

MID ALAMEDA COUNTY

SPECIAL EDUCATION

LOCAL PLAN AREA

2006

**4400 Alma Avenue
Castro Valley, CA 94546
510-537-3000 ext. 1220
510-537-1403 – Fax**

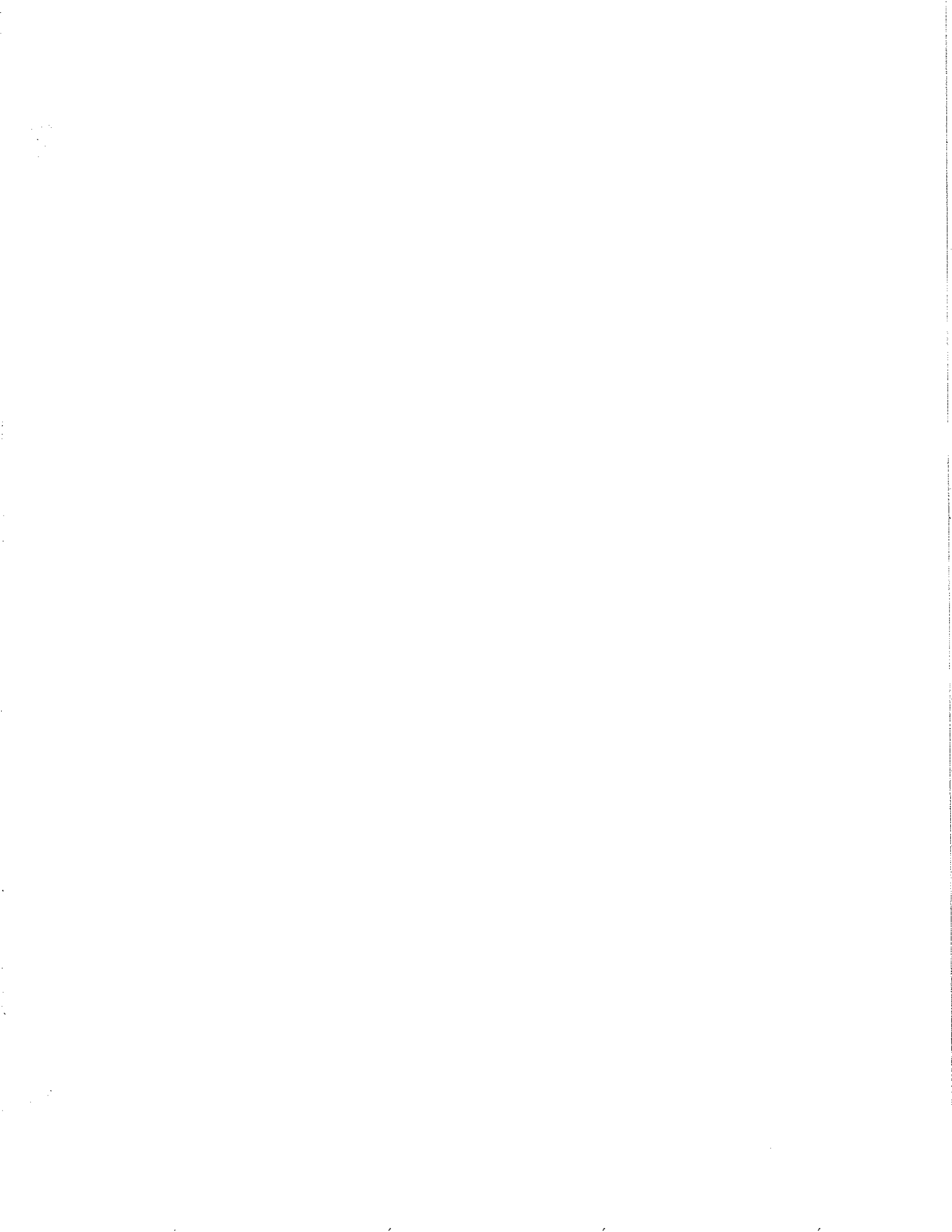
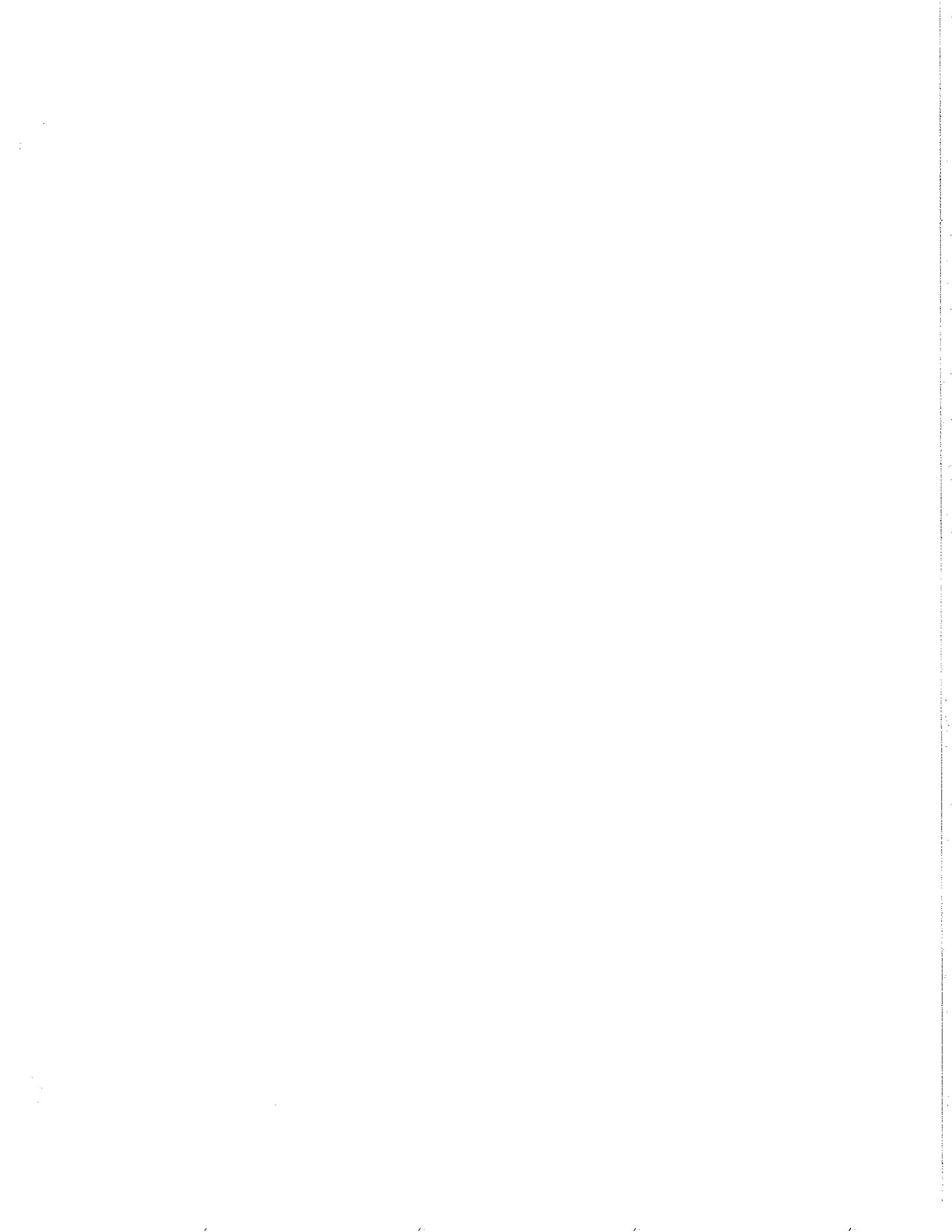
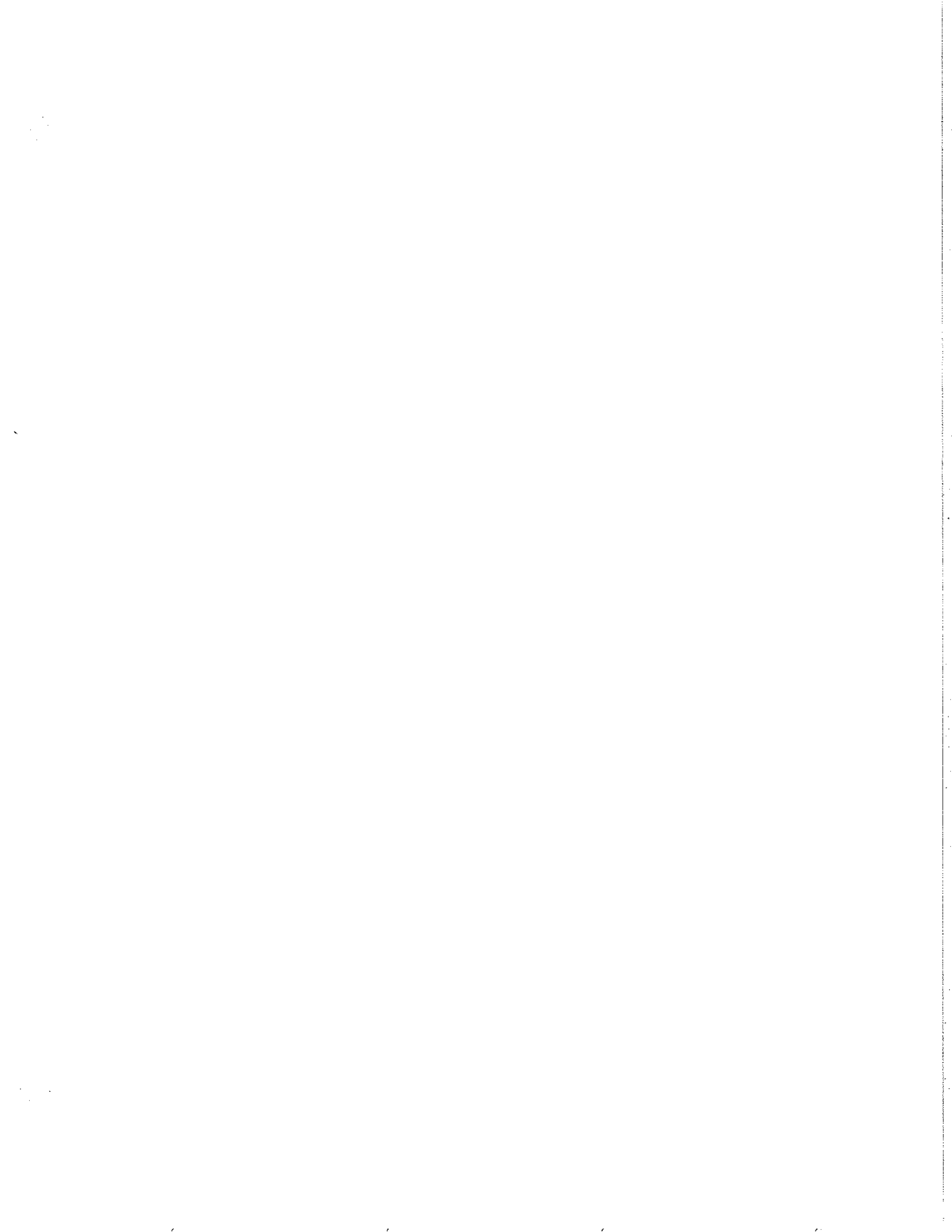


