

SANTA CLARITA VALLEY SELPA

GOVERNANCE AND ADMINISTRATION

Description of Governance Structure (EC 56205 (a) (12) (D) (i))

The trustees of the following school districts and the Los Angeles County Board of Education join together to provide a full delivery system for all special education students in conformity with state law, federal mandates, and these agreements and bylaws; and to provide programs and the necessary coordination of regionalized services, such that access to special education and services for all individuals with exceptional needs residing in the geographic area served by the SELPA is assured. The Santa Clarita Valley Special Education Local Plan Area (SELPA) is composed of the following local educational agencies:

Castaic Union School District
Newhall School District
William S. Hart Union High School District
Saugus Union School District
Sulphur Springs Union School District

The Saugus Union School District serves as the Administrative Unit (AU) for the Santa Clarita Valley SELPA.

The Saugus Administrative Union Contract (Attachment A) defines district relationships and assurances for special education access for individuals with exceptional needs. Any change in the participation structure will follow the guidelines outlined in the attached agreement.

District Governing Boards of Education

The governing board of each district participating in the plan shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the LEA.
2. Enter into contractual agreements with other LEAs participating in the plan for purposes of delivery of services and programs.
3. Review and approve revisions of the Santa Clarita Valley SELPA Local Plan for Special Education.
4. Participate in the governance of the Santa Clarita Valley SELPA through their designated representative to the Governance Council.
5. Adopt policies and procedures for the programs and services operated by the districts.
6. Appoint representatives to the Community Advisory Committee.
7. Have the option to appoint a representative to the Board Liaison Committee for Special Education.

8. Post hearing notices at each school site in the district at least 15 days in advance of the SELPA's Annual Budget and Service Plan Public Hearing.

Board Liaison Committee for Special Education

1. Each local Board of Trustees may appoint one member to serve as a member of the Board Liaison Committee.
2. The committee shall meet at least twice a year and formulate their own organizational rules. The SELPA Director shall serve as secretary. All local Superintendents/designees, Special Education Directors, and representatives may attend and upon request of a committee member to serve as resource persons.
3. The purpose of the committee will be to serve as a liaison between local agencies and their governing boards and to serve as a communication link among the Boards concerning individuals with exceptional needs. The committee shall review and study the existing plan and make recommendations where appropriate.

Superintendents' Council for Special Education

The Superintendents' Council shall function as follows:

The Superintendent of each local agency shall serve on the Superintendents' Council of the Special Education Local Plan Area. For each charter school approved as a LEA by this SELPA under the provisions below, the Chief Executive Officer, President or Chief Administrative Official shall also be a member of the Superintendents' Council. Each agency shall retain the right to have designees and additional support personnel attend the Council Meetings.

Organization of the Council

An annual organization meeting shall be held in the month of January. The Council shall annually select a chairperson. The chair shall be from the same school district as the chair of the Board Liaison Committee. The SELPA Director shall perform the duties of secretary. The SELPA Director shall prepare the agenda in cooperation with the chairperson. All applicable requirements of law and the agreements incorporated in the plan concerning agendas, public notices, and maintenance of records shall be met. The Superintendents' Council shall meet ten (10) times per year or as deemed necessary.

Functions of the Superintendents' Council

The Superintendents Council shall give direction to the SELPA in areas to include, but not be limited to, matters of personnel, budget, policy and contracts, and:

- Coordinate and implement the Santa Clarita Valley SELPA Local Plan.
- Adopt policy for the Santa Clarita Valley SELPA.
- Approve an agreement with Administrative Unit for services.
- Adopt an operations budget for the Santa Clarita Valley SELPA including Regionalized Services and Program Specialist Funds at an annual cost not to exceed the available funds for such service.
- Approve interagency agreements.
- Approve the Annual Budget and Allocation Plan.
- Approve the Annual Service Plan for submission to the state.

- Monitor compliance as required by law.
- Receive recommendations from the CAC, Directors' Council, LEA Boards, and other concerned agencies and individuals.
- Recommend policies to their respective Boards of Education for adoption.

The Superintendents' Council may establish "ad hoc" committees for specific purposes, as needed.

Voting

A designee may represent a member of the Superintendents' Council, provided that the name and title of the designee is given to the SELPA Director prior to the meeting. The designee must have the authority to commit school district or charter school resources.

