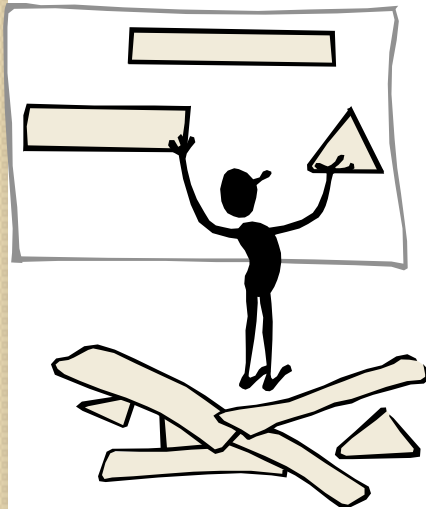


Local Plan Revision: *The Big Picture*



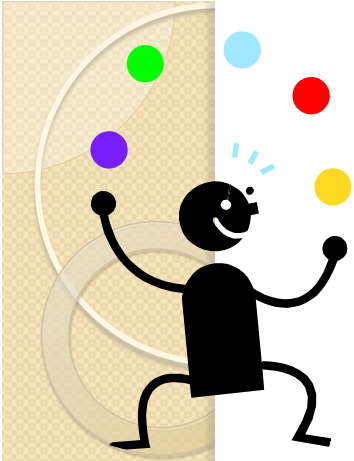
**Community Advisory Committee
OVERVIEW Meeting**

What is a 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 multi-district SELPAs and single district SELPAs



Definition

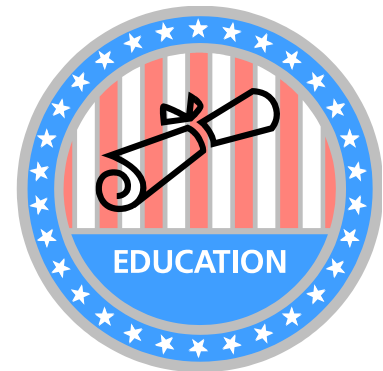


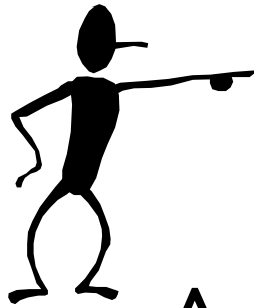
Multi-District SELPA

- 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

Multi-District SELPA (cont.)

Each SELPA has a SELPA Director that works with the districts' superintendents, special education directors, and provides administrative oversight which includes funding and California Department of Education (CDE) requirements.





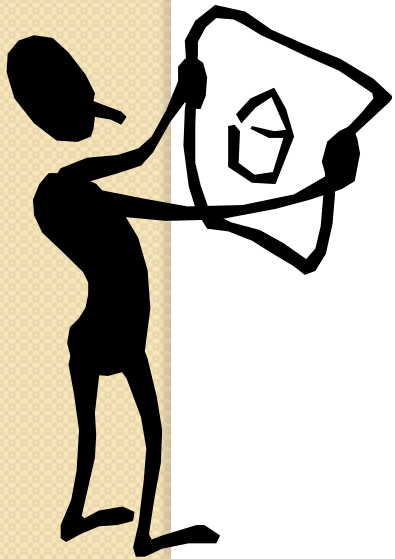
Single District SELPA

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

The Local Plan

The Local Plan is a document that describes how the District will provide special education services.

The last revision of LAUSD's Local Plan occurred in 2012.



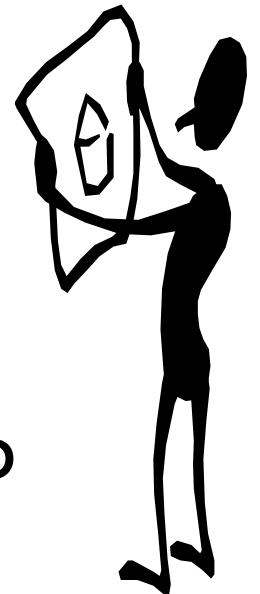
Elements of the Local Plan

- Description of programs for early childhood special education from 0-5 years of age
- Methods by which members of the public may address questions or concerns to the governing body or individual
- Description of the dispute resolution process



Elements of the Local Plan (cont.)

