

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The Madera-Mariposa SELPA geographic service area covers the geographic boundaries of all local education agencies (LEAs) located within Madera and Mariposa Counties. These LEAs include: Alview-Dairyland Union School District, Bass Lake Joint Union School District; Chawanakee Unified School District, Chowchilla Elementary School District, Chowchilla Union High School District, Ezequiel Tafoya Alvarado Academy Charter; Golden Valley Unified School District, Madera County Superintendent of Schools, Madera Unified School District, Mariposa County Office of Education, Mariposa Unified School District, Raymond-Knowles Union School District, Sherman Thomas Charter Schools, Western Sierra Charter Schools, and Yosemite Unified School District.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The Madera-Mariposa regional governance and administrative structure of the local plan consists of a superintendents' governance council (SC). The SC is composed of a superintendent (district or county) and charter director representing each LEA within the MaderaMariposa SELPA and the Administrative Unit Superintendent.

The SC ensures that all provisions of the Local Plan are implemented within the LEAs in the SELPA by providing direction to the SELPA Administrator regarding the implementation, administration, and operation of the Local Plan. This includes ensuring equal access to programs and services for all individuals with special needs within the SELPA.

The SC provides leadership for cooperative action among LEAs pertaining to the coordination of the implementation, administration, and operation of the Madera-Mariposa Special Education Local Plan.

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Each member on the SC is entitled to one vote. Each vote to which a member LEA is entitled may be cast only if in physical attendance.

A 50% plus one majority of member LEAs must be present in order to form a quorum and take action on any item.

The SC shall hold at least four (4) public meetings annually according to the Brown Act requirements to receive and take action on information or business related to special education and the administration of the Madera-Mariposa SELPA.

The initial SC chairperson in 2012 was designated as the SC member with the most seniority within the SC. The next senior member will assist as the vice-chairperson. The vice-chairperson will act in the absence of the chairperson. Rotation of the chairperson will follow based on seniority. Terms will consist of two years. When a member exits the SELPA, the replacing member will be added to the rotation schedule at the end of the schedule. The initial chairperson rotation schedule required a majority vote of the SC.

The Administrator for the SELPA will serve as the Executive Secretary to the SC and will provide staff assistance to the SC.

The SC shall act to establish operational procedures and make decisions on any matters regarding administration and operation of special education programs in accordance with the intent of the Local Plan. The SC will approve operational decisions for the SELPA such as, but not limited to the following:

- Review and approve needed modification of this agreement on behalf of all districts in the SELPA.
- Approve SELPA policies and procedures on behalf of their respective LEA Governing Boards to ensure compliance by districts with the Local Plan and state and federal laws and regulations. Each member shall assume the responsibility for communication and presentation of the adopted policies and procedures to their respective governing boards.
- Approve all SELPA procedures required to implement Madera-Mariposa SELPA policies.
- Approve the SELPA-wide annual service and budget plans, and subsequent modifications.
- Establish and promote the Community Advisory Committee (CAC). Encourage parental involvement through the members of the CAC, receive and consider requests and recommendations from their CAC representatives and other parent groups.

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- Provide direction to the SELPA Administrator regarding the development, revision, implementation, and review of the Local Plan.

- Address questions and concerns of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan. Questions and concerns may be addressed at any scheduled SC public meeting during the time set aside for items of public interest. A request may also be made to place an item on the agenda under the SC's policy or procedure regarding the agenda for a public meeting.

- Approve the Allocation Plan for the distribution of federal, state and local funds received for special education programs.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The Governing Boards of LEAs in Madera and Mariposa Counties shall adopt policies and procedures for special education programs and services provided in the Madera-Mariposa SELPA.

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

- Participating in the governance of the Madera-Mariposa SELPA by empowering their superintendent to act as their agent in the approval and amendment of SELPA policies and procedures.

- Reviewing and approving revisions to the Madera-Mariposa SELPA Local Plan. By approving the Local Plan, the LEA Governing Board enters into an agreement with other LEAs participating in the plan, for the provision of services and programs. The governing board exercises authority over the programs it directly maintains or contracts for consistent with the Local Plan for the SELPA and individual LEA policies. It shall be fiscally accountable for special education programs operated or contracted for by its LEA.

- Appointing members to the Madera-Mariposa Community Advisory Committee (CAC).

- Reviewing formal complaints forwarded by the respective LEA superintendents as outlined in the LEA's Uniform or California Department of Education (CDE) Special Education Complaint Procedures.

- Addressing questions and concerns of the public, including parents or guardians of

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individuals with exceptional needs who are receiving services under the Local Plan. Questions and concerns may be addressed at any scheduled LEA Governing Board public meeting during the time set aside for items of public interest. A request may also be made to place an item on the agenda under any LEA Governing Board's policy or procedure regarding the agenda for a public meeting.

- Maintaining responsibility for all aspects related to due process, CDE complaints, and Office of Civil Rights (OCR) complaints.

- Maintaining responsibility for the development of policies and procedures related to Section 504. A copy of LEA policies and procedures are maintained in the LEA's Board Policies and Procedures Handbook.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The Madera County Superintendent of Schools shall serve as the Administrative Unit (AU) for the SELPA.

- The AU is designated to perform such functions as receipt and distribution of funds.

- The AU employs staff to support SELPA functions.

- The AU provides coordination of the Local Plan.

- The AU development of the Annual Service and Budget Plans shall coincide with the AU budget process.

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

Madera-Mariposa SELPA Policy 121 allows for the participation of charter school in the local plan. The policy applies to all Charter Schools chartered by educational entities located within the member districts of the Madera-Mariposa SELPA. This policy also applies to any charter school petition granted by the State Board of Education in which oversight responsibilities have been assigned to an educational agency within the Madera-Mariposa SELPA [EC47605.5 (k)(l)].

Charter Schools, as well as member districts, shall continue to adhere to the Madera-Mariposa Local Plan regarding the following:

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- Administrative Unit Oversight Responsibilities
- Local Plan Development
- Accessing Regionalized Services (ex. LAS, APE, HOH)
- Share in SELPA Deficits
- Assurances of Services State Eligibility Criteria for Special Education Identification
- Policy and Procedure Development within the SELPA
- Community Advisory Committee Requirements

As students enrolled in Charter Schools are entitled to special education services provided by State and Federal funding, the charter schools shall comply with all requirements of federal law regarding provision of special education services (Individuals with Disabilities Education Act (20 U.S.C. Chapter 33). Children with disabilities and their parents shall retain rights under the IDEA.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

Members of the Madera-Mariposa Community Advisory Committee (CAC) are nominated to the CAC through their LEA or through the CAC Membership Committee. The majority of members shall be parents of students in general education and special education. The CAC shall serve in an advisory capacity to the SELPA Administration and the SC.

The responsibilities of the CAC shall include, but not be limited to:

- Advising in the development and review of the Local Plan. The CAC shall have a minimum of thirty days to review the Local Plan prior to submission to the State Board of Education.
- Supporting activities on behalf of individuals with exceptional needs.
- Assisting in parent education and in recruiting parents and other volunteers to the CAC.
- Advising in the development of SELPA policies, procedures, handbooks, and forms, as appropriate.
- Assisting in parent awareness of the importance of regular school attendance.

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

The SELPA administrator and program specialists meet monthly with teachers and administrators. CAC meetings occur four times a year. In regards to the development of this local plan, a group of representatives met 1 time to provide input into the development of the

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plan. The CAC also had opportunities to consult on the plan during the regularly scheduled meetings and special meetings specifically related to the local plan.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The Madera County Superintendent of Schools serves as the Administrative Unit (AU) for the Madera-Mariposa SELPA. It is the agency responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the Local Plan.

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

Each district of special education accountability is responsible for the students within their jurisdiction. There are no additional contractual agreements that supersede education code.

10. For multi-LEA local plans, specify:

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

The Governing Boards of LEAs in Madera and Mariposa Counties shall adopt policies and procedures for SE programs and services provided in the Madera-Mariposa SELPA.

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

- Participating in the governance of the Madera-Mariposa SELPA by empowering their superintendent to act as their agent in the approval and amendment of SELPA policies and procedures.

- Reviewing and approving revisions to the Madera-Mariposa SELPA Local Plan. By approving the Local Plan, the LEA Governing Board enters into an agreement with other LEAs participating in the plan, for the provision of services and programs. The governing board exercises authority over the programs it directly maintains or contracts for consistent with the Local Plan for the SELPA and individual LEA policies. It shall be fiscally accountable for SE programs operated or contracted for by its LEA.