A quorum shall consist of one-half plus one of the members of designees represented in person.

Each member or designee shall have one vote.

Every action or decision made by the members and/or designees present at a meeting shall be by a vote of one half of the membership plus one.

SELPA Policy

Procedures for Development (EC 56205(a)(12)(B), 56205(a)(D)(ii)(III), 56205(b)(4), 56205 (a)(D)(i), 56205(a)(D)(ii), 56205(a)(D)(ii)(j))

Policies and Administrative Regulations governing the Santa Clarita Valley SELPA shall be adopted by the Governing Board of each member district. The Governing Boards shall be advised by the Santa Clarita Valley Superintendents Council and the SELPA Director who shall, in turn, be advised by the Special Education Directors' Council, and the Community Advisory Committee (CAC). Input may be received from parents, staff, public and non-public agencies and members of the public at large. The Superintendents' Council shall review the Santa Clarita Valley SELPA Local Plan and recommend modifications as necessary. All such modifications shall be subject to appropriate statutory and locally defined input process prior to incorporation in the plan. The Santa Clarita Valley SELPA Director, with the Special Education Directors' Council, shall assist the Superintendents' Council with these reviews.

. (EC 56205(a)(12)(D)(ii)(i-ii), 56195, 56195.8(a))

The LEA Superintendent shall:

1. Assure district compliance with state and federal laws related to special education.
2. Appoint subcommittees as may be required.
3. Calendar items requiring local board approval.
4. Direct the activities of the Directors of Special Education in coordinating the administration of the Local Plan.

5. Assure that required student, staffing and budget/expenditure data is submitted to the Administrative Unit (AU) in a timely fashion.
6. Assure that appropriate facilities are available, in accordance with state mandates, to meet the needs of individuals with exceptional needs residing in the geographical area covered by the Local Plan.
7. Represent the Local Education Agency as a member of the Superintendents' Council
8. In the event that a school district wishes to terminate or expand a program option, the Superintendent of that district must notify all other district Superintendents of such action a year in advance of the change in program. Any such program change must be reviewed at the Superintendents' Council for possible SELPA implications.
9. Recommend the adoption of Local Education Agency Special Education policies to the governing boards.
10. Annually recommend to the governing board the modifications of Local Education Agency special education programs, which are necessary to meet the changing needs of the students, to be included in the required Annual Service and Budget Plans, submitted to the SELPA.

Directors of Special Education Council

1. The Director of Special Education and/or designee from each of the five participating districts and the Los Angeles County Office of Education shall participate on the Directors' Council for Special Education.
2. Each agency shall have one vote. A vote of one-half of the members plus one is required to take action.

Organization of the Council

An annual organizational meeting shall be held in the month of January. The chairperson shall coincide with the Superintendents' Council selection. The SELPA Director shall function as the secretary. The SELPA Director shall prepare the agenda in consultation with the chairperson. The Council shall meet monthly during the school year or as needed.

Functions of the Directors' Council

1. Perform duties as assigned by Superintendents' Council.
2. Serve as liaison with CAC to ensure two-way communication.
3. Plan, coordinate and monitor the staff development activities of the SELPA to ensure implementation.
4. Coordinate and prepare for state or federal compliance reviews; monitor corrective actions.
5. Monitor and correct findings from compliance reviews, Office of Civil Rights compliance investigations, due process hearings and/or complaint procedures.
6. Approve and monitor interagency agreements.

7. Gather and submit all data required by the SELPA, LACOE, the State Department of Education and the federal government.
8. Attend Board Liaison Committee Meetings as a resource person, as needed.
9. Submit to the SELPA Director copies of any CCR, Office of Civil Rights (OCR), due process and/or complaint findings that have SELPA-wide implications.
10. Assure equal access to all programs for pupils within the SELPA by:
 - Developing and approving forms for SELPA wide use.
 - Providing a full range of program options.

