

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



California Department of Education
Special Education Division

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: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

The Clovis Unified School District (CUSD or District) is a single district special education local plan area (SELPA) that offers comprehensive special education services for students who qualify for those services under the IDEA. (Ed. Code 56195.1(a).) The service area for the SELPA encompasses the geographic limits of the CUSD attendance boundaries and this service area shall be known as the "Clovis Unified SELPA." (Ed. Code 56195(d).)

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: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The Clovis Unified School District's Governing Board, as the governing body of the Clovis Unified SELPA, desires to provide a free appropriate public education (FAPE) to all qualifying individuals with exceptional needs, aged 3 through 21 years, who meet residency requirements in the District, including children who have been suspended or expelled or placed by the District in a nonpublic, nonsectarian school. Further, the District shall be responsible for administering services and programs for qualifying infants with solely visual, hearing, and severe orthopedic impairments and any combination thereof. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Ed. Code 56303). The Governing Board is responsible for the special education programs operated within its jurisdiction and shall:

- Reviews, approves, and implements the Local Plan to assure access to special education and services for all IDEA qualifying students who meet the residency requirements of the District. (Ed. Code 56195)
- Holds public meetings in compliance with the law.
- Receives and allocates funds designated for special education programs and services.

Section B: Governance and Administration

SELPA

Fiscal Year

- Assumes responsibility and is fiscally accountable for the special education programs and services operated by the SELPA.
- Appoints members to the Community Advisory Committee (CAC) for special education.
- Approves inter-agency agreements for the purpose of serving qualifying students.
- Contracts with non-public agencies and non-public schools when such services or schools are necessary to serve qualifying students.
- Develops and adopts policies related to the governance and operation of the SELPA.
- Provides appropriate facilities for special education programs and services.
- Ensures compliance with the local plan and with State and Federal law.

Operating as a designee for the Governing Board, the Superintendent shall be responsible for special education programs operated by the Clovis Unified SELPA and for implementing all requirements of the Local Plan. The Superintendent or designee shall ensure compliance with Federal and State laws and regulations. The Superintendent or designee's responsibilities include:

- Provides leadership in support of special education programs and services.
- Recommends the adoption of Clovis Unified SELPA policies to the Governing Board.
- Participates in the selection process for the Clovis Unified SELPA administration and makes hiring recommendations to the Governing Board.
- Recommends a District budget to the Governing Board, which includes the Clovis Unified SELPA's budget plan and, when required by the California Education Code, the Clovis Unified SELPA's annual budget plan.
- Receives notification from the California Department of Education (COE) of due process complaints and COE compliance complaints.
- Oversees the maintenance and operations of facilities provided for special education programs.
- Presents to the Governing Board for ratification contracts for the placement of students in nonpublic schools.
- Designates the responsibility for developing, revising, and implementing the policies and procedures of the Clovis Unified SELPA to the Administrator, SELPA.

The Associate Superintendent, Instructional Services is responsible for the supervision of the coordination of special education services and programs with the Clovis Unified SELPA. He/She serves on behalf of

Section B: Governance and Administration

SELPA Clovis Unified

Fiscal Year 2023-24

the Governing Board and Superintendent and is given supervisory authority over the Administrator, SELPA and the Administrator, Special Education. In this capacity, the Associate Superintendent supervises the development and implementation of practices and procedures for day-to-day Clovis Unified SELPA operations. The Associate Superintendent also is responsible for the supervision of the oversight of the Local Plan.

