

Local Plan for Special Education

Presentation to the Community Advisory Committee

September 14, 2018

What is a SELPA Local Plan?

- In 1977 all school districts and county school offices were mandated to form consortiums in geographical regions of sufficient size and scope to provide for all special education service needs of children residing within the region boundaries.
- Each region, Special Education Local Plan Area (SELPA), developed a local plan describing how it would provide special education services.
- There are single district SELPAs and multi-district SELPAs



LAUSD is a Single District SELPA

- A single district SELPA is of sufficient size and scope to provide all of the special education services within the district's geographical boundaries.
- Other single district SELPAs include:
 - Long Beach, Pomona, Pasadena, San Francisco, Oakland, San Diego
- The SELPA Director works within the District

Multi-District SELPA

- A multi-district SELPA is a consortium of small school districts that form together to provide special education services to the students within their geographical boundaries.
- Examples of multi-district SELPAs are:
 - Foothill SELPA which consists of Burbank, La Canada, and Glendale
 - Antelope Valley SELPA which consists of 10 smaller school districts





The Local Plan

The Local Plan is a document developed by the SELPA that describes how the District(s) will provide special education services.

It must be revised when there are substantial changes needed to comply with state and or federal laws or regulations affecting special education or when there is a governance change within the SELPA.

Highlights of California Education Code Requirements

56195.9 – The plan for special education shall be developed and updated cooperatively by a committee of representatives of special and regular teachers and administrators selected by the groups they represent and with participation by parent members of the community advisory committee, or parents selected by the community advisory committee, to ensure adequate and effective participation and communication.

Highlights of California Education Code Requirements

56205 (b) (6) – Verification that the plan has been reviewed by the community advisory committee and that the committee had at least 30 days to conduct this review prior to submission of the plan to the Superintendent.

Revision of Local Plan

- A Local Plan Revision Advisory Committee was formed and participated in a series of meetings to review and give input to proposed changes in the SELPA Local Plan.
- Representatives included parent representatives from CAC, members of Associated Administrators of Los Angeles, United Teachers of Los Angeles, as well as staff from the Division of Special Education.

Certification and Submission Procedures

- Following the required review period, the CAC Chairperson submitted a signed Certification of Participation, Compatibility, and Compliance Assurances form on May 21, 2018.
- LAUSD's revised Local Plan was approved by the Board of Education on June 12, 2018.

Certifications and Submission Procedures

- The LAUSD Superintendent signed the Local Plan Certification of Participation, Compatibility, and Compliance Assurances form in July 2018. This form is now being submitted to the Los Angeles County Office of Education Superintendent for signature.
- Upon receipt of signature from the LACOE Superintendent, the LAUSD 2018 Local Plan will be submitted to the California Department of Education.

SECTIONS I - IV OF THE SELPA LOCAL PLAN and Appendices



Assurances

A statement or indication that inspires confidence; a guarantee or pledge.



Definition

Local Plan – LEA

1. FAPE
2. Full Educational Opportunities
3. Child Find
4. IEP/IFSP
5. LRE
6. Procedural Safeguards
7. Evaluation
8. Confidentiality
9. Part C, Transition
10. Private Schools
11. Local Compliance Assurances
12. Interagency Agreement
13. Governance
14. Personnel Qualifications
15. Performance Goals and Indicators



- 16. Participation in Assessments**
- 17. Supplementation of State/Federal Funds**
- 18. Maintenance of Effort**
- 19. Public Participation**
- 20. Rule of Construction (N/A)**
- 21. State Advisory Panel**
- 22. Suspension/Expulsion**
- 23. Access to Instructional Materials**
- 24. Over-identification and Disproportionality**
- 25. Prohibition on Mandatory Medicine**
- 26. Distribution of Funds**
- 27. Data**
- 28. Charter Schools**



Additional Elements of the Local Plan

- Methods by which members of the public may address questions or concerns to the governing body or individual
- Verification that the plan has been reviewed by the CAC membership
- Description of programs for early childhood special education from 0-5 years of age



SECTIONS V – XIV OF THE SELPA LOCAL PLAN



Governance and Administration

Governance Structure

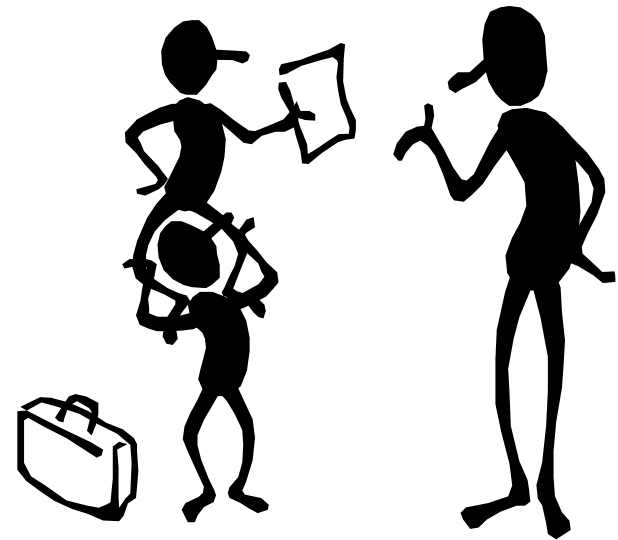
- Responsibilities of the Board of Education Superintendent, and Associate Superintendent in relation to special education

Development of the LOCAL PLAN

- SELPA Advisory Committee
 - Parent representatives from CAC
 - Chairperson of CAC
 - Teacher and Administrator representatives
 - District personnel selected by the Associate Superintendent of the Division of Special Education

Regionalized Services

- A description of a full continuum of programs and services
- Related services
- Transition services
- Provision of classroom assistants
- ESY
- Community involvement
- Partnerships with Institutes for Higher Education
- Coordinated systems of curriculum, instructions, internal review, services to targeted populations, staff development, parent education, transportation
- Program Specialist Services



Community Advisory Committee

- How the CAC is appointed
- Composition of the CAC membership
- Responsibilities of the CAC



Public Participation

- Board of Education Meetings
- CAC meetings
- Public hearings for annual service and budget plans
- Local School Site
- Special Education staff (central and local)
- Education Equity Compliance Office
- Complaint Response Unit (CRU)
- Universal Complaint Procedures



Early Childhood Education

Program Operations

- Program enrollment processes and priorities
- Program services and options
- Service delivery procedures and interagency agreements with regional centers
- Evaluation and assessment
- Individualized Family Service Plans (IFSP)
- Provision of Early Intervention services
- Specialized services to infants and toddlers with Low Incidence Disabilities
- Service Coordination
- Transition at age three
- Dispute resolution



Preschool

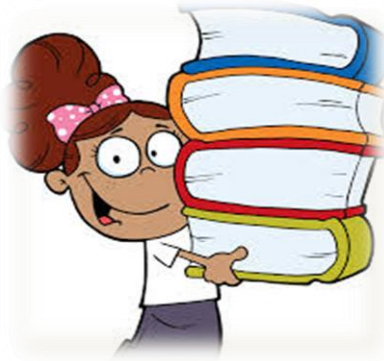
- Child Find
- Referral and Identification Procedures
- Assessment process
- IEP
- Transition from preschool to Kindergarten
- Programs and service options
(Description of each program/service)



Charter School

- Describes the framework for how charter schools can work within the context of the single SELPA District
- Charters must have a Memorandum of Understanding between LAUSD and the charter regarding the provision of and funding for special education *or*
- Legal verification of membership in another SELPA with agreement to adhere to MCD requirements





Literacy

Goals

- To increase participation of student with disabilities in statewide assessments, increase percentage of student with disabilities who are literate, and to assure that students with disabilities attain higher standards in reading

Staff Development

- Information about current literacy and learning research, understanding role and use of assessment, implementing state adopted standards and research-based instructional strategies

Incarcerated 18-22 years old

Identification and Notification

- Upon incarceration process of identification
- Upon District receiving notification from Los Angeles County Sheriff's Department or California Department of Education (CDE)
- Status Confirmation and Service provision



Behavior Intervention

- Positive Behavior Intervention
- Behavior Emergency Intervention
- Training Requirements
- Reporting Requirements and Data Collection



Psychological Services –

Educationally Related Intensive Counseling Services (ERICS)

- A special education assessment will be conducted by a credentialed LAUSD school psychologist when a student's counseling needs, in relation to behavior and emotional support, are greater in terms of frequency, duration and/or intensity. These needs are manifested in the school, home and community settings and affect the student's ability to access their educational program.