District Director Responsibilities

Directors of Special Education shall assist in the coordination of the administration of the plan as follows:

1. Assure the maintenance of district programs and services as agreed to in the plan.
2. Organize, administer and supervise the activities of the local Special Education Teams and participate in regional Team meetings, as required.
3. Coordinate student and program placement.
4. Assign staff as required to assist in the development of regionalized services including, but not limited to, the development of a coordinated identification, placement and referral system, personnel and curriculum development activities, evaluation and program review activities.
5. Assist in the coordination of community resources including the implementation of interagency agreements.
6. Assure that required information and necessary waivers are submitted to the SELPA Director in a timely fashion.
7. Coordinate district Child Find activities.
8. Recruit candidates for the Community Advisory Committee.
9. Perform other duties necessary to coordinate the administration of the plan as are agreed to.
10. Provide materials and orientation to CAC representatives appointed by the Boards of Education.
11. Monitor facility needs for special education programs.
12. Coordinate SELPA Regionalized Services with LEA services.
13. Ensure that required corrective actions as a result of Compliance Reviews, complaints, due process hearings and/or OCR investigations are implemented. Submit copies to the SELPA Director.

Dispute Resolution Process (EC 56205(6)(5))

1. All district boards must approve the Local Plan for submission to the State. If any board fails to approve the Local Plan, that board shall notify all other participating agencies of the reasons for not approving the Local Plan and request that the AU conduct a hearing on the merits of that board's objection. The AU shall appoint a three person panel as follows: (1) one person selected by the agency objecting to the plan, (2) one person selected by one of the agencies agreeing to the plan, (3) one person selected by mutual agreement of the other two appointees.
2. If there is no agreement on the third appointee, within five days, the LACOE Superintendent shall request the County Superintendent from Ventura County to designate a third party. The decision of the panel shall be binding upon all participants in the Local Plan.
3. This dispute resolution process shall be utilized to resolve disputes over the distribution of funding, the responsibilities for service provision and other governance activities.
4. Each participating agency of this local plan agrees to provide direct services to individual with exceptional needs as specified in this plan. Funds are allocated through the Superintendents' Council to districts for purposes of program operation.
5. Guarantee equal access to programs and services for each individual with exceptional needs residing in the geographic area served by this SELPA.
6. Procedures for billing of unreimbursed costs are addressed in the Regional Program agreements approved by each district in the SELPA and are on file in the SCV SELPA Office. This contract has a Dispute Resolution Agreement which differs from the one described above.

Charter School Policy

Provision of Special Education Services to Students Voluntarily Enrolled In Charter Schools.
(ED 56707.5)

Application of Policy

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

Policy Statement

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

Categories of Charter Schools

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

Charter School as a Public School

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

Rights and Responsibilities of a Charter School Deemed a Public School

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

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

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

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

The LEA that granted the charter shall ensure that each charter school receive an equitable share of special education funding and services, and that each charter school contribute an equitable share of its charter school block grant funding to support district-wide special education instruction and services. (Education Code 47646 (b) (c)).

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

Charter School as an LEA

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

Application

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

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

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

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

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

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

The Superintendents' Council shall make the final determination whether the charter school has the capacity and intent to meet all requirements of a LEA as specified in this policy and the Local Plan. These requirements include:

1. Assurances that all children with disabilities enrolled in the charter school shall receive special education instruction and services in a manner that is consistent with all applicable provisions of state and federal law including: The Individuals With Disabilities Education Act (20 U.S.C. 1400 et seq., and implementing regulations); Section 504 of the Rehabilitation Act of 1973 (29 U.S. C. 794); The Americans with Disabilities Act of 1990 (42U.S.C. 12101 et seq., and implementing regulations); Part 30 of the California Education Code and state regulations relating thereto;
2. Assurances that no student will be denied admission to the charter school based on disability or lack of available services;
3. Compliance with the specifications of all sections of this Local Plan; and
4. Compliance with the specifications of all Santa Clarita Valley SELPA policies.

5. Agree to provide regional program and services to severely disabled students, as appropriate, if requested by the SCV Governance Council.

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

Rights and Responsibilities of a Charter School Deemed an LEA

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

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

Change in Governance Structure

In the event that there is a need or reason to change the governance structure, the party requesting the change shall notify the Superintendents' Council and the Administrative Unit at least one year and a day in advance of the proposed change. Any changes in governance structure shall be mutually agreed upon by all parties and commence on July 1st of the year following the agreement. Disputes shall be resolved in the manner described above.