The Administrator, SELPA assumes responsibility for the development, coordination, and implementation of aspects of the Local Plan. Other responsibilities include:

- Assumes responsibility for development, coordination, and implementation of aspects of the Clovis Unified SELPA.
- Establishes effective liaison and, when necessary, interagency agreements with other local educational agencies, community services and agencies, and the State Department of Education to coordinate necessary programs and services.
- Recommends policies, procedures, programs, and services essential to the educational needs of children with exceptional needs.
- Allocates Instructional Personnel Services units in a fair, appropriate manner and in line with State Department of Education guidelines.
- Assigns allocation of instructional assistance time to Special Education programs.
- Assumes responsibility for implementation of Child Find Services within CUSD and coordination with Fresno County, Fresno Unified and other local educational agencies in the region.
- Assists in facilitating a Community Advisory Committee.
- Responsible for coordinating and implementing a staff development plan for Special Education personnel.
- Keeps informed of funding models and all legal requirements governing Special Education and psychological services.
- Assists in the preparation of reports and data collection necessary for reimbursement of funds.
- Assumes responsibility for completing, maintaining, and filing all reports and documents required by the State or Federal governments.
- Ensures the maintenance of complete and cumulative legal individual records of all children receiving Special Education classes.
- Assists in developing plans for physical facilities and makes recommendations on design, furnishings, and equipment for Special Education programs.
- Interprets the legal requirements for services and programs to the staff, administration,

Section B: Governance and Administration

SELPA Clovis Unified

Fiscal Year 2023-24

Governing Board, and the public.

- Establishes a system for utilizing low-incidence funds and maintains a permanent inventory of equipment and material purchased for low-incidence and other Special Education programs.
- Coordinates procedures for requisitioning, ordering, and payment of Special Education equipment and supplies.
- Approves all expenditures of funds used by Special Education and Psychological Services.
- Supervises Special Education and school psychologist staff including special education directors, assistant directors, program specialists, and other Special Education specialists and teaching staff, instructional assistance, clerical staff, and individuals contracted to provide specialized services.
- Assists in recruiting, selecting, and recommending for hire Special Education personnel and school psychologists.
- Performs other duties as assigned by the Associate Superintendent.

The Administrator, Special Education under the supervision of the Associate Superintendent, Instructional Services will provide administrative leadership and assume responsibility for the planning, implementation, and evaluation of District special education programs and services. The duties of this position include:

- Assumes responsibility for development, coordination, and implementation of aspects of the Clovis Unified SELPA Local Plan.
- Establishes effective liaison and when necessary interagency agreements with other local educational agencies, community services and agencies, and the State Department of Education to coordinate necessary programs and services.
- Recommends policies, procedures, programs, and services essential to the educational needs of students with exceptional needs.
- Assigns allocation of instructional assistance time to special education programs.
- Assumes responsibility for implementation of Child Find services in the District and coordinates with Fresno County, Fresno Unified and other local educational agencies in the region.
- Coordinates and implements staff development plan.
- Keeps informed of funding models and of all legal requirements governing special education including psychological services.
- Assists in completing, maintaining, and filing all reports and documents required by the

Section B: Governance and Administration

SELPA Clovis Unified

Fiscal Year 2023-24

State or Federal government.

- Ensures the maintenance of complete and cumulative records of all children receiving special education services.
- Interprets the legal requirements for services and programs to the staff, administration, Governing Board, and the public.
- Establishes a system for utilizing low-incidence funds and maintains a permanent inventory of equipment and materials purchased for low-incidence and other special education programs.
- Coordinates procedures for requisitioning, ordering, and paying for special education equipment and supplies.
- Supervises special education and school psychologist staff including assistant directors, program specialists, other special education specialists and teaching staff, instructional assistants, secretarial staff, and individuals contracted to provide specialized services.
- Assists in recruiting, selecting, and recommending for hire special education personnel and school psychologists.
- Performs other duties as assigned by the Administrator, SELPA.

The Assistant Director, Special Education serves under the supervision of the Administrator, SELPA. The duties of this position include:

- Facilitates effective communication between students with exceptional needs, parents, regular classroom teachers, special education teachers, agencies, administrators, support personnel, paraprofessionals, and regular peer populations.
- Observes and consults with special education teachers, plans instructional programs, coordinates curricular resources, and assesses program effectiveness of special education programs.
- Mediates compliance complaints and due process legal challenges brought by parents regarding special education implementation services and the IEP process.
- Provides staff development in 1) multidisciplinary assessment, placement, and development/ review of IEPs; 2) academic and non-academic needs of students with exceptional needs in the least restrictive environment; 3) school consultation teams and regular education prereferral activities; 4) consultation skills and regular education/special education collaboration; 5) role and responsibilities of instructional assistants; 6) parent education and partnership in education; 7) state and federal compliance, parents' rights, and due process procedures.
- Attends meetings and conferences to keep current with latest developments in

Section B: Governance and Administration

SELPA Clovis Unified

Fiscal Year 2023-24

educational technology and presents these to instructional staff.

- Participates in State and County-level special education organizations, committees, and task forces to maintain knowledge base of current trends and research in the field.
- Conducts on-site annual review and assists in follow-up and monitoring of student progress.
- Assists in interagency placements in programs outside the SELPA, and develops transition plans for students entering programs from outside the SELPA.
- Makes student Special Day Class assignments.
- Assists in developing class lists and teacher assignments for special education.
- Monitors enrollments in special education programs, and assist in writing waivers to extend enrollment, as needed.
- Assists in the evaluation of the effectiveness of special education programs.
- Assists in recruitment, selection, and recommendations for hiring special education teachers.
- Assists in writing waivers for special education teachers who have not completed the special education credential process.
- Coordinates procedures for requisitioning, ordering, and paying for special education equipment and supplies.
- Coordinates the ongoing development and revision of the special education handbook.
- Assists in developing and monitoring annual budgets for all special education programs.
- Maintains a permanent inventory of equipment purchased for special education.
- Performs other duties as assigned by the Administrator, SELPA.

Program Specialists under the supervision of the Administrator, SELPA, plan, implement, coordinate, and evaluate special education services throughout the Clovis Unified SELPA. The duties of the Program Specialist include:

- Consults, assists, and communicates with designated instructional services, administrators, personnel, outside organizations, and the public to coordinate activities and programs, exchange information, resolve issues or concerns, implement child find services, and meet the educational needs of students with exceptional needs.

Section B: Governance and Administration

SELPA Clovis Unified

Fiscal Year 2023-24

- Facilitates the development of programs to assure student's educational opportunities as deemed appropriate by IEP teams.

- Designs programs, coordinates communications, personnel and resources, and evaluates the effectiveness of resources to meet the educational needs of students with exceptional needs to assure smooth and efficient activities; visits District sites to monitor activities; and collaborates with administrators, personnel, and outside agencies in the development and implementation of designated language/speech program, functions, goals, objectives, and services.

- Develops, organizes, facilitates, and participates in the implementation of training sessions and other staff development activities as assigned and/or related to students with exceptional needs for the purpose of assisting staff in implementing appropriate special education programs; prioritizes staff development opportunities within and outside the District; and oversees the preparation and distribution of related training and support materials.

- Recruits, selects, and recommends eligible special education candidates for hiring. Participates in evaluation of special education personnel. Develops improvement plans, memoranda of concern, and letters of reprimand when necessary.

- Assists in the preparation of special education program budgets, submits budget recommendations, and monitors expenditures.

- Assists in the maintenance of required program documentation. Assists in the maintenance of accurate records and files.

- Facilitates the monthly meetings of the District's Special Education Task Force.

- Promotes the program through special events, publications, and media productions. Coordinates the production of program materials.

- Coordinates annual program evaluations.

- Attends conferences, workshops, and meetings, and participates in other staff development activities related to students with exceptional needs.

- Performs other related duties and responsibilities as required.

SELPA Clovis Unified

Fiscal Year 2023-24

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: [EC 56195.7(i)(j)(1)(2)]

The description of the governance and administration of the Local Plan and of the policymaking process shall be consistent with subdivision (f) of Section 56001, Section 56195.3 and Section 56195.9 of the Education Code, and shall reflect a schedule of regular consultations regarding the Local Plan development with representatives of special education and regular education teachers and administrators and parent/community members of the CAC.

This Local Plan has been developed by the Executive Local Plan Committee, with input from CAC parents and community members, special education teachers, administrators and general education teachers. This document is approved by the CUSD Governing Board, reviewed by the Fresno County Superintendent of Schools for compatibility with other local plans, and approved by the State Board of Education. This Local Plan shall remain in effect until changes in State and/or Federal laws occur, thus requiring an update, or until the Clovis Unified SELPA elects to make locally determined changes.

Changes or amendments to the permanent portion of the Local Plan may be considered at any time. Amendments approved in this manner shall become permanent upon subsequent approval by the Clovis Unified Governing Board and the State Board of Education.

The Administrator, SELPA and/or the Administrator, Special Education shall implement the Local Plan using the following coordinated regional services and operations:

- 1) Coordination of the SELPA and the administration of the Local Plan.
- 2) Coordination of inter-agency agreements.
- 3) Coordination of services with medical facilities.
- 4) Coordination of services with juvenile hall.
- 5) Coordination of services with licensed children's facilities and foster family homes.
- 6) Coordination of transportation services for students with exceptional needs.
- 7) Coordination of career, vocational, and transition services.
- 8) Coordinated system of identification and assessment.
- 9) Coordinated system of staff development and parent education.
- 10) Coordinated system of curriculum development and alignment with the core curriculum.
- 11) Coordinated system of data collection and data management.
- 12) Coordinated system of internal program review, evaluation of the Local Plan effectiveness, and implementation of a Local Plan accountability tool.
- 13) Preparation and transmission of required SELPA reports.
- 14) Fiscal and logistical support of the CAC.
- 15) Assurance of full educational opportunity.
- 16) Fiscal administration and the allocation of State and Federal funds.
- 17) Direct instructional support provided or overseen by Program Specialists.
- 18) Assurance of and implementation of procedural safeguards.

Section B: Governance and Administration

SELPA

Fiscal Year

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: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

This Local Plan is reviewed by the Fresno County Superintendent of Schools for compatibility with other local plans, and approved by the State Board of Education (SBE).

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

Yes No

If No, explain why the SELPA does not have the policy and procedures.

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: [EC 56194(a)(b)(d); EC 56195.9(a)]

The General Membership of the CAC shall be composed of parents, educators, community agency staff, and other interested persons.

The representation and participation of the CAC in the development of the Local Plan begins with CAC members contacting parent groups, Program Specialists, principals, community agencies, or other appropriate groups for nominees for membership. The Administrator, SELPA or designee submits the names of the nominees to the Governing Board.

The Voting Membership shall be members of the General Membership appointed by the CUSD Governing Board and shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with exceptional needs, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individual with exceptional needs. The majority of Voting Members shall be parents of pupils of CUSD, with a majority of those, parents of children with exceptional needs. The Voting Membership, in addition to six parent members, shall include the Administrator, SELPA, one program specialist recommended by the Administrator SELPA, two District administrators recommended by the Area Assistant Superintendents, and one representative of the Family Resource Center recommended by the Administrator, SELPA.

The term of appointment is for at least two years and annually staggered to ensure that no more than

Section B: Governance and Administration

SELPA

Fiscal Year

one half of the membership serves the first year of the term in any one year.

The CAC meets at least four times per year between September and June.

The responsibilities of the CAC in the development of the Local Plan include the following:

- (a) Advising the policy and administrative entity of the Clovis Unified SELPA regarding the development, amendment, and review of the Local Plan. The entity shall review and consider comments from the CAC.
- (b) Recommending annual priorities to be addressed by the Local Plan.
- (c) Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan.
- (d) Encouraging community involvement in the development and review of the Local Plan.

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: [EC 56205(a)(12)(E); EC 56205(b)(7)]

The description of the governance and administration of the Local Plan and of the policymaking process shall be consistent with subdivision (f) of Section 56001, Section 56195.3 and Section 56195.9 of the Education Code, and shall reflect a schedule of regular consultations regarding the Local Plan development with representatives of special education and regular education teachers and administrators, and with parent/community members of the CAC. The responsibilities of the CAC include advising the Clovis Unified SELPA regarding the development, amendment, and review of 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: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

CUSD shall act as the administrative unit of the Clovis Unified SELPA. CUSD shall be responsible for the following functions, including but not limited to:

- 1. Receipt of special education funds to exclusively designated accounts for payment of special education programs and services.
- 2. Distribution of special education funds from exclusively designated accounts for the operation of special education programs and services.
- 3. The employment of qualified staff to support and carry out SELPA functions.

The CUSD Department of Special Education is designated as the entity responsible for the administration of the Local Plan and assuring that the Clovis Unified SELPA is in compliance with all applicable laws and regulations.

SELPA

Fiscal Year

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: [EC 56195.7. EC 56195.1(b)(c)]

CUSD may enter into contractual agreements for services relating to the education of individuals with exceptional needs. Contractual agreements may include, but are not limited to, services provided through a Non Public School (NPS) and/or Non Public Agency (NPA), and professional development.

When a student whose educational needs cannot be met in a public educational program, NPS and/or NPA services shall be made available to the student. NPS/NPA services shall be provided under contract with CUSD to provide the appropriate special education and related services when no appropriate public education program is available.

Before CUSD refers or places a student with exceptional needs in an NPS, CUSD shall hold an IEP team meeting to review the IEP. (Ed. Code 56342.1.) The IEP Team shall take steps to find an appropriate placement in a public program operated by another LEA or CUSD special education programs. Following determination by the IEP Team that the student requires an NPS placement, the IEP Team, including, if applicable, other public agencies (which may have financial responsibilities for the placement of the student), will determine an appropriate non-public school in which to place the student.

Before contracting with an NPS or NPA outside of California, CUSD shall document its efforts to utilize public schools or to locate an appropriate NPS or NPA, or both, within the State. (Ed. Code 56365(e).) If CUSD decides to place a student in an NPS or NPA outside of this State, CUSD shall indicate the anticipated date for the return of the student to a public school or NPS, or a combination thereof, located in the State and shall document efforts during the previous placement year to return the student. (Ed. Code 56365(9).)

CUSD shall remain accountable for monitoring the progress toward goals of students placed in an NPS or being served by an NPA as identified in each student's IEP. CUSD shall ensure that review schedules are specified in the IEP and in the NPS individual services agreement for the student. CUSD will convene a student's IEP team at least annually to review the placement, to determine if the student is making appropriate progress, and to consider whether the student should be returned to a public school setting. However, at the District's discretion, any meetings to review and revise the student's IEP may be conducted by the NPS. The District must ensure that the parents and District representative are involved in any decision about the child's IEP and agree to any proposed changes in the IEP before those changes are implemented. Even if the NPS implements the student's IEP, the District remains responsible for complying with the IDEA and related State law.

CUSD shall review Master Contracts, individual service agreements, and IEPs to ensure that all services specified in the IEP are provided by the NPS and/or NPA. Additionally, CUSD shall comply Assembly Bill 1172 requirements school year by, among other things, conducting onsite visits prior to the first placement of students at the NPS, and annual onsite visits during each school year that a student is

Section B: Governance and Administration

SELPA

Fiscal Year

enrolled in the NPS, and report to COE accordingly. CUSD further will verify that an NPS/NPA with which the District contracts meets staff training requirements and is in compliance with other AB 1172 requirements.

CUSD works with the Central Valley Regional Center (CVRC) and Exceptional Parents Unlimited (EPU) to locate infants and toddlers who may be eligible for early intervention services. The Clovis Unified SELPA collaborates with California Children's Services (CCS) to meet the medically-necessary occupational therapy and physical therapy needs of infants. The Part C services are provided by CVRC. The Clovis Unified SELPA will have in place inter-agency agreements to provide services for children eligible under Part C of the IDEA.

CUSD may enter into additional contractual arrangements with participating agencies to meet the requirements of applicable Federal and State laws. As such, when the Clovis Unified SELPA enters into an agreement, each participating agency shall agree to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and related services to all eligible students the agency serves, including students attending charter schools where CUSD has granted the charter. Such agreements shall ensure that a range of program options is available to students served by the Clovis Unified SELPA.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

Section B: Governance and Administration

SELPA

Fiscal Year

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: [EC 56205(a)(12)(D)(ii)(I)]

CUSD is a Single-District SELPA.

- Superintendent: Participates in the selection process for the SELPA administration and makes hiring recommendations to the Governing Board.
- Associate Superintendent of Instructional Services: Maintains supervisory authority over the Administrator, SELPA.
- Administrator, SELPA: In conjunction with the Human Resources Department, the Administrator shall use an employee selection system that includes representation from District administration, certificated and classified staff, special education staff, and the CAC, as appropriate. The Administrator shall assign, supervise, and evaluate special education staff, as needed.
- Administrator, Special Education: Supervises special education and school psychologist staff including assistant directors, program specialists, other special education specialists and teaching staff, instructional assistants, secretarial staff, and individuals contracted to provide specialized services. The Administrator assists in recruiting, selecting and recommending for hire special education personnel and school psychologists.
- Assistant Director, Special Education: Supports the Program Specialist and on-site administrator with special education teacher evaluations, and assists in recruiting, selecting, and recommending for hire special education personnel.
- Program Specialist: Recruits, selects, and recommends eligible special education candidates for hiring. Participates in evaluation of special education personnel. Develops improvement plans, memos of concern, and letters of reprimand when necessary. Provides direct instructional program support.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

CUSD shall ensure that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA and State law; will be used to supplement State, local, and other Federal funds and not to supplant those funds; and 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 exceptional needs except as provided in Federal law and regulations.

This information will be included in the Annual Budget Plan. The Administrator, SELPA approves

Section B: Governance and Administration

SELPA

Fiscal Year

c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

The Administrator, SELPA or designee shall conduct an ongoing review of special education programs by periodically making site visits, conducting walk-throughs, reviewing files, and getting feedback from parents and the field (e.g. surveys, training evaluations). The Clovis Unified SELPA Special Education Program Specialists (SEPS) shall meet on a regular basis to discuss data/ observations and to identify gaps or problems related to student evaluation, placement, and/or achievement/progress. Using this information, the Clovis Unified SELPA shall plan and implement the needed changes. Fiscal reviews shall be conducted periodically. In addition to ongoing review of the programs, upon receiving from COE a Compliance Determination Self Review or other similar request, the Administrator, SELPA shall form a team to gather data and correct non-compliance findings.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

The Administrator, SELPA shall be responsible for monitoring appropriate use of Federal, State and Local funds allocated for Special Education programs. Funds allocated for special education programs shall be used for services for students with exceptional needs.

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: [EC 56206]

The Clovis Unified SELPA provides a full continuum of special education programs and services, including alternative education programs and specialized equipment and services, to individuals with exceptional needs to ensure that those students are educated with their typical peers to the maximum extent appropriate. Special classes may enroll a student only when the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services, including curriculum modifications and behavioral support, cannot be achieved satisfactorily. These requirements also apply to separate schooling or other removal of students from the general education environment. Funding for and the use and distribution of low-incidence equipment, materials, and services in a manner that minimizes serving students with exceptional needs in isolated sites and maximizes serving those students in the least restrictive environment is coordinated by CUSD.

Policies, Procedures, and Programs

Section B: Governance and Administration

SELPA

Fiscal Year

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 (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(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

2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(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); EC 56205(a)(3)

Section B: Governance and Administration

SELPA

Fiscal Year

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); EC 56205(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

5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(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,

Section B: Governance and Administration

SELPA

Fiscal Year

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); EC 56205(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(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); EC 56205(a)(8)

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

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); EC 56205(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(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

Section B: Governance and Administration

SELPA

Fiscal Year

11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

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); EC 56205(a)(12)

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

Section B: Governance and Administration

SELPA

Fiscal Year

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; EC 56205(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)

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); EC 56205(a)(15)

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

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); EC 56205(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)

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); EC 56205(a)(18)

Policy/Procedure Number:

Section B: Governance and Administration

SELPA

Fiscal Year

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); EC 56205(a)(19)

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); EC 56205(a)(20)

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); EC 56205(a)(21)

Policy/Procedure Number:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Title:

Document Location:

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

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

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 respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function:"

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

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA

Fiscal Year

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

Description:

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA

Fiscal Year

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

Document Title:	<input type="text" value="Local Plan"/>
Document Location:	<input type="text" value="CUSD Special Education Office & CUSD Website"/>
Description:	<input type="text" value="There is a coordinated system of program review, evaluation of the effectiveness of the Local Plan, and implementation of the Local Plan accountability system that is the responsibility of the Governing Board, Superintendent, Administrator, SELPA and other staff described in General SELPA Local Plan Requirement B-2 and also of the CAC described in B-6. Please also refer to General SELPA Local Plan Requirement B-3 and to the attached CAC Bylaws."/>

7. Coordinated system of data collection and management:

Document Title:	<input type="text" value="Local Plan"/>
Document Location:	<input type="text" value="CUSD Special Education Office & CUSD Website"/>
Description:	<input type="text" value="Please refer to General SELPA Local Plan Requirements B-2, B-3, B-6, and B-11(c) that set forth various data collection, management, and reporting activities and responsibilities."/>

8. Coordination of interagency agreements:

Document Title:	<input type="text" value="Local Plan"/>
Document Location:	<input type="text" value="CUSD Special Education Office & CUSD Website"/>
Description:	<input type="text" value="Please refer to General SELPA Local Plan Requirements B-2 and B-3 indicating that the CUSD Governing Board shall approve inter-agency agreements for the purpose of serving qualifying students, and that the Administrator, SELPA and/or Administrator, Special Education shall coordinate inter-agency agreements."/>

9. Coordination of services to medical facilities:

Document Title:	<input type="text" value="Local Plan"/>
-----------------	---

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA

Fiscal Year

the communication link between the CAC and the Department of Special Education and Psychological Services, the Superintendent, and the Governing Board. See also Section 7 of the CAC Bylaws, attached.

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Document Title:

Document Location:

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

Section B: Governance and Administration

SELPA

Fiscal Year

education funding.

Document Title:

Document Location:

Description:

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

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:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description: https://www.cusd.com/Programs-EarlyInterventionServices.aspx.
CUSD shall ensure a smooth transition to the District's preschool programs for children who are determined to be eligible under Part B. Preschool Programs:
• Preschool Special Day Class

• Program for the Acquisition of Language and Social Skills: PALS

• Deaf/Hard of Hearing SDC Program (ages 18 months - Kindergarten)

• Severely Disabled Program

• Garfield Special Education Center for medically fragile students"/>

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:

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:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA

Fiscal Year

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:

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:

Document Title:

Document Location:

Description:

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

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

Section B: Governance and Administration

SELPA

Fiscal Year

(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)

Document Title:	<input type="text" value="Special Education Procedural Handbook"/>
Document Location:	<input type="text" value="CUSD Special Education Office & CUSD Website"/>
Description:	<input type="text" value="The Clovis Unified SELPA will collaborate with local education authorities to provide the required special education and related services to all eligible students, ages 18 through 21 (or 22 pursuant to Education Code 56026(c)(4)) incarcerated in the Fresno County Jail during their incarceration. Please refer to Chapter 13.5 of the attached Special Education Procedural Handbook, which describes the responsible educational agency and the process by which eligibility is determined for adult students incarcerated in the Fresno County Jail."/>