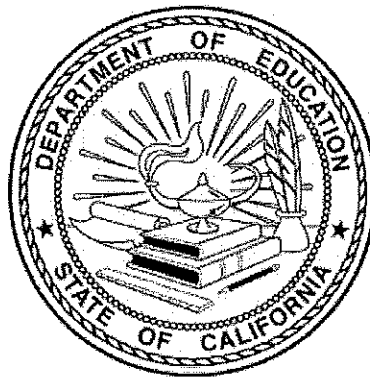


LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

SELPA Long Beach Unified School District

Fiscal Year 2021-22

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:

Pursuant to EC §56195, Long Beach Unified School District (LBUSD) meets size and scope requirements to operate as a single district Special Education local plan area (SELPA). The LBUSD SELPA serves students residing in Long Beach, Lakewood, Signal Hill, and Avalon. In December 2020, the total student population of Long Beach Unified School District was 69,413 with 9,642 students receiving Special Education services.

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 LBUSD Board of Education elects to operate as a single district SELPA, and as such, it is the governing body of this Plan, and is solely responsible for the development and adoption of policies governing this Local Plan for Special Education.

Pursuant to EC 56195.3(c)(d), the SELPA shall submit the local plan to the Los Angeles County of Education (LACOE), and shall cooperate with LACOE to ensure that the Local Plan is compatible with other local plans in the county and any county plan of a contiguous county.

The LBUSD Board of Education has authority over the programs it directly maintains (EC Section 56195.5).

Responsibilities of the Local Governing Board

The SELPA is governed by the Board of Education of the Long Beach Unified School District. The Board is comprised of five voting members.

The Governing Board is responsible for the Special Education Programs operated within its jurisdiction. The Long Beach Unified School District/SELPA Board of Education shall:

- Coordinate and implement the Local Plan in accordance with approved polliand procedures
- Adopt an annual budget plan at a public hearing scheduled in compliance with all legal mandates. The plan provides an overview of the programs and services available within the

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- Adopt an annual service plan at a public hearing scheduled in compliance with all legal mandates. The plan will provide an overview of the programs and services available within the SELPA.
- Adopt SELPA policies, administrative regulations, procedures, resolutions and guidelines for the management and implementations of special education programs and services within the SELPA
- Approve SELPA budgets and expenditures (for regionalized services and mental health services).
- Direct that data be gathered, interpreted and reported regarding the implementation, administration and operation of the Local Plan
- Review data in order to monitor planned and actual accomplishments of special education program in the SELPA
- Recommend special education policy for adoption by the Board of Education
- Revise and approve amendments to the local plan and the SELPA annual service and budget plans
- Approving the SELPA operating budget
- Exercise authority over, assume responsibility for, and be fiscally accountable for Special Education programs operated by the SELPA
- Review and approve revisions of the SELPA Local Plan for Special Education
- By approving the Local Plan, as applicable, enter into an agreement with other agencies participating in the Plan, for the purpose of delivery of regional services and programs
- Participate in the governance of the SELPA through its designated representative, the Assistant Superintendent, Office of School Support Services
- Approve all policies related to Special Education necessary to implement Education Code (EC) Part 30, Sections 56000 through 56885, Special Education programs, et al., and EC selection provisions not included in Part 30 and governing specific areas of Special Education

All Governing Board members have one vote and decisions will be made by a majority vote except in circumstances where state or federal mandates require a unanimous vote.

Superintendent of Schools

The District Superintendent is the District's chief executive and is responsible for coordinating District special education programs and services. As such, the Superintendent is responsible for:

- Recommending to the Governing Board the approval of the Local Plan for Special Education
- Recommending to the Governing Board adoption of District/SELPA policies pertaining to special education
- Recommending adoption by the Governing Board of the Annual Service and Budget Plans as well as the staffing plan for special education services as part of the District/SELPA's total budget
- Reporting to the Governing Board progress toward Board objectives related to special

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- Providing technical support for the Management Information System (MIS) necessary to comply with the requirements of the State Department of Education
- Hiring, supervision, evaluation, and discipline of the administrator of the Special Education Local Plan

Assistant Superintendent, Office of School Support Services

The Assistant Superintendent, Office of School Support Services is responsible for the coordination of special education services and programs within LBUSD. She/he serves on behalf of the District's Board of Education and Superintendent of Schools and is given authority for the development and implementation of practices and procedures for day to day operations. The Assistant Superintendent, Office of School Support Services is also responsible for implementation of the Local Plan.

Implementation of the Local Plan includes, but is not limited to the following services and operations:

- Coordination of a system of Identification and assessment
- Coordination of a system of procedural safeguards
- Coordination of a system of staff development and parent education
- Coordination of a system of curriculum development and alignment with the core curriculum
- Coordination of a system of data collection and management
- Coordination of interagency agreements
- Coordination of services to medical facilities
- Coordination of services to licensed children's facilities and foster family homes
- Coordination of services to the incarcerated youth
- Coordination of transportation services for students with disabilities
- Coordination of career and vocational transition services
- Assurance of full educational opportunity
- Collaboration with the business office regarding fiscal administration and the allocation of state and federal funds
- Coordination of a system of internal program review
- Coordination of communication and collaboration between the Governing Board and the Community Advisory Committee (CAC)
- Provide recommendations to the Board of Education for membership for the CAC
- Assist as a liaison to various community agencies such as County Mental Health, Department of Human Services, the Harbor Regional Center, California Children's Services, and the Probation Department
- Negotiate rates with nonpublic schools and agencies

Director of Special Education

The Director of Special Education serves under the direction of the Assistant Superintendent,

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Office of School Support Services. She/he shall be responsible for providing overall coordination and implementation of the Local Plan. Additionally, the Director will implement the regionalized services of the SELPA, including:

- Administer staff development programs
- Supervise data collection information management and reporting
- Coordinate curriculum and program development
- Coordinate on-going monitoring of Local Plan implementation through program review
- Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of Special Education law and regulations as well as programs and appropriate interventions available throughout the SELPA
- Hire, assign, supervise and evaluate Special Education staff, as needed
- Designate appropriate personnel to participate in IEP team meetings for students
- Designate appropriate personnel to represent the District in due process and complaint procedures
- Provide leadership for District Special Education staff
- Provide for periodic program monitoring to assure compliance with State and Federal laws and regulations and on-going monitoring of quality indicators
- Implement procedural safeguards and complaints policies and procedures
- Assist in the identification of Special Education program and service needs
- Assist in the development and coordinate the implementation of agreements and contracts with other agencies
- Negotiate rates with nonpublic schools and agencies

SELPA Director

The Governing Board is responsible for the recruitment of the SELPA Director. The selection of a candidate for the position of SELPA Director shall be the responsibility of the Superintendent and the Assistant Superintendent of School Support Services. The Assistant Superintendent conducts the evaluation of the SELPA Director. The SELPA Director assures equal access to all programs and services in the SELPA and provides advice to members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, on the availability of established due process and legal service options and procedures. In cooperation with the State Department of Education, the SELPA Director provides information to ensure that all special education students receive due process of law. Responsibilities of the SELPA Director E. C. 56205 (D) (ii): Under the direction of the Superintendent and the Governing Board, the SELPA Director responsibilities shall include, but are not limited to:

- Coordinating the implementation of all components of the local plan
- Preparing and implementing annual budget and service plans
- Developing, implementing, supervising, and evaluating special education services
- Overseeing the recruitment, supervision, and evaluation of SELPA staff; • Developing and implementing policies, procedures, and local agreements that will ensure that all students are provided with a free and appropriate public education

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- Developing and maintaining interagency agreements with Harbor Regional Center, California Children's Services, Head Start, and others as needed to ensure a full range of special education programs and services
- Ensuring appropriate use of federal, state, and local funds allocated for special education
- Preparing program and fiscal reports required by the District, SELPA, and State Department of Education
- Developing and implementing a plan for personnel development, including training of staff and parents
- Providing technical assistance and consultation to District staff in all areas of special education, including complaint and due process procedures
- Adopting and implementing a management information system
- Establishing and maintaining a positive relationship with all members of the SELPA
- Informing the Superintendent of the status of the special education programs
- Serving as an ex-officio member of the Community Advisory Committee

Director, Student Support Services

The Director of Student Support Services serves under the direction of the Assistant Superintendent, Office of School Support Services. His/her duties include:

- Assist as a liaison to various community agencies such as County Mental Health, Department of Human Services, and the California Children's Services
 - Supervise, and evaluate social workers funded through the general fund
 - Provide coordination, consultation, and staff development for school counselors, social workers, clerical staff and administrators
 - Assist with LBUSD staff development, program development and innovation of special methods and approaches
 - Oversight of the Student Placement Office including expulsions
 - Oversight of the Foster Youth and Homeless Youth Programs
- Management of mental health referrals and service recommendations

Special Education Administrators (SEAs)

The SEAs serve the Division of Special Education under the direction of the Assistant Superintendent of the Office of School Support Services and the Director of Special Education. The SEAs shall provide the following services:

- Assist site principals with the implementation of quality Special Education programs
- Observe, consult with, and assist Special Education teachers and support staff, in accordance with LBUSD procedures
- Assist with LBUSD staff development, program development and innovation of special methods and approaches
- Provide coordination, consultation and program development in one or more specialized areas of expertise
- Upon request, participate in and /or conduct IEP team meetings where technical assistance is

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needed

- Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of Special Education law and regulations as well as programs and appropriate interventions available throughout the SELPA
- Assist in developing trainings for parents and members of the Community Advisory Committee
- Provide in-service training and technical assistance for general and Special Education teachers, administrators, support staff and parents
- Assist with implementation of corrective actions
- Assist with ongoing program reviews
- Train and support staff in using Synergy SE (online IEPs)

Community Advisory Committee

The LBUSD SELPA has established a Community Advisory Committee (CAC) for Special Education. Applications for membership are submitted to the Assistant Superintendent, Office of School Support Services, for approval by the Board of Education. The majority of CAC voting members shall be parents. Other members may include:

- Regular education parents
- Disabled students and adults
- Regular and Special Education teachers
- Other school personnel
- Representatives of public and private agencies
- Any persons concerned with the needs of students with disabilities

The term of office shall be for a minimum of two years.

The Assistant Superintendent, Office of School Support Services will appoint a District representative liaison to the CAC. The responsibilities of the CAC shall include, but not be limited to:

- Advise in the development and review of the Local Plan. The CAC shall have thirty days to review the Local Plan prior to submission to the State Board of Education. EC§ 56205 (b)(6)
- Assist in parent and public education
- Act in a support role to individuals and parents of individuals with exceptional needs
- Assist in recruiting volunteers who may contribute to parent activities and training
- Develop and present an annual report to the Board of Education, including recommendations for the next school year

CAC procedures are outlined in the Community Advisory Committee By-Laws

Responsibilities of Participating Agencies

Participating agencies may enter into additional contractual agreements with LBUSD to meet

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the requirements of applicable federal and state law. Each participating agency agrees to carry out the duties and responsibilities stated in the memorandum of understanding (MOU).

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:

Because the District is a single-district SELPA, the Board is the sole policy making entity for the SELPA. Approval of the Local Plan, adoption of the budget and District policies and employment of SELPA personnel occur at regularly scheduled, public meetings of the governing board. The oversight and operations of the SELPA will be shared by the SELPA Director and administrators of the District. The SELPA Director shall provide regular reports to Assistant Superintendent and the Board relating to the operation of the SELPA. The SELPA shall include all school sites located within the District, and will serve all eligible individuals with exceptional needs residing within the boundaries of the District, or attending its programs under other authorization, ages birth through age twenty-two.

As a single-district SELPA, the District is designated as its own Administrative Unit (AU) for the SELPA. It shall be responsible for administrative functions including, but not limited to the following:

- Receipt and distribution of Special Education funds for the operation of Special Education programs and services
- Receipt and distribution of Special Education funds to accounts exclusively designated for SELPA use
- The employment of necessary staff to support SELPA functions

The Board is the governing body of the District and the SELPA. The members of the Board are elected public officials

The policy-making responsibilities of Board pertaining to the SELPA include, but are not limited to, the following:

- Approve the Local Plan
- Approve the annual budget and service plans
- Adopt District policies relating to Special Education
- Set priorities for the Local Plan
- Appoint members of the Community Advisory Committee
- Appoint members of the Program Committee
- Appoint members of the Budget Committee
- Ensure compliance with all elements of the local plan

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4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The LBUSD SELPA ensures that a full continuum of programs options is available and has determined that:

Program options, as appropriate to the student's needs, are available at local neighborhood schools. The majority of Special Education programs, to the maximum extent appropriate to the student's needs, are housed on regular school campuses and dispersed throughout the SELPA; When a scarcity of population or other factors prevent the LBUSD SELPA from directly providing a required service for its students, the service may be provided by the county office, a school in a nearby SELPA or by a provider outlined in the SELPA Service Plan. In determining the appropriate LRE placement for students with disabilities, the IEP team shall:

- Determine if the student can be serviced in a general education classroom setting at the student's neighborhood school with supplemental aids and services. The IEP shall specify any supplemental aids and services;
- Determine if the student can be serviced by the Special Education services provided at the student's neighborhood school campus. The IEP shall specify the extent to which the student will not be in the general education classroom setting and activities;
- Take steps to ensure that the proper placement of ethnically and culturally diverse students is not disproportionate

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

A request by a charter school to participate as a local educational agency in a SELPA will not be treated differently from a similar request made by a school district.

With respect to LBUSD charter school students, LBUSD will serve children with exceptional needs in the same manner as students in its other schools, and provide funding on the same basis and in the same time frame as its other schools.

The Governing Board believes that charter schools provide one opportunity to implement school-level reform and to support innovations which improve student learning. These schools shall operate under the provisions of their charters, federal laws, specified state laws, and general oversight of the Board.

The following policy applies to all charter school petitions granted by the State Board of Education (SBE) in which oversight responsibilities have been assigned to the LBUSD.

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Approval of a new charter school, or renewal of an existing charter school is the responsibility of the Governing Board of the District. The Governing Board of the District, or designee, ensures that the charter school responds to District and SELPA guidelines and timelines as they relate to special education. The Assistant Superintendent, Office of School Support Services, or designee, shall review all proposed charter petitions, including petitions for renewal, and advise the Governing Board on whether the petition contains reasonable assurances that all eligible students enrolled in the charter school will receive appropriate special education services in accordance with state and federal law and the SELPA Local Plan for Special Education.

All students enrolled in charter schools are entitled to special education services provided in a similar manner to students enrolled in other public schools. The charter schools will comply with all requirements of state and federal law regarding provision of special education services (EC 56000 et seq., Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 331] Americans with Disabilities Act). Charter schools within the SELPA shall not discriminate against any pupil in its admission criteria on the basis of disability.

Charter petitioners must delineate in their petition or in a memorandum of understanding (MOU), the entity responsible for providing special education instruction and services. This document must reference any anticipated sharing of deficits in funding. This document must affirm, in writing, that the district where the students reside, if different from the chartering entity, is not responsible for providing special services to students that are enrolled in the charter schools.

Per EC § 56146 LBUSD SELPA shall make funds available to serve the special education needs of students with disabilities enrolled in a member charter. Depending on student needs, the services may be provided at the charter or an LBUSD school.

Required Contents of Charter Petitions

Petitions must provide that no student otherwise eligible to enroll in the charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Each charter petition must also contain a reasonably comprehensive description of the charter school's educational program, as it relates to the provision of special education services, including but not limited to (a):

1. Specialized instruction and services available at the charter school.
2. Procedures for ensuring that students are referred, assessed, and served in a timely manner in compliance with all applicable state and federal laws.
3. Assurances that the facility used by the charter school does not present physical barriers that would limit an eligible student's full participation in the educational and

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extracurricular programs and that the school will comply with Section 504 of the Rehabilitation Act of 1973 (34 CFR 104) (hereinafter "Section 504").

4. Assurances that disenrollment, suspension and expulsion procedures comply with the protections of federal and state law afforded to students with special needs.
6. Dispute resolutions procedures that will apply to any disputes between educational entities, including the SELPA, regarding the provision of special education services in the charter school.

Charter schools that are deemed to be public schools within the chartering entity will participate in state and federal funding according to the allocations stated in the adopted MOU between the chartering entity and LBUSD. Pursuant to Part 26.8 (commencing with Section 47600) the chartering entity will be responsible for ensuring that all children with disabilities enrolled in the charter school shall be served in the same manner as individuals with exceptional needs are served in other public schools (EC §56145). It is the responsibility of the charter schools to ensure that all eligible students enrolled in charter schools are appropriately referred, assessed, and served in a timely manner.

Charter school representatives shall participate in the development of the Local Plan by providing input/recommendations.

The charter schools shall participate in governance of the special education local plan area in the same manner as other District Schools (EC §56207.5 [c]).

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 LBUSD SELPA shall establish a Community Advisory Committee (CAC) for Special Education. Applications for membership are submitted to the Assistant Superintendent, Office of School Support Services, for approval by the Board of Education. The majority of CAC voting members shall be parents. Other members may include:

- Regular education parents
- Disabled students and adults
- Regular and Special Education teachers
- Other school personnel
- Representatives of public and private agencies
- Any persons concerned with the needs of students with disabilities

The term of office shall be for a minimum of two years and annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year.

The Assistant Superintendent, Office of School Support Services may appoint a District representative liaison to the CAC. The Voting Membership shall be members appointed by the LBUSD Governing Board and shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, regular education teachers, special education teachers, and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. The majority of Voting Members shall be parents of pupils of LBUSD, with a majority of those, parents of children with exceptional needs. The Voting Membership, in addition to the parents, shall include Administrators and program specialists as appropriate.

The responsibilities of the CAC shall include, but not be limited to:

Advise in the development and review of the Local Plan. The CAC shall have thirty days to review the Local Plan prior to submission to the State Board of Education. EC

§ 56205 (b)(6)

- Assist in parent and public education.
- Act in a support role to individuals and parents of individuals with exceptional needs.
- Assist in recruiting volunteers who may contribute to parent activities and training.
- Develop and present an annual report to the Board of Education, including recommendations for the next school year.

The CAC shall act in an advisory capacity. The recommendations of the CAC shall be directed to the SELPA Director. The responsibility for action on any recommendations shall rest with the Board. The SELPA Director shall provide the CAC Chair with a copy of the currently-approved Local Plan. The SELPA Director shall also provide each CAC Board member with a copy of any proposed amendments or revisions to the currently-approved Local Plan. The CAC Board shall have at least ten (10) days to review any proposed amendments or revisions to the currently-approved Local Plan before its submission to the Los Angeles County Superintendent of Schools. A verification statement of this review shall be signed by the Chairperson prior to submission.

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:

The description of the governance and administration of the Local Plan and the policymaking process shall be consistent with subdivision (f) of Section 56001, subdivision (a) of Section 56195.3 and Section 56195.9, and shall reflect a schedule of regular consultations regarding policy and budget development with representatives of Special Education and regular education teachers and administrators selected by the groups they represent and parent members of the community advisory committee established pursuant to Article 7 (commencing with Section 56190) of Chapter 2.

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The Local Plan, including the approval process of the Annual Service Plan and Annual Budget Plan and any modifications to them, shall be developed and updated cooperatively by a committee of representatives of special and regular teachers and administrators, and representatives of charter schools 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.

AMENDMENTS TO THE PERMANENT SECTIONS OF THE LOCAL PLAN:

The Local Plan is developed and updated cooperatively by a committee of representatives of special and general education teachers and administrators and representatives of charter schools selected by the groups they represent and with participation by the chair of the CAC Local Plan Committee to ensure adequate and effective participation and communication. Teacher participants shall be selected by their peers. General education and special education administrators shall be selected by the Superintendent or Designee. Directors of charter schools shall be requested to select a representative to serve on the Local Plan committee.

Local Plans submitted to and approved by the CDE need to be amended when there is a change in federal or state laws or regulations, there is a new interpretation by the courts, there is an official finding of noncompliance with federal or state law or regulation or there is a change to the governance structure, membership or policy making process of the SELPA. However, a SELPA may choose to amend the local plan any time a change is deemed necessary. Changes or amendments to the permanent portion of the Local Plan may be considered during the Annual Service and Budget Plan process. Amendments approved in this manner shall become permanent upon subsequent approval by the LBUSD Board of Education and the State Board of Education. LBUSD SELPA may adopt a policy that specifies that amendments to the permanent portion of the local plan may be adopted on an "interim" basis for a fixed period of time not to exceed one year.

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:

As a single district SELPA, the District is the Responsible Local Agency (RLA). The Board is the governing board of the RLA. The responsibilities of the RLA include the following:

- Receipt and allocation of regionalized services, funds, and the provision of administrative support
- Employment and evaluation of the SELPA Director using District-adopted employment and evaluation procedures. It shall be the responsibility of the Assistant Superintendent of Student Services to evaluate the SELPA Director
- Implement recommended practices and procedures for Special Education programs and

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services provided in the SELPA, according to the Local Plan and the Board's direction. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the Education Code

- Upon the recommendation of the Superintendent, the Board, as the governing board of the RLA, is responsible for approval of the annual service and budget plans. The development of the annual service and budget plans shall coincide with the District budget process

The Assistant Superintendent, Office of School Support Services, or designee shall ensure that the IDEA Part B funds received shall be expended according to the state and federal guidelines. Such funds will be used to supplement and not to supplant state, local and other federal funds.

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:

Pursuant to EC Section 56195.7(d)(e)(f)(g), LBUSD Board of Education shall enter into contractual arrangements with participating agencies (e.g., Harbor Regional Center) that are funded to serve individuals with special needs. Such collaboration shall ensure that a range of program options are available to meet LBUSD students' special needs. The rights and responsibilities of each agency shall be delineated in a memorandum of understanding.

The SELPA shall also cooperate with the staff at public hospitals, other residential facilities, and licensed children's facilities in the LBUSD boundaries to meet the needs of individuals with special needs.

The SELPA shall collaborate with local educational entities to provide the required Special Education and related services to all eligible students aged 18-22 years old, incarcerated in a Los Angeles County Jail during their incarceration, until another educational entity assumes this responsibility.

The District contracts with nonpublic, nonsectarian schools (NPS) and nonpublic, nonsectarian agencies (NPA) certified by the CDE, via the appropriate certification process. The SELPA has the authority to visit, observe, monitor and report on the educational program provided by any NPS/NPA under contract with the District or involved in a potential placement with the District. Any request for a waiver shall be considered and approved at the discretion of the SELPA Director.

The SELPA shall consider the needs of the individual student and the recommendations of the IEP team when entering into agreements with nonpublic, nonsectarian schools or agencies. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs, towards the goals identified in each student's IEP.

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The SELPA will submit NPS Master Contracts to the Board for approval. Each Master Contract is modeled after the State Master Contract and Service Agreement which contains requirements to allow the SELPA to monitor the placement and services of students in certified nonpublic, nonsectarian schools. The school shall have at least an annual IEP meeting that will facilitate the evaluation of the placement and services to ensure implementation of the IEP. The Master Contract provided by the SELPA contains language requiring reporting from the certified nonpublic, nonsectarian school regarding IEP progress as frequently as required by the District. At each annual IEP meeting, which shall include a representative of the SELPA, the certified nonpublic, nonsectarian school shall provide documentation as to the student's progress towards annual goals and objectives. The annual data provided by the certified nonpublic, nonsectarian schools shall be authentic curriculum-based measurements, in accordance with state-adopted grade level standards.

The SELPA's contract with a nonpublic, nonsectarian school shall evaluate the placement of its student(s) in such schools on an annual basis as required by the CDE and as part of the annual IEP review. The SELPA shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the school to ensure that they were appropriate and valid for measuring student progress. The SELPA may choose to administer additional assessments as necessary, with parental consent, to determine whether the student is making appropriate educational progress.

10. For multi-LEA local plans, specify:

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

Not Applicable - Long Beach Unified School District SELPA is a single-district SELPA.

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

Not Applicable - Long Beach Unified School District SELPA is a single-district SELPA.

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

Not Applicable - Long Beach Unified School District SELPA is a single-district SELPA.

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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:

LBUSD is a Single-District SELPA.

- Superintendent: Participates in the selection process for the SELPA/Special Education Director and makes hiring recommendations to the Governing Board
- Assistant Superintendent, Office of School Support Services: Maintains supervisory authority over the SELPA/Special Education Director, Program Administrators and Administrators
- Director, SELPA/Special Education: Supervises Special Education services and staff which includes the program administrators, administrators, psychologists, other Special Education specialists and teaching staff, secretarial staff and individuals contracted to provide specialized services. The Director assists in recruiting, selecting and recommending for hire Special Education personnel. The Director shall assign, supervise and evaluate Special Education staff, as needed.
- Program Administrators: Support the Administrators and school site Principals with Special Education teacher evaluations and assists in selecting and recommending for hire Special Education personnel. Participates in evaluation of Special Education personnel, develops improvement plans, memos of concern and letters of reprimand when necessary. Provides direct instructional program support.
- Administrators: Support school site Principals with Special Education Teacher evaluations and assists in selecting and recommending for hire Special Education personnel. Participates in evaluation of Special Education personnel, develops improvement plans, memos of concern and letters of reprimand when necessary. Provides direct instructional program support.

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

DISTRIBUTION OF FEDERAL AND STATE FUNDS

All Federal and State Special Education funds shall be allocated to the District for distribution according to an approved Special Education Funding Allocation Plan. Any changes to the allocation of Federal and State Special Education funds shall be made by the District.

Responsibilities for distribution of federal and state funds

The governing board of Long Beach Unified School District agrees that students with disabilities

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will be provided with appropriate Special Education services. The District shall be responsible for the distribution of the funds according to an approved Special Education Budget Plan. The SELPA Director is responsible to ensure that the funds are distributed in accordance with the Budget Plan.

Monitoring the use of Special Education funds:

The SELPA Director is responsible for monitoring on an annual basis the appropriate use of all funds allocated for Special Education programs. Final determination and action regarding the appropriate use of Special Education funds shall be made through the Annual Budget Plan process.

Funds allocated for Special Education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

- For the costs of Special Education and related services and supplementary aids and services provided in a general education class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services
- To develop and implement a fully integrated and coordinated services system

Preparation of program and fiscal reports:

The Division of Special Education and the in coordination with the Business Office, shall be responsible for preparing all program and fiscal reports required of the SELPA by the state.

A public meeting shall be held annually to provide the members of the public the opportunity to review the Annual Budget Plan and Annual Services Plan and provide feedback to the reports. Upon approval by the Board of Education, these documents shall be submitted the the California Department of Education.

c. The operation of special education programs: education programs:

The Assistant Superintendent, SELPA/Special Education Director and Administrators shall conduct an ongoing review of Special Education programs by periodically making site visits, conducting walk-throughs reviewing files, and getting feedback from parents and the field (through surveys, training and evaluations). The Long Beach Unified School District SELPA/ Special Education Director and Special Education Administrators (SEAs) shall meet on a regular basis to discuss data/observations and to identify gaps or problems related to student evaluation, placement, and/or achievement/progress. Using this information, Long Beach Unified School District SELPA shall plan and implement the needed changes. Fiscal reviews shall be conducted periodically. In addition to on going review of he programs, upon receiving from CDE a Compliance Determination Self Review or other similar request, the Director shall plan for a team to gather data and correct non-compliance findings.

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

Monitoring the Use of Special Education Funds

The SELPA Director is responsible for monitoring on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process.

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

- For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services
- To develop and implement a fully integrated and coordinated services system

Preparation of program and fiscal reports:

The Division of Special Education in coordination with the Business Office, shall be responsible for preparing all program and fiscal reports required of the SELPA by the State.

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

The Long Beach Unified SELPA provides a full continuum of special education programs and services, including alternative education programs and specialized equipment and services, to individuals with exceptional needs to ensure that those students are educated with their typical peers to the maximum extent appropriate. Special day classes may enroll a student only when the nature or severity of the disability is such that education in the general education classes with the use of supplementary aids and services, including curriculum modifications and behavioral support, cannot be achieved satisfactorily. These requirements also apply to separate schooling or other removal of students from the general education environment. Funding for and coordination of the use and distribution of low-incidence equipment, materials and services in a manner that minimizes serving students with exceptional needs in isolated sites and maximizes serving those students in the least restrictive environment.

Low incidence funds provided by the State allow for the purchase of specialized books, materials, and equipment, which are necessary due to the adverse educational impact of a low

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incidence disability on access to instruction and learning in the least restrictive environment (LRE). Low incidence funding is intended to supplement and not supplant other available funding for books and materials. "Low incidence disability" means a severe disabling condition with an expected incidence rate of less than one (1) percent of the total statewide enrollment in kindergarten through grade twelve (12). For purposes of this definition, severe disabling conditions are hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof.

The SELPA is responsible for ensuring that each student who has been identified as a student with a "low incidence" disability, receives the required instructional support as indicated on the IEP. The SELPA Director is responsible for ensuring that all eligibility requirements are met prior to approving any expenditure of these funds.

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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 a of 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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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:

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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)

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

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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 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:

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Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

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:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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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:

"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:

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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 prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

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

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

Reference Number:

Document Title:

Document Location:

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Description: Superintendent. The SELPA Director, in coordination with the Fiscal office, develops the annual budget and service plan, allocates resources, monitors the use of state, federal and local funds for special education programs; Serves as liaison to public and private agencies, serves as the liaison to the Community Advisory Committee, monitors compliance of state and federal law. The Director of Special Education and Special Education Administrators ensure that the local plan is carried out at the district and site levels supporting students with disabilities.

2. Coordinated system of identification and assessment:

Reference Number: Board Policy 6153.1 & Section B of Recommended Practice & Procedure Manual

Document Title: LBUSD Recommended Practice & Procedure Manual

Document Location: SELPA OFFICE AND DISTRICT WEBSITE

Description: CHILD FIND 20 USC § 1412 (a) (3) It shall be the policy of the 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 attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated, a practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

3. Coordinated system of procedural safeguards:

Reference Number: Board Policy 6159.1 & Section L-7 of Recommended Practice & Procedure Manual

Document Title: LBUSD Recommended Practice & Procedure Manual

Document Location: SELPA OFFICE AND DISTRICT WEBSITE

Description: PROCEDURAL SAFEGUARDS 20 USC§ 1412 (a) (6) It shall be the policy of this LEA that children with disabilities and their parents shall be provided with safeguards, throughout the identification, evaluation, placement process, and the provision of a free appropriate public education to the child EC 56205(b)(5). Procedural safeguards are provided at each IEP meeting, with any complaint, meeting notice and PWN. Please refer to Section L - 7 of the LBUSD Recommended Practice & Procedure Manual for the full description of LBUSD's

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

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Document Location:

Description:

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

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Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Reference Number:

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Document Title: LBUSD Recommended Practice and Procedure Manual and Local Plan

Document Location: SELPA OFFICE AND DISTRICT WEBSITE

Description: In accordance with Education Code 56190, CAC operating expenses shall be the responsibility of the Long Beach Unified School District SELPA. Please see the General SELPA Local plan Requirements B-2 and B02 indicating the responsibilities of the Administrator, SELPA and/or the Director of Special Education for coordinating the fiscal and logistical support of the CAS, and for serving as the communication link between the CAC and the Department of Special Education, the Superintendent and the Governing board.

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

Reference Number: Section O-1 and O-2 of Recommended Practice & Procedure Manual

Document Title: LBUSD Recommended Practice and Procedure Manual

Document Location: SELPA OFFICE AND DISTRICT WEBSITE

Description: Please refer to Section O-1 and O-2 of the LBUSD Recommended Practice and Procedure Manual which describes coordination of transportation services for individuals with exceptional needs. See also General SELPA Local Plan Requirement B-3 identifying coordinated regional services and operations.

The Director of Special Education, SELPA, Special Education Administrators and the Director of Transportation shall coordinate the transportation of students who require transportation as a related service in order to provide this service in the Least Restrictive Environment while ensuring the support of students' unique needs.

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

Reference Number: Section O-1 and O-2 of Recommended Practice & Procedure Manual

Document Title: LBUSD Recommended Practice and Procedure Manual

Document Location: SELPA OFFICE AND DISTRICT WEBSITE

Description: Please refer to Section O-1 and O-2 of the LBUSD Recommended Practice and Procedure Manual which describes coordination of career and vocational education and transition services. See also General

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15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Description:

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:

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

Reference Number:

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Document Title:
Document Location:
Description:

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:

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Description:

calendar days from the time of referral.

Pursuant to Section 52107(g) of the California Code of Regulations, Title 17, Division 2, Article 2, an interim IFSP may be created for an infant or toddler who "has been determined eligible when exceptional circumstances prevent the completion of assessment within 45 days.

The IFSP shall be reviewed every six months, or earlier if needed or requested by parent.

The SELPA shall make families, schools and agencies aware of available special education services and criteria for eligibility (Child Find). The Child Find information may be disseminated through letters, emailed program brochures, presentations and workshops.

Interagency collaboration: The SELPA will refer infants who demonstrate a significant cognitive, communication, social-emotional, and/or adaptive development to Harbor Regional Center. The SELPA shall collaborate closely with California Children's Services (CCS) to meet the medically necessary occupational therapy and physical therapy needs of infants.

Part C, Transition to Pre-School

The District shall ensure a smooth transition to the district's preschool program for the infants who remain eligible for the special education services,

The LBUSD Board recognizes that high-quality preschool experiences for special needs children ages 3-4 years help them develop knowledge, skills, and attributes necessary to be successful in school and provide for a smooth transition into the elementary education program. Such programs should provide developmentally appropriate activities in a safe, well-supervised, cognitively rich environment.

It shall be the policy of the Long Beach Unified School District (LBUSD) SELPA that children participating in Early Intervention Programs (IDEA, Part C) and who will participate in preschool programs (IDEA, Part B) experience a smooth and effective transition between these programs.

When eligible under Part B, an IEP shall be written and implemented by the toddler's third birthday.

LBUSD shall ensure a smooth transition to the District's preschool programs for children who are determined to be eligible under part B.

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2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number:	<input type="text" value="Board Policy 6159.1 & Local Plan B-7"/>
Document Title:	<input type="text" value="LBUSD WEBSITE"/>
Document Location:	<input type="text" value="https://www.lbschools.net"/>
Description:	<input type="text" value="Members of the public, including parents or guardians of students with exceptional needs, may address questions or concerns to the Governing Board at regularly-scheduled board meetings or at the CAC meetings. The District/SELPA shall hold at least 8 meetings a year according to the Brown Act requirements to receive and take action on information or business related to Special Education and the administration of the SELPA. Additionally, they may address questions or concerns to the SELPA Administrator by phone, letter, or by scheduling an appointment. Members of the community are given the opportunity to participate prior to the adoption of policies and procedures within the District and at the SELPA level."/>

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 B-3; 11b; 11d; 12"/>
Document Title:	<input type="text" value="Local Plan"/>
Document Location:	<input type="text" value="SELPA OFFICE AND DISTRICT WEBSITE"/>
Description:	<input type="text" value="Because Long Beach Unified School District SELPA is a single-district SELPA, a dispute resolution process related to distribution of funds is not necessary. This dispute resolution process is needed for a multi-district SELPA. As such, this question is not applicable to Long Beach Unified School District SELPA."/>

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

Reference Number:	<input type="text" value="Section B & C of Recommended Practice & Procedure Manual"/>
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Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and

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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:	Section H-2 to H-4 of Recommended Practice & Procedure Manual
Document Title:	LBUSD Recommended Practice and Procedure Manual
Document Location:	SELPA OFFICE AND DISTRICT WEBSITE
Description:	The Long Beach Unified School District SELPA will collaborate with local education authorities to provide the required special education and related services to all eligible students, ages 18 through 21 (or 22 pursuant to Education Code 56026(c)(4)) incarcerated in the Los Angeles County Jail during their incarceration. Please refer to Section H-2 through H-4 of the LBUSD Recommended Practice and Procedure Manual, which describes the responsible educational agency and the process by which eligibility is determined for all students incarcerated in the Los Angeles County Jail system.