Administration of Local Plan

The Saugus Union School District has been selected as the Responsible Local Agency or the Administrative Unit of the Santa Clarita Valley SELPA. Saugus shall perform the functions of the AU as follows: (ED 56195.1(b)(3)):

The Saugus Union School District Board of Education shall:

1. Approve contractual agreements for the Santa Clarita Valley Special Education Local Plan Area which meet the requirements of EC 56200.
1. Serve as the employing agency for personnel who have responsibilities throughout the Local Plan Area. Such personnel will include but not be limited to the SELPA Director and classified support staff. Employment of such personnel will be in accordance with personnel policies and practices of the Saugus Union School District and procedural employment policies approved by the Superintendents' Council.
3. Hold a public hearing on the SELPA's annual budget and service plan and adopt the plans at that hearing, once each year. Thirty days advance notice shall be provided to each district so that the districts can post the notice at all local school sites.
2. Approve written agreements for regionalized services and adopt budgets for those services.
3. Approve SELPA policies which affect Saugus's role as Administrative Unit.

The Administrative Unit Superintendent shall:

1. Assure that the provisions of the Local Plan are implemented in programs operated by the Saugus Office in compliance with IDEA.
2. Shall receive and distribute federal state and local funds as determined by the Superintendent's Council and the Local Plan.
3. Provide suitable office space for both certificated and classified employees of the SELPA.
4. Provide for the annual evaluation of the SELPA Director for the Local Plan Area and report the results of these evaluations to the Superintendents' Council.
5. Receive and maintain accountability for the use of Regionalized Service funds appropriated to the Special Education Local Plan Area.
6. Establish appropriate record keeping procedures to be followed by each Local Education Agency for purposes of maintaining accurate fiscal and accounting records in accordance with State and Federal requirements and submit required reports to the appropriate authorities.
7. Provide technical support for the Management Information System necessary to comply with the requirements of the State Department of Education.
8. Assign appropriate, necessary staff to participate in the activities including, but not limited to, the Santa Clarita Valley Special Education Directors' Council and subcommittees as may be required.
9. Assure that hearing dates on the annual budget plan are calendared with appropriate notification to participating districts.

10. Assign staff to carry out the functions required of the AU.
11. Provide reasonable staff support to the Santa Clarita Valley Board Liaison Committee for Special Education.

Employment and Evaluation of the SELPA Director

The SELPA Director is selected by a panel of superintendents from a list of candidates provided by Administrative Unit's personnel office. The SELPA Director shall be evaluated in accordance with the Administrative Unit's personnel practices, with written input from district administrators through the Directors' and Superintendents' Council Members. The SELPA Director shall act as a liaison between the various levels of governance within the SELPA. She/he will coordinate and monitor all of the responsibilities of the Administrative Unit as outlined in the Administrative Unit's Responsibilities Section.

SELPA Director Responsibilities

1. Provide administrative support to Superintendents' and Directors' Councils.
2. Assist the chair of the Superintendents' and Directors' councils by preparing monthly agendas and minutes.
3. Coordinate local interagency agreements.
4. Maintain a list of free and low cost legal services to be provided to parents upon request.
5. Maintain copies of all complaints, OCR and due process hearings submitted by district directors.
6. Advise Superintendents and Directors of any findings that have SELPA-wide implications.
7. Compile data and submit any necessary reports to the County, State and Federal Offices of Education.
8. Provide necessary procedures and data to the AU to allocate federal and state funds to the LEAS within the SELPA.
9. Provide support to the LEAs of the SELPA in their operation of special education programs and services.
10. Coordinate the implementation of the Local Plan in the following manner:
 - Receive and disburse funds for program specialists as agreed to in local written agreements.
 - Maintain the management information system.
 - Assist in the coordination of staff development activities.
 - Assist in the coordination of the activities of the Community Advisory Committee.
 - Assist in the coordination of community resources including the development of local interagency agreements.

