developmental and behavioral services and California Children's Services for medically necessary occupational and physical therapy. All Inter-agency Agreements are signed and monitored by the SELPA Administrator and the LEA Superintendent or designee.

The LEA Superintendent or designee shall monitor the statutory time lines to ensure that services are provided without delays and the services are delivered consistent with the Inter-agency Agreements. When another agency fails to provide the service in accordance with the IEP, the Superintendent or designee shall ensure that the District provides the service.

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

EGUSD provides special education services to students with disabilities who are enrolled in district authorized charter schools that are part of the SELPA. BP 0420.4 specifies that charter schools within its jurisdiction do not discriminate against students with disabilities. The District follows all provisions of California Education Code Sections 56206, 56145 and 56146, as well as guidance from the December 27, 2017 Official Letter regarding Enrollment of Students with Disabilities in Charter Schools. As students with disabilities in the District, all of the provisions of the Special Education Procedure Manual (December 2018) apply.

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 EGUSD SELPA has established a Community Advisory Committee (CAC) for special

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education. The CAC is comprised of parents of students with disabilities enrolled in public or non-public schools within the SELPA, and may include students and adults with disabilities, general education teachers, special education providers, and other school personnel within the SELPA, representatives of other public and non-public agencies, and persons concerned with the education of persons with disabilities. The EGUSD School Board appoints members to the CAC. EGUSD SELPA shall establish policies for the operations of the CAC and the state regulations for CAC responsibilities (see Appendix A Community Advisory Committee By-Laws).

The Community Advisory Committee consists of not less than six members and no more than 24 members. The term of office of CAC members shall be two years. CAC members shall not serve more than two terms consecutively.

The responsibilities of the CAC include but are not limited to:

1. Advise in the development, amend and review the Local Plan
2. Facilitate parent training on special education programs, and issues as identified by parents in the CAC;
3. Encourage community involvement in local schools
4. Support district-wide and local school activities on behalf of individuals with disabilities

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

The Local Plan was developed and updated cooperatively by a committee of representatives of special and general education teachers and administrators. Participants were selected by the groups they represent. Participation by the chair of the CAC Local Plan Committee ensured adequate and effective participation and communication. General education and special education administrators were selected by the groups they represent. The director of the charter school participated. Ongoing communication on the implementation of the plan will be provided by the SELPA Administrator through consultation with the representatives of the committee.

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:

IMPLEMENTATION OF ADMINISTRATIVE FUNCTIONS.

EGUSD is designated as the Administrative Unit (AU) for the EGUSD SELPA. It shall be

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responsible for functions such as, but not limited to:

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

The EGUSD Special Education Department, under the direction of the SELPA Administrator, is designated as the entity responsible for the coordination and implementation of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

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:

Since it is a single-district SELPA, The Elk Grove Unified School District is responsible for the education of all students with disabilities, including students in charter schools that are members of the SELPA, residing within the geographical area of the district.

10. For multi-LEA local plans, specify:

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

Since EGUSD is a single district SELPA, the District is responsible for the policymaking process. Collaboration between the Sacramento COE and the other SELPAs emphasizes consistent practices throughout the county.

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

N/A

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

N/A

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:

Elk Grove Unified School District is responsible for the hiring, supervision, evaluation and discipline of the SELPA administrator and staff employed by the District in support of the plan.

SELPA STAFFING.

The EGUSD Board of Education assures that the SELPA identifies the need for and designates positions necessary for the operation of the SELPA functions according to this policy. In reviewing and approving the SELPA Budget Plan and Service Delivery Plan on an annual basis, the EGUSD School Board approves the staffing recommendations of the SELPA.

The SELPA Administrator, in conjunction with the EGUSD Personnel Department, shall use a selection process that includes representation from Administration, the Bargaining Unit, the Special Education AU and the Community Advisory Committee. The SELPA Administrator or his/her designee conducts the final interview. The candidate selected in the final interview shall be recommended to the EGUSD School Board for consideration and approval.

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

All federal and state special education funds received by EGUSD through the Sacramento County Office of Education are utilized to support the provision of special education and related services in the District.

A. Responsibilities for distribution of federal and state funds

The governing board of Elk Grove Unified School District (EGUSD) agrees that students with disabilities will be provided with appropriate special education services. The EGUSD SELPA shall be responsible for the distribution of the funds according to an approved Special Education Budget Plan. The SELPA Administrator is responsible to ensure that the funds are distributed in accordance with the Budget Plan.

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The Annual Budget Plan shall be reviewed by the EGUSD Community Advisory Committee and approved by the EGUSD Board of Education.

B. Monitoring the use of special education funds

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

1. For the costs of special education and related services and supplementary aids and services provided in a regular 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.
2. To develop and implement a fully integrated and coordinated services system.

The SELPA Administrator shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process.

C. Preparation of program and fiscal report

The SELPA Administrator, with the assistance of the Fiscal Services Department, shall be responsible to prepare all program and fiscal reports required of the SELPA by the state.