- Description of the process to oversee and evaluate placements in nonpublic schools
- Description of how specialized equipment and services will be distributed
- Verification that the plan has been reviewed by the CAC membership



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. Reading Literacy (State Board Requirement 2/99)**
- 29. Charter Schools**



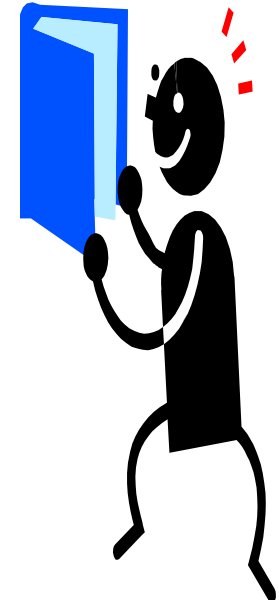
Assurances that:

- Special education will be provided only **after** the general education resources have been considered and utilized
- There is a procedure to be used for making revisions or amendments to the plan



Assurances (cont.):

- All students who require special education will participate in the California Reading Initiative
- Special education instructional personnel will participate in staff development and in-service opportunities in the area of literacy
- Students with disabilities will have full access to all required core curriculum including texts, instructional materials and supports



SECTIONS OF THE LOCAL PLAN





Governance and Administration

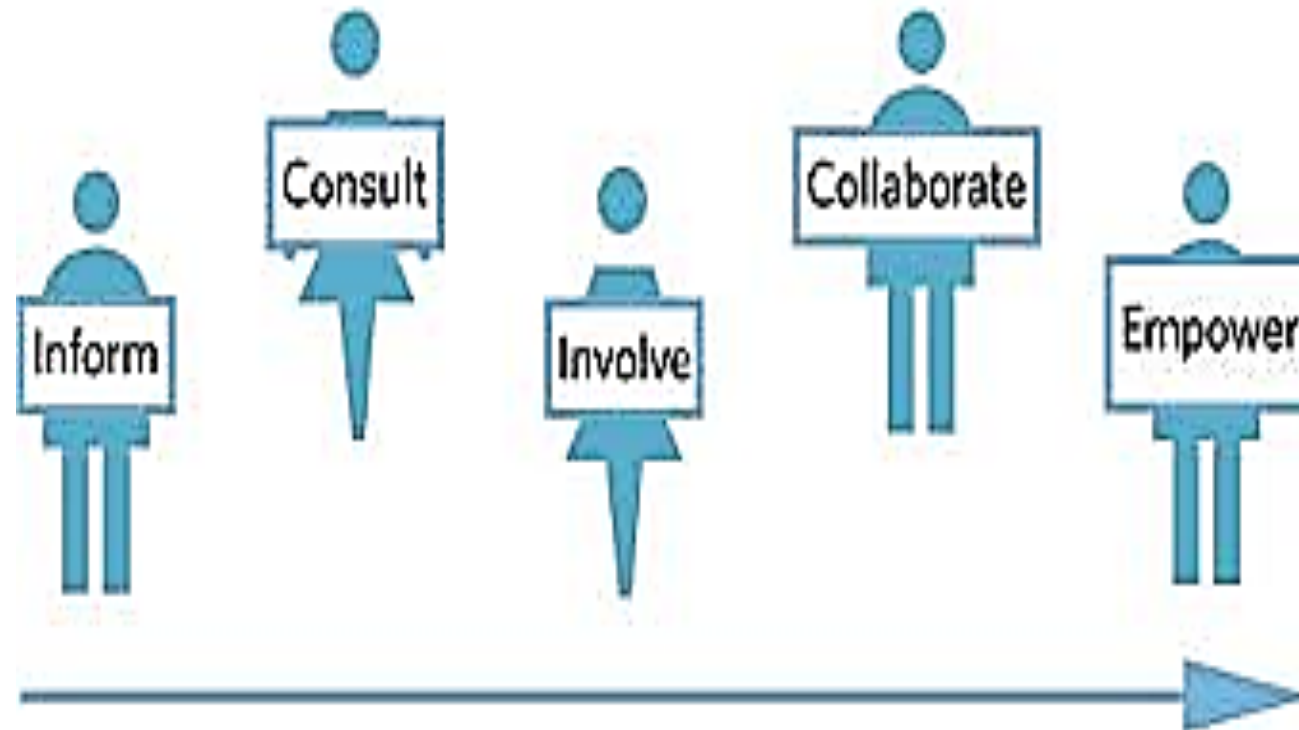
Governance Structure

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

Development of the LOCAL PLAN

- SELPA Advisory Committee
- Parent representatives
- Chairperson of CAC
- Teacher representatives
- District personnel selected by the Executive Director

Role of the Community Advisory Committee



- **Advise** regarding development, amendment and review of the Local Plan including annual service and budget plans
- **Make recommendations** on annual priorities to be addressed by Local Plan
- **Provide ongoing input** on special education services, accountability, outcomes and fiscal allocation of resources in accordance with federal and state education codes and regulations
- **Inform and advise** SELPA staff regarding community conditions, issues, aspirations and goals for children with disabilities

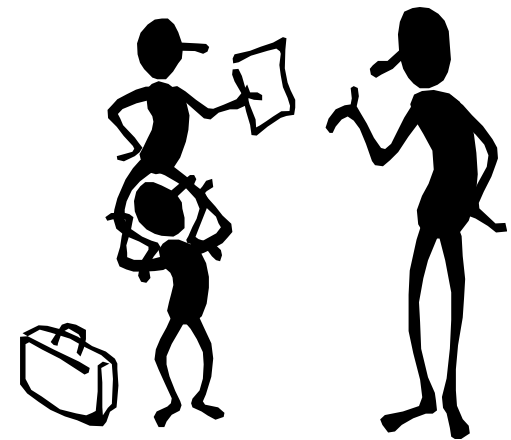


- Assist in parent education and recruiting parents, volunteers and agencies
- Assist in parent awareness of regular school attendance
- Support activities on behalf of children with disabilities and their families
- Facilitate communication between the District, school, parents and community



Regionalized Services

- A description of a full continuum of programs and services
- Related services
- Transitions 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



Public Participation



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

Early Childhood Special 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



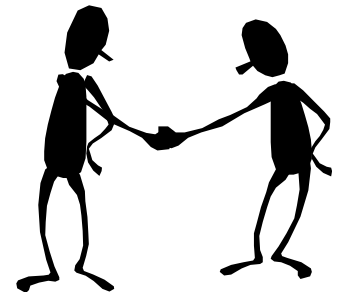
Preschool

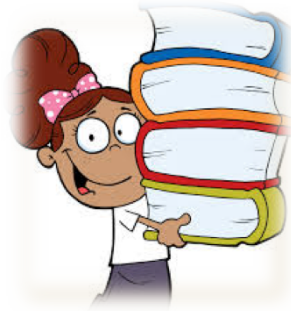
- Child Find
- Referral and Identification Procedures
- Assessment process
- IEP
- Transition from preschool to Kindergarten
- Programs and service options
(Description of each program/service)



Charter School

- Describes the charter school policy which established a framework for how charter schools can work within the context of the single SELPA District
- Prior to Board approval, charters must have a Memorandum of Understanding between LAUSD and the charter regarding funding of special education services consistent with the requirements of LAUSD SELPA Local Plan for Special Education *or*
- Legal verification of membership in another state approved 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

Background

CDE Directive



Identification and Notification

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

Behavior Support

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



Required Certifications

- **Certification of Participation** (Section II)
- **Community Advisory Committee Certification** (Section III)
- **Elements of the Local Plan** (Section IV)
- **LEA Board Certification** (Section V)



What is CAC's role in revision of the Local Plan?

- The CAC acts in an advisory capacity to the Special Education Local Plan Area (SELPA) and involves the community in actively participating in the development, amendment, and review of the LAUSD SELPA's Local Plan for Special Education
- Assisting in parent education and in recruiting parents, volunteers and agencies who may contribute to the implementation of the Local Plan
- Encouraging community awareness and involvement in the development and review of the Local Plan

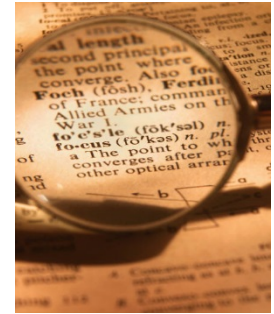


Possible CAC Activities

- Establish time in the agenda for a Local Plan review, and make recommendations to ensure currency and that the Plan meets the needs of the Special Education community
- Facilitate organization and recruitment of committee members (parents, community members, and district staff) assigned to review the plan
- Invite key district staff to CAC meetings to discuss all parts of the Local Plan to provide a more complete understanding of the entire Special Education system
- Establish annual goals relative to implementation of the Local Plan.



Current Revision Focus and Proposed Changes



1. Align District reorganization of Education Service Centers (ESCs) and Special Service Centers to Local Districts (LDs) and Education Service Centers (SESCs) and the number of local superintendents (**Sections V and VI**)
2. Update **Section VII – Community Advisory Committee (CAC)** to align with language found in Education Code §56190-56194.
3. Align public participation organizations with current organizations - i.e. removal of SEMAC (**Public Participation - Section VIII**)

Proposed revisions needed:

4. Update **Early Childhood Special Education Program - Section IX**
5. Update **Literacy – Section XI**
6. Align behavior intervention with Federal requirements (**Behavior Support - Section XIII**)
7. Align psychological services with changes in the law [**Psychological Services / Educationally Related Intensive Counseling Services (ERICs) – Section XIV**]



The Approval Process

Local Plan revisions will be submitted for approval to:



Board of Education



Los Angeles County Board of
Education (LACOE)



California State Department of
Education



Questions?