- Assist in the development of model policies to recommend to operating agencies for board approval.
 - Coordinate SELPA-wide Child Find activities.
11. Assist participating districts in the development of policies and procedures to assure procedural safeguards to individuals with exceptional needs and their parents.
 12. Participate as an "ad hoc" member to all committees, as appropriate.
 13. Assist in the SELPA-wide special education compliance review.
 14. Act as liaison with the Department of Mental Health, CCS and other agencies in accordance with adopted interagency agreements.
 15. Participate in state level SELPA Directors' Meetings and share information, as appropriate.
 16. Coordinate, monitor and sign all purchase orders for low incidence materials and equipment.
 17. Compile data and submit reports for the Annual Budget and Service Plans and other reports, as required.
 18. Submit any waivers necessary for implementation of the local plan to the State Department of Education.
 19. Assist LEAs in mediation and due process hearings.
 20. Coordinate procedures to assist LEAs with NPS/NPS services.
 21. Coordinate and monitor the SELPA-wide MIS pupil count for submission to CDE.
 22. Perform other administrative duties as requested by the Superintendents' Council.

In order to implement the Local Plan, the SELPA Director shall be considered a "school official and employee" in regard to access to student records.

Regionalized Services to Local Programs (EC 56836.23)

The Santa Clarita Valley SELPA assures that all functions listed as Regionalized Operations and Services in EC 56836.23 are performed by the members of the Local Plan Area as described in this document.

Regionalized Services shall include:

Program Specialist

A program specialist is a specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experience in the education of individuals with exceptional needs and a specialized in depth knowledge in one or more areas of major handicapping conditions, in pre-school handicapped, or career vocational development.

A Program Specialist may do all the following:

1. Observe, consult with, and assist resource specialists, designed instruction and services instructors, and special class teachers.
2. Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
3. Participate in each school's staff development, program development, and innovation of special methods and approaches.
4. Provide coordination, consultation and program development primarily in one specialized area of areas of his/her expertise.
5. Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.

Each LEA shall designate the special education staff members who will assume these responsibilities.

Personnel Development

Rationale

Implementation of the Santa Clarita Valley Local Plan requires ongoing personnel development to provide appropriate learning experiences, which promote understanding, increase skills and expertise, and ensure that federal and state law will be followed. Regionalized personnel development opportunities will:

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

Policy Statement

The Santa Clarita Valley SELPA will provide regionalized personnel development opportunities to members of the SELPA and others. Santa Clarita Valley SELPA personnel development offerings will adhere to the following policy requirements:

1. Will be available to representatives from general education, special education, administrators, support staff, paraprofessionals, parents, NPS/NPA staff, agencies, classified, and private schools;
2. Will ensure working collaboration with all member districts, including County Offices of Education, Special Education Community Advisory Committee, Regional Coordinating Council for Region 11, Head Start, Children's System of Care (Mental Health, Social Services, Probation, Drug & Alcohol, Community

Health), California Children's Services, North Los Angeles County Regional Center, and the Department of Rehabilitation;

3. LEAs and educational representatives *will* ensure notification of personnel development opportunities and encourage and support attendance;
4. Will ensure that the annual personnel development plan is in alignment with federal, state and local identified needs so that school personnel are prepared to meet the needs of individuals with disabilities;
5. Will include training for new staff as well as provide continuing education opportunities based on the needs assessments.

Administrative Guidelines

Regionalized Santa Clarita Valley SELPA staff development offerings will adhere to the following guidelines:

1. The Santa Clarita Valley SELPA and its LEAs are responsible for overall coordination of personnel development in accordance with policy approved by the Council of Superintendents.
2. The Santa Clarita Valley SELPA and its LEAs will work together to ensure that appropriate participants are notified and will support the staff's attendance, as appropriate.
3. It is the responsibility of the LEA Administrator and/or the supervisor to determine which district personnel will participate in specific staff development activities and to make the necessary arrangements within the district for their participation, including release time.
4. Personnel Development offerings will be evaluated by workshop attendees, the SEAC representatives, and the Staff Development Committee, to assess effectiveness and *to* determine future offerings.
5. The SELPA and LEAs will ensure that SEPAC representatives and parents have opportunities for input and will be informed of regionalized personnel development offerings.
6. The Santa Clarita Valley SELPA recognizes that individual LEAs have responsibilities to provide personnel development opportunities independent of the Santa Clarita Valley SELPA.

Evaluation

Rationale

E. C. 56600 was written, in part, to ensure that SELPAs participate with all State efforts to provide for "ongoing comprehensive evaluation of special education programs" in order to "refine and improve programs, policies, regulations, guidelines, and procedures on a continuing basis, and to assess the overall merits of these efforts".

