

Special Education Local Plan Area (SELPA) Local Plan

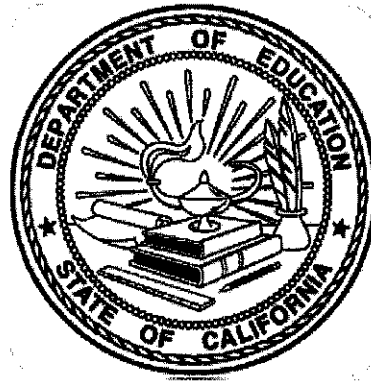
SELPA

Fiscal Year

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021-22 Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- NEW SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- Local Plan Section B: Governance and Administration
 - Local Plan Section B
 - Certifications 1, 3, 4 and 5 are required
 - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- Local Plan Section D: Annual Budget Plan
 - Select if this Local Plan Section D submission was revised after June 30th due date
 - Local Plan Section D
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I-V are required
 - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- Local Plan Section E: Annual Service Plan
 - Select if this Local Plan Section E submission was revised after June 30th due date
 - Local Plan Section E
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I and VI are required
 - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- Local Educational Agency Membership Changes

Section A: Contacts and Certifications

SELPA

Fiscal Year

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="Foothill"/>		
Street Address	<input type="text" value="223 N. Jackson Street"/>	Zip Code	<input type="text" value="91206"/>
City	<input type="text" value="Glendale"/>	County	<input type="text" value="Los Angeles"/>
Mailing Address	<input type="text" value="223 N. Jackson Street"/>		
City	<input type="text" value="Glendale"/>	Zip Code	<input type="text" value="91206"/>
Administrator First Name	<input type="text" value="Suzan"/>	Administrator Last Name	<input type="text" value="Dunbar"/>
Administrator Title	<input type="text" value="SELPA Program Manager"/>		
Administrator's Email	<input type="text" value="sdunbar@gusd.net"/>		
Telephone	<input type="text" value="(818) 246-5378"/>	Extension	<input type="text"/>

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name	<input type="text" value="Glendale Unified School District"/>		
Street Address	<input type="text" value="223 N. Jackson Street"/>	Zip Code	<input type="text" value="91206"/>

Section A: Contacts and Certifications

SELPA Fiscal Year

City County
Contact First Name Last Name
Contact Title
Email
Telephone Extension

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes No

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

Section A: Contacts and Certifications

SELPA

Fiscal Year

COE responsible for approving the Local Plan

Local Plan section(s) was/were provided to the COE(s) listed for approval on



Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

Section A: Contacts and Certifications

SELPA

Fiscal Year

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by EC sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	Foothill SELPA	Suzan Dunbar	Administrator-Spec. Ed.	All
-	Foothill SELPA	Tamara Schiern	Administrator-Spec. Ed.	All
-	Burbank USD	Ingrid Jaimes	Teacher-Spec. Ed.	Section B
-	Burbank USD	Christine Ferriter	CAC	Multiple
-	Burbank USD	Gloria Moya	Other	Section D

Section A: Contacts and Certifications

SELPA

Fiscal Year

Add	Agency	First and Last Name	Title	Section
-	Burbank USD	Elizabeth Pak	Other	Section E
-	Glendale USD	Debra Rinder	Administrator-Gen. Ed.	Multiple
-	Glendale USD	Beatriz Bautista	Teacher-Gen. Ed.	Multiple
-	Glendale USD	Andrea Crissman	CAC	Multiple
-	Glendale USD	Craig Larimer	Other	Section D
-	Glendale USD	Magy Waked	Other	Section E
-	La Canada USD	Derek Ihori	Administrator-Spec. Ed.	Multiple
-	La Canada USD	Liza Hirsch Medina	CAC	Multiple
-	La Canada USD	Jackie Ong	Other	Section D
-	La Canada USD	Caroline Vartanian	Other	Section E

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- Certification 1: SELPA Local Plan Section B: Governance and Administration
- Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)
Number Submitted
- Certification 4: CAC (Required for all SELPA Local Plan Sections B, D, and E)
- Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)
Number Submitted

Section A: Contacts and Certifications

SELPA

Foothill

Fiscal Year

2021–22

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2021–22 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

Foothill

Fiscal Year

2021-22

Certification 1

Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes No (If the answer is "NO," please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

Yes No (If the answer is "NO," please include comments.)

Section A: Contacts and Certifications

SELPA

Fiscal Year

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA

Foothill

Fiscal Year

2021-22

Certification 2

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

IMPORTANT: Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA

Multiple LEA SELPA

COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C2-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes No (If the answer is "NO," please include comments.)

C2-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Yes No (If the answer is "NO," please include comments.)

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

SELPA

Foothill SELPA

Fiscal Year

2021–22

Certification 3: County Superintendent

IMPORTANT: Certification 3 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

I certify the attached Local Plan section(s) as submitted with this certification are approved by the county office of education (COE). I further assure the Local Plan element(s) being submitted meet(s) all applicable requirements of state and federal laws; policies and procedures including compliance with the Individuals with Disabilities Education Act (IDEA); and is/are included in a coordinated system of all Local Plans (as applicable) to ensure all students with disabilities residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by the COE, and juvenile court schools, will have access to appropriate special education programs and related services.

C3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

Yes No

C3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to EC Section 56140(b).

Yes No

C3-3. The county superintendent certifies the SELPA is a:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the EC Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA

Foothill SELPA

Fiscal Year

2021-22

system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C3-4. A written agreement must be entered into between the LEA and SELPA for implementation of services including, but not limited to *EC* Section 56195.7. The county superintendent ensures the Local Plan, including amendments, is posted on the COE web site, or includes a link to the Local Plan.

Web address where the SELPA Local Plan, including all sections, is posted.

<https://www.gusd.net/domain/3266>



County Superintendent

Jun 8, 2021

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 4

SELPA

Fiscal Year

Certification 4: Community Advisory Committee

1. The Community Advisory Committee (CAC), has advised the Special Education Local Plan Area (SELPA) during the development, amendment, and review of the local plan pursuant to California *Education Code* Section 56194.

Yes No (If the answer is "NO," please include comments.)

2. The members of the CAC, or parents selected by the CAC, participated in the development and update of the local plan that is being submitted to the California Department of Education (CDE).

Yes No (If the answer is "NO," please include comments.)

3. The CAC had at least 30 days to conduct a review. This review was completed prior to local plan being submitted to the CDE.

Yes No (If the answer is "NO," please include comments.)

4. The CAC reviewed revisions made to the local plan as a result of recommendations or requirements from the CDE.

Yes No (If the answer is "NO," please include comments.)

I certify the information presented herein is an accurate representation of the CAC's involvement in the development and/or amendment of the local plan.

Digitally signed by ANDREA CRISSMAN
DN: cn=ANDREA CRISSMAN, o, ou, email=acrisman@aol.com, c=US
Date: 2020.09.11 14:43:32 -07'00'



CAC Chairperson

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)) or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the EC Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to EC Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Foothill

Fiscal Year

2021–22

request to the CDE.

C5-2. The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

Foothillselpa.org

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

- a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
- b. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Matt Hill

LEA Superintendent/Chief Administrator

5.28.2021

Date

SELPA

Foothill

Fiscal Year

2021-22

Certification 5: Participating Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA

Glendale Unified School District

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Foothill

Fiscal Year

2021–22

request to the CDE.

C5-2. The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

Foothillselpa.org

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

- a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
- b. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Vivian Ekchian

LEA Superintendent/Chief Administrator

5.28.2021

Date

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

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request to the CDE.

C5-2. The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

- a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2021-22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
- b. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

LEA Superintendent/Chief Administrator

Date

Special Education Local Plan Area (SELPA) Local Plan

SELPA

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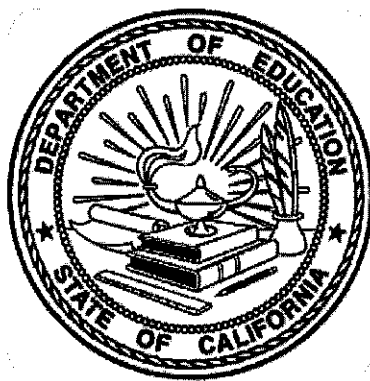
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LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

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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 Foothill Special Education Local Plan Area (SELPA) is a multi-district SELPA comprised of the Burbank, Glendale, and La Canada Unified School Districts, who joined together to provide for the coordinated delivery of programs and services to students with disabilities who reside in the area. The Foothill SELPA is in Northeast Los Angeles County and includes the cities of Burbank, Glendale, La Crescenta, and La Canada.

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 administrative organization of the Foothill Local Plan for Special Education, hereinafter referred to as the Local Plan, incorporates the management staff from all participating LEAs into a framework that provides direct supervision over all programs and the necessary coordination of regionalized services. The respective governing boards, superintendents, and administrators of special education all provide appropriate support to the implementation of the Local Plan within their LEA. The LEA governing boards appoint their superintendent as their designee for the approval and review of all policies, procedures and fiscal decisions in the implementation of the SELPA. The Superintendents' Council, as the governance council, provides support to the Designated SELPA Administrator and the SELPA Program Manager and is the decision-making entity for the Local Plan. In adopting the completed plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

Superintendents' Council
The Superintendents' Council is the governing body of the SELPA and is composed of the Superintendents, from each of the three LEAs within the SELPA. The Glendale Unified School District serves as the Responsible Local Agency (RLA). Superintendents may participate in governance council meetings via telephone or video conferencing, pursuant to the provisions of the Ralph M. Brown Act, if unable to attend a meeting, or may send a Designee. All

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Superintendents' Council members have one vote and decisions will be made by a majority vote, except in circumstances where state or federal mandates require a unanimous vote. A quorum shall consist of two members in attendance. The Chairperson of the council shall be the Superintendent of the district employing the Designated SELPA Administrator. The SELPA Program Manager serves as Secretary to the Superintendents' Council. The Designated SELPA Administrator and the SELPA Program Manager will jointly prepare each agenda, with consultation from the chairperson, and all required materials.

The Superintendents' Council shall meet a minimum of four times per year. All meetings of the Council shall be noticed and conducted in compliance with the Brown Act and other applicable laws. Meeting notices shall be sent to all Foothill SELPA Superintendents and others as requested.

Superintendents' Council responsibilities shall include, but not be limited to:

- Approving amendments to the Local Plan
- Taking action to approve or deny annual budget and service plans at a public hearing scheduled at a Superintendents' Council meeting in compliance with all legal mandates
- Approving and adopting SELPA policies and procedures in the implementation of the Local Plan, as a representative of their respective LEA
- Recruiting, selecting, and supervising the Designated SELPA Administrator and the SELPA Program Manager
- Approving revisions to the allocation plan for the distribution of federal, state, and local funds allocated for special education programs
- Providing direction for regionalized and program specialist services
- Establishing and promoting a Community Advisory Committee (CAC); reviewing and considering comments from the CAC

The Superintendents' Council shall have the exclusive right to decide the following:

- Any matter involving a material change to the SELPA's budget.
- Any matter involving the allocation of special education funding to each participating LEA.
- Any appointment of, or material changes to the staff members of the SELPA, including the Designated SELPA Administrator and/or the SELPA Program Manager.
- Approval of any charter school or LEA's application for LEA status within the SELPA.

Community Advisory Committee

The Community Advisory Committee (CAC) is an advisory body to the policy and administrative entity of the Foothill Special Education Local Plan Area (SELPA), serving Burbank, Glendale, and La Canada Unified School Districts.

- The CAC members shall be appointed by and directly responsible to the governing boards of each participating LEA in accordance with EC 56191. It is the intent of the SELPA that membership be solicited from each participating LEA to ensure as full a representation as possible. All interested persons may attend any meeting of the CAC. Composition of CAC membership shall be in accordance with EC 56192.
- Bylaws, which delineates specific education codes, have been established and may be located at the SELPA office.
- The CAC shall select officers annually, in accordance with the bylaws.
- All board meetings of the CAC shall be held according to federal and state law, including the

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Brown Act. Announcements of CAC meetings and activities will be posted by the member LEAs.

The community advisory committee shall have the authority and fulfill the responsibilities that are defined for it in the local plan. The responsibilities shall include, but need not be limited to, all the following:

- (a) Advising the policy and administrative entity of the special education local plan area regarding the development, amendment, and review of the local plan. The entity shall review and consider comments from the community advisory committee.
- (b) Recommending annual priorities to be addressed by the plan.
- (c) Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
- (d) Encouraging community involvement in the development and review of the local plan.
- (e) Supporting activities on behalf of individuals with exceptional needs.
- (f) Assisting in parent awareness of the importance of regular school attendance.
- (g) Supporting community involvement in the parent advisory committee established pursuant to Section 52063 to encourage the inclusion of parents of individuals with exceptional needs to the extent these pupils also fall within one or more of the definitions in Section 42238.01.

Designated SELPA Administrator

Under the direction of the Foothill SELPA Superintendents' Council, the Designated SELPA Administrator shall provide leadership to plan, organize, advise, and assist in the coordination of special education services in the Foothill SELPA. This position is held by a SELPA member-LEA Special Education Director for a period of two years and will rotate based on the alphabetical order of the LEA name (or as otherwise determined by the SELPA Superintendent's Council). Compensation for these additional services will be determined by the Council.

In coordination with the SELPA Program Manager, the Designated SELPA Administrator carries out the SELPA's obligation to assure equal access to all programs and services in the SELPA and provides advice to members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the Designated SELPA Administrator provides information to ensure that all special education pupils receive appropriate due process and procedural safeguard as provided by the law.

Specific duties of the Designated SELPA Administrator include, but are not limited to:

- Supervision and evaluation of the functions of SELPA certificated staff
- Conducting and/or assisting in due process hearings, mediations and resolution meetings, as requested by the SELPA governance board.
- Negotiating, monitoring and reviewing interagency service and operational agreements, contracts, and Memorandums of Understanding.
- Participating in liaison activities and assisting in coordination of services with the California Department of Education, Special Education Division and other districts, SELPAs and local agencies, Regional Center, California Children's Services, etc.

In coordination with the SELPA Program Manager, the Designated SELPA Administrator also

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- Represents the SELPA at state, county and regional committees related to SELPA interagency issues and program delivery.
- Coordinates and communicates effectively with superintendents, business officials, and special education directors and maintains an effective system of communication with and among all SELPA personnel.
- Coordinates with Foothill SELPA Directors to keep the Foothill SELPA Superintendents' Council informed regarding pertinent issues, policy development, and needs related to SELPA, special education and the districts.
- Provides support to the operation of the SELPA Community Advisory Committee.
- Reviews SELPA program and fiscal reports in accordance with Federal and State requirements.
- Coordinates the development, approval, and implementation of the SELPA Local Plan, and assures compliance.
- Participates in SELPA staff recruitment and training.

SELPA Program Manager

Under the direction of the Designated SELPA Administrator and the Foothill Special Education Local Plan Area (SELPA) Governance Board, the SELPA Manager shall provide leadership to plan, organize, advise, and assist in the coordination of special education services in the Foothill SELPA.

In coordination with the Designated SELPA Administrator, the SELPA Program Manager carries out the SELPA's obligation to assure equal access to all programs and services in the SELPA and provides advice to members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Program Manager provides information to ensure that all special education pupils receive appropriate due process and procedural safeguards as provided by the law.

Specific duties of the SELPA Program Manager include, but are not limited to:

- Supervise and evaluate the functions of SELPA classified staff.
- Act as a liaison between SELPA certificated staff and the Designated SELPA Administrator.
- Maintain responsibility for the SELPA allocation policy and the distribution of resources to member districts.
- Assist in monitoring and reviewing interagency service and operational agreements, contracts, and Memorandums of Understanding.
- Plan, develop, and administer SELPA operational budget, including expenditure control.
- Monitor and evaluate fiscal management and student data collection.
- Prepare, review, and submit SELPA program and fiscal reports in accordance with Federal and State requirements.
- Plan and provide for a comprehensive program of special education staff development activities.
- Participate in liaison activities and assist in coordination of services with the California Department of Education, Special Education Division and other districts, SELPAs and local agencies, Regional Center, California Children's Services, etc.
- Provide for establishment and maintenance of a Management Information System and ensure collection and reporting of required data.
- Assist Designated SELPA Administrator in due process hearings, mediations and resolution

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- meetings, as requested by the SELPA governance board.
 - Coordinate required state reviews and other compliance reviews; ensure the submission of required SELPA reports at the district, state and federal levels.
 - Communicate with other administrators, personnel and outside organizations to coordinate long-term activities and programs, resolve issues and conflicts and exchange information.
 - Provide staff training on software and procedures.
- In coordination with the Designated SELPA Administrator, the Program Manager also
- Represents the SELPA at state, county and regional committees related to SELPA interagency issues and program delivery.
 - Coordinates and communicates effectively with superintendents, business officials, and special education directors and maintains an effective system of communication with and among all SELPA personnel.
 - Coordinates with Foothill SELPA Directors to keep the Foothill SELPA Superintendents' Council informed regarding pertinent issues, policy development, and needs related to SELPA, special education and the districts.
 - Provides support to the operation of the SELPA Community Advisory Committee.
 - Reviews SELPA program and fiscal reports in accordance with Federal and State requirements.
 - Coordinates the development, approval, and implementation of the SELPA Local Plan, and assures compliance.
 - Participates in SELPA staff recruitment and training.

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

The LEA governing boards appoint their superintendent as their designee for the approval and review of all policies, procedures and fiscal decisions in the implementation of the SELPA Local Plan. Local board policy of each member LEA of the SELPA shall indicate that the LEA is responsible for educating students with disabilities in the least restrictive environment. Placement in special education programs or services occurs only when the nature or severity of the disability is such that the student's education, even with the use of modifications of the general educational program or use of supplementary aids or programs, cannot be achieved satisfactorily in the general education setting.

The Foothill SELPA Superintendents' Council will take action to approve or deny SELPA-wide policies, administrative regulations, procedures, resolutions, local interagency agreements, and guidelines for the management and implementation of special education programs and services within the SELPA.

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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 Foothill SELPA shall submit the local plan to the Superintendent of the Los Angeles County Office of Education for approval. If the County Superintendent does not approve the plan, the County office shall return the plan with comments and recommendations to the LEA(s). The LEAs participating in the plan may appeal the decision to the Superintendent of Public Instruction (E.C. 56140(b) (2)).

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

Students enrolled in charter schools are entitled to special education services provided in a manner similar to students enrolled in other public schools. Charter schools must comply with all requirements of state and federal law regarding provision of special education services (EC 56000 et seq., Individuals with Disabilities Education Act (20 U.S.C. Chapter 33)). Children with disabilities enrolled in charter schools and their parents shall retain all rights under the IDEA.

Special education and related services shall be provided to all eligible individuals within the jurisdiction of the Foothill SELPA in accordance with this Local Plan. Students enrolled in charter schools chartered by member LEAs shall receive services in a manner similar to other students. No governing board shall grant a charter unless the charter includes assurances that special education instruction and/or services shall be provided to all eligible disabled students enrolled in the charter school in accordance with the SELPA local plan. The charter or other written agreement, such as a memorandum of understanding, must delineate the entity responsible for providing special education instruction and services to students enrolled in the charter school. The document should reference any anticipated transfer of special education funds between the granting district and the charter school and any provisions for sharing funding deficits.

Funding for special education services, participation in the governance structure and responsibility for provision of services shall be based on the categorization of the individual charter school. Charter schools that are deemed LEAs will only be admitted as a member of the Foothill SELPA if the Charter School has provided all assurances required by this policy and the admission is approved by a majority vote of the Superintendents' Council. In compliance with California Education Code, the Foothill SELPA will treat the review and approval of a charter school's request to be an LEA in the same manner as a request from another school district to join the SELPA.

In reviewing and approving such a request, the following requirements shall apply:

1. The SELPA shall comply with Education Code section 56140.
2. The charter school shall participate in state and federal funding for special education and receive funding in the same manner as other LEAs of the SELPA as specified in the SELPA fiscal allocation plan.

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3. The charter school shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.

Public education LEAs that are contiguous to the participating member LEAs of the Foothill SELPA may apply for membership in the Foothill SELPA. Each LEA would be entitled to all rights and privileges and would be subject to all obligations of the membership as set forth in the local plan.

Any LEA (including a Charter School) meeting eligibility requirements may request to join the SELPA by submitting a letter of request for membership to the SELPA no later than January 15 of any school year for membership in the following fiscal year. The letter of request for membership must specify: Name of LEA, contact person with contact information; total enrollment (actual or projected); type of special education services currently offered; plan for delivery of special education services; and background information about the LEA.

The Superintendents' Council shall review the membership request letter and supporting documentation. As necessary and appropriate, the Superintendents' Council or its designee may request additional information, including a face-to-face meeting with representatives of the LEA. SELPA staff will conduct a special education review of the LEA, including, as appropriate, review of previous compliance reviews. Results of the review, including the willingness and ability of the LEA to resolve any non-compliance, shall be reported to the Superintendents' Council.

A final decision shall be made by the Superintendents' Council regarding membership and the projected start date.

The Superintendents' Council may approve or deny any request for membership based on a review of fiscal and programmatic issues. Priority for approval shall be for requests where the programmatic issues are compatible with the SELPA Local Plan and fiscal issues are revenue neutral.

New members of the SELPA shall provide:

1. Agreement and adoption of all sections of the local plan by the LEA governance body.
2. Agreement of approved actions of the SELPA Superintendents' Council as contained in approved Superintendents' Council minutes.
3. Agreement that the new member LEA/charter maintains responsibility for all aspects of providing special education and related services, including the contracting and cost of any nonpublic school or agency, attorney representation as part of mediation, due process/or compliance processing, transportation, and other costs associated with the provision of special education and related services.
4. Agreement to participate in using the same management information system, including hardware and staff consistent with required specifications, forms, procedures and guidelines as all other districts within the SELPA.

Approval for membership into the SELPA shall be by a majority of the voting members of the Superintendents' Council. Such membership requires the applicant to agree to the provisions of the current SELPA local plan, including policies, agreements, and the fiscal allocation plan approved by the SELPA governance structure. Such adoptions of the current local plan shall not

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require reauthorization of the Local Plan by all members. Such membership shall be indicated via the addition of the new member's name on the Local Plan and any agreement without new approvals by other members. In addition, the member must adopt local policies and administrative regulations or procedures sufficient to support the local plan and in compliance with state or federal review. Failure to comply with the criteria listed above will result in the withholding of any funding allocations or portions of allocation until compliance of those items is completed.

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 CAC acts as an advisory body to the policy and administrative entity in the development, amendment, and review of the local plan. The local plan for special education shall be updated cooperatively by a committee of representatives of special and general education teachers and administrators selected by the groups they represent and with participation by parent members of the CAC, or parents selected by the CAC.

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:

To ensure adequate and effective communication, the local plan will be developed, revised or updated cooperatively by a committee, based on a timeline set forth by the California Department of Education. The committee will include administrators, special/general education teachers and parent(s) selected by the group they represent. The parent(s) will be members of the Community Advisory Committee (CAC) or selected by the CAC. The Designated SELPA Administrator or SELPA Program Manager will serve as committee chairperson.

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

The Glendale Unified School District has been designated as the Administrative Unit (AU) or Responsible Local Agency (RLA) for the Foothill SELPA. The AU shall be responsible for functions including, but not limited to:

- Receipt and distribution of any funds for the operation of special education programs to appropriate accounts.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- Provision of administrative support to the SELPA office.
- Employment of SELPA staff to support SELPA operations.
- Provision of suitable office space for both certificated and classified employees of the SELPA and its related programs.

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· Upon recommendation of the SELPA Superintendents' Council, the Administrative Unit's governing Board shall review and act on SELPA operational items such as contracts or other requisite matters as needed to support the local plan.

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

The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. The Designated SELPA Administrator and/or SELPA Program Manager shall develop, agree to and maintain Interagency agreements and/or memorandums of understanding necessary to support the implementation of the local plan, and as required by legal mandates, have been developed with agencies such as Regional Center. Other interagency agreements and/or memorandums of understanding will be developed as needed in support of the local plan. Copies of these documents can be requested through the SELPA office.

10. For multi-LEA local plans, specify:

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

The governing board of each LEA shall approve its participation in the Foothill SELPA Local Plan for Special Education.

The local governing board responsibilities include, but are not limited to:

- Approval of the local plan.
- Appointing their superintendent as their designee for the approval and review of all policies, procedures, program and fiscal decisions in the implementation of the SELPA Local Plan.
- Providing input on SELPA policies and procedures through the superintendent of the LEA as needed.
- Exercising authority over, assuming responsibility for, and being fiscally accountable for special education programs operated by the agency.
- Adoption of policies and procedures for special education programs and services within their LEA.
- Appointment of members to the SELPA Community Advisory Committee.
- Ensuring LEA compliance with all elements of the local plan.
- Other duties as required by federal and state law

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

The Superintendent of each LEA retains responsibility for the administration of programs operated by his/her LEA. The Superintendent shall provide, as necessary, direct support to his/her staff in planning, establishing, and implementing policy decisions. In addition, each superintendent shall:

- Assure that the provisions of the local plan are implemented in the LEA in compliance with State Education Code and Federal IDEA.
- Recommend the adoption of Local Education Agency Special Education policies to the governing boards.
- Calendar items requiring local board approval.
- Direct the activities of administrators of special education in coordinating the administration of the local plan.
- Assure that required data is submitted to the SELPA and/or administrative agency in a timely fashion.
- Assure that appropriate facilities and support services such as transportation are available to meet the needs of students with disabilities residing in the geographical area covered by the local plan.
- Other duties as required by federal and state law.

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

The LEA Special Education Administrator and/or designee ('administrators') shall direct the operation of the special education programs and services that are operated by the LEA. In addition, the administrators shall assist in the coordination of the administration of the local plan as follows:

- Serve in an advisory capacity to the Designated SELPA Administrator and SELPA Program Manager.
- Are employed by their respective LEA and are responsible to their LEA superintendent.
- Are responsible for the coordination of special education services and programs within their agencies and for the implementation of the local plan within their LEAs.
- Assign staff as required to assist in the development of regionalized services including, but not limited to, the development of a coordinated child find identification, placement and referral system, personnel, and curriculum development activities, and evaluation and program review/monitoring activities.
- Making available a free appropriate public education to all children residing in the LEA between the ages of birth through 21 inclusive, including students with disabilities who have been suspended or expelled from school.
- Identifying and serving students in medical facilities, foster care, or Licensed Childcare Institute (LCI) pursuant to federal and state law.
- Developing and providing programs and services for all eligible students residing in the LEA and for students attending private schools.
- Organizing, administering, and supervising the activities of local IEP Teams and participating in

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- regional IEP Teams as required.
- Ensuring participation of students with disabilities in state and LEA-wide assessments.
- Operating all special education programs and services in accordance with federal and state laws and regulations.
- Organizing the activities of the Resource Specialist Program (RSP) and assuring that the programs comply with the provisions pursuant to EC 56362.
- Ensuring equal access to all programs within the SELPA for students with disabilities by:
 - Use of common forms and web-based IEP development system
 - Acceptance of all students with disabilities appropriately referred to regionalized programs across LEAs
- Assure the availability of programs as needed
- Assuring that required information, reports and necessary waivers are submitted to the SELPA Program Manager in a timely manner.
- Coordinating and conducting LEA special education monitoring and review activities as required.
- Implementing and monitoring any corrective actions findings for all monitoring and review activities.
- Responding to compliance and due process complaints and implementing required corrective actions if needed
- Forwarding to the SELPA Program Manager copies of all monitoring activities and reviews, Office of Civil Rights, due process, and state-level complaint findings.
- Performing other duties necessary to coordinate the administration of the local plan.

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/AU is responsible for the recruitment and hiring of the SELPA Program Manager and staff.
- The selection of a Special Education Administrator from one of the SELPA LEAs to act as Designated SELPA Administrator on a rotation determined by the Superintendents' Council shall be the sole responsibility and decision of the Superintendents' Council.
- The Designated SELPA Administrator and SELPA Program Manager jointly oversee the recruitment, supervision and evaluation of SELPA staff.
- The individual LEAs will provide representation in the interview panel for the hiring of SELPA staff as needed.

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

All federal and state special education funds shall be allocated to the SELPA AU for distribution to

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member LEAs according to an approved Special Education Funding Allocation Plan. It shall be the sole decision of the Superintendents' Council regarding any changes to the allocation of federal and state special education funds. The SELPA Program Manager is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The RLA/AU shall be responsible for functions including, but not limited to:

- Receipt and distribution of any funds for the operation of special education programs to appropriate SELPA accounts.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

The SELPA shall be responsible for functions including, but not limited to the distribution of funds for the operation of special education programs to appropriate accounts of member LEAs.

c. The operation of special education programs:

Specific duties of the RLA/AU:

- The AU shall be responsible for receipt of and distribution of any funds for the operation of special education programs in accordance with the provisions of the Education Code Section 56836.

Specific duties of the Designated SELPA Administrator and/or SELPA Program Manager:

- Coordinate implementation of all components of the local plan
- Meet with LEA program and business staff regarding special education program needs, policies, procedures, agreements, and forms.
- Provide LEA program staff with a venue for sharing ideas regarding issues such as program/service development, IEP oversight and development and implementation, curriculum scope and sequence, student performance targets, instructional best practices, and day-to-day operations.
- Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
- Monitor and ensure appropriate use of federal, state, and local funds allocated for special education operations.
- Provide technical assistance to LEAs pursuant to non-public schools and agencies, including distribution of a Master Contract template and rate negotiations.

Specific duties of the individual LEAs:

- Coordinating and conducting child find activities
- Making available a free appropriate public education to all students residing in the LEA and/or local plan geographic area
- Developing and providing programs and services for all eligible students residing in the LEA and for students attending private schools and attending regional programs..
- Identifying and serving students in medical facilities, foster care, or Licensed Children's Institution (LCI) pursuant to federal and state law.
- Ensuring participation of students with disabilities in state and district-wide assessments.

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· Operating all special education programs and services in accordance with federal and state laws and regulations and in alignment with SELPA policies/procedures.

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

Specific duties of the RLA/AU:
The AU, as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to member LEAs within the SELPA through a sub-grantee process and shall annually conduct and report to the CDE the required Maintenance of Effort (MOE) information. The AU will provide consultation and support to the SELPA related to the monitoring of the appropriate use of federal, state and local funds used for special education programs.

Specific duties of the SELPA Program Manager:
The SELPA Program Manager shall be responsible to monitor, at a minimum annually, the appropriate use of all funds allocated for special education programs and services. Final determination, monitoring and action regarding the appropriate use of special education funds shall be made through the required annual MOE reports and Annual Budget Plan submitted to the CDE.

Specific duties of the individual LEAs:
The individual LEAs, along with support from the SELPA Program Manager, shall ensure that the funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement 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 students with disabilities except as provided in Federal law and regulations.

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 appropriately provides the program/services in the least restrictive environment. Specialized equipment and services will be distributed in such a manner that maximizes pupils' opportunity to be educated in the least restrictive environment (EC 56206). The SELPA and individual LEAs will ensure that specialized equipment is accessible to students and in alignment with federal and state law.

The Foothill SELPA serves all pupils, ages 0-21, which are identified as individuals with exceptional needs, including those identified as having "low incidence" disabilities.

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Low Incidence funds may be used for all pupils with low incidence disabilities as defined in law (hearing impairments, visual impairments, severe orthopedic impairments or any combination thereof) where an IEP team has determined the pupil meets eligibility requirements for a low incidence disability and the specialized equipment and/or services are recommended in the student's IEP.

The LEA is responsible for providing a student with disabilities who requires the use of an assistive technology device, as noted in their IEP, with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the student ceased to be enrolled in that LEA, whichever occurs first (EC 56040.3).

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.

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

Policy/Procedure Number: N/A

Document Title: COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION
SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY (LEA) ASSURANCES

Document Location: Foothill Special Education Local Plan Area (SELPA) Office
223 N. Jackson Street, Glendale CA 91206

"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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

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

Document Location:

Foothill Special Education Local Plan Area (SELPA) Office
223 N. Jackson Street, Glendale CA 91206

"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)

Policy/Procedure Number:

Document Title:

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

Document Location:

Foothill Special Education Local Plan Area (SELPA) Office
223 N. Jackson Street, Glendale CA 91206

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

Yes No

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

Policy/Procedure Number:

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION
SPECIAL EDUCATION LOCAL PLAN AREA

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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)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families

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shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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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

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:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA

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will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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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)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Reference Number:

Document Title:

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Document Location:

Description:

Direct Instructional support provided by the program specialist: N/A

Role of the RLA/AU:

- The AU receives and maintains accountability for fiscal and accounting records in accordance with federal and state requirements and submitting reports to appropriate authorities.

- The AU distributes funds to member districts in accordance with the Foothill SELPA allocation plan, at the direction of the SELPA office.

Role of the Administrator of the SELPA:

The Designated SELPA Administrator jointly with the SELPA Program Manager will

- Ensure that the local plan is implemented and will make recommendations to the Superintendents' Council when revisions are needed.

- Facilitate development and approval of SELPA policies and procedures necessary to implement the local plan.

Role of the individual LEAs:

- Ensure a full continuum of services/supports are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible.

- Through their representative at the Superintendents' Council, will review and approve policies and procedures to implement the local plan.

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

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Description:

Direct Instructional support provided by the program specialist: N/A

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA:

The Designated SELPA Program Administrator and/or SELPA Program Manager

- Ensures each LEA conducts child find activities.
- Provides technical support to LEAs and guidance to parents as needed.
- Participates in child find activities by establishing policies and procedures for the member LEAs and ensuring appropriate interagency agreements are in place.

Role of the individual LEAs:

- Each LEA is responsible for identifying and assessing all students for whom they are responsible.

3. Coordinated system of procedural safeguards:

Reference Number: FS 100 B-3

Document Title: Administration of Regionalized Operations and Services Guidelines

Document Location: Foothill Special Education Local Plan Area (SELPA) Office
223 N. Jackson Street, Glendale CA 91206

Direct Instructional support provided by the program specialist: N/A

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA:

The SELPA Program Administrator

- Facilitates the use of alternative dispute resolution processes to assist

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both LEAs and parents to resolve conflicts.

- Be available to answer parent questions related to filing complaints with the CDE and/or Office of Administrative Hearings.
- Provides guidance to LEAs on procedural safeguards.
- Assures procedural safeguards are in place by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.
- Post procedural safeguards on website.

Role of the individual LEAs:

LEAs will provide procedural safeguards to parents consistent with the education code and ensure that the safeguards are implemented. LEAs will assist parents in the understanding of procedural safeguards. LEAs will utilize alternative dispute resolution processes whenever possible and as applicable.

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

Reference Number: FS 100 B-4

Document Title: Administration of Regionalized Operations and Services Guidelines

Document Location: Foothill Special Education Local Plan Area (SELPA) Office
223 N. Jackson Street, Glendale CA 91206

Description:

Direct Instructional support provided by the program specialist: N/A
 Role of the RLA/AU: N/A
 Role of the Administrator of the SELPA:
 On an annual basis, input is collected from the Special Education Administrators from member LEAs and staff to determine the staff development needs that the SELPA is requested to provide. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The Designated SELPA Administrator and/or SELPA Program Manager will coordinate and/or

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provide needed trainings and supports as requested or determined appropriate for each member LEA.

Role of the individual LEAs:

LEAs will determine their staff development and parent/guardian education needs, based on their locally identified requirements. LEAs will seek assistance and staff and professional development from the SELPA when 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:

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Reference Number:

Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

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Reference Number:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

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Description:

Role of the RLA/AU:
 The AU is responsible for executing interagency agreements at the direction of the SELPA. Such agreements may be required to be approved by the AU's governing board in the interest of the member districts of the SELPA.

Role of the Administrator of the SELPA:
 The Designated SELPA Administrator and/or SELPA Program Manager, will review, revise, or develop interagency agreements as required to implement the plan. Designated SELPA Administrator and/or SELPA Program Manager will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed.

Role of the individual LEAs:
 Through their Superintendent's participation in the Superintendents' Council and/or at the direction of the SELPA, LEA's will approve and implement interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Reference Number: FS 100 B-9

Document Title: Administration of Regionalized Operations and Services Guidelines

Document Location: Foothill Special Education Local Plan Area (SELPA) Office
223 N. Jackson Street, Glendale CA 91206

Description:

Direct Instructional support provided by the program specialist: N/A

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA:

The Designated SELPA Administrator and/or the SELPA Program Manager will facilitate the coordination of Special Education and Related Services by the designated LEA.

Role of the individual LEAs:

Individuals with exceptional needs who are placed in a public hospital,

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state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the LEA in which the hospital or facility is located.

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

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Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

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Description:

Manager will provide fiscal and logistical support for CAC meetings, events, and trainings that are approved by the Superintendents' Council when required.

Role of the individual LEAs:

The LEA superintendents through the Superintendents' Council will ensure that the SELPA has appropriate fiscal and logistical support for the CAC.

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

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: N/A

Role of the RL/AU: N/A

Role of the Administrator of the SELPA:

The Designated SELPA Administrator and/or the SELPA Program Manager will provide technical assistance as needed or requested by member LEAs.

Role of the individual LEAs:

Each individual LEA will be responsible for providing transportation for their students with disabilities as determined by their IEP teams.

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

Reference Number:

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Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: N/A

Role of the RLA/AU: NA

Role of the Administrator of the SELPA:

Through approval of the Annual Services Plan the Designated SELPA

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Description:

Administrator and/or the SELPA Program Manager will ensure that the full continuum of services is provided. The Designated SELPA Administrator and/or the SELPA Program Manager will assist with Inter-SELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined needed by the SELPA for LEAs and/or nonpublic schools.

Role of the individual LEAs:

Each LEA, through their representative to the Superintendents' Council will determine the regional programs required to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services in collaboration with the SELPA.

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

Reference Number: FS 100 B-16

Document Title: Administration of Regionalized Operations and Services Guidelines

Document Location: Foothill Special Education Local Plan Area (SELPA) Office
223 N. Jackson Street, Glendale CA 91206

Direct Instructional support provided by the program specialist: N/A

Role of the RLA/AU: The AU and SELPA will work collaboratively to ensure that the distribution and allocation of funds are distributed based on the Fiscal Allocation Plan. The AU shall be responsible for functions including, but not limited to:

- Receipt and distribution of any funds for the operation of special education programs to appropriate accounts or to member LEAs.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

Role of the Administrator of the SELPA:

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Description:

The SELPA Program Manager will

- Ensure that the distribution and allocation of funds to member LEAs is in alignment with the SELPA Fiscal Allocation Plan.
- Review, monitor and submit required fiscal reports as identified by the California Department of Education.
- Review and submit the Annual Budget Plan

Role of the individual LEAs:

The individual LEAs through representation to the Superintendents' Council, determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will submit required fiscal reports as required by state and federal law.

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

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: N/A

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: N/A

Role of the individual LEAs: The LEA Special Education Administratos supervise and Evaluate LEA Special Education Program/Teacher Specialist(s) and provide training and guidance to the, as needed.

Special Education Local Plan Area Services

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

Reference Number:

Document Title:

Document Location:

Description:

The Foothill SELPA is the provider for Early Start services for all member Local Educational Agencies (LEAs). The SELPA serves all solely low incidence (visually, hearing, or orthopedically impaired) identified children birth-3 years of age, providing service coordination and special education and related services, primarily in the child's home. The Foothill SELPA and member LEAs will make timely referrals to the Regional Center for potentially eligible infants and toddlers with additional needs.

Referrals for students ages 3, 4, and 5 who are not in transitional kindergarten or kindergarten are made to the child's school district of residence/special education accountability. Referrals for assessment may be received from parents, pediatricians, social workers or other community members. Parents will receive either an Assessment Plan or Prior Written Notice within 15 days of the referral. If an Assessment Plan is signed by the parent/guardian, the assessment will be completed within 60 days of receipt by the LEA.

Preschool special education services are provided to students with IEPs in a variety of ways according to LEA procedures. Some LEAs offer individual and small group instruction in special education class settings. Trans-disciplinary teams share their expertise, working with parents, in assessing, identifying and addressing the needs of preschool-age children. LEAs may work collaboratively to provide regionalized preschool services and/or programs within the SELPA. Some 3, 4 and 5-year old preschoolers with disabilities may be enrolled in state preschool programs or Head Start as part of their IEP and receive special education and related services to support progress in that setting. The IEP team may determine that some preschoolers who are eligible for special education do not require individual and small group instruction to address their special education needs.

For a listing of programs and/or services for children aged birth through five years of age, refer to the Annual Service Plan.

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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:	<input type="text" value="FS 200 B-2"/>
Document Title:	<input type="text" value="Special Education Local Plan Services"/>
Document Location:	<input type="text" value="Foothill Special Education Local Plan Area (SELPA) Office
223 N. Jackson Street, Glendale CA 91206"/>
Description:	<input type="text" value="Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the Superintendents' Council, the LEA Special Education Administrators, the Designated SELPA Administrator, the SELPA Program Manager, and/or the CAC."/>

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:	<input type="text" value="FS 200 B-3"/>
Document Title:	<input type="text" value="Special Education Local Plan Services"/>
Document Location:	<input type="text" value="Foothill Special Education Local Plan Area (SELPA) Office
223 N. Jackson Street, Glendale CA 91206"/>
Description:	<input type="text" value="In the event of a disagreement among the local educational agencies, local educational agencies and the Administrative Unit, local educational agencies and/or the Administrative Unit and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the Superintendents' Council that issues be resolved at the lowest level possible in the SELPA's governance structure. The Superintendents' Council is the board of last resort. This policy is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority.

If a local educational agency disagrees with a decision or practice of another agency or the SELPA Office, that local educational agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties directly involved. The parties involved will"/>

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Description:

present the issues to their respective superintendents or designees who will attempt to resolve the matter. Either party may request direct assistance of the Designated SELPA Administrator and/or the SELPA Program Manager, or Chairperson of the Superintendents' Council. If this process fails, the parties may pursue a hearing on the issues and resolution with the Superintendents' Council. The decision of the Superintendents' Council shall be final.

All LEA boards must approve the Local Plan for final submission to the State. If any board fails to approve the Local Plan, that board shall notify all other participating agencies of the reason for not approving the plan and request that the Administrative Unit (AU) superintendent or designee conduct a hearing on the merits of the local board's objections and negotiate a settlement. If negotiations cannot be settled, the superintendent shall convene a three-person panel as follows: (1) one person selected by the LEA objecting to the plan, (2) one person selected by one of the LEAs agreeing to the plan, and (3) one person selected by mutual agreement of the other two appointees within five days. The decision of the panel will be binding for all parties involved in the dispute.

The participating LEAs will defend and indemnify the SELPA and AU against, and will hold and save the SELPA and AU, its officers, agents, and employees harmless from any and all actions, claims, damages to persons or property, penalties, obligations, or liabilities that may be asserted or claimed by any person, firm, entity, corporation, political subdivision, or any other organization arising out of the operation or maintenance or other activities of the LEA or its agents, employees, or independent contractors under this local plan.

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

Reference Number:

Document Title:

Document Location:

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Description:

with disabilities, including students in charter schools, alternative education, and students who are not in residence but approved to attend the LEA. Access to services is through each of the LEAs. The referral, assessment, and Individual Education Program (IEP) process is utilized to identify the needs of each individual student with disabilities. The LEA ensures that supplemental aids and services are provided in the Least Restrictive Environment (LRE). A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and where appropriate, utilized. (EC 56303)

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

Reference Number:

Document Title:

Document Location:

Description:

Nonpublic, nonsectarian school (NPS) means a private, nonsectarian school that enrolls individuals with exceptional needs pursuant to an IEP and is certified by the CDE. The LEA may contract with a NPS when no public education program is available, as determined by the IEP team.

The LEA, or SELPA on behalf of the LEA, shall oversee and evaluate all placements in nonpublic, nonsectarian schools. The LEA, or SELPA on behalf of the LEA, shall do the following:

- Annually verify the NPS has conducted training pursuant to EC 56366.1 (a)(4)
- Conduct one onsite visit to the NPS prior to placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement
- Conduct one onsite monitoring visit each school year that the LEA has a pupil attending and which it maintains a master contract. The monitoring visit shall include:
 - A review of services provided to the pupil through the individual service

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agreement between the LEA and NPS

- A review of progress the pupil is making toward the goals in the IEP
- A review of progress the pupil is making toward the goals set forth in the pupil's behavior intervention plan, should one be included in the IEP
- Observation of the pupil during instruction
- Conduct a walkthrough of the facility
- The onsite monitoring visit shall be documented in a report to be submitted to the CDE within 60 calendar days of the visit

The IEP team shall consider the onsite monitoring visit report when evaluating whether the student is making appropriate educational progress at the NPS.

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. (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: FS 200 B-6

Document Title: Special Education Local Plan Services

Document Location: Foothill Special Education Local Plan Area (SELPA) Office
223 N. Jackson Street, Glendale CA 91206

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

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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)

Eligible Adults

Adults who are aged 18 to 21 years, 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".) (See 20 U.S.C. 1400 (d)(1)(A), (B), (C); 20 U.S.C. 1412(a)(1)(A); Cal. Educ. Code, 56000, 56026(c)(4).) This applies to adults incarcerated in California adult jails and prisons. However, an individual, aged 18 through 21 years, 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. (20 U.S.C. 1412(a)(1)(B); Cal. Educ. Code, § 56040(b).)

District of Residence

For an eligible adult who, prior to reaching the age of majority, resided within the Foothill SELPA's geographic boundaries, the applicable local educational agency within the SELPA shall ensure the adult student has a FAPE available. If the parent relocates to a new district of residence, the new district of residence shall become the responsible local educational agency ("LEA"). If the student is conserved, the residence of his or her conservator shall control. (Cal. Educ. Code, 56041)

Child Find

The SELPA shall actively and systematically seek out all eligible adults residing within its boundaries. The LEAs within the SELPA shall ensure that eligible students are identified and provided a FAPE consistent with this policy.

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Description:

Individualized Education Program

Once the LEA is informed that one of its residents is an eligible adult incarcerated at an adult correctional facility, the LEA 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. The LEA will determine whether the qualified individual wishes to receive a FAPE and if so will ensure that FAPE is provided pursuant to the IDEA and California Education Code. To receive special education services while incarcerated, a qualified individual must consent to the receipt of such services.

Limitations

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons:

- The requirements set out in 20 U.S.C. 1412(a)(16) and 20 U.S.C. 1414(d)(1)(A)(i)(VI) (relating to participation in general assessments) do not apply. Eligible individuals convicted as adults under State law and incarcerated in adult prisons are exempted from participation in State and district-wide assessment programs under the IDEA.
- The requirements of items (aa) and (bb) of 20 U.S.C. 1414(d)(1)(A)(i)(VIII) (relating to transition planning and transition services), do not apply with respect to such individuals whose eligibility under the IDEA will end, because of their age, before such individuals will be released from prison.
- If an individual with a disability is convicted as an adult under state law and incarcerated in an adult prison, the individual's IEP Team may modify the individual's IEP or placement notwithstanding the least restrictive environment ("LRE") requirements of 20 U.S.C. 1412(a)(5)(A) and the IEP content requirements of 20 U.S.C. 1414(d)(1)(A) if there is a bona fide security or compelling penological interest that cannot otherwise be accommodated.

The federal regulations (34 CFR 300.102(a)(2)(ii)) identify two exceptions to the above:

- Individuals who had been identified as eligible for special education and had received services in accordance with an IEP, but who left school prior to their incarceration

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· Individuals who did not have an IEP in their last educational setting, but who had been identified as eligible for special education.

Legal Reference: 20 U.S.C. 1414(d)(7); 34 C.F.R. §§ 300.102, 300.324(d); Cal. Educ. Code, 56040-56041; Cal. Gov. Code, 7579(d); Letter to Yudian, 39 IDELR 270, 103 LRP 37913 (OSEP 2003), (Education Code section 56040(b), 20 U.S.C. section 1412(a) (1) (B) (ii), 34 C.F.R. section 300.102(a) (2).)