

SHASTA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

LOCAL PLAN

~~December 2012~~
Revised 2016

SHASTA COUNTY SELPA LOCAL PLAN AREA

LOCAL PLAN

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Shasta County Special Education Local Plan Area

LOCAL PLAN COMMITTEE

Administrator Representatives

Tom Armelino, Superintendent of Shasta County Office of Education
Baljinder Dhillon, Superintendent of Cascade School District
Jim Cloney, Superintendent of Shasta High School District

Charter School Representative

Jean Hatch, Director of Shasta County Charter School Consortium

Community Advisory Committee Representatives

Wendy Longwell, Chairperson of Shasta County Community Advisory Committee
Robert Brown, Vice Chairperson of Shasta County Community Advisory Committee
Jean Boggs, Treasurer of Shasta County Community Advisory Committee

General Education Teacher Representatives

William Koppes, Cascade Elementary School District, Anderson Middle School

Special Education Director/Coordinators

Don Aust, Black Butte Elementary School District
Charlie Hoffman, Bella Vista Elementary School District
Andrea Burrell, Columbia Elementary School District
Bob Lowden, Cottonwood Elementary School District
Rebecca Ramsdell, Pacheco Union School District
Charlie Kennedy, Anderson Union High School District
Carol Moreland, Cascade Union Elementary School District
Kristin Williams, Enterprise Elementary School District
Tracy Ray, Gateway Unified School District
Cindi Kehoe, Redding Elementary School District
Tim Calkins, Shasta Union High School District
Larry Hutchinson, Fall River Joint School District
De'An Chambless, Shasta County Office of Education
Kathy Thompson, Shasta County Office of Education

Local Plan Amendment Committee 2013


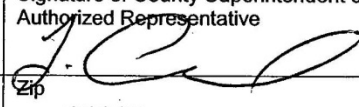
William Koppes, General Ed Teacher, Cascade Union Elementary School District
Jodie VanOrnum, Special Education Director, Shasta County Office of Education
Michelle Kuehl, Special Education Teacher, Shasta County Office of Education
Wendy Longwell, Parent/CAC Chair, Shasta County SELPA Community Advisory Committee
Jim Cloney, Superintendent, Shasta Union High School District
Conde Kunzman, SELPA Director, Shasta County SELPA

PARTICIPATING LEAS OF THE SHASTA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

Anderson Union High School District
Bella Vista Elementary School District
Black Butte Union Elementary School District
Cascade Union Elementary School District
Chrysalis Charter School
Castle Rock Union Elementary School District
Columbia Elementary School District
Cottonwood Creek Charter School
Cottonwood Union Elementary School District
Enterprise Elementary School District
Fall River Joint Unified School District
French Gulch/Whiskeytown School District
Gateway Unified School District
Grant Elementary School District
Happy Valley Union Elementary School District
Igo-Ono/Platina Elementary School District
Indian Springs Elementary School District
Junction Elementary School District
Millville Elementary School District
Monarch Learning Center Charter School
Mountain Union Elementary School District
North Cow Creek Elementary School District
Oak Run Elementary School District
Pacheco Union Elementary School District
Redding Elementary School District
Rocky Point Charter School
Shasta County Office of Education
Shasta Charter Academy
Shasta Union Elementary School District
Shasta Union High School District
Whitmore Elementary School District

**CERTIFICATION OF PARTICIPATION, COMPATIBILITY,
AND COMPLIANCE ASSURANCES**

SED-LP-1

1. Check one, as applicable: <input type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input checked="" type="checkbox"/> District/County		
CDS Code / SELPA Code 45	SELPA Name Shasta SELPA	Application Date
SELPA Address 1644 Magnolia Ave.	SELPA City Redding	SELPA Zip 96001
Name SELPA Director (Print) Conde Kunzman, SELPA Director		SELPA Director's Telephone Number (530) 225-0100
2. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY FOR THIS PROGRAM (Responsible Local Agency (RLA) or Administrative Unit (AU))		
RLA/AU Name Shasta	Name/Title of RLA Superintendent (Type) Tom Armelino	Telephone Number (530) 225-0200
RLA/AU Street Address 1644 Magnolia Ave.	RLA/AU City Redding	RLA/AU Zip 96001
Date of Governing Board Approval		
3. CERTIFICATION OF ASSURANCES		
<p>I certify that this plan has been 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, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code (EC), Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.</p> <p>Signature of RLA Superintendent  Date 10/14/09</p>		
4. CERTIFICATION OF COMPATIBILITY BY THE COUNTY SUPERINTENDENT OF SCHOOLS		
<p>Pursuant to Education Code Section 56140, this plan ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.</p>		
County Office Name Shasta	Name of County Superintendent or Authorized Representative Tom Armelino, Superintendent	Title
Street Address 1644 Magnolia Ave.	Signature of County Superintendent or Authorized Representative 	Date 10/14/09
City Redding	Zip 96001	Telephone Number (530) 225-0200
5. CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE		
(See attached)		
FOR DEPARTMENT OF EDUCATION USE ONLY		
Recommended for Approval by the Superintendent of Public Instruction:		
Date: _____	By: _____	Date of Approval: _____