Policy Statement

The Santa Clarita Valley SELPA shall submit annually all information required by the California Department of Education, Special Education Division, in this effort, including statistical data, program information, and fiscal information related to the programs and services for children with disabilities in the Santa Clarita Valley SELPA.

Guidelines

The SELPA Administrator will be responsible to collect all data required by the California Department of Education related to special education budgets and services, and report them annually

1. SELPA staff will support all the members of the SELPA in the collection of data related to compliance, due process procedures, availability of services, key performance indicators, etc., as needed.

Data Collection and Development of Management Information Systems

Rationale

California Department of Education requires of each SELPA the collection of specified data in such a manner as to be communicative with the Management Information System of the State.

Policy Statement

The SELPA shall design and implement a data collection and storage system that will provide for the management and reporting of required data for state and federal systems. The SELPA will continue to work with the State's Department of Management Information System to collect and report all required data related to special education fiscal and program services, and to provide other pertinent information necessary for the operation of the SELPA.

Guidelines

1. The SELPA staff will support all the districts in the SELPA in their collection and reporting of required data.
2. The SELPA staff will strive to support a system, which is responsive to the data needs of the district.
3. The SELPA staff will implement a continuous improvement model of data collection.

Curriculum Development

Rationale

One of the primary goals of the Individuals with Disabilities Education Act, along with its amendments of 1997 and 2004, is to ensure that every child has access to the general curriculum. At the same time, it defines special education as "specialized academic instruction". In order to allow children their best opportunity to access a free and appropriate public education in the Least Restrictive Environment, the SELPA has a responsibility to facilitate a balance and understanding of the requisite elements.

Policy Statement

The Santa Clarita Valley SELPA is committed to ensuring that all children, regardless of their disability, have access to the general curriculum to the maximum extent appropriate. Therefore, a focus of personnel

development activities and support to all member LEAs will be to facilitate professional growth and student achievement through curricular alternatives to all students, including modifications and accommodations, as appropriate.

Guidelines

1. All children with disabilities, including those with low incidence disabilities, will be given the opportunity to participate in the general curriculum and will be provided appropriate curricular accommodations and modifications.
2. SELPA staff will support statewide and local efforts to pilot and implement curriculum options designed to support children with varying learning needs.
3. SELPA staff will be available to support students and their teachers whose needs for curricular support are beyond the district's expertise.

Provision for Ongoing Review of Programs

Rationale

The State has in place a system for review of the special education programs in the districts. It is the responsibility of the SELPA to support the delivery of effective programs and services in its districts, to support a continuum of appropriate service options, to improve the quality of the programs offered, and to monitor them and participate in review processes, including the Quality Assurance Process, the Procedural Safeguards and Complaints processes and mediation and due process procedures.

Policy Statement

The Santa Clarita Valley SELPA endeavors first to provide adequate information, resources, and support to all its member districts, so that they may deliver compliant, quality services. Further, SELPA staff will, under the direction of the Council of Superintendents and in conjunction with the Directors' Council, participate in all State review processes and any local review processes to ensure that appropriate and necessary services are offered for all children with disabilities and to support continuous improvement of those services.

Guidelines

1. The SELPA will ensure that adequate information related to all areas of compliance is available to all its member LEAs.
2. The SELPA will ensure the availability of a full continuum of options, supplemental aids and services, and regionalized programs, for all children with disabilities, severe low incidence, non-severe and early childhood.

Coordinating Services with Other Public Agencies

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

2. Each interagency agreement will be developed by a Committee, for consideration by the Director's Council.
3. The SELPA Director has the primary responsibility to negotiate agreements with other public agencies.
4. All agreements negotiated with public agencies are to be reviewed by the Directors' Council and submitted to the Superintendents' Council for approval.

These agreements include but are not limited to: Department of Mental Health, Part C (Infants), California Children's Services, Head Start, North Los Angeles Regional Center and others as needed.

Community Advisory Committee

The SELPA shall establish a Community Advisory Committee under provisions of Education Code Section 56190.

Community Advisory Committee Membership

Each participating board will have a role in selecting members.