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CERTIFICATIONS



CERTIFICATION OF PARTICIPATION, COMPATIBILITY,
AND COMPLIANCE ASSURANCES

SED-LP-2

COMMUNITY ADVISORY COMMITTEE (CAC) CERTIFICATION

CAC signature and verification:

I certify:

- 1. that the Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the local plan pursuant to Education Code (E.C.) Section 56194;
[X] YES [] NO
- 2. that to ensure adequate and effective participation and communication pursuant to E.C. 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the plan for special education;
[X] YES [] NO
- 3. that the CAC has had 30 days to review the plan prior to submission to the Local Governing Boards and the California Department of Education for approval pursuant to E.C. 56200 (f);
[X] YES [] NO
- 4. that the CAC has reviewed any revisions made to the local plan as a result of recommendations or requirements from the California Department of Education;
[X] YES [] NO

CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE

Signature of CAC Chairperson		Date
<i>Dolly Balangitao Glenda Springer</i>		May 14, 2003
Name of Chairperson Dolly Balangitao and Glenda Springer		Phone Number 510-537-3000

If you checked [✓] NO for any of the above certifications, you must submit specific information, in writing, as to why you did not certify that the SELPA met the requirement. (Attach separate sheet, if necessary.) The Department will take this into consideration in its review of this local plan application.

SELPA: SELPAs are strongly advised to submit a draft of changes or amendments to the local plan to the California Department of Education prior to formal adoption by Local Governing Boards.