**CERTIFICATION OF PARTICIPATION, COMPATIBILITY,
AND COMPLIANCE ASSURANCES**

SED-LP-2

COMMUNITY ADVISORY COMMITTEE (CAC) CERTIFICATION		
CAC signature and verification:	YES	NO
I certify :		
1. that the Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the local plan pursuant to <i>Education Code (EC)</i> Section 56194;	✓	
2. that to ensure adequate and effective participation and communication pursuant to <i>EC</i> 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the plan for special education;	✓	
3. that the plan has been reviewed by the CAC and that the committee had at least 30 days to conduct this review prior to submission of the plan to the Superintendent pursuant to <i>EC</i> 56205 (b)(6);	✓	
4. that the CAC has reviewed any revisions made to the local plan as a result of recommendations or requirements from the California Department of Education.	✓	
CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE		
Signature of CAC Chairperson <i>Lynn Osa</i>	Date 9/15/09	
Name of Chairperson (print) Lynn Osa	Telephone Number 530 226 5127	Lynn Osa, CAC Chairperson

If you checked [✓] NO for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the SELPA met the requirement. (Attach separate sheet, if necessary.) The Department will take this into consideration in its review of this local plan application.

SHASTA COUNTY Special Education Local Plan Area

Conde Kunzman, SELPA Director 1644 Magnolia Avenue, Redding, CA 96001-1599

(530) 225-0100
FAX (530) 225-0105

SPECIAL EDUCATION LOCAL PLAN AREA LOCAL EDUCATION AGENCY (LEA) ASSURANCES

1. FREE APPROPRIATE PUBLIC EDUCATION (20 USC § 1412 (a)(1))

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

3. CHILD FIND (20 USC § 1412 (a)(3))

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 attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized

education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. LEAST RESTRICTIVE ENVIRONMENT (20 USC § 1412 (a)(5))

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 class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. EVALUATION (20 USC § 1412 (a)(7))

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY (20 USC § 1412 (a)(8))

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 (FERPA).

9. PART C, TRANSITION (20 USC § 1412 (a)(9))

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

10.PRIVATE SCHOOLS (20 USC § 1412 (a)(10))

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.

11.LOCAL COMPLIANCE ASSURANCES (20 USC § 1412 (a)(11))

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 Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

12.INTERAGENCY (20 USC § 1412 (a)(12))

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 FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13.GOVERNANCE (20 USC § 1412 (a)(13))

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 Educational Agency.

14. PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including 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 CDE about staff qualifications.

15. PERFORMANCE GOALS & INDICATORS (20 USC § 1412 (a)(15))

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.

16. PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC § 1412 (a)(17))

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; will be used to supplement and not to supplant state, local and other Federal funds those funds.

18. MAINTENANCE OF EFFORT (20 USC § 1412 (a)(18))

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

19. PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. RULE OF CONSTRUCTION (20 USC § 1412 (a)(20))

(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL (20 USC § 1412 (a)(21))

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))

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.

23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 1412 (a)(23))

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24))

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE (20 USC § 1412 (a)(25))

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.

26. DISTRIBUTION OF FUNDS (20 USC § 1411(e),(f)(1-3))

(Federal requirement for State Education Agency only)

27. DATA (20 USC § 1418 a-d)

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

28. READING LITERACY (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. CHARTER SCHOOLS (E.C. 56207.5 (a-c))

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

GOVERNANCE

EC 56195; 56195.1(c); 56195.5(a); 56195.5(b); 56205(a)(12)(D)

The local education agencies (LEAs) within Shasta County and the Shasta County Office of Education join together pursuant to Education Code Section 56195 to adopt a plan in accordance with Education Code Section 56200 to assure equal access to special education and services for all eligible persons with disabilities residing in the geographic area served by these agencies, hereafter known as the Shasta County Special Education Local Plan Area (Shasta County SELPA). In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state laws.

The Shasta County Office of Education and Shasta County Board of Education shall serve as the Administrative Unit (AU) for the SELPA and perform the following functions.

- The AU is designated to receive and distribute special education funds according to the locally approved Special Education Funding Allocation Plan.
- The AU employs staff to support SELPA functions.
- The AU oversees the coordination of the Local Plan.

In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan. Each district governing board and the Shasta County Office of Education shall have authority over the programs it directly maintains consistent with the local plan. Regional programs operated on behalf of the SELPA are subject to oversight by the SELPA Governing Board according to SELPA policies and procedures. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA has granted that charter. Charter schools with LEA status in the SELPA are responsible for special education services according to the provisions of the SELPA's Charter School policy. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence program. Such cooperation ensures that a range of program options is available throughout Shasta County. The county office or district governing boards may enter into agreements to provide service to pupils in special education programs maintained by other districts or counties and may include within their special education programs pupils residing in other districts or counties.

I. LEA Governing Boards

EC 56205 (a)(12)(D)(i)

The Governing Boards of LEAs in Shasta County shall adopt policies and procedures for special education programs and services provided in the Shasta County SELPA. Such policies and procedures shall include, but not be limited to, all areas as required by federal and state statutes.

Responsibilities of the governing boards include, but are not limited to:

- Participate in the governance of the Shasta County SELPA by empowering their superintendent or designee to act as their agent in the approval and amendment of policies and procedures.
- Approve the Local Plan and revisions to the Local Plan for the Shasta County SELPA.
- Ensure compliance with all elements of the local Plan.
- Cooperate with the governing boards of participating Local Education Agencies to assure the availability of appropriate services to eligible individuals regardless of district of residence.
- Provide suitable housing for special education programs maintained by the Local Education Agency.

- Operate local programs consistent with state and federal law and regulations and policies and procedures approved for the Special Education Local Plan Area. EC 56195.5 (a)
- Annually review and approve special education programs and services of the Local Education Agency.
- Develop and adopt policies for the operation of the Local Education Agency, which are consistent with those of the Special Education Local Plan Area, and which promote the concept to ensure access to appropriate programs and services for all children with disabilities.
- Appoint members to the Shasta County Community Advisory Committee.
- Review formal complaints forwarded by the respective LEA superintendents as outlined in the district's Uniform Complaint Procedures.
- Address questions and concerns of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan. EC 56205 (b)(4)

II. SELPA Governing Board

The governing body of the SELPA is the SELPA Governing Board and is comprised of a superintendent or designee from each of the following regions:

- | | |
|-----------|---|
| Region 1: | Shasta Union High School District
Shasta Charter Academy |
| Region 2: | Anderson Union High School District
Cascade Union Elementary School District
Cottonwood Elementary School District
Cottonwood Creek Charter School
Pacheco
Happy Valley |
| Region 3: | Redding School District
Monarch Learning Center
Igo-Ono-Platina
Shasta Elementary |
| Region 4: | Enterprise School District |
| Region 5: | Bella Vista
Black Butte
Castle Rock
Chrysalis Charter School
Columbia
French Gulch
Grant
Indian Springs
Junction
Millville
Mountain Union
North Cow Creek
Oak Run
Rocky Point Charter
Shasta County Office of Education |

Whitmore

Region 6: Gateway Unified School District

Region 7: Fall River Joint Unified

Note: All regions will determine a method, and appoint one person to represent their region. It should be noted that SELPA Governing Board meetings are public meetings and, therefore, all Superintendents may attend. Only designated representatives, however, will be considered voting members of the Governing Board.

The SELPA Governing Board shall meet on a regular basis according to Brown Act requirements.

The chairperson for the SELPA Governing Board shall be elected according to the voting procedures described herein at the last meeting of the school year. The term of office shall be one year commencing on July 1 of the year elected. The chairperson may be re-elected for additional terms.

The chairperson shall develop a schedule of meetings and convene and preside over each meeting. If the chairperson is unable to attend a meeting, she/he shall designate another member of the governing board to chair the meeting. When necessary, the chairperson may call for special meetings or cancel regular meetings. The Chairperson will collaborate with the SELPA Director in the development of meeting agendas.

Responsibilities of the SELPA Governing Board

The SELPA Governing Board members, under the direction of their respective elected Governing Boards, shall act to establish operational procedures and make decisions on any matters regarding the development, implementation, administration and operation of special education programs in accordance with the intent of the Local Plan. The SELPA Governing Board will perform the following functions:

- Review and approve needed modification of this agreement on behalf of all districts in the SELPA and adopt amendments to the permanent portion of the Local Plan on an “interim basis”, not to exceed one year. Amendments approved in this manner shall become permanent upon subsequent approval by LEA Governing Boards during the annual service and budget plan process and upon subsequent approval by the State Board of Education. There will be a review after one year for possible realignment and it will be revisited after two years thereafter.
- Adopt SELPA policies and procedures on behalf of their respective LEA Governing Boards to ensure compliance with the Local Plan and state and federal laws and regulations.
- Assure equal access to programs and services for all individuals with exceptional needs within the SELPA regardless of their district of residence.
- Approve the annual services plan and annual budget plan.
- Adopt policies for the distribution of federal, state and local funds received for special education programs.
- Adopt agreements including, but not limited to, interagency agreements with California Children’s Services, Far Northern Regional Center and other public agencies that provide services to students with exceptional needs.
- Establish and promote the Community Advisory Committee. Encourage parental involvement through members of the CAC and consider requests and recommendations from the CAC and other parent groups.
- Provide assistance in the selection, direction, discipline and evaluation of the SELPA Director.

Voting by the Governing Board

The following votes are allocated to each region:

Region 1:	3 votes	(4,500 – 6,000)
Region 2:	3 votes	(4,500 – 6,000)
Region 3:	2 votes	(3,000 – 4,499)
Region 4:	2 votes	(3,000 – 4,499)
Region 5:	2 votes	(3,000 – 4,499)
Region 6:	1 vote	(0,000 - 2,999)
Region 7:	1 vote	(0,000 – 2,999)

Note: All Regions will agree on a procedure and criteria that the regional representative will use to make decisions for his/her region.

Note: When voting, each region must cast its entire allocation as one vote.

In order for a motion to pass the item must receive at least eight (8) votes.

A quorum will consist of four (4) voting members in attendance. Superintendents have the option of designating a representative from their region when he/she is unable to attend a meeting of the SELPA Governing Board. The SELPA Director must be notified in advance. Once an agenda item has been voted on by the Governing Board, it may not be placed on the agenda again unless two thirds of the voting members present agree and one district with an ADA of 4500 or more must be included.

A charter school, chartered through one of the local governing boards of the SELPA that operates as its own LEA for special education purposes, shall be assigned to a region for representation on the SELPA Governing Board.

Responsibilities of LEA Superintendents or Designees

EC 56205 (a)(12)(D)(i)

- Provide administrative leadership in support of the special education programs operated by the Local Education Agency. *EC 56195.5 (a)*
- Act as a liaison between the governing board of the Local Education Agency and the SELPA Governing Board, transmitting suggestions for the development and/or modification of policy to the SELPA Governing Board and vote upon such matters in accordance with direction from the Local Education Agency governing boards.
- Annually recommend to the governing board the modifications of Local Education Agency special education programs which are necessary to meet the changing needs of students, to be included in the annual service and budget plans submitted to the SELPA.
- Maintain and submit financial and program information to the administrative unit and SELPA as required.
- Establish and maintain all procedural safeguards as defined by the Individuals with Disabilities Education Act.
- Provide for the ongoing evaluation of special education programs operated by the Local Education Agency in accordance with guidelines established by the California Department of Education.
- Respond to all complaints and requests for due process relative to the provision of services to students with disabilities.

IV. Program Advisory Council (PAC)

EC 56205 (a)(12)(D)(i)

Note: All regions will agree on a procedure and criteria that the regional representative will use to make decisions for his/her region.

The Program Advisory Council (PAC) will consist of one Special Education Director/Designee from each region and one parent member of the Community Advisory Committee. The Program Advisory Council (PAC) shall be an advisory body to the SELPA Director and the SELPA Governing Board.

The Program Advisory Council (PAC) will meet regularly according to Brown Act requirements. Additional meetings may be scheduled as the needs of the Local Plan dictate. A quorum shall consist of four PAC regional representatives of members present. Each council member shall have one vote. Members may designate another person to attend in their place or designate another member to cast their vote. The SELPA Director must be notified in advance of the meeting in either case. A tie vote will be considered a negative vote.

The SELPA Director serves as the chairperson of the Program Advisory Council (PAC) and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting and additional documentation as needed to provide for informed decision making.

- Recommend policies and procedures to the SELPA Governing Board.

Charter School

A charter school, chartered through one of the local governing boards or the SELPA that operates as its own LEA for special education purposes, shall be assigned to a region for representation on the Program Advisory Council (PAC).

Responsibilities of the Program Advisory Council

- Advise the SELPA Director and the SELPA Governing Board regarding the status, accomplishments and needs of special education programs operated within the Local Education Agencies.
- Provide technical advice and assistance to the SELPA Director and the SELPA Governing Board.
- Work cooperatively to plan and coordinate educational programs and services for all individuals with exceptional needs within the SELPA.
- Provide leadership and support in the implementation of SELPA policies and procedures.
- Act as liaison with parents, community resources, other Local Education Agencies, the SELPA Director and the SELPA Governing Board.
- Gather, interpret, and report data regarding the implementation, administration and operation of the Local Plan.
- Advise the SELPA Director of the annual program needs of the Local Plan Area to be considered in the development of the annual budget plan.
- Provide the SELPA Director with information relative to the development of the annual service plan.
- Recommend staff development activities for the SELPA.
- Recommend members for the Community Advisory Committee (CAC).
- Recommend policies and procedures to the SELPA Governing Board.

A charter school that has been approved to operate as an LEA for special education purposes shall be included in the Community Advisory Committee (CAC) in the same manner as other LEAs.

Finance Advisory Council

Note: All regions will agree on a procedure and criteria that the regional representative will use to make decisions for his/her region.

The Finance Advisory Council (FAC) is made up of the chief school business officers or designee from each Region. The Finance Advisory Council (FAC) makes recommendations to the SELPA Director and/or SELPA Governing Board regarding fiscal issues related to special education funding, facilities and review of the fiscal allocation of special education funds. FAC will collaborate with the Program Advisory Committee (PAC) as needed.

A quorum will consist of four voting members in attendance. Finance Advisory Council (FAC) representatives have the option of designating a representative from their region when he/she is unable to attend a meeting of the SELPA Finance Advisory Council (FAC)

The SELPA Director serves as the chairperson of the Finance Advisory Council (FAC) and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting and additional documentation as needed to provide for informed decision making.

- Recommend policies and procedures to the SELPA Governing Board.

Community Advisory Committee (EC 56190)

The Community Advisory Committee (CAC) for the SELPA is composed of regular and special education parents, agency representatives, general and special education teachers, persons with disabilities, support staff, and administrators. The Community Advisory Committee CAC is an advisory committee to the Program Advisory Council (PAC).

VI. Other Committees

SELPA Ad Hoc Committees are formed and appropriate members are appointed as needed to address current issues. Membership on these committees is designed to fulfill a particular task within a specified time frame. SELPA personnel or selected representatives will serve as chairpersons of committees.

VII. Charter Schools

EC 56195.1(f); 56207.5

A Charter School that has been approved as a Local Education Agency shall participate in the governance of the SELPA and distribution of state and federal funds for special education in the same manner as other Local Education Agency members of the SELPA.

Administration

SELPA

A. SELPA Staff

EC 56205 (a)(12)(D)(ii)(l)

The LEA governing boards, through their representatives to the SELPA Governing Board, shall identify the need for and designate positions necessary for the operation of SELPA functions according to this policy.

The SELPA Governing Board shall be responsible for designating staff to support the functioning of the SELPA. In reviewing and approving the SELPA budget on an annual basis, the governing board designates staffing for the SELPA office.

SELPA staff shall be employed by the Shasta COE and shall be supervised and evaluated by the SELPA Director according to policy and practice. SELPA positions will be advertised and selected according to Shasta COE personnel procedures. Representatives from participating LEAs will be involved in the screening and interview process. Recommendations will be submitted to the Shasta County Superintendent of Schools for approval.

B. SELPA Director

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

The SELPA Director will coordinate the provision of all special education services of the SELPA and will administer those functions delegated to the SELPA pursuant to the Local Plan adopted by the SELPA Governing Board.

Responsibilities of the SELPA Director

- Develop, implement, supervise, and provide for the evaluation of the Regionalized Services program.
- Serve as ex-officio member of the SELPA Governing Board to develop agendas, provide information and recommendations regarding the operation of the SELPA and report minutes of the meetings.
- Serve as the Chairperson of the SELPA Program Advisory Council and assist Council members to implement each LEA's responsibility under the Local Plan.

- Function as a liaison to the CAC, assist in promoting community involvement and work closely with the Committee to develop recommendations to be presented to the Program Advisory Council, Finance Advisory Council and the SELPA Governing Board.
- Prepare program and fiscal reports required of the SELPA by the state; manage the CASEMIS data system to comply with all state requirements. *EC 56205(a)(12)(D)(ii)(V)*
- Recommend employment of, assign, supervise and evaluate staff assigned to the SELPA Office.
- Provide assistance to the SELPA staff to carry out their responsibility to ensure that all pupils have access to full educational opportunity.
- Provide leadership in the development of the Local Plan and policies and procedures necessary to operation of the SELPA. *EC 56205(a)(D)(ii)(III)*
- Provide support to participating LEAs in their operation of special education programs and services.
- Monitor the appropriate use of federal, state and local funds allocated for special education programs. *EC 56205(a)(12)(D)(ii)(IV)*
- Schedule regular meetings of the SELPA Governing Board, Program Advisory Council, Finance Advisory Council and Community Advisory Committee for policy and budget development, support and information sharing.
- Ensure the implementation of all federal, state and local responsibilities of the SELPA, including personnel development and procedural safeguards and other assurances.
- Assist LEAs in mediation and due process hearings.

It is the SELPA Director's responsibility to represent the interests of the SELPA as a whole without promoting any particular LEA interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, the SELPA Director will assist the parties in reaching a reasonable solution of the issue(s).

Employment, Direction and Evaluation of the SELPA Director

The SELPA Governing Board shall be responsible for the selection, direction, discipline and annual evaluation of the SELPA Director. The SELPA Governing Board shall be assisted in the hiring and selection process by the Administrative Unit. The SELPA Director is subject to the AU's policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the SELPA Governing Board. The SELPA Director is evaluated by the Chairperson of the SELPA Governing Board, the AU Superintendent and one other superintendent from the governing board. The evaluation is confirmed by a vote of the SELPA Governing Board.

C. Regionalized Services and Operations

EC 56205(a)(12)(B)

The SELPA Director shall implement the Local Plan including the following regionalized services and operations: *EC 56836.23*

- Coordination of the special education local plan area and the implementation of the local plan.
- Coordinated system of identification and assessment.
- Coordinated system of procedural safeguards.
- Coordinated system of staff development and parent education.
- Coordinated system of curriculum development and alignment with the core curriculum.
- Coordinated system of internal program review, evaluation of the effectiveness of the local plan and implementation of a local plan accountability mechanism.
- Coordinated system of data collection and management.

- Coordination of interagency agreements.
- Coordination of services to medical facilities.
- Coordination of services to licensed children's institutions and foster family homes.
- Preparation and transmission of required special education local plan area reports.
EC 56205(a)(12)(D)(ii)(V)
- Assist and participate in Community Advisory Committee activities. The SELPA Director will act as liaison between the CAC and the SELPA Governing Board, sharing information and recommendations between the two groups.
- Assurance of full educational opportunity.
- Allocate state and federal funds to LEAs. *EC 56205(a)(12)(ii)(II)*
- Monitor the appropriate use of federal, state and local funds allocated for special education programs. *EC 56205(a)(12)(D)(ii)(IV)*
- Direct instructional program support.

D. Program Specialist Services

EC 56205(a)(12)(B); 56368

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 advanced training and related experience in the education of individuals with exceptional needs. Program specialist services are provided by the SELPA and include the following services:

- Facilitation for the placement of students in programs outside their district of residence.
- Observation, consultation and assistance to special education teachers and support staff in accordance with LEA procedures.
- Program planning, coordination of curricular resources and the evaluation of the effectiveness of programs for children with disabilities.
- Provision of inservice training and technical assistance for regular and special education teachers, administrators, support staff and parents.
- Provision of coordination, consultation and program development in one or more specialized areas of expertise.
- Participation in and/or facilitation of IEP team meetings, upon request, when technical assistance is needed.
- Assistance in mediation, due process hearings and compliance proceedings by providing expertise and knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.
- Assistance in developing training for parents and members of the Community Advisory Committee.
- Assistance as a liaison to various community agencies such as the Department of Mental Health, Far Northern Regional Center, California Children's Services, Probation Department, etc.
- Assure that pupils have full educational opportunity regardless of the district of residence.