Members of the Directors' Council shall recruit persons from the following list to become candidates for Community Advisory Committee membership:

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

A majority of the members shall be parents with children enrolled in Local Plan schools, and a majority of these parents shall have children identified as individuals with exceptional needs (IWEN).

The Directors' Council shall compile a list of acceptable candidates and verify that the list complies with the criteria in 1 through 7 above.

The Superintendents or designees shall recommend their respective candidates to their governing boards for appointment.

The Community Advisory Committee shall consist of not less than 20 or more than 35 members. The distribution of membership shall be according to the chart below, to the extent practicable.

DISTRICTS	CASTAIC	NEWHALL	SAUGUS	SULPHUR SPRINGS	HART
Parents of IWEN	2	2	2	2	2
Other Parents		1	1	1	2
Disabled				1	
Gen Ed Teachers		1			1
Special Ed Teachers		1	1		1
Other School Personnel	1	1	1	1	1
Representatives of Other Public & Private Agencies			1	1	

The term of office of Community Advisory Committee members shall be two years. Community Advisory Committee members shall not serve more than two terms consecutively.

Representatives designated by the Community Advisory Committee may address the Directors' Council and the governing boards in public meetings, in writing or orally, on matters relative to special education issues. The governing boards and the Administrative Councils may address the Community Advisory Committee, in writing or orally, at their respective meetings.

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

The committee shall select officers, yearly, in accordance with the by-laws.

Community Advisory Committee Responsibilities:

1. Advise the Administrative Councils and Governing Boards relative to Local Plan development, policies, revision and implementation.
2. Advise Administrative Councils of local issues of concern, identifying priority areas.
3. Carry out a series of educational programs for all parents, based on needs assessment. Recruit volunteers who may contribute to implementation of the Local Plan.
4. Encourage community involvement in development and review of the Local Plan by inviting representative members to participate in SELPA-wide revision committees and by presenting the plan to the membership at large.
5. Support activities on behalf of individuals with exceptional needs through communication with local agencies and physicians.
6. Assist in parent awareness of the importance of consistent school attendance. This may be done through educational programs as discussed in Item 3.

Annual Budget and Service Plan

The Annual Budget and Service Plan shall be developed annually using the December 1st pupil data collected and submitted to the California Department of Education. The Forms to be used for the Annual Budget and Service Plan are included in Appendix A. The SELPA shall hold a public hearing to adopt the annual budget and service plan. Notices shall be posted at each school site 15 days in advance of this annual public hearing.

Each district in the SELPA assures the maintenance of fiscal support and understands that Federal Part B funds will not be used to reduce the level of support beyond the amount permitted under federal law and regulations.

All property taxes for special education purposes are allocated to the Los Angeles County Offices and are used to support the services for the severely disabled, including those with low incidence disabilities. If a time should occur where the revenues exceed the expenditures, the additional revenue would be allocated out to the districts for special education services.

SELPA Revenue Allocation Model

Decision-Making Guidelines

As much as possible the Revenue Allocation Model should:

1. Acknowledge that state and federal special education funds will not cover the total costs of special education services.
2. Provide an incentive for providing quality cost effective programs for students in public school programs.
3. Recognize that districts have been and will need to continue to make significant general fund contributions to cover special educations costs.
4. Keep program requirements in mind.
5. Reflect district and SELPA policies.
6. Simplify the SCV SELPA process for allocation of special education funds including growth and COLA.

Summary

As a consequence of AB 602, most special education revenues are received by the SELPA in the form of a block grant.

1. State Aid
2. Federal Part B Local Assistance

The following programs will be outside of, and in addition to, the block grant:

1. Regionalized Services and Program Specialist funds
2. Low Incidence Equipment
3. Out of Home Care Funds
4. SDC Revenue Limit Apportionment
5. NPS Extraordinary Cost Pool Funds
6. Federal Part B Staff Development Grants
7. Federal Part B State Discretionary Grants

8. Federal part C Grant Infant Programs (Early Start)
9. Federal Preschool (3-5) year olds Grants

The following is a summary of the primary features of the SCV funding process:

ADA Based: A modified ADA rate for funding special education will be calculated for each district and will serve as the basis for allocation of special education revenues and any equalization adjustments.

