

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



California Department of Education

Special Education Division

January 2020

SELPA

Fiscal Year

## B. Governance and Administration

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

### Participating Local Educational Agencies

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

### Special Education Local Plan Area—Local Plan Requirements

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

Sacramento City Unified School District is a single district SELPA in the City and County of Sacramento. SCUSD is the 10th largest public K-12 district in California and one the oldest in the western United States (established in 1854). SCUSD serves approximately 42,000 students across 75 school sites spanning 70 square miles inclusive of both rural and urban settings. The diversity of Sacramento, one of the nation's most ethnically and linguistically diverse cities is reflected in the district's demographics. Latinx students make up 40 percent of the student population, Asian and Pacific Islander 19 percent, African American students 15 percent, and White students 17 percent. More than 51 languages are spoken by students and families in the district and 31 percent are English learners. More than 71 percent of the district's student population are considered socioeconomically disadvantaged. Special Education serves approximately 7400 students with disabilities ages 3-22. Services to infants (0-2) with low incidence disabilities are provided by the Sacramento County Office of Education. Infants and toddlers with other developmental disabilities are served by the Alta California Regional Center.

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:

SCUSD is a single district SELPA. Pursuant to Sections 56195 and 56200 of the California Education Code, the Governing Board of the District has the responsibility to adopt a plan to assure access to special education and services for all eligible students with disabilities residing in the geographic area served by SCUSD. The goal of special education is to help students disabilities become increasingly independent as they move through the grade levels. Close collaboration between the special education and general education staff and administrators is a priority to reach this goal for all students with disabilities.

#### **RESPONSIBILITIES OF LOCAL SCUSD BOARD MEMBERS**

The SCUSD Board of Education shall:

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1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the SELPA.
2. Enter into an agreement with other agencies participating in the plan for the purpose of delivery of services and programs by approving the Local Plan.
3. Review and approve revisions of the SCUSD Local Plan for Special Education.
4. Participate in the governance of the SCUSD SELPA through its designated representative, the SCUSD Special Education Administrator/SELPA Administrator. The SELPA Administrator has the authority to act as the board designee to approve and amend policies as necessary.

**ROLE OF THE SELPA ADMINISTRATOR**

The Administrator of SELPA is the primary administrator responsible for the operation of the SELPA. The SELPA responsibilities of the Administrator include coordination and administration of the SELPA and the Local Plan. The Administrator oversees the following:

1. Coordinated system of identification and assessment
2. Coordinated system of procedural safeguards
3. Coordinated system of staff development and parent education
4. Coordinated system of curriculum development and alignment with the core curriculum
5. Coordinated system of internal program review, evaluation of the effectiveness of the local plan and implementation of a local plan accountability mechanism
6. Coordinated system of data collection and management
7. Coordination of inter-agency agreements
8. Coordination of services to medical facilities
9. Coordination of services to licensed children's facilities and foster family homes
10. Preparation and transmission of required SELPA reports
11. Fiscal and logistical support of the Community Advisory Committee
12. Coordination of transportation services for students with disabilities

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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 Board of education and District Superintendent authorize the SELPA Director to act on their behalf to make recommendations and decisions regarding the provision of a full continuum of special education services within the SELPA. The SELPA Director reports to the Assistant Superintendent of Special Education, Innovation & Learning . The SELPA Director consults regularly with the Assistant Superintendent. The Assistant Superintendent regularly consults with the Chief Academic Officer who regularly communicates with the Superintendent regarding special education services within the District. The Board of Education is the final authority for formal policies that impact the governance and administration of the SELPA.

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 Sacramento City Unified SELPA is a single district SELPA. The Sacramento County Office of Education has final authorization authority over Sacramento City Unified SELPA revised Local Plan once approved by the Sacramento City Unified Board of Education.

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

It is the policy of the Sacramento City Unified SELPA that a request by a charter school to participate as a Local Educational Agency (LEA) within the Special Education Local Plan Area (SELPA) will not be treated differently from a similar request made by a school district.

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:

**Community Advisory Committee**

The members of the community advisory committee are appointed by, and responsible to, the governing board of each participating charter LEA, district or county office, or any combination thereof participating in the local plan (California Ed. Code 56191). The community advisory committee is composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of

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individuals with exceptional needs (California Ed. Code 56192).

When developing the SELPA Local Plan, the CAC shall:

1. Recruit parents and other volunteers who may contribute to the implementation of the Local Plan.
2. Encourage public involvement in the development and review of the local plan.
3. Assist in parent education and in recruiting parents/guardians, volunteers, and agencies that may contribute to the implementation of the Local Plan.
4. Encourage community awareness and involvement in the development and review of the Local Plan.
5. Serve as an advisory committee in the development and review of the Local Plan, Annual Budget Plan and Annual Service Plan for the SELPA
6. Have 30 days to review the Local Plan prior to submission to the California Department of Education for review and approval.

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:

When engaging in either an annual or triennial review of the SELPA local plan, or when making updates and/or adjustments to the SELPA local plan, various representatives from member LEA representatives will be organized to form a work group that consist of the following individuals:

1. SELPA Director
2. Member LEA Administrator(s)
3. Member LEA regular and special education teachers (selected by member LEA administrators)
4. SELPA Administrative Unit representative from Business Services
5. Volunteer parent representative(s) and the SELPA Community Advisory Committee chair
6. Community partners and agencies who advocate for or the deliver special education services

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The purpose of the work group is to advise the SELPA Director regarding any omissions, changes or preservation of language regarding the SELPA governance, budgetary allocation of fiscal resources and allocation of special education services in the Local Plan. The work group will advise on the update of such language to be in accordance and compliant with California Education Code or local policies and procedures.

Any proposed content changes regarding SELPA governance and administration (Local Plan Section B) following the work group advisory reviews; such proposed changes are to be reviewed, discussed and approved by the SCUSD Governing Board prior to being sent to CDE for final review and approval.

The SELPA Annual Budget Plan (Local Plan Section D and associated attachments) and Annual Service Plan (Local Plan Section E and associated attachments) are developed each year. Members of the work group will advise the SELPA Director on content within each plan. Upon completion of both plans, the SCUSD SELPA will publicly post a notice of public hearing at least 15 days prior to the date of the public hearing. During the public hearing, members of the SCUSD Governing board will review and approve the plans for submission to the California Department of Education by June 30 annually.

All approved sections of the Local Plan will be posted on the SCUSD SELPA website.

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 Sacramento City Unified School District (SCUSD) will serve as the Administrative Unit (AU) for the Sacramento City Unified SELPA. It shall be responsible for functions such as, but not limited to:

- Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- Provision of administrative support
- The employment of staff to support SELPA functions.

The Sacramento City Unified SELPA is designated as the responsible local agency (RLA) for the administration and implementation of the Local Plan, including the provision of a continuum of program options and services. The SELPA shared responsibility for fiscal administrative support and for coordination and implementation of the approved Allocation

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Plan. The Sacramento City Unified SELPA will have no responsibility to operate any direct educational services, but will help to coordinate available resources across the SELPA. The Sacramento City Unified SELPA is responsible for its membership to be compliant with all applicable laws and regulations related to the provision of special education and related services.

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:

As a single-district SELPA the Sacramento City Unified SELPA is responsible for the education of all students with disabilities, including students in charter schools that are members of the SELPA, residing within the geographical area of the district.

The Sacramento City Unified SELPA has a contractual agreement with the Sacramento County Office of Education to provide services to its infants and toddlers, students with significant cognitive and physical needs, and students residing in the juvenile court system.

Additionally, the Sacramento City Unified SELPA has a memorandum of understanding (MOU) with Alta California Regional Center for the provision of services for its infants and toddlers students with disabilities.

Additional participating agencies may enter into contractual agreements with the Sacramento City Unified SELPA to meet the requirements of applicable federal and state laws. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities designated within the Local Plan. Each agency shall provide special education and related services to all eligible students including students attending charter schools where the Sacramento City Unified SELPA has granted that charter.

10. For multi-LEA local plans, specify:

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

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

NA

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

NA

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

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

The SELPA Director is an employee of the Sacramento City Unified School District (AU) and reports to the Assistant Superintendent of Special Education, Innovation & Learning. The SELPA Director supervises staff employed by the District to support the implementation, monitoring, & evaluation of the Local Plan.

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

All SELPA funds flow through the Sacramento City Unified School District (AU) and are provided to the SELPA for the provision of special education services throughout the SELPA.

c. The operation of special education programs:

The SCUSD Superintendent is responsible for special education programs operated by the SELPA and for implementing all requirements of the Local Plan.

The SCUSD SELPA Administrator, under the supervision of the SCUSD Assistant Superintendent, is responsible for the coordination of special education services and programs within SCUSD and for the implementation of the Local Plan. The SELPA Administrator is subject to the Administrative Unit's (AU) policies and procedures for day-to-day operations. The Assistant Superintendent of Special Education and SELPA Administrator are given authority to implement policies and procedures.



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

The SELPA Administrator, in collaboration with the Business Services Department, is responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process.

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:

The SCUSD SELPA provides specialized equipment and services to all students eligible for special education within the geographical jurisdiction of the SELPA in the least restrictive environment.

**Policies, Procedures, and Programs**

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes    No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

“It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student’s

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progress and make appropriate revisions.” The policy is adopted by the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**7. Evaluation: 20 USC Section 1412(a)(7)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at

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least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:   
Document Title:   
Document Location:

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

Yes  No

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**12. Interagency: 20 USC Section 1412(a)(12)**

Policy/Procedure Number:   
Document Title:   
Document Location:

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

Yes  No

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**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

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**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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

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Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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



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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**Administration of Regionalized Operations and Services**

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

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

Reference Number:

Document Title:

Document Location:

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Description:

**Direct instructional support provided by Program Specialist:**

The Program Specialist duties may be performed by SCUSD Program Specialists:

Program specialist support services may be available to individuals with exceptional needs, their families, and district staff upon LEA request. Program Specialist/Administrator of Teaching & Learning personnel requirements:

- holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization,
- has advanced training and related experience in the education of individuals with exceptional needs and has a specialized in-depth knowledge in one or more areas of major disabilities, preschool disabilities, or career vocational development.

**Role of the RLA/AU:**

The Administrative Unit (AU) for the Sacramento City Unified SELPA will be responsible for functions such as, but not limited to:

- Receipt and distribution of special education funds to district accounts for the Special education programs and services, pursuant to state and federal law.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- Employment of staff to support SELPA functions.
- Submission of all SELPA budgets for SCUSD Governing Board approval, receiving, and expending those funds, based upon the needs of special education students residing in the Local Plan area.
- Employ a SELPA Director to coordinate implementation of the Local Plan throughout the Local Plan area and with other SELPAs, as appropriate.

**Role of the SELPA Director:**

The SELPA Director is a full-time employee who coordinates the operation of all special education services of the SELPA pursuant to law

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and will administer those functions delegated to the SELPA pursuant to the Local Plan adopted by the SCUSD Governing Board.

The SELPA Director serves under the direction of the Assistant Superintendent of Special Education Innovation & Learning and assumes responsibility for duties delegated by the Assistant Superintendent, Chief Academic Officer, and Superintendent.

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Description:

**Direct instructional support provided by Program Specialist:**

Program Specialist may observe, consult with, and assist member LEA resource specialists, related services providers, and special day class teachers to assist in the referral, identification and assessment process.

**Role of the RLA/AU:**

The role of the RLA/AU related to the coordinated system of identification and assessment is highlighted by supporting child find awareness activities through social media, SCUSD website, and other informational activities and community events.

**Role of the SELPA Director:**

The SELPA Director assists the conduct of child find activities through:

- Annual distribution of child find materials to local child care facilities, private schools, medical offices, nonprofit organizations focused on serving children and interested parties.
- Staffing community events and distributing child find activities.
- Maintaining child find information on the SCUSD SELPA website.
- Providing workshops on child find.
- Providing technical assistance and guidance to school sites,

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3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Description: **Direct instructional support provided by Program Specialist/ Administrator:**  
  
The Administrator of Teaching & Learning may provide alternate dispute resolution as requested by parents.  
  
The program specialists assure procedural safeguards by providing technical assistance and guidance on forms and procedures to school sites in the areas of assessment, identification, and placement.  
  
**Role of the SELPA Director:**  
  
The SELPA Director ensures the implementation of all federal, state and local responsibilities of the SELPA including procedural safeguards. The SELPA provides alternate dispute resolution as requested by parents. The SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA also assures procedural safeguards by providing technical assistance and guidance on forms and procedures in the areas of assessment, identification, and placement. The SELPA provides parents with a copy of their procedural safeguards upon request and will maintain a copy on their website.

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

Reference Number:

Document Title:

Document Location:

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Description:

**Direct instructional support provided by Program Specialist:**  
The Program Specialist may provide direct staff support and coaching, staff development and program development.

**Role of the SELPA Director:**  
The SELPA works cooperatively with the local community agencies to provide parent and guardian education. The SELPA collaborates with neighboring SELPAs to provide regional trainings to support ongoing professional development. The SELPA Director will arrange for trainings and supports as requested, or determined appropriate.

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

Reference Number:

Document Title:

Document Location:

Description:

**Direct instructional support provided by Program Specialist:**  
The Program Specialist may guide sites to curricular resources aligned to the core curriculum for students with disabilities.

**Role of the SELPA Director:**  
The SELPA Director will provide technical assistance and arrange for staff development, as requested or determined appropriate.

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

Reference Number:

Document Title:

Document Location:

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Description:

action is the responsibility of the SEPA director/ designee. Equal access to programs and services is assured through monitoring of IEP documents, through professional development provided annually to all site IEP teams, and frequent attendance at IEP meetings by District administrative personnel.

The superintendent/Designee of the District shall review proposed policies, review the efficiency and effectiveness of resource allocations, review planning documents and annual reports related t present and future services and programs of the local plan.

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

**Direct instructional support provided by Program Specialist:**

The Program Specialist may review special education data to target professional development and provide technical assistance to sites.

**Role of the SELPA Director:**

The SELPA Director:

- Ensures timely collection of data for state reporting.
- Provides technical assistance and training upon request.
- Approves the California Longitudinal Assessment and Pupil Data System (CALPADS) and DRDP data submissions as required by the California Department of Education.

8. Coordination of interagency agreements:

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Reference Number:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

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

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Reference Number:

Document Title:

Document Location:

Description: **Direct instructional support provided by Program Specialist:**  
  
The Program Specialist/ Administrators may ensure member LEA students have access to a full educational opportunity. The program specialist may support member in connecting with licensed children's institutes and foster family homes upon request.  
  
**Role of the SELPA Director:**  
  
The SELPA will facilitate the development of agreements associated with licensed children's institutions and foster families to support in gaining access to the provision of IEP mandated educationally related services delivered either in person or at a distance via telehealth electronic platforms.

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

Reference Number:

Document Title:

Document Location:

Description: **Direct instructional support provided by Program Specialists:**  
  
Not applicable.  
  
**Role of the SELPA Director:**  
  
The SELPA Director will ensure timely transmission of required reports and provide technical assistance in completing reports.

12. Fiscal and logistical support of the CAC:



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Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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15. Assurance of full educational opportunity:

Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text" value="It is the policy of the Sacramento City Unified SELPA that a free appropriate public education is available to all children residing in the LEA between the ages of 3 and 21, inclusive."/>

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:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text" value="It shall be the policy of Sacramento City Unified SELPA is to provide assurances that funds received will be expended in accordance with the applicable provisions of IDEA, state, and local funds. The SELPA administrator submits the annual budget plan, and creates and coordinates reports and accounting of special education funding."/>

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

Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text" value="Under the direction of the SELPA Director, Administrators of Teaching &amp; Learning &amp; Program Specialists will assist in the direct delivery and support of all special education programs and services including the many listed activities described in this section of the Local Plan."/>

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**Special Education Local Plan Area Services**

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

Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text"/>

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"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text" value="Members of the public, including parents or guardians of individuals with exceptional needs, are encouraged to contact the School Site Special Education Case Manager and/or the School Site Administrator, then the Administrator of Teaching &amp; Learning, then to contact the SELPA Office. Information will also include for parents of students with disabilities who wish to file a complaint with the California Department of Education or request for due process with the Office of Administrative Hearings."/>

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"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
	<input type="text" value="The safeguards include an entire section promoting the use of"/>

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alternative dispute resolution (ADR) processes to resolve problems at the early stages of dissatisfaction or conflict. The District will continue to promote and utilize ADR. The updated SELPA Procedural guide will provide guidance on ADR and the development of a parental Special Education Handbook will also highlight effective conflict resolution strategies as well as means for addressing questions or concerns.

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:

Description:

Appropriate interventions within the general education setting are considered and/or utilized, and documented, prior to a referral for a special education assessment. The SELPA will work with other District personnel to ensure a robust Response to Intervention system is in place as a part of high quality Multi-Tiered System of Support in order to effectively support students in the least restrictive environment.

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:

The Sacramento City Unified Governing Board contracts with Non-Public Schools and the SELPA has the authority and responsibility to visit, observe, monitor, and report on the educational program. The SELPA may choose to administer additional assessments as necessary, with parental consent, to determine whether the student is making appropriate educational progress.

Additionally, the SELPA has the responsibility to ensure that each

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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:

Document Title:

Document Location:

**Free Appropriate Public Education (“FAPE”)**

Every individual with exceptional needs who is eligible to receive special education instruction and related services under the Individuals with Disabilities Act (“IDEA”) and state special education laws, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her. A FAPE shall be available to individuals with exceptional needs in accordance with 20 U.S.C. §1412(a)(1) and 34 C.F.R. §300.101.

**Eligible Adults**

Adults who are aged 18-22 years, have not graduated with a high school diploma, who, at the time they have 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); California Ed. Code §56000, 56026(c)(4).)

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This applies to adults imprisoned in California adult jails and prisons. However, an individual aged 18 through 21 years, who, in the educational placement prior to his or her imprisonment in an adult correctional facility was not identified as an individual with an exceptional need or did not have an IEP under the IDEA, is not entitled to a FAPE. (20 U.S.C. §1412(a)(1)(B); California Ed. Code, §56040(b).)

**District of Residence Responsibilities**

For eligible adults who prior to reaching the age of majority resided within the Sacramento City Unified Special Education Local Plan Area (“SELPA”) geographic boundaries, the applicable local educational agency within the SELPA shall ensure they have available to them a FAPE. 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 district of residence of the conservator shall attach and remain the responsible local educational agency, as long as and until the conservator relocates or a new one is appointed. At that time, the new district of residence shall attach and become the responsible local educational agency. (Added by Stats. 1992, c. 1360 (A.B. 2773), §8.)

**Child Find**

The Individuals with Disabilities Education Act (IDEA) requires that students who are in need of special education be identified. This “child find” responsibility extends to nontraditional settings or students such as highly mobile students. In California, local educational agencies (LEAs) must “actively and systematically” seek out all individuals with exceptional needs. The SELPA local plan ensures their LEA are in compliance with all state and federal laws, including child find. This responsibility includes identifying adult students in a county jail within the SELPA who remain eligible for special education services, through means such as self-reporting, interviewing, and requesting prior school records. In certain cases, the SELPA in which the county jail is located may identify an eligible adult student whose responsible LEA is located outside the SELPA. In such cases, it is recommended that the SELPA work with the sheriff and the responsible SELPA/LEA to assist the eligible adult student in contacting the responsible SELPA/LEA. This may include contacting the responsible SELPA/LEA on the eligible adult student’s behalf, and/or providing contact information for the responsible SELPA/ LEA to the sheriff, and/or providing contact information for the responsible SELPA/LEA to the eligible adult student.

Description:

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**Individualized Education Program**

Once the LEA is informed that one of its residents is an eligible adult imprisoned at an adult correctional facility, it will 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 is provided a FAPE pursuant to IDEA and corresponding California Education Code. To receive special education services while imprisoned, a qualified individual must consent to the receipt of such services and enroll in the adult education program at the adult correctional facility.

**Limitations**

The following special education exemptions apply to eligible individuals who are convicted as adults under State law and imprisoned in adult prisons:

1. The requirements set out in 20 U.S.C. § 1412(a)(16) and 20 U.S.C. §1414(d)(1)(A)9i)(VI) (relating to participation in general assessments) do not apply. Eligible individuals convicted as adults under State law and imprisoned in adult prisons are exempted from participation in State and district-wide assessment programs under the IDEA.
2. The requirements of items (aa) and (bb) of 20 U.S.C. §1414(d)(1)(A) (i)(VIII) (relating to transition planning and transitional 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.
3. If an individual with a disability is convicted as an adult under state law and imprisoned 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. § 1414(d)(1)(A) and the IEP contents 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.