Federal Requirements	Federal Reference(s)	State Education Code Reference(s)	Signed Assurances Submitted to CDE	Local Policy /Procedures Submitted to CDE	Administrative Regulations or Procedures for Implementation (held on file locally)
1. Free appropriate public education	20 USC Section 1412, CFR 300.24, 300.300 (a) (3), 300.340 - 300.351 of Part B Regulations	56205(a), 5 CCR Chapter 3, Article 1, Section 3001(b)	X		X
2. Full educational opportunity	20 USC 1412 (a) (2)	48926, 56205(a), 56205(c), 56345 (b)(3), 56368(b)(5)	X		X
3. Child find	20 USC Section 1412 (e) (3) (A-B), 34 CFR Sections 300.125	56205(a), 56301	X		X
4. Individual Education Plan	20 USC Section 1412 (e) (4), 1414(d), 1436(d), CFR 300.344 (e) (1) (ii), 300.345(a)	56205(e), 56195.7(e), 56195.8(a)(3)	X		X
5. Least restricted environment	20 USC 1412 (e) (5) (A)	56205(e), 56031, 56201, 56206, 56303, State Board Policy (10/10/1986)	X		X
6. Procedural safeguards	20 USC 1412 (a) (6), 20 USC 1415	56205(e), 56195.7(e), 56195.8(a)(3)	X		X
7. Annual/Triennial Reassessment	20 USC Section 1412 (e) (7), 1414 (a) (e), 34 CFR 300.128, 300.220	56205(a), 56320-333, 56380(a), CCR Title 5, 3021-3029	X		X
8. Confidentiality	20 USC 1412 (a) (8), 1417	56205(e)	X		X
9. Part C - Transition to Pre-School	20 U.S.C. 1412(a)(9), 20 USC 1431	56205(a)(9), 56429, 17 CCR 52140	X	X	X
10. Private schools	20 USC Section 1412 (e) (10) (A-C), CFR 300.454	56205(a)	X		X
11. Compliance assurances (See SED-LP 1)	20 USC 1412	56205(a)(11)	X		X
12. Governance (See State Requirements)	20 USC 1412 (a), 20 USC 1413 (a)(1), 20 USC 1413 (a)(5)	56205(a)(12), 56001(f), 56190-4, 56195.1(b)(e), 56195.3, 56195.9, 56205(b)(4), 56205(b)(5), 47640-47647		X	X
13. Copies of joint powers agreements (See Governance)	20 USC 1412 (a), 20 USC 1413 (a)(1), 20 USC 1413 (a)(5) 9	56205(a), 56195(c)			X
14. Comprehensive System Of Personnel Development (CSPD)	20 USC 1412(a)(14-15), 1413(a)(3)	56205(a), State Board Policy 6/11/98	X		X
15. Personnel standards	20 USC 1412(a)(14-15), 1413(a)(3)	56205(a), State Board Policy 6/11/98	X		X
16. Performance goals and indicators (See SED-LP 1)	20 USC 1412 (a) (16)	56205(e)	X		X
17. Participation in State/District Assessments	20 USC 1412 (a) (17)	56205(e)	X		X
20. Public participation (See Governance)	20 USC 1412 (a) (20)	56205(a)		X	X
21. Suspension/expulsion rates	20 USC 1412 (a) (22)	56205(a)	X	VIA CASEMIS	X
22. Part C - Early Intervention Services	20 USC 1431-35	EC 56205 (b) (3), EC 56429, 14 GC 95000 et seq., 17 CCR 52000-52175		X	X

LOCAL PLAN ASSURAN AND POLICY/PROCEDURE GRID (GUIDANCE DOCUMENT)

California Department of Education
 SED-LP-3
 Revised 11-02

STATE REQUIREMENTS	State Education Code Reference(s)	Signed Assurances Submitted to CDE	Local Policy /Procedures Submitted to CDE	Administrative Regulations or Procedures for implementation (held on file locally)
Governance	56205 (a)(12)(A), 56205 (a)(12)(D)(i-ii)		X	
Regionalized services	56205 (a) (12) (B)		X	
Verification that a Community Advisory Committee (CAC) has been established	56205 (a) (12) (C)		X	
Supplementation of state/federal funds	56205 (a) (18)			It is advised that you maintain a copy of the submitted Policies/Procedures on file locally.
Maintenance of financial effort	56205 (a) (19)			
Public participation	56205 (a) (20), 56205 (b)(4)		X	
Annual budget plan	56205 (b)(1)(A-G), 56195.7(h)			
Annual service plan	56205 (b)(2)		X	
Early education program description (birth-5 Yrs.)	56205 (b)(3)		X	
Dispute resolution process (Multi-district or JPA only)	56205 (b)(5)			
Community Advisory Committee Certification (See SED-LP-2)	56205 (b)(6)	X	X	
Charter schools	56207.5 (a-c)		X	
Literacy	State Board Requirement			
LOCAL REQUIREMENTS	State Education Code Reference(s)	Signed Assurances Submitted to CDE	Local Policy /Procedures Submitted to CDE	Local Agreements /Policies (held on file locally)
Joint powers/contracts (JPA only)	* 56195.7 pertains to Multi-district SELPAs 56195.1 (e), 56205(a)(13) 56195.7(a), 56300-56382, 56205(b)(7), 5 CCR 3030			Agreement Policy X X X X X
Identify/referral/assessment/instructional planning/implementation/review	56195.7(d-g) 56195.7(d-g)			
Coordination with other agencies	56195.7(d-g)			
Hospital, LCI, Agencies Juvenile Court	56195.7(i)			
Policymaking/ Method of distributing funds (Multi-district)	56195.8(b)(1), 56205 (e)			X
NPS monitoring	56195.8(b)(2)			X
Review of class assignment at Teacher's request	56195.8(b)(4), 56362			X
Resource Specialists Program / Caseloads	56195.8(b)(5)			X
Transportation	56195.8(b)(6)			X
Information on number of pupils being provided special education/related services	56195.8(b)(7)			X
Caseloads for speech/language therapists ages (3-5)	56206			X
Specialized equipment & services	5 CCR 3052(i)			X
Behavioral Interventions Plans				

ELEMENTS OF THE LOCAL PLAN

CHAPTER 3. ELEMENTS OF THE LOCAL PLAN	Cross Reference	Page # where criteria can be located in Local Plan	Compliance Checklist
Article 1. 1 State Requirements			
<p>56205 (a) Each special education local plan area submitting a local plan to the superintendent under this part shall demonstrate, in conformity with subsection (a) of Section 1412 of, and paragraph (1) of subsection (a) of section 1413 of, Title 20 of the United States Code, that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing the following:</p>	56195.1 (a)(12)(D)		
<p>56205 (a) (12) (A) A description of the governance and administration of the plan, including identification of the governing body of a multi-district plan or the individual responsible for administration in a single district plan, and of the elected officials to whom the governing body or individual is responsible.</p>	56195.1 (a)(12)(D)	pg 21-39 pg 21,22 Appendix B B. 1-4	Yes () No ()
<p>56205 (a) (12) (B) A description of the regionalized operations and services listed in Section 56836.23 and the direct instructional support provided by program specialists in accordance with Section 56368 to be provided through the plan</p>		pg 23 pg 26-27	Yes () No ()
<p>56205 (a) (12) (C) Verification that a community advisory committee has been established pursuant to Section 56190.</p>		pg 35-36 Appendix E pg 1-2	Yes () No ()

ELEMENTS OF THE LOCAL PLAN

CHAPTER 3. ELEMENTS OF THE LOCAL PLAN	Cross Reference	Page # where criteria can be located in Local Plan	Compliance Checklist
Article 1. 1 State Requirements			
Multidistrict SELPAs 56205 (a) (12) (D) Multidistrict plans, submitted pursuant to subdivision (b) or (c) of Section 56195.1, shall do the following:			
56205 (a) (12) (D) (i) Specify the responsibilities of each participating county office and district governing board in the policymaking process, the responsibilities of the superintendents of each participating district and county in the implementation of the plan, and the responsibilities of district and county administrators of special education in coordinating the administration of the local plan.	56195.1	pg 18 pg 21-39 pg 22-23	Yes () No ()
56205 (a) (12) (D) (ii) Identifying the respective roles of the administrative unit and the administrator of the special education local plan area and the individual local education agencies within the special education local plan area in relation to the following:	56195.1 (b)	pg 24 pg 22-24	
56205 (a) (12) (D) (i) (I) The hiring supervision, evaluation, and discipline of the administrator of the special education local plan area and staff employed by the administrative unit in support of the local plan.		pg 24-26	Yes () No ()
56205 (a) (12) (D) (ii) (II) The allocation from the state of federal and state funds to the special education local plan area administrative unit or to local education agencies within the special education local plan area.	56195.1 (b)	pg 26-28	Yes () No ()
56205 (a) (12) (D) (ii) (III) The operation of special education programs.		pg 22-24, 27	Yes () No ()
56205 (a) (12) (D) (ii) (IV) Monitoring the appropriate use of federal, state, and local funds allocated for special education programs.		pg 28	Yes () No ()
56205 (a) (12) (D) (ii) (V) The preparation of program and fiscal reports required of the special education local plan area by the state.		pg 28	Yes () No ()

ELEMENTS OF THE LOCAL PLAN

CHAPTER 3. ELEMENTS OF THE LOCAL PLAN	Cross Reference	Page # where criteria can be located in Local Plan	Compliance Checklist
Article 1.1 State Requirements			
56205 (a) (13) Copies of joint powers agreements or contractual agreements, as appropriate, for districts and counties that elect to enter into those agreements pursuant to subdivision (b) or (c) of Section 56195.1.		pg 21 Appendix B B 1-4	Yes () No ()
56205 (b) (1) Each local plan submitted to the superintendent under this part shall also contain all the following:			
(1) An Annual Budget Plan that shall be adopted at a public hearing held by the special education local plan area. Notice of this hearing shall be posted in each school in the local plan area at least 15 days prior to the hearing. The annual budget plan may be revised during any fiscal year according to the policymaking process established pursuant to subparagraph (D) and (E) of paragraph (12) of subdivision (a) and consistent with subdivision (f) of Section 56001 and Section 56195.9. The annual budget plan shall identify expected expenditures for all items required by this part which shall include, but not be limited to, the following:		To be submitted one year after plan is approved by CDE	
56205(b) (1) (A) Funds received in accordance with Chapter 7.2 (commencing with Section 56836).			
56205(b) (1) (B) Administrative costs of the plan.			
56205(b) (1) (C) Special education services to pupils with severe disabilities and low incidence disabilities.			
56205(b) (1) (D) Special education services to pupils with nonsevere disabilities.			
56205(b) (1) (E) Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments.			

ELEMENTS OF THE LOCAL PLAN

CHAPTER 3. ELEMENTS OF THE LOCAL PLAN	Cross Reference	Page # where criteria can be located in Local Plan	Compliance Checklist
<p>Article 1. 1 State Requirements</p>			
<p>56205(b) (1) (F) Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2.</p>		<p>pg 27 pg 38</p>	
<p>56205(b) (1) (G) The use of property taxes allocated to the special education local plan area pursuant to Section 2572.</p>			
<p>56205 (b) (2) An Annual Service Plan shall be adopted at a public hearing held by the special education local plan area. Notice of this hearing shall be posted in each school district in the special education local plan area at least 15 days prior to the hearing. The annual service plan may be revised during any fiscal year according to the policymaking process established pursuant to subparagraphs (D) and (E) and paragraph (12) of subdivision (a) and consistent with subdivision (f) of Section 56001 and with Section 56195.9. The annual service plan shall include a description of services to be provided by each district and county office, including the nature of the services and the physical location at which the services will be provided, including alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by county offices or education, and juvenile court schools, regardless of whether the district or county office of education is participating in the local plan. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.</p>		<p>To be submitted one year after plan is approved by CDE</p>	

ELEMENTS OF THE LOCAL PLAN

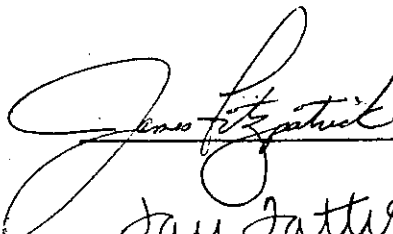



CHAPTER 3. ELEMENTS OF THE LOCAL PLAN	Cross Reference	Page # where criteria can be located in Local Plan	Compliance Checklist
Article 1. 1 State Requirements			
56205 (b) (3) A description of programs for early childhood special education from birth through five years of age.		pg 53 Appendix A A 1-30	Yes () No ()
56205 (b) (4) 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 plan, may address questions or concerns to the governing body or individual.	56205 (b) (1) 56205 (b) (2)	B-3 E-1 pg 19, 38	Yes () No ()
56205 (b) (5) A description of a dispute resolution process, including mediation and final binding arbitration to resolve disputes over the distribution of funding, the responsibilities for service provision, and the other governance activities specified within the plan.		pg 28-29	Yes () No ()
56207.5 A request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district. In reviewing and approving a request by a charter school to participate as a local educational agency in a special education local plan area, the following requirements shall apply:		pg 29-32	
56207.5 (a) The special education local plan area shall comply with Section 56140.		pg 29-34	Yes () No ()
56207.5 (b) The charter school shall participate in state and federal funding for special education and the allocation plan developed pursuant to subdivision (f) of Section 56195.7 or Section 56836.05 in the same manner as other local educational agencies of the special education local plan area.	56195.1 (f) 56203	pg 32 pg 30-31	Yes () No ()
56207.5 (c) The charter school shall participate in governance of the special education local plan area in the same manner as other local educational agencies of the special education local plan area.	56195.1 (f) 56203	pg 32	Yes () No ()

ELEMENTS OF THE LOCAL PLAN

CHAPTER 3. ELEMENTS OF THE LOCAL PLAN	Cross Reference	Page # where criteria can be located in Local Plan	Compliance Checklist
Article 1. 1 State Requirements <u>Reading Criteria:</u> In order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative. Further, SELPA Local Plans shall include assurances that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy that includes:	State Board Requirement 2/10/99	pg 43-44	
a. Information about current literacy and learning research		pg 43	Yes () No ()
b. State adopted standards and frameworks		pg 43	Yes () No ()
c. Increased participation of students with disabilities in statewide student assessments		pg 44	Yes () No ()
d. And, research based instructional strategies for teaching reading to a wide range of diverse learners in order to increase the percentage of children with disabilities who are literate.		pg 43	Yes () No ()
Local Plans shall also include assurances that students with disabilities will have full access to:			
a. All required core curriculum including state adopted core curriculum text books and supplementary text books		pg 44	Yes () No ()
b. Instructional materials and support in order that students with disabilities attain higher standards in reading		pg 44	Yes () No ()

MID ALAMEDA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

**Certification of Board Minutes
Approval of Plan**

District	Date of Local Board Meeting	Superintendent
Castro Valley Unified	<u>May 8, 2003</u>	<u></u>
Hayward Unified	<u>May 28, 2003</u>	<u></u>
San Leandro Unified	<u>May 6, 2003</u>	<u></u>
San Lorenzo Unified	<u>May 6, 2003</u>	<u></u>

CERTIFICATION OF BOARD MINUTES

This is to certify that the Castro Valley Unified School Board, at its regular meeting on
May 8, 2003, approved and agrees to implement the Mid Alameda
County SELPA policies and procedures.

MOTION: Trustee Friesen

SECONDED: Trustee Loss

Vote: Ayes: 5

Noes: 0

Absent: 0

I certify that the foregoing statement is true and correct.

Name *James L. Hospital*

Title SUPERINTENDENT

Date May 8, 2003

CERTIFICATION OF BOARD MINUTES

This is to certify that the Hayward Unified School Board, at its regular meeting on
5/28/03, approved and agrees to implement the Mid Alameda
County SELPA policies and procedures.

MOTION: Betty DeForest

SECONDED: Larry Booth

Vote: Ayes: 5

Noes: 0

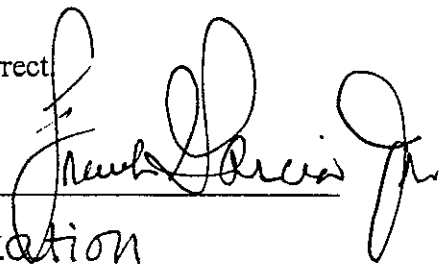
Absent: 0

I certify that the foregoing statement is true and correct.

Name Frank Garcia, Jr.

Title Clerk, Board of Education

Date 5/28/03



SAN LEANDRO UNIFIED SCHOOL DISTRICT

CERTIFICATION OF BOARD MINUTES

This is to certify that the San Leandro Unified School Board, at its regular meeting on
5/6/03, approved and agrees to implement the Mid Alameda
County SELPA policies and procedures.

MOTION: Gary Thompson

SECONDED: Linda Perry

Vote: Ayes: Cutter, Heystek, Perry, Pon, Richards, Thompson, Wilson

Noes: None

Absent: None

I certify that the foregoing statement is true and correct.

Name Gary Thompson

Gary Thompson

Title Clerk

Clerk

Date 5/6/03

5/6/03

SPECIAL EDUCATION LOCAL PLAN AREA

Mid-Alameda County SELPA

The San Lorenzo Unified School District certifies that the Elements of the Local Plan has been adopted by the local board(s) (district/county). The agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and its' implementing regulations under 34 CFR, Parts 300 and 303, Section 504 of Public Law, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title VI of the California Code of Regulations.

Rebecca Rosenberg
Superintendent

or

Board President

San Lorenzo Unified School District

Date: *May 6, 2003*



San Lorenzo Unified School District

BOARD OF EDUCATION
Barbara J. Sidari, President
Helen T. Randall, Vice President/Clerk
Norman D. Fobert
Raymond J. Grangoff
Isabel Polvorosa

SUPERINTENDENT
Amie C. Glassberg

ASSOCIATE SUPERINTENDENT
Lawrence P. Maniscalco

ASSISTANT SUPERINTENDENTS
L. Jeffrey Lovell, Personnel Services
Lowell Shira, Ph.D., Business Services

CERTIFICATION OF BOARD MINUTES

This is to certify that the San Lorenzo Unified School District Board of Education, at its regular meeting on May 6, 2003, approved the Elements of the local plan. The agency(ies) herein represented will meet all applicable requirements of the state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, Section 504 of Public Law, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title VI of the California Code of Regulations.

MOTION: *Helen T. Randall*

SECOND: *Isabel Polvorosa*

Vote: Ayes: 5
Noes: 0
Absent: 0

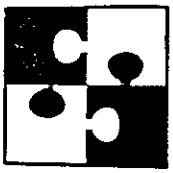
I certify that the foregoing statement is true and correct.

May 6, 2003
(Date)

Helen T. Randall

Helen T. Randall, Vice President/Clerk

ASSURANCES



Mid-Alameda County Special Education Local Plan Area

Administrative Unit: Castro Valley Unified School District • Susan Parker, Director
4400 Alma Avenue • Castro Valley, CA 94546

Castro Valley Unified School District ♦ Hayward Unified School District ♦ San Leandro Unified School District ♦ San Lorenzo Unified School District

MID ALAMEDA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA ASSURANCE STATEMENT

CASTRO VALLEY UNIFIED

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

It shall be the policy of this SELPA that a free appropriate public education is available to all children residing in the SELPA between the ages of three and 21 inclusive, including children with disabilities who have been suspended or expelled from school. Appropriate education is that combination of educational and related service(s) as determined on an Individualized Education Program (IEP) that meets the unique needs of each individual in order to benefit from his /her access to educational opportunities.

FULL EDUCATIONAL OPPORTUNITY

It shall be the policy of this SELPA that all students with disabilities have access to the variety of educational programs and services available to non-disabled students including nonacademic and extra-curricular services and activities.

CHILD FIND

It shall be the policy of the SELPA that all children with disabilities, including children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located and evaluated.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

It shall be the policy of this SELPA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his or her individualized education program.

LEAST RESTRICTIVE ENVIRONMENT

It shall be the policy of this SELPA 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 the child is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

PROCEDURAL SAFEGUARDS

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

ANNUAL/TRIENNIAL REASSESSMENT

It shall be the policy of this SELPA that a review will be conducted on at least an annual basis to review the child's progress. This review shall include, but is not limited to, the achievement of annual goals, the appropriateness of placement and/or to make any necessary revisions.

The LEA shall conduct a reassessment of each child with a disability at least once every three years, or more frequently, if conditions warrant a reassessment of the child's parent or teacher requests a reassessment and a new Individualized Education Program (IEP) to be developed.

CONFIDENTIALITY

It shall be the policy of this SELPA 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 at collection, storage, disclosure, and destruction.

PART C, TRANSITION

It shall be the policy of the 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.

PRIVATE SCHOOLS

It shall be the policy of this SELPA to assure that children with disabilities voluntarily enrolled by their parents in private school shall receive special education and related services in accordance with local procedures. The required proportion of federal funds received will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

COMPLIANCE ASSURANCES

It shall be the policy of this SELPA that the local plan shall be adopted by the school boards of Castro Valley Unified School District, Hayward Unified School District, San Leandro Unified School District, and San Lorenzo Unified School District, and is the basis for the operation and administration of special education programs. The agencies herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, Section 504 of Public Law, and the provisions of the California Education Code, Part 30.

GOVERNANCE

It shall be the policy of this SELPA to support and comply with the provisions of the governance structure described in this Plan, and any necessary administrative support to implement the plan.

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

It shall be the policy of this SELPA that it will support and assist the state's efforts and activities to ensure an adequate supply of qualified special education, general education, and related services personnel.

PERSONNEL STANDARDS

It shall be the policy of this SELPA to make an ongoing effort to recruit and hire appropriately and adequately trained personnel, as defined by state standards, to provide special education and related services to children with disabilities. Where there is a shortage of such personnel, the most qualified individuals available who are making satisfactory progress toward completing applicable coursework necessary to meet state standards, shall be assigned.

PERFORMANCE GOALS AND INDICATORS

It shall be the policy of this SELPA to comply with the requirements of the performance goals and indicators developed by the state, and provide data as required by the state.

PARTICIPATION IN ASSESSMENTS

It shall be the policy of this SELPA that students with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations, where necessary. For those children with disabilities who cannot participate, alternate assessment will be conducted.

SUPPLEMENTATION OF STATE/FEDERAL FUNDS

It shall be the policy of this SELPA to include this information in the Annual Budget Plan submitted annually to the State.

MAINTENANCE OF EFFORT

It shall be the policy of this SELPA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local and other Federal funds and not to supplant those funds; 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 for in Federal law and regulations.

PUBLIC PARTICIPATION

It shall be the policy of this SELPA that, prior to its adoption of policies and procedures, the SELPA shall make the policies and procedures available to the general public, hold public hearings and provide an opportunity for comment by the general public.

SUSPENSION/EXPULSION

It shall be the policy of this SELPA that data on suspension and expulsion rates will be provided in the manner prescribed by the State.

PART C

It shall be the policy of this SELPA to submit the Part C (Infants) Local Interagency Agreement to the State as part of the Annual Service Plan.

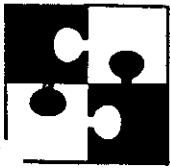
In accordance with Federal and State laws and regulations, the Mid Alameda County SELPA ensures that the policies and procedures covered by this assurance statement are on file at the Local Education Agency and /or SELPA office.

Be it further resolved that the Superintendents of this SELPA shall administer the local implementation of procedures, in accordance with state and federal laws, rules and regulations, which will ensure full compliance.

Adopted this 8th day of May 2003

Signed *Kenneth Okon* President of Board of Education

Signed *Janet E. Spivey* Superintendent of Board of Education



Mid-Alameda County Special Education Local Plan Area

Administrative Unit: Castro Valley Unified School District • Susan Parker, Director
4400 Alma Avenue • Castro Valley, CA 94546

♦ Castro Valley Unified School District ♦ Hayward Unified School District ♦ San Leandro Unified School District ♦ San Lorenzo Unified School District

MID ALAMEDA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA ASSURANCE STATEMENT

HAYWARD UNIFIED

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

It shall be the policy of this SELPA that a free appropriate public education is available to all children residing in the SELPA between the ages of three and 21 inclusive, including children with disabilities who have been suspended or expelled from school. Appropriate education is that combination of educational and related service(s) as determined on an Individualized Education Program (IEP) that meets the unique needs of each individual in order to benefit from his /her access to educational opportunities.

FULL EDUCATIONAL OPPORTUNITY

It shall be the policy of this SELPA that all students with disabilities have access to the variety of educational programs and services available to non-disabled students including nonacademic and extra-curricular services and activities.

CHILD FIND

It shall be the policy of the SELPA that all children with disabilities, including children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located and evaluated.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

It shall be the policy of this SELPA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his or her individualized education program.

LEAST RESTRICTIVE ENVIRONMENT

It shall be the policy of this SELPA 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 the child is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

PROCEDURAL SAFEGUARDS

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

ANNUAL/TRIENNIAL REASSESSMENT

It shall be the policy of this SELPA that a review will be conducted on at least an annual basis to review the child's progress. This review shall include, but is not limited to, the achievement of annual goals, the appropriateness of placement and/or to make any necessary revisions.

The LEA shall conduct a reassessment of each child with a disability at least once every three years, or more frequently, if conditions warrant a reassessment of the child's parent or teacher requests a reassessment and a new Individualized Education Program (IEP) to be developed.

CONFIDENTIALITY

It shall be the policy of this SELPA 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 at collection, storage, disclosure, and destruction.

PART C, TRANSITION

It shall be the policy of the 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.

PRIVATE SCHOOLS

It shall be the policy of this SELPA to assure that children with disabilities voluntarily enrolled by their parents in private school shall receive special education and related services in accordance with local procedures. The required proportion of federal funds received will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

COMPLIANCE ASSURANCES

It shall be the policy of this SELPA that the local plan shall be adopted by the school boards of Castro Valley Unified School District, Hayward Unified School District, San Leandro Unified School District, and San Lorenzo Unified School District, and is the basis for the operation and administration of special education programs. The agencies herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, Section 504 of Public Law, and the provisions of the California Education Code, Part 30.

GOVERNANCE

It shall be the policy of this SELPA to support and comply with the provisions of the governance structure described in this Plan, and any necessary administrative support to implement the plan.

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

It shall be the policy of this SELPA that it will support and assist the state's efforts and activities to ensure an adequate supply of qualified special education, general education, and related services personnel.

PERSONNEL STANDARDS

It shall be the policy of this SELPA to make an ongoing effort to recruit and hire appropriately and adequately trained personnel, as defined by state standards, to provide special education and related services to children with disabilities. Where there is a shortage of such personnel, the most qualified individuals available who are making satisfactory progress toward completing applicable coursework necessary to meet state standards, shall be assigned.

PERFORMANCE GOALS AND INDICATORS

It shall be the policy of this SELPA to comply with the requirements of the performance goals and indicators developed by the state, and provide data as required by the state.

PARTICIPATION IN ASSESSMENTS

It shall be the policy of this SELPA that students with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations, where necessary. For those children with disabilities who cannot participate, alternate assessment will be conducted.

SUPPLEMENTATION OF STATE/FEDERAL FUNDS

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MAINTENANCE OF EFFORT

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PUBLIC PARTICIPATION

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SUSPENSION/EXPULSION

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PART C

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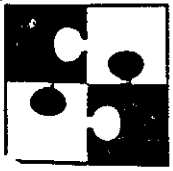
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Be it further resolved that the Superintendents of this SELPA shall administer the local implementation of procedures, in accordance with state and federal laws, rules and regulations, which will ensure full compliance.

Adopted this 28th day of May 2003

Signed Paul Grumki III President of Board of Education

Signed Jay Zatter Superintendent of Board of Education



Mid-Alameda County Special Education Local Plan Area

Administrative Unit: Castro Valley Unified School District • Susan Parker, Director
4400 Alma Avenue • Castro Valley, CA 94546

Castro Valley Unified School District ♦ Hayward Unified School District ♦ San Leandro Unified School District ♦ San Lorenzo Unified School District

MID ALAMEDA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA ASSURANCE STATEMENT

SAN LEANDRO UNIFIED

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

It shall be the policy of this SELPA that a free appropriate public education is available to all children residing in the SELPA between the ages of three and 21 inclusive, including children with disabilities who have been suspended or expelled from school. Appropriate education is that combination of educational and related service(s) as determined on an Individualized Education Program (IEP) that meets the unique needs of each individual in order to benefit from his /her access to educational opportunities.

FULL EDUCATIONAL OPPORTUNITY

It shall be the policy of this SELPA that all students with disabilities have access to the variety of educational programs and services available to non-disabled students including nonacademic and extra-curricular services and activities.

CHILD FIND

It shall be the policy of the SELPA that all children with disabilities, including children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located and evaluated.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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LEAST RESTRICTIVE ENVIRONMENT

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PROCEDURAL SAFEGUARDS

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ANNUAL/TRIENNIAL REASSESSMENT

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PART C. TRANSITION

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PRIVATE SCHOOLS

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COMPLIANCE ASSURANCES

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GOVERNANCE

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MAINTENANCE OF EFFORT

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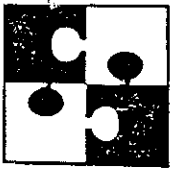
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Be it further resolved that the Superintendents of this SELPA shall administer the local implementation of procedures, in accordance with state and federal laws, rules and regulations, which will ensure full compliance.

Adopted this 6th day of May 2003

Signed Louis Heysteck / s President of Board of Education

Signed Christine Lim Superintendent of Board of Education



Mid-Alameda County Special Education Local Plan Area

Administrative Unit: Castro Valley Unified School District • Susan Parker, Director
4400 Alma Avenue • Castro Valley, CA 94546

Castro Valley Unified School District ♦ Hayward Unified School District ♦ San Leandro Unified School District ♦ San Lorenzo Unified School District

MID ALAMEDA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA ASSURANCE STATEMENT

SAN LORENZO UNIFIED

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

It shall be the policy of this SELPA that a free appropriate public education is available to all children residing in the SELPA between the ages of three and 21 inclusive, including children with disabilities who have been suspended or expelled from school. Appropriate education is that combination of educational and related service(s) as determined on an Individualized Education Program (IEP) that meets the unique needs of each individual in order to benefit from his /her access to educational opportunities.

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GOVERNANCE

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MAINTENANCE OF EFFORT

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Be it further resolved that the Superintendents of this SELPA shall administer the local implementation of procedures, in accordance with state and federal laws, rules and regulations, which will ensure full compliance.

Adopted this 6th day of May 2003

Signed Barbara J. Siclari President of Board of Education

Signed W. G. ... Superintendent of ~~Board of Education~~ ^{Schools}

GOVERNANCE

The Mid Alameda County Special Education Local Plan Area is a multidistrict SELPA comprised of Castro Valley Unified School District, Hayward Unified School District, San Leandro Unified School District and San Lorenzo Unified School District.

GOVERNING BODY

The SELPA is an association. Each local education agency appoints a district governing board representative to the Regional Policy Board. Each Regional Policy Board member has one vote.

The Regional Policy Board (RPB), which is made up of a district governing board representative from each LEA (Castro Valley, Hayward, San Leandro and San Lorenzo), is the governing body of the MAC SELPA. The RPB makes policy, approves the annual Budget Plan, and an Annual Service Plan for the Mid Alameda County Special Education Local Plan Area (MAC SELPA). The Superintendent of the Administrative Unit (AU), Castro Valley Unified School District, is responsible for overall coordination and implementation of the plan and is the fiscal agent for the MAC SELPA. (See governance chart, Appendix C and Appendix B – Regional Policy Board By-Laws). The local plan identifies the governing body and elected officials to whom the governing body is responsible.

The Administrators of Special Education from Castro Valley, Hayward, San Leandro and San Lorenzo meet together as a Council and with the Program Specialists plan cooperatively and make recommendations to the Superintendents and the Regional Policy Board. This Council coordinates special education services within the MAC SELPA, and the administrators are responsible for the management of the LEA and MAC SELPA programs assigned to them.

The Superintendents review recommendations from the Council of Administrators and make recommendations to the Regional Policy Board. They supervise the administration of LEA services.

The Superintendent of the Administrative Unit (AU), Castro Valley Unified School District, is responsible for overall coordination and implementation of the Plan and is the fiscal agent for the MAC SELPA.

GOVERNANCE STRUCTURE AND ADMINISTRATIVE SUPPORT

The four education agencies (Castro Valley, Hayward, San Leandro and San Lorenzo) join together pursuant to Section 56195 of the California Education code to adopt a plan in accordance with California Education Code 56200 to assure access to special education and services for all eligible individuals with disabilities residing within the school boundaries of the four school districts hereafter known as the Mid Alameda County SELPA.

The Regional Policy Board annually reviews the Local Plan and modifies it as necessary. Revisions in the governance structure shall be proposed to and approved by the Regional Policy Board. All such modifications and amendments are subject to an input review process including review by the Community Advisory Committee and a Local Plan Development and Review Committee.

RESPONSIBILITY OF PARTICIPATING AGENCIES

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its school boundaries, including students attending charter schools where a local education agency of the Mid Alameda County SELPA has granted the charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available with Mid Alameda County SELPA.

IMPLEMENTATION OF ADMINISTRATIVE FUNCTIONS

Castro Valley Unified School District is designated as the Administrative Unit (AU) for the Mid Alameda County SELPA. It shall be responsible for functions such as, but not limited to:

- Receipt and distribution of special education funds to districts in the SELPA 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 staff to support SELPA function

The Administrative SELPA unit is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

RESPONSIBILITIES OF LOCAL EDUCATION AGENCY MEMBERS

Responsibilities and Procedures of LEA Governing Boards:

- Exercise authority over and assume responsibility for special education programs operated by their districts
- Enter into joint powers and other agreements with other LEAs participating in the plan
- Review and give input to the Regional Policy Board about revisions of the MAC SELPA Local Plan for Special Education
- Approve amendments to the Local Plan

- Participate in the governance of the MAC SELPA through their designated representative to the Regional Policy Board
- Review MAC SELPA budget and allocation of funds
- Appoint members to the Community Advisory committee (CAC)
- Review policy recommended by the Regional Policy Board for LEA Board adoption, and adopt as appropriate

Each participating LEA Board is responsible for implementing those services assigned to it in the Local Plan and the Annual Budget Plan. Each LEA provides a continuum of program options through assignment of its own staff and facilities. When an LEA board is unable to provide an appropriate program for an individual with exceptional needs, the LEA Administrator and/or Program Specialist is directed to arrange placement with another LEA in the MAC SELPA. If placement is not available in the MAC SELPA, the Council of Administrators makes a recommendation to seek placement in another service region, and the appropriate administrator is assigned the responsibility for seeking and negotiating an inter-SELPA agreement for service.

Such agreements for services are approved annually by the Regional Policy Board (RPB). When a non-public school placement option is recommended by an IEP Team, the recommendation and cost are reviewed by the LEA Board. The agreement for services is negotiated by the appropriate Administrator for Special Education and is approved annually by the LEA Board.

RESPONSIBILITIES OF LOCAL EDUCATION AGENCY ADMINISTRATORS

Responsibilities of LEA Superintendents

- Implement and monitor all MAC SELPA policies and procedures at the district level
- Direct the allocation and utilization of special education services and resources within their districts in accordance with the MAC SELPA Local Plan
- Ensure compliance with federal and state laws and regulations concerning individuals with exceptional needs within their district
- Meet to mediate differences among the Special Education Administrators
- Advise the Regional Policy Board concerning the following:
 - Evaluation of special education programs and services with respect to both planned and actual efforts, progress and results
 - Changes in the Local Plan
 - Priorities for services

LEA Superintendents or their designees implement their responsibilities by attending meetings of the Regional Policy Board, reviewing recommendations made by the LEA Administrators and the Council and by regularly informing the LEA Board about LEA and SELPA matters.

Responsibility of LEA Administrators of Special Education for Coordinating Administration of the Plan

- Plan and manage the operations of the LEA and MAC SELPA special education programs and services within their agencies in accordance with the provisions of this Local Plan
- Facilitate liaison with community resources
- Provide supervision of special education staffs
- Establish priorities for the provision of services
- Gather data necessary to make required reports
- Cooperate with other Local Education agencies and the Administrative Unit (AU) in the placement of individuals with exceptional needs whose needs cannot be met in the LEA of residence
- Monitor their agencies special education programs and services with respect to planning, actual efforts, progress and results
- Review and approve the SELPA Plan
- Participate in governance of MAC SELPA as members of the Council of Administrators
- Review services and recommend priorities for Local Education agencies and MAC SELPA services
- Recommend changes in the Local Plan based on community/staff reactions and evaluation of information
- Make recommendations to the Superintendents and the Regional Policy Board about the annual budget, funding distribution, agreements and/or contracts for services, and other MAC SELPA matters
- Resolve differences about MAC SELPA matters when possible
- Maintain liaison with state special schools and other agencies
- Coordinate and cooperate with the Alameda County Office of Education to ensure that all individuals with exceptional needs will have access to appropriate special education programs and related services

SELPA STAFFING

A decision making process is used for the selection of the Administrative Unit, adoption of the Local Plan, establishing the annual budget, the distribution of special education funds, responsibilities, and policies for the MAC SELPA.

Selection of the Administrative Unit and employment of the SELPA staff occurs pursuant to the procedures described in Procedures for Determining Responsibility and Making changes listed below. Recommendations are made by the Council of Administrators, LEA Boards, Superintendents, and the Community Advisory Committee to the Regional Policy Board about selection of the Administrative Unit and allocation of staff to the SELPA. The vote of the Regional Policy Board is a final decision. The Administrative Unit selects and hires SELPA staff according to the Administrative Unit's personnel procedures.

The procedures for determining responsibility and making changes are as follows:

- Recommendations are made by the Council, Superintendents, LEA governing boards, and/or the Community Advisory Committee to the Regional Policy Board. Input may be requested from other agencies and from members of the public. After consideration, and a public hearing when adopting the Annual Budget Plan, the Regional Policy Board acts.
- Should disputes arise between or among the LEA's about MAC SELPA procedures, operations, changes or interpretation of MAC SELPA policy, the LEA administrators attempt to arrive at a settlement. If agreement is not reached by the Council, the Superintendents meet and resolve the dispute.
- If a dispute arises among members of the Regional Policy Board, the Administrative Unit Superintendent mediates the differences. The vote of the Regional Policy board is a final decision.

Appendix: B - Regional Policy Board By-Laws.

SELPA Administrator

The fundamental role of the SELPA Administrator is to provide leadership and facilitate the decision making process. The SELPA Administrator's role includes the provision of information, specific services identified by the Superintendent's Council, technical assistance, leadership and arbitration. It is the SELPA Administrator's responsibility to represent the interests of the SELPA as a whole without promoting any particular local education's interest over the interest of any other agencies. See above procedures if there are differences of opinions and/or positions on issues.

The Administrative Unit shall be responsible for the selection, direction, discipline and annual evaluation of the SELPA Administrator with input from the local education agencies. It is understood that this responsibility includes responsibility for any allegations of violations arising under the federal and state equal employment law.

The SELPA Administrator is subject to the Administrative Unit's policies and procedures for day to day operations, but receives direction from, and is responsible to, the Regional Policy Board and LEA Superintendents.

SELPA Staff

The Regional Policy Board shall be responsible for designating the staff to support the functioning of the SELPA. The LEA superintendents and council of administrators provide recommendations to the Regional Policy Board.

SELPA staff shall be employed by the Administrative Unit and supervised by the SELPA Administrator according to the Administrative Unit's policy and practices.

The selection of SELPA staff shall follow the Administrative Units employment and selection practices.

Program Specialists

The Council of Administrators determines program needs of the districts within the SELPA, district preference, and MAC SELPA needs. A plan for services allocation and selection and assignment of Program Specialists is presented to the Regional Policy Board for approval. The Administrative Unit contracts with each LEA for Program Specialists. Their responsibilities are to:

- Observe, consult with, and assist Resource Specialists, designated instruction and services instructors, special day class teachers and other support staff
- Plan programs, coordinate curricular resources, evaluate the appropriateness and effectiveness of programs for children with disabilities
- Assist with local education agency staff development programs, and innovation of special methods and approaches, and program development
- Provide coordination, consultation, and program development in specialized areas of expertise
- Monitor, consult and/or assist with referral, assessment, identification, and IEP development
- Perform other activities as required by the MAC SELPA
- Meet regularly with other Program Specialists to share data and information about services and students
- Make recommendations to the Council of Administrators and the LEA Administrator about identified service needs
- 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 training for parents and members of the Community Advisory Committee
- Provide inservice training and technical assistance for regular and special education teachers, administrators, support staff and parents
- Assist as a liaison to various community agencies such as the Department of Mental health, East Bay Regional Center, California Children's Service, Department of Human Services and the Probation Department

DISTRIBUTION OF FEDERAL AND STATE FUNDS

All federal and state special education funds shall be allocated to the SELPA Administrative Unit for distribution to local educational agencies 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 Regional Policy Board.

RESPONSIBILITIES FOR DISTRIBUTION OF FEDERAL AND STATE FUNDS

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Administrative Unit shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Plan. The SELPA Administrator is responsible for ensuring that the funds are distributed in accordance with the funding allocation plan.

The Council of Administrators shall develop the Annual Budget Plan for review and approval by the Regional Policy Board. The Annual Budget Plan shall be distributed to the local education agencies and the Community Advisory Committee upon approval by the Regional Policy Board.

PROVISION OF SPECIAL EDUCATION SERVICES TO STUDENTS WITH DISABILITIES

It is the intention of the SELPA to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. Access to services is through each of the local education agencies. The referral, assessment and IEP process is utilized to identify the needs of each individual student with disabilities. The local education agencies have committed to policies and procedures to assure that students will have their rights to appropriate services provided in the least restrictive environment.

The Council of Administrators shall identify on a regular basis any unmet needs of students with the SELPA. With the assistance of the SELPA Administrator, the Council of Administrators identifies the resources within the SELPA, which could provide the appropriate services.

When services are required beyond the programs and services being provided by any local education agency, the Council of Administrators shall develop a plan for consideration by the Regional Policy Board. Any plan having a fiscal impact on local education agencies shall be reviewed by LEA Superintendents or their designee prior to consideration by the Regional Policy Board.

The Council of Administrators shall develop the Annual Services Plan for review and approval by the Regional Policy Board. The annual Services Plan shall be distributed to the local education agencies and the Community Advisory Committee upon approval.

MONITORING THE USE OF SPECIAL EDUCATION FUNDS

It is the intent of the SELPA that the needs of students with severe disabilities as identified in the IEP shall be met.

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 regular 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 this services.
- To develop and implement a fully integrated and coordinated services system

The SELPA Administrator, with the assistance of the Council of Administrators and the Local Education agencies shall be responsible to monitor 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 by the Regional Policy Board through the Annual Budget Plan process.

PREPARATION OF PROGRAM AND FISCAL REPORTS

The SELPA Administrator, with the assistance of the Administrative Unit and the Council of Administrators, shall be responsible to prepare all program and fiscal reports required of the SELPA by the state. This includes the implementation of a data collection and storage system that will provide for the management and reporting of required data for state and federal systems.

The Regional Policy Board shall approve the SELPA-wide Annual Service Plan and Annual Budget Plan and any subsequent modifications.

DISPUTE RESOLUTION

A decision-making system is used for the selection of the Administrative Unit, adoption of the Local Plan, and establishing the annual budget, responsibilities, and policies for the MAC SELPA.

Recommendations are made by the Council, Superintendent, LEA governing boards, and the Community Advisory Committee to the Regional Policy Board. Input may be requested from other agencies and from members of the public. After consideration, and a public hearing when adopting the Annual Budget Plan, the Regional Policy Board acts.