Program specialist services shall be allocated to districts annually by mutual agreement of the SELPA Director and LEA Special Education Administrators. Allocations will be based on factors such as the number of staff available, SELPA priorities and LEA needs.

II. Local Plan Development

EC 56195.3(a), (b), (c)

The Shasta County SELPA Local Plan is developed with input from the following groups:

- The SELPA Program Advisory Council members consult with their bargaining units or school site staff to select general education and special education teachers who may want to serve on a subcommittee for the purpose of providing input to the development of the Local Plan and/or the Annual Service Plan and Annual Budget Plan.
- General and special education administrators are selected by their superintendents.
- Parent representatives are selected by the CAC. Parents may or may not be members of the CAC. Parents will be selected from the north and south regions of the county. The CAC voting representative to the SELPA Program Advisory Council also serves on the Local Plan Committee.

The committee shall develop the local plan in accordance with *EC Sections 56195.3 (b), (c) and (d)*. Prior to approval by the LEA governing boards, the local plan will be submitted to the CAC for their review.

Amendments to the Permanent Section of the Local Plan

EC 56195.9

The local plan will be updated/amended in cooperation with the local plan committee. The SELPA Governing Board may adopt amendments to the permanent portion of the local plan on an interim basis, not to exceed one school year. Amendments approved in this manner shall become permanent upon subsequent approval by all LEA governing boards and the State Board of Education.

Amendments to the Annual Service and Budget Plans

The governing boards of the participating LEAs agree to designate authority to the SELPA Governing Board to approve the SELPA-wide annual service and budget plans and any subsequent modifications.

III. Literacy

In order to improve educational results for students with disabilities, participating LEAs within the Shasta County SELPA assure that all students who require special education will participate in the California Reading Initiative, just as all other students. In order to facilitate that effort, each district assures that special education instructional personnel will participate in and have full access to the following:

- District and county staff development in literacy and learning research that aligns with state adopted standards and frameworks; and
- District and county staff development in research based instructional strategies for teaching reading to a wide range of diverse learners.

Our goal is:

- To increase the participation of students with disabilities in statewide assessments with and without accommodations or modifications as monitored by the IEP process; and
- To increase the percentage of children with disabilities who are literate; and
- To assure that students with disabilities attain higher standards in reading.

In order to reach these goals, each LEA assures that students with disabilities will have full access to:

- All required core curriculum, including state-adopted textbooks and supplementary textbooks; and
- District, county or state adopted texts and state adopted instructional materials and any necessary supports to obtain higher standards in reading.

V. Public / Parent Input

EC 56205(b)(4)

All LEA Boards within the SELPA have public comment sections on their agendas, as does the SELPA Governing Board.

The Shasta County SELPA Director, the Director of Special Education for the Shasta County Office of Education and the District Special Education Administrators are also available to meet with parents or members of the public who may have questions or concerns. Meetings can be arranged by contacting the SELPA office.

VI. Dispute Resolution

EC 56205(b)(5)

If a dispute arises over the responsibility for service provision, governance activities, program transfer, or distribution of funding; or if a school district, including any charter school LEA, group of school districts, or the county office believes that an action taken by the SELPA Governing Board will create an undue hardship on the district(s) or county office; or that an action taken exceeds the authority granted the Governing Board within the Local Plan and /or state or federal statute, the aggrieved district(s) or county office may submit the matter for dispute resolution.

The goal of the SELPA is for disputes to be resolved at the lowest possible level. The first step in the dispute resolution process, therefore, is for the aggrieved party(s) to contact the other party(s) and attempt to resolve the matter informally. If the matter is not resolved at this level, the aggrieved party(s) may request formal mediation. Any request for mediation must be submitted in writing to the SELPA Director. If the issue is related to an action taken by the Governing Board, the request must be submitted within thirty (30) days of the action taken by the Governing Board. The written request must clearly identify the reason(s) for the request and the potential resolution(s) to the problem. If mediation is not successful, the aggrieved party(s) may request a review by an independent review panel of the results of the mediation. A request for review by an independent review panel must be submitted in writing to the SELPA Director within thirty (30) days of the completion of the mediation process, and must include the reason(s) for the request and the potential resolution(s) to the problem.

A more detailed description of the procedures related to dispute resolution can be found in the SELPA Policies and Procedures Manual kept on file in the SELPA.