D. Amendments to the annual service and budget plans.

The EGUSD Board of Education agrees to review and approve the Annual Service and Annual Budget plans and any subsequent modifications.

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

The EGUSD Superintendent is responsible for special education programs operated by the SELPA and for implementing all requirements of the Local Plan.

The EGUSD SELPA Administrator, under the supervision of the EGUSD Deputy Superintendent of Student Services, is responsible for the coordination of special education services and programs within EGUSD and for the implementation of the Local Plan. The SELPA Administrator is subject to the Administrative Unit's (AU) policies and procedures for day-to-day operations. The Deputy Superintendent of Student Services and SELPA Administrator are given authority to implement policies and procedures.

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

The SELPA Administrator, in collaboration with the Fiscal Services Department, is responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process.

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:

When a student's IEP team determines that the student requires specialized equipment and/or service, the equipment and /or service shall be provided to the student at his or her classroom site unless the IEP provides documentation that the equipment and/or service must be provided by an alternative means, as determined by the student's unique needs.

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:

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☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ 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

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requires special education and related services in accordance with 20 *USC* Section 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

☒ Yes ☐ No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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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)

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

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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

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

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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:

☒ 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:

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Reference Number:	BP 0430
Document Title:	Comprehensive Local Plan For Special Education
Document Location:	Board Policies
Description:	The Governing Board is committed to providing a free and appropriate public education to all individuals with disabilities, birth to 22 years who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic school or agency services. The special education local plan area shall administer a local plan and administer the allocation of funds. (Education Code 56195)

2. Coordinated system of identification and assessment:

Reference Number:	BP 6164.4; Sp Ed Procedural Manual Chapters 5,6,7,8
Document Title:	Identification of Individuals for Special Education
Document Location:	Board Policies; SELPA Office
Description:	The Superintendent and SELPA Administer shall develop processes to determine when a student is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review and triennial assessment. (Education Code 56301)

3. Coordinated system of procedural safeguards:

Reference Number:	BP 6159.1
Document Title:	Procedural Safeguards and Complaints for Special Education
Document Location:	Board Policies
Description:	In order to protect the rights of students with disabilities, the district shall follow all procedural safeguards as set forth in law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulations. The Superintendent or designee shall represent the district in any due process hearing conducted with regard to district students and shall inform the Governing Board about the result of the hearing. Complaints concerning compliance with state or federal law regarding

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special education shall be addressed in accordance with the district's uniform complaint procedures.

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

Reference Number: BP 0430, BP 4131

Document Title: SELPA Plan, Staff Development

Document Location: Board Policies; SELPA Office

Description:

SELPA Local Plan provides assurances for special education instructional personnel to participate in staff development in-service opportunities in the area of literacy to include current literacy research, state adopted standards and framework, increased participation of students with disabilities in statewide assessment and research based reading strategies. Further, students with disabilities will have access to all core curriculum.

The Special Education Administrator/SELPA Director and Program Specialists offer support to parents/guardians through IEP meetings, trainings and CAC Workshops throughout the school year. Support is provided to parents, guardians, and community members.

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

Reference Number: BP 6141

Document Title: Curriculum Development and Evaluation

Document Location: Board Policies

Description:

The Governing Board accepts responsibility for establishing what students should learn in accordance with state standards and standards of proficiency. The Board shall adopt a district curriculum that reflects district philosophy, responds to student needs and abilities, and is consistent with the requirements of law.

Insofar as possible, this curriculum shall also reflect the desires of the community and the needs of society as a whole.

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

Reference Number: BP 0460; BP 0500

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Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Description:

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9. Coordination of services to medical facilities:

Reference Number:	SP ED Procedural Manual Chapter 8.6
Document Title:	Home Hospital Procedures
Document Location:	SELPA Office
Description:	EGUSD will provide special education services to 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 located within the boundaries of the District.

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

Reference Number:	BP 6173.1
Document Title:	Education For Foster Youth
Document Location:	Board Policies
Description:	The Board of Education recognizes that students placed in LCI's by other agencies and foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and district academic standards, the Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the district's local control and accountability plan (LCAP).

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

Reference Number:	BP 0430, Special Education Procedural Manual Chapter 1.3
Document Title:	SELPA Plan, Case Manager Duties -SEIS
Document Location:	Board Policies, SELPA Office
Description:	The SELPA Director will ensure timely transmission of required reports and provide technical assistance to staff in completing those reports.

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12. Fiscal and logistical support of the CAC:

Reference Number:	BP 0430; Appendix B Community Advisory Committee Bylaws
Document Title:	SELPA Plan
Document Location:	Board Policies; SELPA Office
Description:	The SELPA Director will ensure that the district has sufficient resources to provide fiscal, technical and logistical support for all community advisory events and trainings approved by the district.

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

Reference Number:	BP 3541.2; BP 6164.6
Document Title:	Transportation for Students with Disabilities
Document Location:	Board Policies
Description:	The Board of Education desires to meet the transportation needs of students with disabilities to enable them to benefit from special education and related services. The district shall provide appropriate transportation services for a student with disabilities when the district is the student's district of residence and the transportation services are required by his/her individualized education program (IEP) or Section 504 accommodation plan.

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

Reference Number:	BP 6178; BP 6178.1; Procedure Manual Chapter 18
Document Title:	Career Technical Ed, Work Based Learning, Transition
Document Location:	Board Policies, SELPA Office
Description:	The Board of Education desires to provide a comprehensive career technical education (CTE) program in the secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The district's CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge and skills-based economy. The program shall include a

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rigorous academic component and provide students with practical experience and understanding of all aspects of an industry.

15. Assurance of full educational opportunity:

Reference Number: BP 0410, BP 6164.4

Document Title: Nondiscrimination, Disproportionality

Document Location: Board Policies

Description:

The Board of Education is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

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: BP 0430; Annual Budget Plan

Document Title: SELPA Plan

Document Location: Board Policies, SELPA Office

Description:

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the Board shall approve a plan to meet the needs of individuals with disabilities residing in the district. The goals for children in the special education program are incorporated into the district goals for student achievement, equity, safety, accountability and community engagement.
The special education local plan area shall administer a local plan and administer the allocation of funds. (Education Code 56195)

17. Direct instructional program support that maybe provided by program specialists in accordance

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with *EC* Section 56368:

Reference Number:	Special Education Procedural Manual, Chapter 1.4
Document Title:	Program Specialists
Document Location:	SELPA Office
Description:	PROGRAM SPECIALISTS 56205(b)(1)(f) article 6 Section 56836.23 The program specialists are employed by the SELPA and serve under the direction of the SELPA Director.

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:	Special Education Procedural Manual, Chapter 12
Document Title:	Early Childhood Education
Document Location:	SELPA Office
Description:	<p>EGUSD SELPA has a Memorandum of Understanding with the Alta Regional Center for provision of services for children from birth through thirty-six months to be provided through the Sacramento County Office of Education's Infant Program and the District. Programs for students with disabilities are provided by the District.</p> <p>The Pre-K Special Education Program offers a full continuum of services for students ages 3-5. Students can obtain speech/language therapy at their school of residence for mild to moderate delays, and can attend a centralized location for intensive speech or intensive language services that are offered at a frequency or duration that cannot be provided at the school of residence. In addition, there are a variety of self-contained and integrated preschool programs located across district boundaries. The Integrated Preschool program provides opportunities for students with special needs to be educated with their typically developing peers 50% - 75% of their instructional week and is located at six different elementary school sites. There are three self-contained preschool programs for students with severe to profound disabilities who may also be medically fragile and require a specially designed setting with a very low ratio of adults to students. The Program for the Acquisition of Language and Social Skills (PALSS) offers three different levels of instruction, based on individual student</p>

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needs. The District also offers a Deaf/Hard of Hearing preschool for students with hearing impairments. There is a diagnostic preschool setting, which is designed to address significant behavioral needs.

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: Parent Handbook

Document Title: Elk Grove Special Education Parent Handbook

Document Location: SELPA Office

Description: EGUSD SELPA's Special Education handbook, attached to the SELPA Plan, provides information for a parent or member of the public to contact the School Site Special Education Case Manager and/or the School Site Administrator, then the contact the Regional Program Specialist by telephone, then to contact the Special Education Administrator, and lastly, to contact the Deputy Superintendent of Education Services. Information is also included for parents of students with disabilities who wish to file a request for due process with the Office of Administrative Hearings.

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: BP/AR 6159.1; Special Education Parent Handbook

Document Title: Procedural Safeguards; How Disputes are Resolved

Document Location: Board Policies; SELPA Office

Description: The District ensures all procedural safeguards are available to resolve disputes, including compliance complaints, resolution sessions, mediation, and due process procedures.

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: B 6164.4; Special Education Procedural Handbook Chapter 2

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Document Title:	<input type="text" value="Identification and Evaluation of Individuals with Exceptional Needs"/>
Document Location:	<input type="text" value="Board Policies; SELPA Office"/>
Description:	<input type="text" value="A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered, and, where appropriate, utilized. It is the intention of the SELPA to provide a full continuum of services to students with disabilities, including students in charter schools aligned with the SELPA, throughout the geographic region of the SELPA. The referral, assessment and IEP process is utilized to identify the needs of each individual student with disabilities. Elk Grove Unified SELPA has committed to policies and procedures to assure that students will have their rights to appropriate services provided in the least restrictive environment."/>

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

Reference Number:	<input type="text" value="Non-Public Schools Monitoring"/>
Document Title:	<input type="text" value="SCOE SELPA Agreement as per AB 1172"/>
Document Location:	<input type="text" value="SELPA Office"/>
Description:	<input type="text" value="SCOE SELPAs NPS Monitoring System"/>

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

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

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

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DOR is based on the residence of the conservator. (*EC* Section 56041)

Reference Number:

Document Title:

Document Location:

Description: