

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



California Department of Education

Special Education Division

January 2020

SELPA

Fiscal Year

## 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 Tulare County/District SELPA includes all school districts and the Tulare County Office of Education within the boundaries of Tulare County in the State of California.

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 Tulare County/District Special Education Local Plan area recognizes the importance of an efficient and economical administrative structure. The responsibility of the administrative and staff positions is to assure that programs are available to serve the education needs of all of the special education students within the boundaries of Tulare County and charter schools participating in the Tulare County/District SELPA.

Each of the board and administrative positions are related to the functioning of the special education programs within the Tulare County SELPA. The following describes the various components within the administrative structure.

**Governing Boards:** The Tulare County Board of Education and the LEA governing boards share in the responsibility for the operation of the local plan for special education. The boards are responsible for programs operated by their agencies as well as agency budgets and personnel. It is the responsibility of the Superintendent/CEO of each participating LEA to recommend to the local board properly credentialed personnel to provide special education services as allocated by the SELPA.

**Superintendents Governance Committee:** The Superintendents Governance Committee is composed of fifteen (15) members and is responsible for the review/recommendation of the SELPA policies before presentation to the County Board. The Superintendents Governance Committee approves fiscal allocations of state and federal special education funding. Members are as follows; Superintendents from the 12 largest LEAs (12), Two (2) members appointed at large, for a three-year term, who represent LEAs under 901 student CBEDS count and the Tulare County Superintendent of Schools. Members appointed shall assure representation of

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the Superintendents and Boards of all LEAs in the Special Education Local Plan Area and Tulare County Office of Education. Members of the Superintendents Governance Committee may be represented by a designee only in the case of an emergency. The designee is not empowered use with a proxy vote.

**SELPA Administrator:** The Administrator is the responsible individual designated by the Special Education Local Plan Area to collect, report and disseminate data for and to the California Department of Education, Special Education Division. The Administrator is responsible for program planning and fiscal accountability for the Special Education Local Plan Area. The SELPA Administrator is responsible for the review of the local plan with input from the Local Plan Review Committee.

**Directors of Special Education Committee (DOSE):** The Committee is responsible for providing a vehicle through which communication, consultation and coordination of the services may occur.

The Committee functions as the body which develops procedures and processes by which the policy directions established by the Superintendents Governance Committee are implemented. Issues which cannot be resolved at the Committee level are referred to the Superintendents Governance Committee for consideration and policy determination. Each special Education Administrator shall apprise his/her responsible superintendent regarding areas to be discussed at the Superintendents Governance Committee meetings to provide linkage between Superintendents and the district Directors of Special Education Committee. District and county administrators are members of the district Directors of Special Education Committee which meets on a monthly basis.

**Fiscal Ad Hoc Committee:** It is the purpose of the Fiscal Committee to discuss and propose solutions to fiscal problems and formulate fiscal policies to be presented to the Superintendents Governance Committee. Membership on the committee includes members of the Superintendents Governance Committee representing large and small districts in the SELPA.

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:

**Purpose of Policies:** The purpose of the policies is to establish clear lines of responsibility for the Special Education Local Plan Area, Local Education Agencies (the member schools districts), and all employees in the operation of the Master Plan for Special Education in Tulare

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In formulating policies, the Superintendents Governance Committee shall recommend general principles which provide authority for the professional staff. Such policies shall be broad enough to determine or indicate a line of action to be taken in meeting a number of problems and jobs.

Procedures of Adoption and Revision: Policies will be established to give personnel a framework and guidelines to carry out the educational objectives as established. Policy should originate as near to the action as possible.

Policies will be kept up to date and reviewed as needed. New policies or amended policies may be adopted at any regular meeting subsequent to the regular meeting at which the proposed policy or amendment was presented.

Source for policy will include but not be limited to:

- a. The “Local Plan” itself.
- b. Contact in the field with actual users – experience.
- c. Contact with school districts and review of their policy
- d. Review of established practices in other similar state-approved programs.
- e. Provisions of the Education Code
- f. Superintendents Governance Committee

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 Tulare County Office of Education is designated by the Tulare County/District SELPA Local Plan for Special Education as a responsible local agency (RLA). Duties of the Tulare County Office of Education as an RLA include:

Operation of special education services for small districts as well as service to students identified with severe handicapping conditions.

Operational decision making for programs operated by the Tulare County Office of Education, such as setting the length of the school day and school year, internal business procedures and maintenance of student files, shall be the responsibility of the Tulare County Office of Education.

Administrative and support services necessary to operate the special education programs of the Tulare County Office of Education.

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

A request by a charter school to participate as an LEA in the will not be treated differently from a similar request made by a school district. In reviewing and approving such a request, the following requirements shall apply:

- a. The charter school shall participate in state and federal funding for special education and the receive funding in the same manner as other LEAs.
- b. The addition of new members to the Tulare County SELPA, as approved by the Governing Board, shall be followed by an amendment to the local plan.
- c. The charter will insure that any student potentially in need of special education will be the responsibility of the charter school.

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

The Administrator of the Special Education Local Plan Area (SELPA) shall establish a Community Advisory Committee (CAC) for the SELPA.

The CAC shall include parent/guardians of individuals with exceptional needs enrolled in the individual LEAs or private schools, parent/guardians of other enrolled students, disabled students and/or adults, general and special education teachers, other school staff, representatives of other public or private agencies and persons concerned with the needs of students with exceptional needs. The majority shall be parents/guardians of individuals with exceptional needs and shall, as much as possible, represent the four geographical regions within the SELPA.

The CAC shall review the local special education annual service plan at least 30 days prior to its submission to the Superintendent of Public Instruction. The Committee makes suggestions for the development, amendment and review of the local plan, recommends annual priorities, promotes parent/guardian and community involvement, assists in parent/guardian education, assists in parent awareness about the importance of regular school attendance, and supports activities on behalf of individuals with exceptional needs.

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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:

Members of the Local Plan Committee meetings are scheduled in conjunction with regularly scheduled CAC meetings. Teachers and administrators are invited to the meeting and provided an opportunity for input.

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:

Responsible Local Agency: The Tulare County Office of Education is designated by the Tulare County/District SELPA Local Plan for Special Education as a responsible local agency (RLA). Duties of the Tulare County Office of Education as an RLA include:

Operation of special education services for small districts as well as service to disabled students identified with severe handicapping conditions.

Operational decision making for programs operated by the Tulare County Office of Education, such as setting the length of the school day and school year, internal business procedures and maintenance of student files, shall be the responsibility of the Tulare County Office of Education.

Administrative and support services necessary to operate the special education programs of the Tulare County Office of Education.

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:

Appropriate Memorandum of Understandings (MOU) are developed between SELPA and LEA Members as appropriate to insure FAPE is provided in the least restrictive environment.

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10. For multi-LEA local plans, specify:

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

The school board of each LEA shall approve its participation in the Tulare County Local Plan for Special Education. This includes the County Superintendent of Schools. The County Office of Education acts as the Administrative Unit.

The local school board responsibilities include, but are not limited to

- a. Approval of the Local Plan
- b. Adoption of policies and procedures for special education programs and services within their districts
- c. LEA compliance with all elements of the local plan
- d. Input on SELPA policies and procedures through the superintendent of the LEA
- e. Support the activities of the Community Advisory Committee

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

Superintendents of each LEA are responsible to their respective school boards. In addition, district superintendents of the 12 largest districts:

- a. Serve as a member of the Governance Board
- b. Assist in the identification of special education program and service needs for the Tulare County SELPA through participation on the Governance Board
- c. Communicate SELPA information to their school boards

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

LEA and COE administrators and staff are responsible for the coordination of special education services and programs within their agencies. LEA administrators are also responsible for the implementation of the local plan, and participation in the Tulare County SELPA Directors of Special Education Committee.

It shall be the policy of this Governance Board to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE

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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 RLA is responsible for the recruitment of the SELPA Director. The selection and supervision of the SELPA Director shall be the responsibility of the Tulare County Superintendent of Schools. The Governance Board provides input for the evaluation of the SELPA Director and the County Superintendent conducts the evaluation. SELPA Administrators are evaluated by the SELPA Director. SELPA Director and Administrators are responsible for supervision and evaluation of all other SELPA staff.

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

An income distribution model has been adopted by the Tulare County SELPA and shall be reviewed and revised on a regular schedule. The model distributes all funds pursuant to applicable state and federal regulations. Districts acknowledge the obligation to maintain the level of general fund contribution towards the provision of special education services at a level equal to or greater than that of the prior year (Maintenance of Effort), in compliance with state and federal mandates.

c. The operation of special education programs:

All LEAs in the SELPA provide site-based special education programs in a manner that promotes services provided in the least restrictive environment. The RLA employs related service providers that conduct comprehensive assessments and provide services to insure all students have access to the general education curriculum. The RLA also provides seat-based programs located on public school campuses or in the community to students with more severe disabilities from infant through age twenty-two.

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

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

The SELPA will 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 Superintendence Governance Council shall adopt policies for the allocation of Special Education Resources to LEAs. The intent is to assure access and availability of services to all eligible students through an equitable



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distribution system. The policy provides for distribution of the following funds:

- Distribution of State Apportionment to LEAs
- Distribution of Property Tax to LEAs although received by the Tulare County Superintendent of Schools Office as payment for LEA obligations
- Distribution of Federal Local Assistance revenue to LEAs
- Distribution of Federal Preschool revenue to LEAs and the SELPA operations budget for regionalized staff development and regionalized services to preschool programs

The duties of the Fiscal Ad Hoc Committee include, but are not limited to, the following:

1. Provide information and recommendations for the development, modification and implementation of the SELPA funding allocation plan to the Governance Council.
2. Review and make recommendations to the Superintendence Governance Council regarding decisions which impact the finances of local education agencies.

The Fiscal Ad Hoc Committee may be requested by the Superintendence Governance Council to provide advice or assistance in other areas as needs are identified within the SELPA.

The Fiscal Ad Hoc Committee meets every other month or more often as established on a yearly calendar. The SELPA Director serves as the chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, notes for the meeting and additional documentation as needed to provide for informed decision making.

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:

Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined appropriate for the student to receive a free and appropriate public education in the least restrictive environment.

**Policies, Procedures, and Programs**

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**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

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**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

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education and related services." The policy is adopted by the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes  No

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**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

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**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

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes  No

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**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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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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 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

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(CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes  No

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**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

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**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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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Yes  No

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**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

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**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

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

Policy/Procedure Number:

Document Title:

Document Location:

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



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revised." The policy is adopted by the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**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:

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Yes  No

**Administration of Regionalized Operations and Services**

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

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

Reference Number:	<input type="text" value="SP 1302"/>
Document Title:	<input type="text" value="Responsible Local Agency"/>
Document Location:	<input type="text" value="SELPA Policies/SELPA Office"/>

Description:

The Tulare County Office of Education is designated by the Tulare County/District SELPA Local Plan for Special Education as a responsible local agency (RLA). Duties of the Tulare County Office of Education as an RLA include:

- Operation of special education services for small districts as well as service to disabled students identified with severe handicapping conditions.
- Operational decision making for programs operated by the Tulare County Office of Education, such as setting the length of the school day and school year, internal business procedures and maintenance of student files, shall be the responsibility of the Tulare County Office of Education.
- Administrative and support services necessary to operate the special education programs of the Tulare

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County Office of Education.

Role of LEAs: Ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. Will approve policies/procedures needed to implement the local plan.

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Description:

Role of SELPA Administrator: Ensure comprehensive and individualized assessment shall be conducted for each child being considered for special education and related services to determine if the child meets eligibility criteria as a child with a disability and to determine the educational needs of the child. The child shall be assessed in all areas of suspected disability.

Role of LEAs: Responsible for identifying and assessing all students for whom they are responsible for.

3. Coordinated system of procedural safeguards:

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Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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Role of LEAs: Determine their staff development, parent/guardian education needs, based on needs assessment. Seek assistance or input from the SELPA as needed.

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:

Role of SELPA Administrator: To provide the ongoing review of special education programs within Tulare County and establish procedures and a mechanism for correcting any identified problem. Monitoring activities to meet Education Code requirements shall include but not be limited to the following; Annual Performance

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Description:

Reports, CA School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Will also support individual LEAs engaging in monitoring activities as required by CDE.

Role of LEAs: Review and monitor Annual Performance Reports, individual Ca School Dashboard and other data to ensure students with disabilities receive a free and appropriate public education. Engage in monitoring activities as required by CDE.

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

Role of the Administrator of the SELPA: The SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA.

Role of the individual LEAs: The LEAs are responsible for data entry, quality and integrity. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Reference Number:

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Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

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Description:

full educational opportunity.

Role of SELPA Administrator: Ensure appropriate education services to individuals with exceptional needs residing in licensed children’s institutions and foster family homes located within the boundaries of Tulare County.

Role of LEAs: To provide services to students residing in foster family homes or licensed children's institutions.

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

Reference Number:

Document Title:

Document Location:

Description:

Role of the SELPA Administrator: Ensure the person designated by the SELPA to collect, report and disseminate data for and to the CDE, Special Education Division is done.

Role of LEAs: Submit required data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Role of SELPA Administrator: Establish a Community Advisory Committee (CAC) for the SELPA and provide both financial and logistical support.



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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:

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Role of LEAs: Ensure that the students aged 16 and above, are involved in the development of an Individualized Transition Plan (ITP). ITP is developed annually and shall be included with the student's IEP; however, a separate ITP meeting may be held depending on the student need.

15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Description:

Role of Program Specialist: Assures students have access to a full educational opportunity regardless of the district of special education accountability.

Role of SELPA Administrator: Through the approval of the Annual Service Plan the SELPA will ensure a full service programming to individuals with exceptional needs is provided and available.

Role of LEAs: Responsible for providing a full continuum of services.

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

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education funding.

Reference Number:

Document Title:

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Description:

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:

Description:

Description:

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**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:

Document Location:

Description:

**Infant Services:**  
Tulare County SELPA and the Central Valley Regional Center (CVRC) have entered into an agreement to comply with Part C and California Early Start regulations and policies. Programs and services included within the IFSP will be implemented by the responsible agency. The continuum of services and programs available to infants and their families may include as appropriate, but not limited to the following services:

- a. Coordinated child find and outreach and coordinated referral process;
- b. Collaborative referral, enrollment, and service delivery system through Interagency Agreements;
- c. Multidisciplinary Evaluation and Assessment;
- d. Infant Instructional programs including home-based in the natural environment;
- e. Family/parent involvement activities including parent support and training;
- f. Collaborative staff development among agencies providing related early start services including health, education and social welfare programs;
- g. Designated Instructional Services (I.e. speech,

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physical therapy, occupational therapy, vision, hearing, mobility, and other special services); and  
h. Respite services.

**Preschool Services:**  
It is the commitment of the Tulare County SELPA to identify, assess, and serve identified preschool children through a meaningful, family-focused, effective service-delivery model. Individual needs of each child are identified and an IEP is written with the parent to include all necessary services. Appropriate community agencies work together to ensure that services are not duplicated. Staff has acquired expertise in working with preschoolers and their parents through staff development, concentrated on-site assistance and an effective interdisciplinary approach to serving preschoolers.

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:

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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:

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Reference Number:

Document Title:

Document Location:

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:

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annually reviews the IEP of a student placed in an NPS or receiving services through an NPA. At each annual IEP team meeting for a student receiving services from an NPS or NPA, the IEP team shall include a representative of the District, and the NPS or NPA shall provide documentation as to the student's progress towards annual goals and objectives. The annual data provided by the NPS or NPA shall be authentic, curriculum-based measurements, in accordance with state-adopted grade level standards. The IEP team shall remain accountable for monitoring the progress of students placed in an NPS or receiving services through an NPA, and ensure that such programs work towards the goals identified in each student's IEP.

At least once every year, the District shall do the following as part of an IEP meeting for a student provided with special education and/or related services from an NPS or NPA:

- a. Evaluate the educational progress of each student placed in an NPS or NPA, including all state assessments.
- b. Consider whether the student continues to require a placement in the NPS or services through an NPA and whether the student should be transitioned to a public school setting or public services.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances



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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:

Document Title:

Document Location:

Adults aged 18 through 21 years, inclusive, who have not graduated with a high school diploma, who, at the time they turned 18 were identified as an individual with exceptional needs and had an individualized education program (IEP) under the IDEA, are also entitled to a FAPE (hereinafter (“eligible adults”)). This applies to adults incarcerated in an adult correctional facility, who:

a. Were eligible for special education and related services in accordance with an IEP up to his or her incarceration;

b. Were eligible for special education and related services in accordance with an IEP, but who left school prior to his or her incarceration; and

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c. Was eligible for special education and related services, even if the individual did not have an IEP in his or her last educational placement.

However, an individual aged 18 through 21 years, inclusive, who, in the educational placement prior to his or her incarceration in an adult correctional facility was not identified as an individual with exceptional needs or did not have an IEP under the IDEA, is not entitled to a FAPE.

District in which the parent resided before the student reached the age of majority (in California, 18 years of age) is responsible for serving 18 through 22 year old individuals with exceptional needs who are incarcerated.

To receive special education and related services while incarcerated, a qualified individual must consent to the receipt of such services and enroll in the adult education program at the county jail.

Once the District is informed that one of its students is an eligible adult incarcerated in an adult correctional facility, the District shall determine whether the qualified individual wishes to receive a FAPE and if so it will review and revise the individual's IEP as necessary, including conducting an annual review, as needed, subject to the cooperation of the correctional facility where the student is located.