

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



California Department of Education

Special Education Division

January 2020

SELPA

Fiscal Year

## B. Governance and Administration

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

### Participating Local Educational Agencies

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

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

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

The Tahoe Alpine Special Education Plan Area was formed under authority of Sections 56195-56208, 56240-56245 of the State of California Education Code and Title 5, Section 3000, and is the result of the Master Plan for Special Education, henceforth referred to as CDE. Lake Tahoe Unified School District, Alpine County Unified School District, and Alpine County Office of Education join together to adopt a plan to assure access to special education and services for all individuals with exceptional needs residing in the geographic area served by these local educational agencies (LEAs), hereinafter known as the Tahoe Alpine Special Education Local Plan Area (SELPA).

The districts, located in the rural areas of South Lake Tahoe, Markleeville, and Bear Valley along the western Nevada border, range in size from approximately 100 ADA to 3,800 ADA. The Tahoe Alpine SELPA's member districts are located within Alpine and El Dorado Counties. There are approximately 550 students with disabilities, ages 0-21 served within the boundaries of the SELPA. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

Lake Tahoe Unified School District is designated as the Administrative Unit (AU) as referred to in Education Code 56205(a) (12) (D) (ii), also known as the Responsible Local Agency (RLA) for the SELPA as referred in Education Code 56030. The SELPA Director shall provide a coordinating function and serve as staff to each of the LEAs. This shall ensure smooth and efficient operation of the administrative structure can be facilitated to assure successful implementation of the Local Plan in accordance with state and federal mandates.

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 Tahoe Alpine 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 special education services. The respective governing boards, superintendents, and administrators of special education all provide appropriate

Section B: Governance and Administration

SELPA Tahoe Alpine

Fiscal Year 2021-22

support to the implementation of the Local Plan within their LEA.

The governance of the Tahoe Alpine Special Education Local Plan Area (SELPA) will be through the Executive Leadership Council, with ongoing input from the Community Advisory Committee and the Boards of Education. The Executive Leadership Council is charged with coordinating special education programs and services. The Superintendents are charged with overseeing the operations of the Local Plan, recommending adoption of policy for implementation of the Local Plan, and transmitting those recommended policies to the Governing Boards of Education for adoption.

The LEA governing boards appoint their Superintendent as their designee for the approval and review of all policies, procedures, programs, and fiscal decisions in the implementation of the SELPA Local Plan. The Executive Leadership Council, as the governance council, provides support to the SELPA Program Administrator 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.

The Executive Leadership Council shall be composed of the Superintendents from each participating LEA, and the SELPA Administrator; the Leadership Council shall:

- Determine general guidelines and procedures for the implementation of the Local Plan.
- Establish procedures to supervise and evaluate the SELPA Program Administrator's performance, including discipline as may be necessary.
- As the designee for the LEA, adopt policies for the SELPA in the implementation of the Local Plan.
- Establish and promote a Community Advisory Committee (CAC)
- Review and consider comments from the CAC
- Take action on the Annual Budget and Services Plans

The Superintendents shall meet as needed to consider the recommendations from the Executive Leadership Council for the establishment of policy and general guidelines regarding implementation of special education programs and services. Each Superintendent shall assume responsibility for communication and recommendation with his/her respective Board of Education regarding the recommended policies. Each Superintendent will direct the implementation of the plan in his/her individual district.

The Superintendents shall jointly and/or individually, as appropriate, be responsible for the following:

- Approval of policy for special education programs and services which relate to the SELPA.
- Approval and monitoring of the discretionary fund budgets, special projects, etc.
- Addressing specific needs in individual districts as the needs arise.
- Receive and review input from the Community Advisory Committee.

A designee may represent a member of the Superintendents' Council, provided that the name and title of the

## Section B: Governance and Administration

SELPA Tahoe Alpine

Fiscal Year 2021-22

designee is given to the SELPA Program Administrator in writing prior to the meeting. The designee must have the authority to commit LEA resources. The Superintendents' Council Voting:

- A quorum shall consist of one-half plus one of the members or designees represented.
- Each member or designee shall have one vote.
- Every act or decision done or made by the members and/or designees present at a meeting shall be by two-thirds vote of those members present during the vote.

The Lake Tahoe Unified School district Director of Special Services, shall also serve as the SELPA Director/Program Administrator. The responsibilities of the SELPA Program Administrator shall include, but not be limited to, the following:

- Assist the superintendents upon request.
- Prepare Executive Leadership Council agendas and distribute them in advance of scheduled meetings.
- Designate and/or serve as an ad hoc member of the CAC.
- Advise the Executive Leadership Council of any action related to policies and/or procedures, distribution of state or federal funding, and/or program development
- Compile data and submit reports as required and/or requested by the County Offices and California Department of Education.
- Submit any waivers necessary for the implementation of the Local Plan.
- Monitor the appropriate use of IDEA and state and federal grants for special education.
- Monitor and sign all purchase orders for low incidence materials and equipment.
- Oversee and monitor LEA data and review submission processes.
- May convene and dissolve working committees from the member LEAs in an advisory capacity to the SELPA Program Administrator in support of the local plan.
- Gather input from LEA program and business staff to formulate policy and procedure recommendations for Executive Leadership Council action related to:
  - The distribution of state and federal funds among the LEAs
  - Special education program needs, policies, procedures, agreements, and forms; and the development and implementation of personnel development programs.
  - Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.

Section B: Governance and Administration

SELPA Tahoe Alpine

Fiscal Year 2021-22

- Inform the Executive Leadership Council of the status of the special education programs.
- Inform the Executive Leadership Council of significant special education updates from the local, state and federal level.
- Oversee the recruitment, supervision, and evaluation of SELPA staff.

The Community Advisory Committee (CAC) acts as an advisory body to the governance council and are responsible for the following:

- Carry out a series of educational trainings for all parents based on the results of a needs assessment and/or requests from CAC membership.
- Encourage community involvement in the development and review of the Local Plan by inviting members to participate in SELPA review committee.
- Support other activities on behalf of students with disabilities through involvement of community-wide projects and community resource directory as determined by the CAC Board.
- Assist in parent awareness of the importance of regular school attendance through educational trainings
- Advise the Executive Leadership Council regarding policy making and the development, implementation and review of the local plan. The SELPA governance council shall review and consider comments from the CAC.
- The CAC shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of general education pupils, individuals with exceptional needs enrolled in special education programs, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of public and private agencies, and persons concerned with the needs of individuals with exceptional needs.
- All board meetings of the CAC shall be held according to federal and state law, including the Brown Act. Announcements of CAC meetings and activities will be posted by the member LEAs and on the SELPA website.

Any changes in governance structure of Tahoe Alpine SELPA under EC56195.1 may be made upon expressed and specific written request by a participating LEA to the Executive Leadership Council. Approval and change would be implemented one year later subsequent to mutual consent by both Superintendents and Boards of Education (EC 56195.3(b), 56195.1)

- Approval of any proposed alternative plan by the appropriate county superintendent must be based on the capacity of the district to ensure that special education programs and services are provided to all children with disabilities (EC 56140(b)).
- If an alternative plan is disapproved by the County Superintendent the plan shall be returned with comments and recommendations to the district. The district participating in the alternative plan may appeal the decision to the Superintendent of Public Instruction.

Section B: Governance and Administration

SELPA Tahoe Alpine

Fiscal Year 2021-22

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, program 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 district of residence shall be responsible for providing special education programs and/or services to each student with disabilities residing within district boundaries. The district of residence may utilize any of the following options in order to develop or determine a free and appropriate public education program for students requiring special education services:

- Remain in general education program with supportive assistance
- Placement in a district- operated special education program and/or service
- Referral and consideration for placement in another district operated special education program and/or service within or outside of the SELPA. This may include secondary program options in the state of Nevada for Alpine County.
- Referral and consideration for placement in a public agency special education program and/or service other than an education agency
- Referral and consideration for placement in a non-public, non-sectarian school and/or agency for special education program and/or service
- Referral and consideration for diagnostic services and/or placement in a state school

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 SELPA shall submit the Local Plan to the superintendent of the Alpine 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 to be considered for special education services in a similar manner to students enrolled in other public schools. Funding for special education services participation in the governance

Section B: Governance and Administration

SELPA Tahoe Alpine

Fiscal Year 2021-22

structure and responsibility for provision of services shall be based on the categorization of the individual charter school. Policies and procedures relating to Charter Schools are to be developed cooperatively with input from charter schools within the SELPA.

A charter school may purchase special education services from the SELPA or any other appropriate source in order to provide the full continuum of placement options to student with disabilities. While the school districts within the SELPA provide services to all students whose parents and/or legal guardians reside within the geographic boundaries of the SELPA, services to students whose parents and/or legal guardians reside outside the SELPA's geographic area shall be individually negotiated. The districts within the SELPA retain the right to bill for services provided to students attending Charter Schools whose parents and/or legal guardians reside outside the SELPA. Charter schools chartered by entities outside of the Tahoe Alpine SELPA, serving students who reside within the SELPA may not access any program or services without specific written agreement between the Charter school and the entity providing the service. Such services are not limited to education services but may include extra-curricular activities and programs.

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 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. 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 SELPA Program Administrator or designee 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 Lake Tahoe Unified School district has been designated as the Administrative Unit (AU) or Responsible Local Agency (RLA) for the Tahoe Alpine 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.

Section B: Governance and Administration

SELPA Tahoe Alpine

Fiscal Year 2021-22

- Employment of SELPA staff to support SELPA operations.
- Upon recommendation of the SELPA Executive Leadership 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 SELPA Program Administrator 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 Tahoe Alpine 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.
- Provide input on SELPA policies and procedures through the superintendent of the LEA as needed.
- Exercise authority over, assume responsibility for, and be 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.
- Ensure LEA compliance with all elements of the Local Plan.
- Other duties as required by federal and state law.

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.



Section B: Governance and Administration

SELPA Tahoe Alpine

Fiscal Year 2021-22

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.
- 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's, Alpine County Office of Education, Alpine County Unified School District, and Lake Tahoe Unified School District, as participants in the Local Plan, shall perform the following for their own pupils through their respective programs:

- Provide annual notification of parent rights to parents of the individuals with disabilities and ensure that public notice for services offered in the LEA are publicly available
- Select, compensate, and determine the duties of the special education teachers, instructional aides, and other personnel required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
- Conduct those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
- Organize and administer the activities of the IEP Teams, including the selection of the LEA staff and who will serve as team members in conformance with E.C. Section 56341, and in compliance with the Local Plan
- Organize and maintain the activities of the Resource Specialist Program in conformance with EC 56362 and in compliance with the Local Plan
- Provide facilities as required to house the programs conducted by the LEA.
- Provide for the acquisition and distribution of the supplies and equipment for the programs conducted by the LEA
- Provide and/or arrange for transportation services as may be required to provide the special education programs specified by the LEA.
- Cooperate with the RLA in the development of the procedures and methods for communicating with the parents and/or legal guardians of the individuals served in conformance with the provisions of the Local Plan.
- Provide for the documentation and reporting of assessment procedures used for the placement of individuals

Section B: Governance and Administration

SELPA Tahoe Alpine

Fiscal Year 2021-22

- and the security thereof. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability and insure the continued implementation and compliance and eligibility criteria.
- Provide for the integration of individuals educated under this agreement into the least restrictive environment and provide for evaluating the results of such integration according to specifications of the Local Plan.
  - Conduct the review of individual placements requested by the parents and/or legal guardians of the individual in accordance with the Local Plan.
  - Develop interagency referral, coordination and/or placement procedures in accordance with the Local Plan to include services to individuals with disabilities in public or proprietary hospitals or other residential medical facilities, in licensed children's institutions, or foster family homes and other local public agencies. Coordinate community resources with those provided by LEA including providing such contractual agreements as may be required.
  - Prepare and submit all required reports, including reports on student enrollment program expenditures, and program evaluation.
  - Designate a person to represent the LEA on the Executive Leadership Council to monitor the implementation of the Plan and make necessary recommendations for changes and/or modifications.
  - Designate a representative for the LEA to serve on the Community Advisory Committee, in accordance with EC Sections 56192-56193 and pursuant to the procedures established in the Local Plan.
  - Designate the LEA Superintendent, or his/her designee, to represent the LEA in supervising and directing the implementation of the Plan.
  - The District programs maintained by the LEA receive special education funding. This includes instructional units, support services, special education, transportation, and non-public school placements in accordance with the Allocation and Budget Plan and in accordance with the funding generated by the specific LEA computations.
  - Each LEA shall schedule a public hearing at the district School board meeting for the purposes of adopting the Special Education Budget.

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:

- It is the responsibility of the RLA Superintendent to hire, evaluate, supervise, and discipline the SELPA Administrator.
- The RLA/AU is responsible for the recruitment and hiring of the SELPA Program Administrator and staff.
  - The selection of the SELPA Program Administrator candidate for the position shall be the sole responsibility and decision of the RLA.
  - It is the RLA Superintendent's responsibility to supervise and evaluate the SELPA Program Administrator's performance, including implementing disciplinary action as may be necessary.

Section B: Governance and Administration

SELPA

Fiscal Year

- The SELPA Program Administrator oversees the recruitment, supervision and evaluation of SELPA staff.

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 for distribution to member LEAs according to an approved Special Education Funding Allocation Plan. It shall be the sole decision of the Executive Leadership Council regarding any changes to the allocation of federal and state special education funds. The SELPA Program Administrator 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 accounts.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

c. The operation of special education programs:

Pursuant to the provisions of the EC Section 56030 & 56205, et. Seq., the RLA shall receive regionalized service funds, provide administrative support, and coordinate the implementation of the Tahoe Alpine Local Plan for Special Education in the participating school districts after approval by the State Board of Education.

The RLA shall perform such services and functions as required to accomplish the goals set forth in the Plan such services include, but are not limited to the following:

- Act as agent for districts participating in the Plan as specified in the Local Plan. Receive, compile, and submit required enrollment reports and compute all special education apportionments. Receive the special education apportionments of regionalized services as authorized under EC Section 56836.23.
- Coordinate with the LEAs the development and implementation of a systematic method for referring and placing individuals with disabilities who reside in the districts, including the methods and procedures for communication with the parents and/or legal guardians of the individuals according to procedures in the Local Plan.
- Coordinate and provide for continuous evaluation of the special education programs in accordance with the Local Plan.
- Ensure the organization and maintenance of the Community Advisory Committee (CAC) as part of the responsibility of the RLA to coordinate the implementation of the Plan pursuant to EC Section 56191. Provide for the attendance of the designated members of the RLA's staff at all regularly scheduled CAC meetings.
- Coordinate community resources with those provided by LEA and RLA, including providing contractual agreements as may be required.
- Organize and maintain the Executive Leadership Council to monitor the operations of the Local Plan and make recommendations for necessary revisions, including, but not limited to:

## Section B: Governance and Administration

SELPA Tahoe Alpine

Fiscal Year 2021-22

- Monitoring the application of eligibility criteria throughout the Local Plan area
- Coordinating the system of data collection, management, and annual evaluation
- Coordinating staff development for special education
- Coordinating the identification, referral, assessment, instructional planning and review procedures including procedures for the communication parents and/or legal guardians or surrogate parents regarding rights and responsibilities for special education
- Developing interagency referral and placement procedures
- Evaluating the effectiveness of special education programs
- Provide for regular Inservice training for RLA and LEA staff responsible for the operation and implementation of the Local Plan
- Provide the method and forms to enable the LEA's to report to the RLA on student enrollment and program expenditures. Establish and maintain a pupil information system.
- Provide assistance to the LEA upon request from LEA administration or individual cases, including but not limited to:
  - Complaint issues;
  - Hearing issues; and
  - Identification of appropriate programs for specific pupils
- Receive special education funding for instructional units, support services, special education transportation and non-public school placements directly from the state in accordance with the allocation and budget plan and in accordance with the funding generated by the RLA computations completed by the SELPA for programs maintained by the RLA.
- Hire and supervise the program specialist. Assure requested program specialist services are provided to the LTUSD and Alpine County. Program specialist services/time shall be allocated based on student enrollment and program requirements
- The RLA shall schedule a public hearing at a regularly scheduled School Board meeting for purposes of adopting the Budget Plan for regionalized services and LTUSD LEA Special Education Budget.

The SELPA Administrator will coordinate the operation of all special education services of the SELPA pursuant to law and will administer those functions delegated to the SELPA pursuant to the Local Plan. The SELPA Administrator serves under the direction of the Superintendent of the RLA and assumes responsibility for duties delegated by the Superintendent of the RLA.

Responsibilities of the SELPA Administrator pursuant to EC 56205(a)(12)(A) include, but are not limited to:

- Develop, implement, supervise, and provide for the evaluation of the Regionalized Services Program.
- Prepare an annual budget for Regionalized Services to be submitted to the Superintendent of the RLA, in conjunction with the Annual budget Plan.
- Recommend employment of, assign, supervise, and evaluate staff employed by the SELPA.

Section B: Governance and Administration

SELPA Tahoe Alpine

Fiscal Year 2021-22

- Provide assistance to SELPA staff to carry out their responsibility to ensure that all pupils have access to full educational opportunity.
- Provide necessary procedures and data to the RLA to allocate federal and state funds to the LEA's within the SELPA
- Monitor the appropriate use of federal state and local funds allocated for special education programs.
- Prepare program and fiscal reports required of the SELPA by the State; manage the IEP and Pupil Information data systems to comply with all state requirements.
- Ensure the implementation of all federal, state and local responsibilities of the SELPA, including personnel development and procedural safeguards and other assurances.
- Develop and recommend to the Superintendent of the RLA a plan for personnel development, including training for staff, parents, and members of CAC.
- Coordinate procedures to assist LEAs with NPS/NPA services.
- Assist LEAs in mediation and due process hearings.

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 the SELPA through a sub-grantee process and shall annually conduct and report to the CDE the required 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 Administrator:  
The SELPA Program Administrator or designee 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 Administrator, 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. Final determination, monitoring and action regarding the appropriate use of special education funds for individual LEAs shall be made through the required annual MOE reports submitted to the CDE.

Section B: Governance and Administration

SELPA

Fiscal Year

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

EC Section 56836.22, provides funding for specialized books, equipment, materials, and services on the basis of annual per pupil entitlement for students, in the following categories:

- Hard of Hearing
- Deafness
- Visual Impairment
- Orthopedic Impairment
- Deaf-blind

The number of pupils used in the allocation is based on the prior year fall pupil count. The funds are provided to the SELPA and are accounted for separately from the total special education entitlement. The students in these categories are served primarily within the Lake Tahoe Unified School District programs. However, when Alpine County enrolls any students with a low-incidence disability, the low incidence funds shall be allocated based on their prior year fall pupil count as well. Specialized equipment and materials are distributed through the SELPA Administrator. Qualified staff identifies the material and equipment needs of each identified student and submits a request to the SELPA Administrator. Through this design, most students receive services in their school of residence/least restrictive environment. Segregated sites are not available in the Tahoe Alpine SELPA. Students may or may not receive services in a specific program with other students with similar disabilities. When these materials and equipment are no longer helpful they are redistributed within the SELPA.

Specialized service funds for students with low incidence disabilities are distributed within the SELPA based on the needs of students and requirements of the service to maintain students in the LRE or in an appropriate program/service to meet their needs. The individual student's IEP team determine the need for any low incidence services. Specialized service funds are used primarily to support a few of the specialized service needs in the SELPA.

**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.

Section B: Governance and Administration

SELPA

Fiscal Year

**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

---

**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

Section B: Governance and Administration

SELPA

Fiscal Year

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:

Document Title:

Document Location:

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

Yes  No

---

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

---

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

Policy/Procedure Number:



Section B: Governance and Administration

SELPA

Fiscal Year

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 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)**

Section B: Governance and Administration

SELPA

Fiscal Year

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

---

**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

Section B: Governance and Administration

SELPA

Fiscal Year

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:

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

Section B: Governance and Administration

SELPA

Fiscal Year

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

Yes  No

---

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

---

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

---

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

Policy/Procedure Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

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

Yes  No

---

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

---

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes  No

---

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

Policy/Procedure Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

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

Yes  No

---

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

---

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

---

**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

Section B: Governance and Administration

SELPA

Fiscal Year

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:	<input type="text" value="Local Plan Section B"/>
Document Title:	<input type="text" value="Tahoe Alpine Local Plan"/>
Document Location:	<input type="text" value="1021 Al Tahoe Blvd. South Lake Tahoe, CA"/>

<p><i>Role of the AU/RLA:</i></p> <p>The AU receives and maintains accountability for fiscal and accounting records in accordance with federal and state requirements and submitting reports to appropriate authorities, as well as distributes funds to member districts in accordance with the SELPA allocation plan, at the direction of the SELPA office.</p> <p><i>Role of Administrator of the SELPA:</i></p> <p>The SELPA administrator will ensure that the local plan is implemented and will make recommendations to the Superintendents Council when revisions are needed. The SELPA Administrator will also facilitate the development and approval of the SELPA policies and procedures necessary to implement the local plan.</p> <p><i>Role of the individual LEAs:</i></p> <p>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 Executive Leadership Council, will review and approve policies/procedures to implement the local plan.</p> <p><i>Role of the Program Specialist:</i></p>
--

Section B: Governance and Administration

SELPA Tahoe Alpine

Fiscal Year 2021-22

Description:

SELPA program specialist(s) work under the direction of the SELPA Administrator to support the coordination and implementation of the local plan through their support to regionalized programs and member LEAs, as requested.

Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers and services providers.

Plan programs, coordinate curricular resources, evaluate effectiveness of programs for individuals with exceptional needs.

Participate in each school's staff development, program development, and innovation of special methods and approaches.

Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.

Be responsible for assuring pupils have full educational opportunity regardless of the district of residence.

Provide services as directed by the SELPA Administrator.

Personnel development for staff, parents, members of CAC, volunteers and governing boards as appropriate. Such staff development programs will be coordinated with other staff development programs in the SELPA.

Evaluation responsibilities for ongoing comprehensive evaluations of special education programs as per the evaluations of special education programs as per the evaluation plan and requirements of the California Department of Special Education Division (E.C. 56600).

Data collection and implementation of required Management Information Systems.

Curriculum development and support for special education programs and services in the SELPA.

Ongoing review of special education programs and procedures in the SELPA, and mechanisms for correcting any identified problems. Such review and procedures will be in accordance with any state level procedures, but may include local interventions starting at the most direct level of intervention, e.g., district support to the classroom teacher who needs it, or training and instruction in the identified problem area.

Coordinating services with other agencies.



Section B: Governance and Administration

SELPA

Fiscal Year

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Description:

*Direct Instructional support provided by the program specialists:* SELPA/LEA program specialist(s) work under the direction of the SELPA Administrator to support a coordinated system of identification and assessment, including students enrolled in private schools. Program specialists work collaboratively with the SELPA and member districts to support the coordination of identification and assessment.

*Role of the RLA/AU:* N/A

*Role of the Administrator of the SELPA:* The SELPA Administrator ensures each LEA conducts child find activities. The SELPA Administrator supports child find activities at a regional and county level, including facilitation of public notices. The SELPA will provide technical support to LEAs and guidance to parents, as needed. The SELPA will also participate in child find activities established by the LEAs and ensure appropriate interagency agreements are in place to support activities.

*Role of the Individual LEAs:* Each LEA is responsible for identifying and assessing all students for whom they are responsible through a coordinated system of child find and related activities. Districts operating Provider Programs in the SELPA will support the coordination of identification and assessment collaboratively with the District of Residence for all students enrolled in the District.

3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

*Direct Instructional support provided by the program specialists:* Program specialists support a coordinated system of procedural safeguards/parent rights, including offering to review procedural safeguards and providing information to parents/guardians as needed. The SELPA program specialist(s) work under direction of the SELPA administrator and may provide alternative dispute resolution through contact with parents/guardians. The SELPA programs specialist(s) provide parents/guardians with a copy of their procedural safeguards and upon request will review all procedural safeguards with parents/guardians.

*Role of the RLA/AU:* N/A

*Role of the Administrator of the SELPA:* The SELPA provides alternate dispute resolution support as requested by member districts and through contact initiated by parents. The SELPA Administrator assists parents, upon request, with filing complaints with the Office of Administrative Hearings when requested. The SELPA Administrator will provide parents/guardians with a copy of their procedural safeguards and upon request will review all procedural safeguards with parents/guardians. The SELPA ensures updated copies of procedural safeguards are available and offered to parents in all member districts and will maintain a copy on the SELPA website.

*Role of the Individual LEAs:* The LEAs provide procedural safeguards to parents/guardians consistent with the education code, assist parents with understanding their procedural safeguards, and ensures that procedural safeguards are implemented consistently. The LEAs assist parents, upon request, with filing complaints with the Office of Administrative Hearings when requested.

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

Reference Number:

Document Title:

Document Location:

*Direct Instructional support provided by the program specialists:* SELPA program specialist(s) work under the direction of the SELPA Administrator to support staff development, as well as parent and guardian education. Program specialists, including LEA program specialists, may provide direct training and support the dissemination and implementation of evidenced-based practices.

*Role of the RLA/AU:* N/A

Section B: Governance and Administration

SELPA Tahoe Alpine

Fiscal Year 2021-22

Description:

*Role of the Administrator of the SELPA:* On an annual basis, input is collected from the Special Education Directors from member LEAs 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 SELPA will provide needed training and supports as requested, or determined appropriate, for each LEA. The SELPA Administrator will regularly provide information from the state level regarding initiatives, resources, and supports available to the SELPA and member LEAs.

*Role of the Individual LEAs:* LEAs will determine their staff development and parent/guardian education, based on their local needs. They may seek technical assistance or input from the SELPA. Whenever possible, LEAs will extend appropriate staff development and parent/guardian training opportunities to member districts within the SELPA. LEAs operating regionalized Provider Programs will ensure program staff receive appropriate professional development.

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

Reference Number:

Local Plan Section B

Document Title:

Tahoe Alpine SELPA Local Plan

Document Location:

1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150

Description:

*Direct Instructional support provided by the program specialists:* SELPA program specialist(s) work under the direction of the SELPA Administrator to support a coordinated system of curriculum development and alignment with the core curriculum. Program specialists may provide direct training, attend state and regional professional development opportunities, and support the implementation of curriculum across the SELPA, as requested. Program specialists working within Provider Programs support the coordination of curriculum development and alignment with the core curriculum.

*Role of the RLA/AU:* N/A

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

*Role of the Individual LEAs:* LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs. Districts operating provider programs are responsible for ensuring curriculum development and alignment with the core curriculum.

Section B: Governance and Administration

SELPA

Fiscal Year

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

Reference Number:

Document Title:

Document Location:

Description:

*Direct Instructional support provided by the program specialists:* SELPA program specialist(s) work under the direction of the SELPA Administrator to support LEAs in activities related to performance, compliance, and accountability. LEA program specialists work collaboratively with the SELPA to address performance, compliance, and accountability issues.

*Role of the RLA/AU:* The AU will receive and maintain accountability for fiscal and accounting records in accordance with federal and state requirements and will submit reports to appropriate authorities, including support of the submission of SELPA fiscal accountability reports (e.g., Maintenance of Effort).

*Role of the Administrator of the SELPA:*  
The SELPA Administrator is actively involved in compliance and performance of member LEAs within the SELPA. will:

1. Review Annual Performance Reports, California School Dashboard, Local Control Accountability Plans, and other data sources with LEA administrators.
2. Provide technical assistance and support/consultation to member LEAs with Annual Performance Reports, California School Dashboard, Local Control Accountability Plans, and other data sources.
3. Review Annual Budget Plan with Superintendents, CAC and other interested parents, community or educational groups
4. Review Annual Service Plan by Superintendents, CAC and other interested parents, community or educational groups
5. Review of the funding Allocation Plan by the Superintendents to ensure appropriate distribution of funds.

*Role of the Individual LEAs.* Individual LEAs review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE, with the support of the SELPA as requested. LEAs will review and address performance, compliance, and accountability issues in a timely manner.

7. Coordinated system of data collection and management:

Section B: Governance and Administration

SELPA

Fiscal Year

Reference Number:

Document Title:

Document Location:

Description:

*Direct Instructional support provided by the program specialists:* SELPA program specialist(s) and operational staff work under the direction of the SELPA Administrator to support a coordinated system of data collection and management. LEA program specialists work collaboratively with the SELPA to ensure a coordinated system of data collection and management.

*Role of the RLA/AU:* N/A

*Role of the Administrator of the SELPA:* The SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission and any other required reports of each member LEA, as required by the California Department of Education. The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA. The SELPA establishes and maintains the Special Education Data System (i.e. SEIS) for all LEA members to access and use for reporting purposes.

*Role of the Individual LEAs:* The LEAs are responsible for data entry, quality and integrity. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission and any other required reports, as required by the California Department of Education. LEAs members are required to use the Special Education Data System (i.e. SEIS) established by the SELPA.

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support the coordination of interagency agreements. LEA program specialists, including those solely in Provider Programs, will work collaboratively with the SELPA to support the coordination of interagency agreements.

Section B: Governance and Administration

SELPA Tahoe Alpine

Fiscal Year 2021-22

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 the AU’s governing board in the interest of the member districts of the SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed. Interagency agreements necessary to support the implementation of the local plan, and as required by legal mandates, have been developed with the following agencies:

1. California Children’s Services.
2. Alta California Regional Center.
3. Administrative Unit ("AU") Agreement - All participating LEAs

Other interagency agreements will be developed as needed. Copies of these documents can be requested through the SELPA office. All interagency agreements entered into by the SELPA shall be incorporated into this local plan as though fully set forth herein.

Role of the Individual LEAs: Through their Superintendent’s participation in the Executive Cabinet and/or at the direction of the SELPA, LEAs will approve and implement interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Reference Number: Local Plan Section B

Document Title: Tahoe Alpine SELPA Local Plan

Document Location: 1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150

Description:

*Direct Instructional support provided by the program specialist:* The SELPA program specialist(s) work under the direction of the SELPA Administrator to support LEAs in ensuring students have a full educational opportunity when residing in medical facilities. LEA program specialists work collaboratively with the SELPA and other member districts to ensure a full educational opportunity for students residing in medical facilities.

*Role of the RLA/AU:* N/A

*Role of the Administrator of the SELPA:* The SELPA will facilitate the coordination of Special Education and Related Services by the designated LEAs.

Section B: Governance and Administration

SELPA

Fiscal Year

*Role of the Individual LEAs:* Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the local educational agency 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: *Direct Instructional support provided by the program specialist:* The SELPA program specialist(s) and LEA program specialists work collaboratively to ensure students have a full educational opportunity regardless of the district of special education accountability.

*Role of the RLA/AU:* N/A

*Role of the Administrator of the SELPA:* The SELPA will facilitate the coordination of these services by the designated LEAs.

*Role of the individual LEAs:* Special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the district in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

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

Reference Number:

Document Title:

Document Location:

*Direct Instructional support provided by the program specialists:* SELPA program specialist(s) work under the direction of the SELPA Administrator to support the transmission of required SELPA reports. LEA program specialists will work collaboratively with the SELPA to support the completion of required reports.

*Role of the RLA/AU:* The AU is responsible, in conjunction with and under the

Section B: Governance and Administration

SELPA Tahoe Alpine

Fiscal Year 2021-22

Description: 

direction of the SELPA, for completion of required accountability and fiscal reports on behalf of the SELPA.

*Role of the Administrator of the SELPA:* The SELPA Administrator will ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports.

*Role of the individual LEAs:* Individual LEAs will submit required data and work collaboratively in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Reference Number: Local Plan Section B

Document Title: Tahoe Alpine SELPA Local Plan

Document Location: 1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150

Description: 

*Direct Instructional support provided by the program specialists:* SELPA program specialist(s) work under the direction of the SELPA Administrator to provide support to the CAC. LEA program specialists will work collaboratively with the SELPA and CAC to support CAC activities, including but not limited to: parent training, disability awareness, special events, community outreaches, and presentations at CAC meetings.

*Role of the RLA/AU:* The AU maintains accountability for fiscal and accounting records, including the CAC allotted budget, in accordance with federal and state requirements.

*Role of the Administrator of the SELPA:* The SELPA Administrator will provide fiscal and logistical support to CAC meetings, events, and trainings as appropriate. The SELPA will monitor the status of the CAC Budget and make annual recommendations to the Executive Leadership Council as appropriate. The SELPA Administrator will support identified parent training topics through securing presenters in collaboration with the CAC.

*Role of the individual LEAs:* The LEAs, through their Superintendent’s participation on the Executive Leadership Council, will ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. LEA Directors shall facilitate communication between their CAC representative and their LEA and support CAC events and trainings as requested and appropriate.

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



Section B: Governance and Administration

SELPA

Fiscal Year

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

*Direct Instructional support provided by the program specialist:* SELPA program specialist(s) work under the direction of the SELPA Administrator, support staff development, program development, and evidenced-based practices related to career and vocational/transition services. LEA program specialists

Section B: Governance and Administration

SELPA Tahoe Alpine

Fiscal Year 2021-22

Description:

work collaboratively to ensure coordination of career/vocational education and transition services.

*Role of the RLA/AU:* N/A

*Role of the Administrator of the SELPA:* The SELPA Administrator will provide technical assistance and staff development as needed. The SELPA Administrator will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate, including technical assistance with state and federal grants that support career and vocational education and transition services (e.g., Workability grants).

*Role of the individual LEAs:* Each LEA will provide appropriate career and vocational education and transition services as required under state and federal law, including providing required elements of state and federal grants as appropriate. LEAs will also coordinate with local agencies (e.g., Regional Center and Department of Rehabilitation).

15. Assurance of full educational opportunity:

Reference Number: Local Plan Section B

Document Title: Tahoe Alpine SELPA Local Plan

Document Location: 1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150

Description:

*Direct Instructional support provided by the program specialists:* SELPA program specialist(s) work under the direction of the SELPA Administrator to support full educational opportunity, including a full continuum of placement and service options. LEA program specialists support full educational opportunity through the support of the Provider Programs and ensuring a full continuum of placement and services options is available for all students residing within the SELPA boundaries.

*Role of the RLA/AU:* N/A

*Role of the Administrator of the SELPA:* Through approval of the Annual Services Plan, the SELPA Administrator will ensure that the full continuum of services is provided, including the coordination of the SELPA’s Provider Programs. The SELPA will assist with Inter-SELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined to be needed by the SELPA to LEAs and/or nonpublic schools.

Section B: Governance and Administration

SELPA

Fiscal Year

*Role of the individual LEAs:* Each LEA, through the Superintendent’s participation on the Superintendents’ Council, will determine the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services. LEAs operating Provider Programs supporting the SELPA’s full continuum of placement and service options.

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

Reference Number:

Document Title:

Document Location:

Description: *Direct Instructional support provided by the program specialist:* N/A.  
*Role of the RLA/AU:* The AU and SELPA will work collaboratively on the reporting and accounting of special education funding and distributes funds to districts based on the SELPA allocation model.  
*Role of the Administrator of the SELPA:* The SELPA Administrator will facilitate the distribution of funds in accordance with the funding allocation plan approved by the Superintendents’ Council. The SELPA Administrator will also facilitate the Annual Budget Plan.  
*Role of the individual LEAs:* Each LEA, through the Superintendent’s participation on the Superintendents’ Council, determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will also submit required fiscal reports as required by state and federal laws.

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

Reference Number:

Document Title:

Document Location:

*Direct Instructional support provided by the program specialist:* Under the direction of the SELPA Administrator, direct instructional program support that may be provided by SELPA program specialist(s) shall include, but are not

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

limited to:

- Conduct observations consult with and assist special and general education staff, administrators, and parents regarding appropriate placement and services for students.
- Participate in program development, including the development and support of regionalized programs.
- Coordinate curricular resources and take leadership in ensuring the use of appropriate instructional methods, strategies, interventions and resources.
- Facilitate the development and implementation of staff development and parent education activities.

*Role of the RLA/AU:* N/A

*Role of the Administrator of the SELPA:* The SELPA administrator supervises and evaluates designated SELPA program specialist(s) and provides training and guidance to the program specialist(s) as needed

*Role of the individual LEAs:* LEAs, including LEA program specialists, are responsible to provide direct instructional support to programs in order to ensure students have access to a full continuum of Special Education and Related Services.

**Special Education Local Plan Area Services**

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

Reference Number:

Document Title:

Document Location:

Designated LEAs in the Tahoe Alpine SELPA provides Early Start services on a regional basis. The designated district is Lake Tahoe Unified School District. This district serves all solely low incidence (visual impairments, hearing impairments, and orthopedic impairments) identified infants with funding through federal resources and funding from the district of residence. Additionally, some infants residing in the SELPA may be "dually served" with Regional Center through a Memorandum of Understanding with Alta California Regional Center. The Regional Center remains payer of last resort for those children who are "dually served."

Necessary Early Start services are provided in the natural environment, to include home, group and community settings. School districts are responsible for

Section B: Governance and Administration

SELPA Tahoe Alpine

Fiscal Year 2021-22

Description:

needed transportation to special education and related services noted on the IFSP. For solely low incidence children, the designated school district provides service coordination, special education and related services.

The Tahoe Alpine SELPA is committed to providing all of the procedural safeguards to families of infants and toddlers with disabilities as mandated by state and federal law. Parent rights are given to all families upon initial IFSP meeting.

For children with an intake at the Regional Center prior to 2 years, 10.5 months old, the school districts in the Tahoe Alpine SELPA are committed to working with the Regional Center to assure the completion of an IEP by the child's third birthday.

Referrals for students ages 3, 4, and 5 who are not in kindergarten are made to the child's school district of residence. 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 to Parent of Action 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 district.

Preschool special education services are provided to students with IEPs in a variety of ways according to district procedures. Some districts offer individual and small group instruction in special education class settings. Trans-disciplinary teams share their expertise, working with parents, in addressing the needs of children. Districts may collaborate with other districts within the SELPA, in neighboring SELPAs, or the county office of education to offer special education preschool classes. Some 3, 4 and 5 year olds with disabilities are 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 special education eligible 3, 4, and 5 year olds do not require individual and small group instruction to address their special education needs. These children may receive speech/language services and any other necessary related services in community settings or at the local school site.

Transportation will be provided if necessary for the child to access special education services.

All children who received special education preschool services will be reevaluated before entering kindergarten to determine whether or not they are a child with a disability requiring ongoing special education services

Section B: Governance and Administration

SELPA

Fiscal Year

See *Memorandum of Understanding between Tahoe Alpine SELPA and Alta California Regional Center* in the *Exhibits* section related to services for children aged birth to three years. For a listing of programs for early childhood special education programs and services for children aged three through five years of age, see the *Annual Service Plan*. The documents referenced in this paragraph are incorporated by such reference in their entirety.

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="Local Plan Section B"/>
Document Title:	<input type="text" value="Tahoe Alpine SELPA Local Plan"/>
Document Location:	<input type="text" value="1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150"/>
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 of each LEA, the LEA Special Education Director, The SELPA Director, 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="Local Plan Section B"/>
Document Title:	<input type="text" value="Tahoe Alpine SELPA Local Plan"/>
Document Location:	<input type="text" value="1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150"/>
Description:	<input type="text" value="In the event of a disagreement between LEAs, LEAs and the AU, LEAs and/or the AU and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the local plan, the dispute resolution process included in the Tahoe Alpine SELPA Procedural Handbook will be followed. This procedure is intended to resolve disagreements in a mutually satisfactory manner and at the lowest level possible in the governance structure outlined in the Local Plan without undermining local authority. The Tahoe Alpine SELPA Procedural Handbook is incorporated by this reference in its entirety."/>

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

Section B: Governance and Administration

SELPA

Fiscal Year

considered and, where appropriate, utilized:

Reference Number:	Local Plan Section B
Document Title:	Tahoe Alpine SELPA Local Plan
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150
Description:	Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, student success teams, early literacy programs, and remedial programs.

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:	Local Plan Section B
Document Title:	Tahoe Alpine SELPA Local Plan
Document Location:	1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150
Description:	<p>Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The LEA representative shall also review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.</p> <p>Each LEA shall ensure the Evaluation of the educational progress of each pupil placed in a nonpublic, nonsectarian school, including all state assessments required.</p> <p>Each LEA shall, at least annually, consider whether or not the needs of the pupil continue to be best met at the nonpublic, nonsectarian school and whether changes to the individualized education program of the pupil are necessary, including whether the pupil may be transitioned to a public school setting.</p>

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:

Section B: Governance and Administration

SELPA Tahoe Alpine

Fiscal Year 2021-22

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: Local Plan Section B

Document Title: Tahoe Alpine SELPA Local Plan

Document Location: 1021 Al Tahoe Blvd. South Lake Tahoe, CA 96150

Description: 

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)

The LEAs of the SELPA shall:

1. Seek out eligible adults residing within its boundaries
2. Review and revise IEPs as necessary, including conducting annual reviews
3. Determine whether the qualified individual wishes to receive FAPE and if so ensure FAPE is provided with consent.

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

- Eligible individuals are exempt from
  - State and LEA-wide assessment programs
  - Transition Planning and transition services
  - IEP team may modify the individual' IEP or placement notwithstanding the



Section B: Governance and Administration

SELPA

Fiscal Year