Equalization: As of 2001-2002, districts in SCV SELPA achieved intra-SELPA equity in funding.

ADA Growth: New block grant funds received as a consequence of SELPA-wide, K-12 ADA growth funding will be allocated to those districts and/or regional program operators proposing and receiving approval based on review and recommendation through the SCV Director's Council and approved by the SCV Superintendent's Council. Remaining funds shall be distributed to districts experiencing ADA growth.

COLA: COLA funds may be allocated to districts on a per ADA basis.

Discretionary Funds: These funds may be utilized to supplement growth funds as available.

Regionalized Services Funds: These funds will be utilized to fund the SELPA office operations and provide regionalized services as mandated in Education Code.

Allocation Methodology for State Entitlement Funds to Districts

A SELPA funding level utilizing an ADA average shall be calculated. District Special Education ADA funding rates will be recalculated annually reflecting funding growth/decline, COLA, and any equalization.

Special Day Class revenue limit funds will be utilized to fund district operated special education programs.

COLA funds will be allocated to districts on a per ADA (annual) basis.

Base Allocation Methodology – Regionalized Programs

The 2004-2005 school year was the base year in which LACOE's special education base revenue was distributed to member districts operating Regional Programs per the Superintendent's Council approval.

In May of each year, districts operating Regional Programs shall present an inclusive Regional Program budget for the upcoming school year to be approved by the Superintendents' Council. After approving the proposed budget, the Regionalized Program will be funded in a manner as approved by the SCV Superintendent's

Council. Excess program costs will be paid by the District of Residence to the District of Service as outlined in the Regional Program Agreements.

Federal Funds

Federal grant funds shall be distributed to the districts on the same basis as the funds were generated. The special education December 1st pupil count from the prior year will determine a district allocation for federal funds including Local Assistance, Federal Preschool, Local Staff Development, Preschool Local Entitlements, and Preschool Staff Development.

Beginning with the 2004-2005 school year, Saugus will receive all funds from the Early Intervention Part C Grant as long as it administers the Early Start Program for the SELPA. Castaic School District, William S. Hart UHSD and Sulphur Springs School Districts will share the Low Incidence Entitlement Grant as long as they continue to operate Low Incidence Programs.

Facilities Agreement

- A. The Regional Program Operating Districts shall provide classrooms and other facilities as required to conduct the programs and classes as specified herein. The Superintendents' Council shall review requests from Regional Program Operating Districts indicating classroom and other facilities which will be required for the next school year by January 1st of the current school year.
- B. The annual usage fee for facilities, supplies, and services provided under this Section shall be calculated annually by the Operating District and shall be incorporated in the annual budget plan. Said usage fee is calculated as follows:

The 2006-2007 usage rates of \$9.09 per square foot for a partial school site

TIMES

A percentage equal to the percentage cost of living increase applied to the statewide average revenue limit for school districts for the then current school year,

- C. The usage rates includes reimbursement for the following:
 - 1. Custodial Services – including custodial salaries, employee benefits, and custodial supplies. Custodial service shall be provided in accordance with the custodial standards approved by the Administrative Council. Additional custodial services which may be requested by the Operating District, and approved by the Superintendents' Council, is not included in the basic annual usage rate, and shall be calculated as part of program excess costs as specified herein.
 - 2. Normal Building Maintenance – including maintenance salaries, employee benefits, and maintenance supplies as well as those maintenance charges paid to an outside contractor for maintaining the facilities in a manner generally accepted for schoolhouses occupied by pupils. Charges for additional maintenance services requested by the Operating District, and approved by the Superintendents' Council, shall be calculated as part of program excess costs as specified herein.
 - 3. Utilities – The Operating District shall provide all utilities as required to operate the programs as specified herein.
 - 4. Normal Classroom Furniture – The Operating District shall provide all desks, chairs, and a teacher workstation, unless otherwise agreed.

5. Insurance – The Operating District shall maintain adequate general liability and property damage insurance.
 6. Telephone and Internet Connection – The Operating District shall provide telephone and Internet access to staff as necessary.
- D. Capital Improvement: Anticipated Costs for extraordinary maintenance or capital improvement shall be presented to the Superintendents Council for approval, within the fiscal year that they are to be charged, and then added as a one-time charge to this calculation.