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- Appointing members to the Madera-Mariposa Community Advisory Committee (CAC).
- Reviewing formal complaints forwarded by the respective LEA superintendents as outlined in the LEA's Uniform or California Department of Education (CDE) Special Education Complaint Procedures.
- Addressing questions and concerns of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan. Questions and concerns may be addressed at any scheduled LEA Governing Board public meeting during the time set aside for items of public interest. A request may also be made to place an item on the agenda under any LEA Governing Board's policy or procedure regarding the agenda for a public meeting.
- Maintaining responsibility for all aspects related to due process, CDE complaints, and Office of Civil Rights (OCR) complaints.
- Maintaining responsibility for the development of policies and procedures related to Section 504. A copy of LEA policies and procedures are maintained in the LEA's Board Policies and Procedures Handbook.

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

Each District of Residence (DOR) superintendent will:

- Provide administrative leadership to local district SE programs in the following areas:
program
operations, curriculum, personnel, and budgeting.
- Supervise and be responsible for all SE personnel under its employment.
- Monitor ongoing services provided by regionalized providers assigned to their sites.
- Monitor all elements of the Individual Education Program (IEP), the offer of a free and appropriate public education (FAPE) and educational benefit for each district/charter student placed in a Regional Program operated by MCSOS, or contractually placed by the DOR in another SE program, or in a Non Public School (NPS).
- Assure that all SE legal requirements required of the DOR are carried out as specified in

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applicable education code.

- Provide a DOR representative to the IEP meeting who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, can interpret the instructional implication of evaluation and results, and is knowledgeable about general curriculum, and has the authority to commit the resources of the district.

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

Each LEA and COE shall coordinate the administration of the local plan by adhering to the following responsibilities:

- Submit information to the SELPA as required.
- Perform other duties necessary to coordinate the administration of the Local Plan as agreed.
- Assist in the coordination of community resources including implementation of interagency agreements.
- Maintain necessary records.
- Maintain and implement all procedural safeguards as defined by Individuals with Disabilities Education Act (IDEA).
- Coordinate and conduct state verification reviews of district SE programs including data collection as required.
- Implement and monitor corrective action rulings of the Office of Civil Rights (OCR) and the California Department of Education (CDE) complaints and the results of CDE verification reviews, as required.
- Submit to the SELPA administrator copies of any OCR, CDE due process and/or complaint findings including verification review which have SELPA-wide implications.
- Recruit and select representatives to the Madera-Mariposa SELPA Community Advisory Committee (CAC).
- Recognize the importance of employment of Program Specialist(s) to provide unique and necessary services to the districts and students in the SELPA. Program Specialist(s) will carry

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out a wide range of responsibilities to assist in overall services to students receiving special education.

- Recognize the importance of students with disabilities receiving as rigorous, high quality, researched based education as their nondisabled peers in alignment with the Common Core State Standards.
- Provide parents with access to the Madera-Mariposa SELPA Parent Handbook, upon referral of each child to special education.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The SELPA Administrator is hired by the administrative unit (AU) with the assistance of the superintendents' governance council (SC). The SELPA Administrator is subject to the AUs policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the SC. The SELPA Administrator is evaluated by the AU superintendent with input from the SC.

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

All federal and state special education funds shall be allocated to the SELPA Administrative Unit for distribution to local education agencies according to an approved Special Education Funding Allocation Plan.

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The SC has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The AU shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Plan. The AU shall develop the Annual Budget Plan for review and approval by the SC. The SC shall make the Annual Budget Plan available to the LEA members and the Community Advisory Committee upon approval.

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c. The operation of special education programs:

As a service provider, each District of Service (DOS) will:

- Provide special education programs and services on behalf of the placing DOR.
- Provide administrative leadership in the area of program operations, curriculum, personnel and budgeting.
- Supervise and be responsible for all special education personnel under its employment.
- For students placed in special day class programs, provide a representative to the individualized education plan (IEP) meetings who is qualified to provide or supervise specially designed instruction and is knowledgeable about possible placements and services.
- For students receiving regionalized services, ensure that the related service provider or qualified designee attends IEP meetings, or obtains parent excusal through the process specified in law.
- Assure that all special education legal requirements are carried out as specified in the applicable education code.

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

Funds allocated for special education programs shall be used for services to students with disabilities.

Federal funds under Part B of IDEA may be used for:

- The costs of special education and related services and supplementary aids and services provided in a regular class or other education-related setting to a child with a disability in accordance with the individualized education plan (IEP) for the child, even if one or more non-disabled children benefit from these services.
- Developing and implementing a fully integrated and coordinated services system. The SELPA Administrator and the AU shall, through the annual budget process, be responsible for the monitoring and appropriate use of all funds allocated for special education programs. The SC through the Annual Budget Plan process shall make final determination and action regarding

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12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

Regional Programs include a variety of self-contained classrooms for placement of students with moderate to severe special needs who require highly specialized programs and services. These programs are located on school sites within the SELPA, and operated by MCSOS for Madera County students and Mariposa County Office of Education/Mariposa County Unified for student with moderate to severe disabilities in Mariposa County. Both County Offices will ensure inclusion in the LRE can be supported. Even though students receiving services within these programs typically spend the majority of the day in a special education setting, emphasis is on providing mainstreaming opportunities under IDEA. Participation in these programs is available to each of the member LEAs within the Madera-Mariposa SELPA as a continuum of services. The type, number and location of classes, programs and services will be approved by the superintendents' governance council. Prior to considering placement in a regional program, districts are encouraged to exhaust all least restrictive placement alternatives at the local level. Placement considerations take place through the IEP process.

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with

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disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

5. Least Restrictive Environment—20 USC Section 1412(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

13. Governance—20 USC Section 1412(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content

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knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

Reference Number:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA:

Fiscal Year:

2. Coordinated system of identification and assessment:

Reference Number:	<input type="text" value="Policy 203"/>
Document Title:	<input type="text" value="Identification, Referral, Assessment, Instructional Planning, Implementation and Review"/>
Document Location:	<input type="text" value="SELPA Office, MCSOS Website"/>
Description:	<p>The Madera-Mariposa Special Education Local Plan Area (SELPA) and its member Local Education Agencies (LEAs) agree to follow a legally defensible process for the development and for the implementation of the individual education program (IEP) for the children with special needs in the SELPA.</p> <p>Referrals for the special education are to be made primarily to the local school site administrator, but may also be received by district and county office administrators. Ordinarily, it is the responsibility of the school district of residence to process referrals using a combination of county office staff and school site personnel and/or contracted services to complete the assessment process.</p>

3. Coordinated system of procedural safeguards:

Reference Number:	<input type="text" value="Policy 112"/>
Document Title:	<input type="text" value="Procedural Safeguards"/>
Document Location:	<input type="text" value="SELPA Office, MCSOS Website"/>
Description:	<p>The Madera-Mariposa Special Education Local Plan Area (SELPA) and its member Local Education Agencies (LEAs) agree that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations. Parents of a child with a disability will be provided with a copy of the Notice of Procedural Safeguards as needed.</p>

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

Reference Number:	<input type="text" value="Policy 111"/>
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Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

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SELPA: Madera/Mariposa Counties

Fiscal Year: 2021-22

Description:

The SELPA administrator is responsible for the overall coordination, implementation and reporting of data, including but not limited to personnel and pupil counts. Data gathering, compilation, reporting and local review will be completed by the designated responsible individual(s) within the SELPA. LEAs will provide personnel to process data and certify the accuracy of information gathered. The SELPA will provide training and technical support to LEA staff.

8. Coordination of interagency agreements:

Reference Number: Policy 119

Document Title: Interagency

Document Location: SELPA Office, MCSOS Website

Description:

The Madera-Mariposa Special Education Local Plan Area (SELPA) and its member Local Education Agencies (LEAs) agree that it is the responsibility of each member LEA to confirm that interagency agreements and other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education (FAPE) are provided, including the continuation of services during an interagency dispute resolution process.

9. Coordination of services to medical facilities:

Reference Number: Policy 206

Document Title: Hospital, Licensed Children's Institution, Foster Family Homes, Juvenile Court Program or Jail/Prison and Interim Placement

Document Location: SELPA Office, MCSOS Website

Description:

Each LEA shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in hospitals and other medical residential facilities located within the geographical area of the LEA. Each LEA shall first consider services operated by the LEA and next by the Madera County Superintendent of Schools (MCSOS) regional programs. If the special education continuum of services available is not appropriate, the LEA shall contract with an appropriate service provider for the implementation of

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

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Description:

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:

Document Title:

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Fiscal Year:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:

Document Title:

Document Location:

Description:

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:

Document Title:

Document Location:

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Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

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

It is the responsibility of the District of Residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Reference Number:

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SELPA:

Fiscal Year:

Document Title:

Document Location:

Description: