

I. PURPOSE AND INTENT

The following Los Angeles County public school agencies:

ACTON-AGUA DULCE UNIFIED SCHOOL DISTRICT
ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT
EASTSIDE UNION SCHOOL DISTRICT
GORMAN SCHOOL DISTRICT
HUGHES-ELIZABETH LAKES UNION SCHOOL DISTRICT
KEPPEL UNION SCHOOL DISTRICT
LANCASTER SCHOOL DISTRICT
PALMDALE SCHOOL DISTRICT
WESTSIDE UNION SCHOOL DISTRICT
WILSONA SCHOOL DISTRICT

join together to adopt a plan in accordance with California Education Code Section 56195.1(b) to assure access to special education and services for all individuals with exceptional needs residing in the geographic area served by these districts, hereinafter known as the Antelope Valley Special Education Local Plan Area (SELPA). The administrative organization of the Antelope Valley Local Plan for Special Education, hereinafter referred to as the Local Plan, incorporates the management staff from all participating districts into a framework that provides direct supervision over all programs and the necessary coordination of regionalized services. The respective governing boards, superintendents, and administrators of special education all provide appropriate support to the governance and implementation of the Local Plan. In adopting the completed plan, each participating Local Education Agency (LEA) agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

II. DESCRIPTION OF GOVERNANCE STRUCTURE

A. General Description [56205(a)(12)(A), 56195.1(b)(1-3), 56836.23, 56836.01, 56368]

The Antelope Valley SELPA is comprised of ten school districts (Local Education Agencies or LEAs) that have joined in a cooperative effort to provide for the coordinated delivery of programs and services, and assurance of equal access to such programs and services, to eligible persons with disabilities requiring special education in the services region.

Funds for regionalized operations and services and the direct instructional support of program specialists shall be apportioned to the SELPA. As a condition to receiving those funds, the SELPA shall assure that all functions listed below are performed in accordance with the description set forth in this Local Plan adopted pursuant to subdivision (c) of Section 56205:

1. Coordination of the SELPA and the implementation of the Local Plan.
2. Coordinated system of identification and assessment.
3. Coordinated system of procedural safeguards.
4. Coordinated system of staff development and parent education.
5. Coordinated system of curriculum development and alignment with the core curriculum.
6. Coordinated system of internal program review, evaluation of the effectiveness of the Local Plan, and implementation of a Local Plan accountability mechanism.
7. Coordinated system of data collection and management.
8. Coordination of interagency agreements.
9. Coordination of services to medical facilities.
10. Coordination of services to licensed children's institutions and foster family homes.
11. Preparation and transmission of required SELPA reports.
12. Fiscal and logistical support of the community advisory committee.
13. Coordination of transportation services for individuals with exceptional needs.
14. Coordination of career and vocational education and transition services.
15. Assurance of full educational opportunity.
16. Fiscal administration and the allocation of state and federal funds.
17. Direct instructional program support that may be provided by program specialists in accordance federal and state regulations.

Through a Participants' Agreement, the Antelope Valley SELPA participants designate a Superintendents' Council to be the governing body. The Superintendents' Council shall be composed of the superintendent of schools from each participating district. The members of the Superintendents' Council shall jointly provide direction regarding the establishment of policy for the consolidation and operation of special education programs under this Local Plan. District superintendents shall appoint members to Finance-Facilities Council. District Superintendents shall also designate individuals to serve as members of the Program Council.

The Program Council shall be comprised of district special education program managers. It shall be responsible for policy and program review and recommendations affecting special education

programs and classes conducted within the Antelope Valley SELPA.

The Finance-Facilities Council shall be comprised of district business officers and/or designees of the superintendent. The committee shall be responsible for review and recommendations of required allocation plans, excess cost recovery and calculations, policies affecting the fiscal operations of the SELPA, SELPA budgetary or fiscal items affecting the districts as members of the SELPA, audit functions of the SELPA, distribution of grants, and the appropriate housing of special education programs and students.

The Palmdale School District has been designated as the Administrative Unit (AU) or Responsible Local Agency (RLA) for the Antelope Valley SELPA. The AU shall be responsible for functions including, but not limited to:

- Receipt and distribution of funds including Regionalized Services and Program Specialist revenues to accounts exclusively designated for SELPA use.
- Receipt and distribution of any funds for the operation of special education programs to district accounts, in accordance with the provisions of the Education Code Section 56836.
- Provision of administrative support to the SELPA office.
- Employment of SELPA staff to support SELPA operations.

B. Composition and Organization

1. Superintendents' Council

a) The Superintendents' Council shall be composed of the superintendent of schools from each participating district. The members of the Superintendents' Council shall jointly provide direction regarding the establishment of policy for the consolidation and operation of special education programs under this Local Plan. This group shall:

- (1) Determine general guidelines and procedures for the implementation of the Local Plan.
- (2) Resolve any unsettled issues generated by the Program Council and/or the Finance-Facilities Council.
- (3) Utilize existing superintendent meetings as the basis for Council meetings, with agenda items for special education, as necessary.
- (4) Review all recommendations made to them by the Program Council and/or the Finance-Facilities Council, and act on all recommendations in a timely fashion to ensure the proper implementation of the Local Plan.
- (5) Establish procedures to supervise and evaluate the SELPA Program Administrator's performance, including discipline as may be necessary.

b) The Superintendents' Council shall have the exclusive right to decide the

following:

- (1) Any matter involving a material change to the SELPA's budget.
- (2) Any matter involving the allocation of special education funding to each participating district or LEA.
- (3) Any appointment of, or material changes to the staff members of the SELPA, including the SELPA program administrator.
- (4) Approval of any charter school or LEA's application for LEA status within the SELPA.

c) Voting

- (1) A designee may represent a member of the Superintendents' Council, provided that the name and title of the designee is given to the SELPA program administrator in writing prior to the meeting. The designee must have the authority to commit school district, LEA, or charter school resources.
- (2) A quorum shall consist of one-half plus one of the members or designees represented in person.
- (3) Each member or designee shall have one vote.
- (4) Every act or decision done or made by the members and/or designees present at a meeting shall be by two-thirds vote of those members present during the vote.

2. Program Council

a) The Program Council shall be comprised of one special education program director or manager from each district. It shall be responsible for policy and program review and recommendations affecting special education programs and classes conducted within the Antelope Valley SELPA, and shall facilitate the efficient implementation and operation of the Local Plan. The Program Council shall follow through on general policy decisions established by the member districts' Boards of Education, as well as procedural decisions made at the Superintendents' Council.

b) The Program Council shall select annually from its members, a representative to perform the following:

- (1) Chair the Program Council meeting.
- (2) Serve as liaison with the Superintendents' Council and State Department of Education representatives as requested.
- (3) Serve as secretary to the Program Council.

- (4) Serve as liaison with the Community Advisory Committee (CAC) to ensure two-way communication.
 - (5) Monitor the staff development efforts of the SELPA to ensure implementation.
 - (6) Serve as liaison to the transportation agencies as necessary.
 - (7) Assume other committee responsibilities as needed.
- c) The Program Council shall meet monthly, but not less than eight (8) times per year.
 - d) A quorum shall consist of one-half plus one of the members or designees represented in person.
 - e) Each member or designee shall have one vote.
 - f) Every act or decision done or made by the members and/or designees present at a meeting shall be by two-thirds vote of those members present during the vote.

3. SELPA Regionalized Program Specialist

The SELPA, through the Administrative Unit, may employ one or more program specialists with the approval of the Superintendents' Council.

Funds for the support of regionalized program specialist activities/positions will be transferred from the RLA Regionalized Service Program Specialist Funds directly to the hiring district according to the allocation plan approved by the Superintendents' Council. Continuation of the position(s), possible addition and/or deletion of the position, and the budget allocation plan will be reviewed by Program Council on an annual basis.

The SELPA Program Specialist may be selected by a panel composed of the SELPA Program Administrator and selected members of the Program Council from a list of candidates provided by the hiring district. The Program Specialist shall hold a valid special education credential, pupil personnel services credential or related credentials; and have training and related experience in the education of Individuals with Exceptional Needs. The list of candidates shall be compiled from applicants from both inside and outside the SELPA.

The program specialist may be employed by individual districts based upon action by the Superintendents' Council to decentralize the position.

Upon action of the Superintendents' Council, regionalized program specialist funds may be distributed to districts to support special education programs. Districts may employ their own program specialist using their regionalized program specialist allocation.

The SELPA Program Administrator shall regularly meet with all program specialists employed within the SELPA to identify priority SELPA needs and to develop strategies for addressing these need areas.

In the spring of each school year, the SELPA Program Administrator shall meet with program directors to establish priorities for the utilization of program specialist resources assigned to the SELPA.

4. Community Advisory Committee

The Antelope Valley SELPA Community Advisory Committee (CAC) is comprised of parents of persons with disabilities enrolled in public or non-public schools within the Antelope Valley SELPA and may include pupils and adults with disabilities; general education teachers, special education providers, and other school personnel within the Antelope Valley SELPA; representatives of other public and non-public agencies, and persons concerned with the education of persons with disabilities. The school boards of the participating Local Education Agencies (LEAs) shall appoint one member and an alternate to the CAC. The Program Council shall establish policies for the operation of the CAC following the state regulations for CAC responsibilities.

a) Community Advisory Committee Membership

(1) The CAC shall be appointed by and directly responsible to the governing boards of each participating school district in accordance with EC 56191. It is the intent of the SELPA that membership be solicited from each participating district to ensure as full a representation as possible. Because of the large geographical area within the SELPA, it may not be feasible for some of the districts to participate on a regular basis. All interested persons may attend any meeting of the CAC.

(2) Constitution and bylaws have been established with the provisions of staggered terms of 2 years. These are included in CAC Handbooks on file with the SELPA.

(3) Composition of CAC membership shall be in accordance with EC 56192.

(4) The Committee shall select officers annually, in accordance with the by-laws.

C. Responsibility of Participating Agencies

1. Administrative Unit

The Palmdale School District Board of Education, as the Responsible Local Agency (RLA) shall:

a) Approve contractual agreements for the Antelope Valley SELPA which meet the requirement of EC 56200, and hereinafter referred to as the Local Plan.

b) Hold a public hearing on the annual budget plan and adopt the plan at the hearing. Thirty (30) days notice shall be provided to each school district so that the district can post the notice at the local school site.

- c) Approve written agreements for regionalized services and adopt budgets for those services.
- d) Approve budgets for all programs operated by the Palmdale School District.
- e) Adopt policies and budgets to assure the appropriate placement of Individuals with Exceptional Needs (IWEN) who reside in licensed children's institutions (LCI), foster homes, and court schools.
- f) Approve SELPA policies which affect Palmdale School District's role as RLA, or which affect programs operated by Palmdale School District.
- g) Appoint representation to regional Community Advisory Committees.

2. LEA Boards of Education

The local boards shall provide direction and set policy for the governing of the Local Plan within the district. The boards' responsibilities include:

- a) Approve contractual agreements for the Antelope Valley SELPA which meet the requirement of EC 56200, and hereinafter referred to as the Local Plan.
- b) Approve the written agreements developed to meet the local requirements as detailed in EC 56200.
- c) Adopt policies for the programs and services operated by the districts to include, but not limited to:
 - (1) Nonpublic, nonsectarian services
 - (2) Review, at teacher's request, the assignment of IWEN(s) to his/her classroom
 - (3) Procedural Safeguards
 - (4) Resource Specialists
 - (5) Transportation
- d) Adopt budgets for programs and services operated by the district.
- e) Approve SELPA policies.
- f) Appoint representatives to the Community Advisory Committee (CAC) and receive input from these representatives.
- g) Post budget hearing notices at each school site in the district at least 15 days in advance of the RLA public hearing, as may be required.
- h) Review district-level complaints, due process proceedings, CCR compliance

issues, and other required provisions as specified in Title 5 Regulations.

3. District Superintendents

The superintendent of each district retains responsibility for the administration of programs operated by his/her district. The superintendent shall provide, as necessary, direct support to his/her staff in planning, establishing, and implementing policy decisions. In addition, each superintendent shall:

- a) Assure that the provisions of the Local Plan are implemented in the district in compliance with State Education Code and Federal IDEA.
- b) Assign appropriate and necessary staff to participate in the activities including, but not limited to, Superintendents' Council, the Program Council, and the Finance-Facilities Council.
- c) Calendar items requiring local board approval.
- d) Direct activities of the administrators of special education in coordinating the administration of the Local Plan.
- e) Assure that required data is submitted to the administrative agency in a timely fashion.
- f) Assure that appropriate facilities and support services such as transportation are available to meet the needs of IWENs residing in the geographical area covered by the Local Plan.
- g) Coordinate and develop cost effective transportation systems.

4. District Special Education Administrators

The Special Education administrator shall direct the operation of the special education programs that are operated by the district. In addition, the administrators shall assist in the coordination of the administration of the Local Plan as follows:

- a) Assure the maintenance of district programs and services as agreed to in the Local Plan.
- b) Organize, administer, and supervise the activities of local IEP Teams and participate in regional IEP Teams as required.
- c) Organize the activities of the Resource Specialist Program (RSP) and assure that the programs comply with the provisions pursuant to EC 56362.
- d) Assign staff as required to assist in the development of regionalized services including, but not limited to, the development of a coordinated identification, placement and referral system, personnel, and curriculum development activities, evaluation, and program review activities.
- e) Assist in the coordination of community resources.

- f) Assure that required information and necessary waivers are submitted to the SELPA program administrator in a timely fashion.
- g) Perform other duties necessary to coordinate the administration of the Local Plan.
- h) Coordinate and conduct district special education Coordinated Compliance Reviews (CCR).
- i) Implement and monitor any corrective actions relative to special education CCR findings.
- j) Participate in Program Council.
- k) Ensure equal access to all programs within the SELPA for IWENs by:
 - (1) Use of common forms
 - (2) Acceptance of all SELPA IWENs across districts
 - (3) Assuring the availability of programs as needed
- l) Forward to the SELPA program administrator, copies of all CCR, OCR, due process, and state-level complaint findings.
- m) Implement corrective actions on rulings of due process and/or complaints and CCR, as required.
- n) Advise parents of the availability of free and low-cost legal services (EC 56502).

5. SELPA Program Administrator

The responsibilities of the SELPA program administrator shall include, but not be limited to, the following:

- a) Assist the superintendents and administrative councils, upon request.
- b) Prepare Program Council, Superintendents' Council, Finance-Facilities Council, and other committee agendas and distribute them in advance of scheduled meetings.
- c) Act as chair of the interview panel for the selection of the SELPA program specialist.
- d) Provide supervision, evaluation, and time management for the SELPA program specialist and other SELPA staff.
- e) Serve as an ad hoc member of the CAC.

- f) Coordinate the local interagency agreements.
- g) Maintain a list of free and low-cost legal services to be provided to parents upon request.
- h) Maintain copies of all complaints, OCR, and due process hearings.
- i) Advise the Superintendents' Council of any compliance finding that has SELPA-wide implications.
- j) Compile data and submit reports as requested by the County Office and State Department of Education.
- k) Submit any waivers necessary for the implementation of the Local Plan.
- l) Participate as ad hoc member to all committees, as appropriate.
- m) Assist in the SELPA-wide CCR Special Education Review.
- n) Act as liaison with the Department of Mental Health, California Children's Services, and other agencies in accordance with adopted interagency agreements.
- o) Participate in state-level SELPA administrators' meetings, and share information, as appropriate.
- p) Monitor the appropriate use of IDEA, Regionalized Service Program Specialist funds, and state and federal grants for special education.
- q) Act as liaison between the county office of education, State Department of Education, and districts.
- r) Coordinate the evaluation study with the State Department of Education, as appropriate.
- s) Monitor and sign all purchase orders for low incidence materials and equipment.
- t) Process all invoices to the AU business office for reimbursement to districts for program specialist and regionalized service funds, as approved by the Superintendents' Council.
- u) Coordinate the SELPA-wide MIS system.

6. Program Specialist

Program Specialist responsibilities include, but are not limited to, the following:

- a) Coordinate systems of personnel development SELPA-wide. Maintain and share staff development calendars with all districts.

- b) Assist districts with personnel and curriculum development.
- c) Coordinate systems of curriculum development.
- d) Observe, consult and assist teachers.
- e) Coordinate data requirements for the State Department of Education evaluation study, as appropriate.
- f) Act as liaison to California Children's Services (CCS), Mental Health, and other agencies as outlined in the interagency agreements.
- g) Be knowledgeable of all program availability within the SELPA and serve as an information resource to IEP teams upon request.
- h) Assist Program Council as liaison representative with the Community Advisory Committee.
- i) Make reports to Program Council upon request.
- j) Assist districts with CCR reviews upon request.
- k) Participate on all special interest professional committees, as appropriate.
- l) Perform other duties as assigned.

7. Community Advisory Committee

- a) Advise the policy making administrative entities of the SELPA regarding the development, implementation and review of the plan. The SELPA policy making units shall review and consider comments from the CAC.
- b) Recommend annual priorities, to be addressed by the plan directly to the Program Council liaison who will bring them to the attention of the entire Program Council.
- c) Carry out a series of educational programs for all parents based on the results of a needs assessment
- d) Encourage community involvement in the development and review of the Local Plan by inviting members to participate in any SELPA-wide review committees.
- e) Support other activities on behalf of Individuals with Exceptional Needs as specified in the CAC Handbook through involvement of community-wide projects such as holiday programs, arts and crafts fairs, and community resource directory development.
- f) Assist in parent awareness of the importance of regular school attendance through educational programs as described in Section c above.

- g) Participate in recruitment of CAC members by personal contact with parents.

D. Resolution/Mediation Procedures for Differences at the Governing Board Level

1. All district boards must approve the Local Plan for final submission to the State. If any board fails to approve the Local Plan, that board shall notify all other participating agencies of the reason for not approving the plan and request that the Administrative Unit (AU) superintendent or designee conduct a hearing on the merits of the local board's objections and negotiate a settlement. If negotiations cannot be settled, the superintendent shall convene a three-person panel as follows: (1) one person selected by the district objecting to the plan, (2) one person selected by one of the districts agreeing to the plan, and (3) one person selected by mutual agreement of the other two appointees within five days. The decision of the panel will be binding for all parties involved in the dispute.
2. Beginning in the 2003-04 school year, the annual budget plan describing the allocation of AB 602 funds, support, transportation, and regionalized services shall be approved by local governing boards prior to the public hearing held by the AU Board. A 30-day notification of the date of public hearing shall be given. If a local board fails to approve the annual budget plan, it shall present its rationale at the annual public hearing. The AU Board shall consider the reasons for the local board action. The AU Board may approve or amend the annual budget plan. Failure of a local board to act prior to the date of public hearing shall be construed as an approval.
3. The Board of Education of the Administrative Unit (AU) shall approve local written agreements if simple majority of local boards have approved the agreements. If a vote results in a 50/50 split, the action of the AU Board shall be decisive. If the written agreement for local requirements is not approved, the agreement shall be revised within two weeks in accord with instructions from the AU Board and resubmitted to all participating districts. This process shall be repeated until agreement is reached by a simple majority.
4. This dispute resolution process shall be utilized to resolve disputes over the distribution of funds, the responsibilities for services provision and other governance activities.

E. Policy Making Plan

1. Implementing policies adopted in support of this Local Plan shall be approved by the Superintendents' Council. Such implementing policies and procedures shall be maintained as a separate part of the Local Plan.
2. The policy development process followed in the Antelope Valley SELPA Local Plan features flexibility in that the preliminary policy statement may originate from various levels of Local Plan management. These levels include Program Council, Superintendents' Council, various committees, and Governing Boards. Generally, however, policy is developed in response to an observed need or requirement that may be encountered at the management level closest to its occurrence.
3. Nothing in this section shall prohibit the adoption, modification, or enrollment of language amending specific provisions of the Local Plan as may be required by law. Such revisions of the Local Plan require submission to local boards of member districts for

approval of the revised Local Plan document.

F. Changes in Governance Structure

1. In the event that there is a need or reason to change the governance structure, the party requesting the change shall notify the Superintendents' Council and the RLA at least one year in advance of the proposed change. Any changes in governance structure shall be mutually agreed upon by all parties and commence on July 1 of the year following the agreement. Disputes shall be resolved in the manner described in Section D above.

2. In the event that there is a need or reason to change the RLA, the Superintendents' Council would notify the RLA at least one year in advance of such action. If the RLA requests to be relieved of its responsibilities, the RLA shall notify the Superintendents' Council at least one year in advance of such action.

G. Request for SELPA Membership

1. Application

- a) The procedure for a charter school or school district to apply to the SELPA for status as an LEA member within the SELPA shall be as follows:
 - (1) Application must be made to the SELPA by November 1 of the school year preceding the school year in which the charter school or school district anticipates operating as an LEA within the SELPA.
 - (2) The Program Council shall review and consider the application and make its recommendation to the Superintendents' Council as to whether and on what conditions the application should be granted or denied. The Program Council shall make its recommendation on the application within 76 days, or on or before January 15, whichever date is later. If the Program Council recommends that the application be rejected, the charter school or school district may either withdraw its application or request that the Superintendents' Council consider its application notwithstanding the recommendation of the Program Council.
 - (3) The Superintendents' Council shall review and consider the charter school or school district's application and the recommendation, affirmative or negative, of the Program Council. The Superintendents' Council shall act on the application within 60 days of date of the Program Council's recommendation or on or before March 15, whichever date is later.
 - (4) Upon review of an application the Program Council may determine that it should be amended. If the charter school or school district elects to adopt amendments suggested by the Program Council it shall submit its amended application on or before March 15 of the school year preceding the school year in which the charter school or school district anticipates operating as an LEA within the SELPA.

The Program Council shall review the amended application and submit its recommendation to the Superintendents' Council on or before April 15. The Superintendents' Council shall act on the amended application on or before May 15.

- b) A request by a charter school to participate as an LEA may not be treated differently than a school district making the same request. EC §47645.
- c) The Superintendents' Council will make the final determination whether the charter school or school district has the capacity and intent to meet all requirements of an LEA as specified in this policy and the Local Plan. These requirements include:
 - (1) Assurances that all children with disabilities enrolled in the charter school or school district shall receive special education and designated instruction and services in a manner that is consistent with all provisions of state and federal law, including: The Individuals with Disabilities Education Act (20 USC §1400 et seq., and implementing regulations); Section 504 of the Rehabilitation Act of 1973 (29 USC §794); The American with Disabilities Act of 1990 (42 USC §12101 et seq., and implementing regulations); and Part 30 of the California Education Code, and state regulations relating thereto;
 - (2) Assurance that no student will be denied admission to the charter school or school district based on disability or lack of available services;
 - (3) Compliance with the specifications of all sections of this local plan; and
 - (4) Compliance with the specifications of all Antelope Valley SELPA policies.
- d) If approval of a charter school or school district requires a change in the SELPA allocation plan, such change shall be adopted pursuant to the policy making process outlined in the SELPA local plan. EC §47643.
- e) Membership in the SELPA may be revoked by the Superintendents' Council if the Superintendents' Council finds by resolution that the LEA has failed to comply with state or federal law or with the local plan, policies, procedures, or standards of the SELPA. In the event SELPA membership is revoked, a charter school shall, for special education purposes, be deemed a school within the district or entity that granted the charter.

III. EARLY EDUCATIONAL SERVICES (PART C)

A. Program Operation

1. Program Enrollment Processes and Priorities

Services for infants (ages 0-3) are the joint responsibility of the Antelope Valley SELPA and the North Los Angeles County Regional Center. School districts within the Antelope Valley SELPA are responsible as the payer of last resort for services to infants with solely low incidence disabilities. These disabilities include deafness, blindness, orthopedic impairment, or any combination thereof. Infants with certain medical conditions, development delays, and in “at risk” categories are served through the North Los Angeles County Regional Center.

- a) Solely low incidence disability means a low incidence disability or combination of low incidence disabilities, which is the primary disability of the infant or toddler, as determined by the IFSP team.
- b) Hearing impairment means a condition, whether permanent or fluctuating, which impairs the processing of linguistic information through hearing, even with amplification. Processing linguistic information includes speech and language reception and speech and language discrimination. Title 5, CCR 3030(s)
- c) Visual impairment means a condition which, even with correction, adversely affects a pupil’s educational performance. Title 5, CCR 3030(d)
- d) Deaf-Blind means concomitant hearing and visual impairments, the combination of which causes severe communication, development, and educational problems. Title 5, CCR 3030(b)
- e) Orthopedic impairment means a condition which adversely affects the pupil’s educational performance. Such orthopedic impairments include impairments caused by congenital anomaly, impairments caused by disease and impairments from other causes. Title 5, CCR 3030(e)

B. Program Services and Options

1. Infants and their families may receive many different types of services. Under Early Start, the Individual Family Service Plan (IFSP) replaces the IEP. The IFSP will reflect all services needed by the child and family. Early Start services are designed to meet the need of the eligible child. They can also be services that meet the needs of the family as it relates to the child. Early Intervention services are selected in collaboration with the family, and provided by qualified personnel. Services identified through the IFSP will be provided at no cost to the family. (PL 99-457, Part C, SB 1095).

2. Early Intervention services may include any of the following:

- Assistive Technology Device/Services
- Audiological Services

- Family Training, Counseling, Home Visits
- Health Services
- Medical Services for Diagnosis and Evaluation
- Nursing Services
- Nutrition Services
- Occupational Therapy
- Physical Therapy
- Psychological Services
- Service Coordination
- Social Work Services
- Special Instruction
- Speech-Language Pathology
- Transportation
- Vision Services
- Respite Services and Family Support Services

C. Service Delivery Procedures and Interagency Agreement

1. Identification and Referral

a) A collaborative public awareness program focusing on early identification of eligible infants and toddlers is the joint responsibility of education and the North Los Angeles County Regional Center. Information on how to access evaluation and other early intervention services will be distributed to appropriate community providers and agencies on a regular basis. This comprehensive child-find system will ensure that all infants and toddlers who may be eligible for services are identified, located, and evaluated; that services are coordinated between participating agencies; and that infants and toddlers are referred to the appropriate agency.

b) Within two working days, infants and toddlers identified by a community agency or by medical personnel as having a solely low incidence disability will be referred to the SELPA Office or Early Start Coordinator. Within 45 calendar days the following steps occur:

(1) Parents will be notified of the intent to evaluate.

(2) After consent is received, evaluation and assessment activities are conducted as appropriate.

(3) An IFSP is developed by collaborative team including the family, LEA representative, and appropriate low incidence representatives.

2. Evaluation and Assessment

a) Evaluation and Assessment for individuals with known low incidence disabilities shall be conducted by a transdisciplinary team which includes qualified personnel whose professional preparation and credential authorization are specific to the suspected disability.

- b) The evaluation and assessment shall:
- (1) Be administered in developmental areas, including, when appropriate: health and development, vision, hearing, motor abilities, language functions, and social-emotional status.
 - (2) Be administered in the primary language of the child's parent/family, or other mode of communication, unless, it is clearly not feasible to do so.
 - (3) Have materials appropriate for the specific purposes for which they are being used.
 - (4) Be administered to individuals with known visual, hearing, or communication impairment; shall be selected to accurately reflect the individual's aptitude or achievement level, whichever factor is the subject of measurement.
 - (5) Have materials designed to assess the specific areas of developmental and/or educational needs and not be designed to provide solely intelligence quotient measurement.
- c) All assessments and evaluations are performed in the child's natural environment after the parents have consented in writing and have been informed of their Rights and Responsibilities in the Early Start Program. The service coordinator and/or members of the team will conduct a needs assessment to determine family needs and resources. Current evaluation and assessment information is shared at the IFSP meetings.

3. Individualized Family Service Plans [GC 95020]

- a) Initial IFSPs are held within 45 days of the initial referral. IFSP reviews are scheduled at least every six months to accommodate the ongoing concerns, priorities, and resources of the family as well as the rapidly changing development of the young child. The purpose of the IFSP process is for the family and service provider(s) to work together as equal partners in determining what early intervention services are required for the child with special needs and the family. Both formal and informal resources and services are to be considered. The IFSP is one component of a comprehensive system of early intervention services.
- b) The IFSP will contain the following components:
- (1) A statement of the family's resources, concerns and priorities related to enhancing the development of the infant or toddler.
 - (2) A statement of the infant's or toddler's present levels of functioning in the following areas of development: cognitive development, communication development, social-emotional development, and adaptive development based on professional acceptable objective criteria, and information provided by the parent/family.

- (3) A statement of the major outcomes expected of the infant or toddler, including timelines used to determine the degree to which the outcomes are being met.
- (4) Outcomes for the family when services are related to meeting the special developmental needs of the infant or toddler.
- (5) Statement of the specific early intervention services, agency providing the services and frequency, date of initiation, duration, and method of delivering the services.
- (6) Services to be obtained from other agencies, methods of funding, and timelines of steps taken to secure those services.

4. Provision of Early Intervention Services [EC 56426.1]

- a) Home-based services include, but are not limited to, the following:
 - (1) Observation of behavior and development in the natural environment.
 - (2) Developmentally appropriate activities that do not interfere with any medical conditions and conform to the IFSP.
 - (3) Modeling to families and care givers of activities designated by parents.
 - (4) Interaction with families and care givers at parent request to enhance skill development.
 - (5) Discussion of parental concerns and providing support for coping.
 - (6) Assisting parents in problems solving, locating services and service coordination.
 - (7) Frequency of service once or twice per week, depending on needs of family and infant/toddler.
- b) Home visits and group services (with other infants/toddlers and with or without parents) include, but are not limited to, the following (EC56426.2)
 - (1) Specially designed activities that are developmentally appropriate, specially designed and conforming to each IFSP, but not medically contraindicated.
 - (2) Socialization, play and exploration opportunities.
 - (3) Transdisciplinary services by therapists, psychologists, and other specialists as appropriate.
 - (4) Access to developmentally appropriate equipment and specialized

materials.

(5) Opportunities for family involvement activities (i.e., parent education and parent support groups).

(6) Group (center-based) services do not include child care or respite services.

(7) Maximum amount of group services is three hours per day, three days per week according to IFSP.

(8) Home visits under this section shall be up to eight per month depending on needs of family and infant, and a determination by the IFSP Team.

(9) Group service ratio is one adult to four infants maximum.

(10) Parent participation in groups is greatly encouraged.

c) Related Services are also provided in both home and group service setting. These are found under CFR Title 34, Section 300.13 (EC 56426.3).

d) Family involvement activities support family members in meeting the practical and emotional issues and needs in parenting their infant/toddler, and may include the following (EC 56425.6(a)):

(1) Family Education to promote their infant's/toddler's development.

(2) Assistance in understanding and planning for meeting the unique needs of their infant/toddler.

(3) Parent support groups to share similar experiences and possible solutions.

(4) Instruction in making toys and materials appropriate to infant/toddler needs and development.

(5) Family involvement activities at least once per month.

(6) Participation is voluntary.

e) Choice of services permits the parents to select from among the options given by the transdisciplinary team. Parents may choose home-based and /or group services. Similarly, services are still available to families and infants/toddlers even if families choose not to participate in family involvement activities. (EC 56426.5).

f) Transdisciplinary assessment and services are provided by a team of professionals from various disciplines, agencies and parents who share their expertise to the best advantage of the infant/toddler and the family. Team members are responsible for service provision and coordination for one or more

infants/toddlers and their families. (EC 56425.6(a))

g) Provision of specialized services to infants and toddlers with low incidence disabilities.

h) Credentialed personnel with expertise in vision or hearing impairments shall be made available within the SELPA to serve those infants/toddlers with low incidence disabilities. Whenever possible, these experts shall be the primary providers of the services (EC 56426.6(b) and EC 56345.7(b)).

5. Service Coordination [GC 95018]

a) The Antelope Valley Early Start Coordinator will ensure the provision of service coordination to all identified low incidence children and families. The service coordinator will act as a single point of contact with the program. When an initial referral is made an interim service coordinator from the LEA will be assigned to:

(1) Coordinate evaluation and assessment.

(2) Facilitate and participate in the development of the initial IFSP.

b) The Service Coordinator, identified at the IFSP, will be available to parents in order to:

(1) Monitor the provision of services to ensure timely delivery of services.

(2) Facilitate the development of a transition plan at age 2.9.

(3) Continually seek appropriate services for children and families.

(4) Address the needs of the family and their ongoing request for information and services.

(5) Help the family identify the resources to meet their needs, and to assist the family in service selection and accessing those resources.

(6) Inform the family of complaint procedures when appropriate.

6. Transition at age three [GC 95020(C)(8); 34 CGR 303.344(h); EC 56426.9]

a) At age 2.6 transition pre-school services through the IEP process are established and become part of the IFSP document. The transition plan ensures uninterrupted service delivery for the family and child with identified low incidence disability. (See Appendix A, Transition Matrix For Three-Year Olds)

b) Local Interagency Dispute Resolution (GC 95012.34, CRF 303.523-303.524)

c) A local dispute is defined as a disagreement between local education agencies and regional centers as to:

- (1) The eligibility of the infant or toddler.
 - (2) Which agency is responsible for the infant/toddler and the family evaluation and assessment, service coordination, and the development and implementation of the IFSP.
 - (3) Which agency is responsible for the provision/purchase of appropriate early intervention services.
- d) Both parties agree to the following guidelines. These guidelines include, but are not limited to, the following principles and procedures:
- (1) Every attempt should be made to resolve local disputes at the lowest possible administrative level, as addressed in local Memorandum of Understanding (MOU).
 - (2) When a regional center and a local education agency have a dispute that cannot be resolved between them, they may request technical assistance from the Department of Developmental Services (DDS) or the California Department of Education (CDE).
 - (3) If resolution cannot be reached within 60 calendar days, the issue will be referred to DDS and CDE for a state-level review and resolution.
 - (4) The state level review will be conducted jointly by DDS and CDE and a decision rendered within 60 calendar days of receipt of the referral.
- e) Nothing in these dispute resolution procedures shall preclude a parent or an agency from initiating due process or complaint procedures.
- f) While a dispute is pending, a child must continue to receive the appropriate early intervention services currently being provided. If the dispute involves initial early intervention services, the child must receive all of the early intervention services identified and agreed to in the IFSP.
- g) While a dispute is pending, DDS will assign financial responsibility (See the Interagency Agreement between the Antelope Valley SELPA and the North Los Angeles County Regional Center), ensure Parents Rights and Responsibilities in the Early Start Program, and implement the Individualized Family Service Plan (IFSP)..

D. Staff Development and Technical Assistance

Staff development needs and technical assistance needs, include, but will not be limited to the following areas:

- Individualized Family Service Plan Process
- Assessment and evaluation of infants and toddlers with low incidence disabilities
- “User friendly” provision of in-home family services.
- Role and duties of the interim IFSP facilitator.

- Role and duties of the IFSP Service Coordinator.
- Interagency Collaboration.
- Awareness and outreach.

IV. CALIFORNIA READING INITIATIVE

All Special Education students will participate in the California Reading Initiative as appropriate to their grade level and functioning/developmental level.

A. Special Education students will:

1. Be accorded appropriate materials aimed at their particular disability(s).
2. Be encouraged to participate in the statewide testing, with appropriate accommodations when deemed appropriate by the IEP Team.
3. Have access to core curriculum materials that are appropriate to their grade levels as well as their functioning/developmental level and disability. These materials will be aligned with the core curriculum being offered other students at the same grade level.
4. Receive instruction as designed by their IEP Team that will emphasize reading and language arts in accordance to their developmental level and particular disability(s) and whose purpose is improved literacy. At the beginning of the school year instructional materials will be available to the instructors, at their school sites, to meet the known IEP Team Goals and Objectives for each student.

B. Each Special Education Teacher shall:

1. Be given copies of current literacy and learning research that apply to their specialty and/or level of the majority of the students that they teach.
2. Receive copy(s) of the State adopted Framework appropriate for the grade level and the developmental level of the majority of their students.

All Special Education Staff will participate in Staff Development training accorded General Education Teachers related to promoting literacy.

Student performance standards shall be developed in the areas of academics, developmental, personal, social, and community/adult living and are available at the Local Education Agency and include courses of study and grade level expectancies.

V. PROCEDURAL SAFEGUARDS AND COMPLAINTS PROCEDURES

It shall be the policy of this SELPA that children with disabilities and their parents shall be provided 3. with safeguards throughout the identification, evaluation, placement process, and provision of a free appropriate public education to the child.

Any member of the community may request information regarding special education services from their local district program director.

District members shall have policies in effect that provide for the filing, investigation, and resolution of parent complaints. Uniform Complaint Procedures shall be available through member districts to all parents of students with disabilities.

Appendix A: Transition Matrix for Three-Year Olds

APPROXIMATE TIMELINE	PARENT/GUARDIAN	REGIONAL CENTER	EARLY INTERVENTION	SCHOOL DISTRICTS
2.6 years	Reads material. Questions should be directed to current teacher or Regional Center Service Coordinator	Generates list of children who will enter school districts within next six months, include probably School Districts.	Informs parent about transition process and distributes transition materials. Notifies school districts of children nearing 2.9. Assists family with coordination.	Plans for future assessment and service delivery.
2.7 years				Plans for observation appointment/time.
2.8 years	Arranges to visit school districts and observe programs. Last Wed of month is open house for school districts.			
		***** ONGOING TEAM ASSESSMENT*****		
2.9 to 2.10 years	Participate in multi-agency team assessment. Signs assessment plan. Reviews IEP checklist. Considers who you want to invite to IEP meeting.	Service Coordinator participates in multi-agency visit. Initiates transition assessment.	Gives assessment information to school district with parent's permission. Coordinates with Regional Center Service Coordinator and school district personnel to visit child/family in early intervention setting. Coordinates additional	Conducts intake. Presents assessment plan and release of information to parent (if necessary) Assessment as necessary. Coordinates IEP meeting, date and time.
2.11 to 3.0 years	Attends IEP meeting. Decides with school district which options are best for child.	Attends IEP meeting upon request.		Conducts IEP meeting. Decides with parent which options are best for child.

APPENDIX B: Annual Budget Plan Placeholder

ANNUAL BUDGET PLANS

Each district in the SELPA assures the maintenance of fiscal support and understands that Part B funds will not be used to reduce the level of support beyond the amount permitted under federal law and regulations.

Revenues:

Costs:

Administrative

Services to Pupils:

With severe disabilities

With low incidence disabilities

With non-severe disabilities

To support LRE

Regionalized

Note: All property taxes for special education purposes are used to support the services for the severely disabled, including those with low incidence disabilities. If a time should occur where the revenues exceed the expenditures, the additional revenue would be allocated out to the districts for special education services.

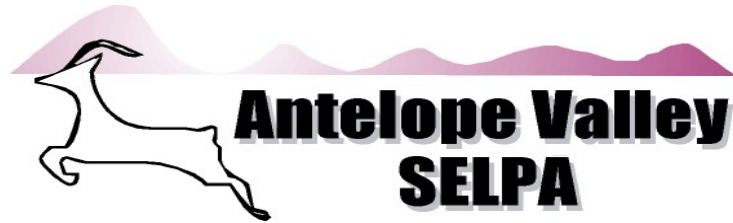
We understand that this is a placeholder for whatever is determined to be required to be sent in annually. What we have been assuming, if it's required legislatively to be sent in (and because we understand there is proposed legislative language to clarify this), is that we would turn in the annual budget sheet for special education for each district, hopefully in SACS format.

Language to be added to the Antelope Valley SELPA Local Plan:**Students Aged 18-22 years of age
Education Code 56041**

It shall be the policy of the Antelope Valley SELPA to ensure that all eligible students, aged 18-22 years of age, incarcerated in a Los Angeles County jail have the opportunity to be provided with special education and related services during their incarceration.

Procedures to be added to the Antelope Valley SELPA Local Plan:

1. When any student eligible for special education and related services is found to be incarcerated in Los Angeles County, the SELPA and district will work together to locate the student's Individual Education Plan and/or determine necessary services.
2. Working in coordination with the other SELPAs in the Los Angeles County Area, it will be determined which LEA can best serve this student's needs in the current location of incarceration.
3. A fee-for-service agreement will be developed if services will be provided by a SELPA/LEA outside the Antelope Valley.



Language to be added to the Antelope Valley SELPA Local Plan:

**Students Aged 18-22 years of age
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3. A fee-for-service agreement will be developed if services will be provided by a SELPA/LEA outside the Antelope Valley.