

SECTION III

GOVERNANCE AND ADMINISTRATION OF THE LOCAL PLAN

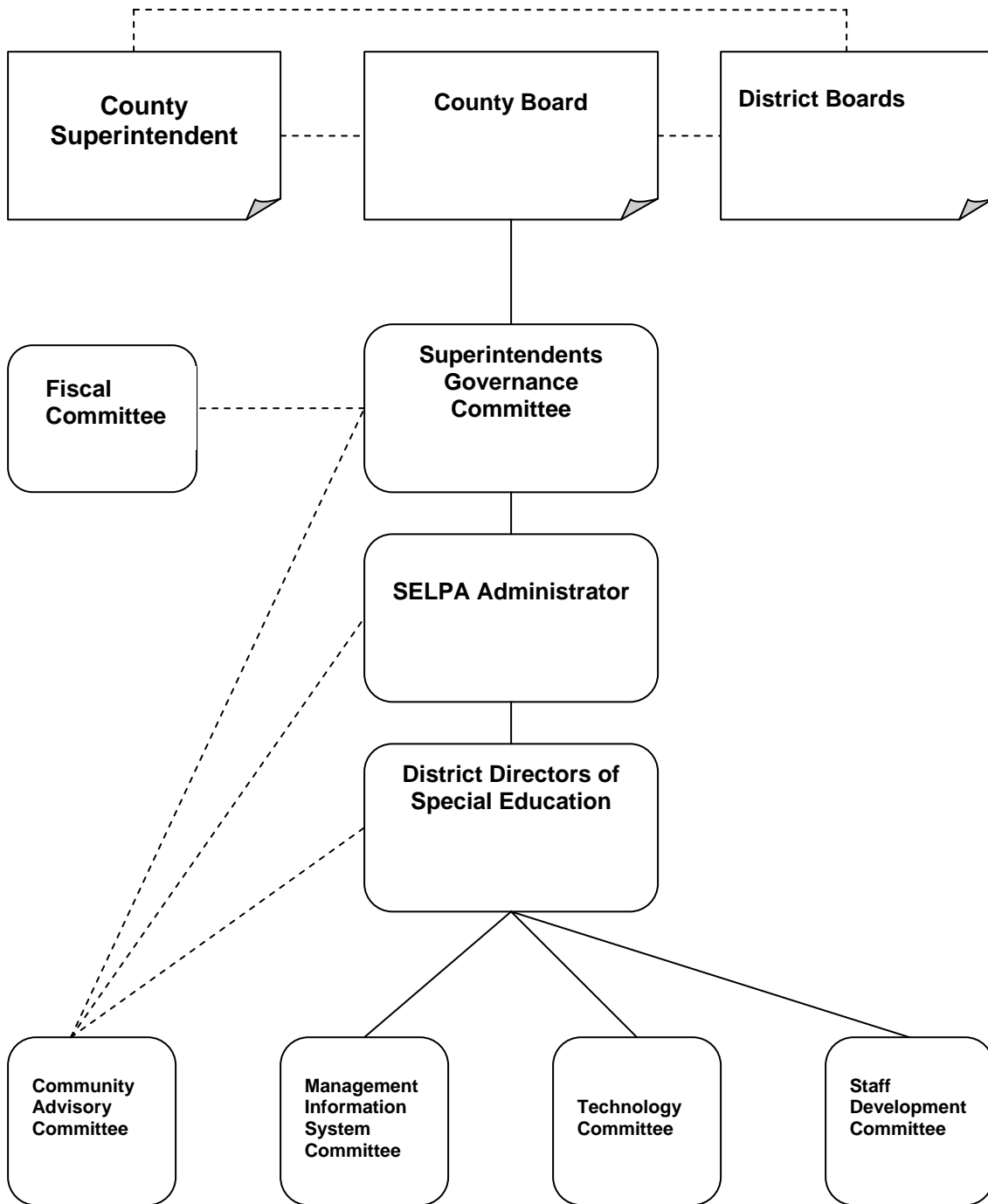
[EC 56205 (a) (12) (A)-(D), 56195 (a) (12) (D) (i)-(ii), 56195.1 (c) (1), 56195.1 (b) (1)-(3)]

A. GOVERNANCE STRUCTURE [EC 56205 (a) (12) (A)]: The Tulare County/District Special Education Local Plan area recognizes the importance of an efficient and economical administrative structure. The responsibility of the administrative and staff positions is to assure that programs are available to serve the education needs of all of the special education students within the boundaries of Tulare County and charter schools participating in the Tulare County/District SELPA. Pursuant to EC 56140, the Tulare County/District SELPA has adopted a plan to assure access to special education and services for all eligible individuals with disabilities residing in the geographic service area [EC 56207.5 (a)] and those enrolled in charters that are part of the Tulare County/District SELPA. In addition to program accessibility, the provision for assessment services, student evaluation, teacher and specialist support, and the assurance of quality services are recognized as important responsibilities of the administrative staff. The Tulare County/District Special Education Local Plan area serves approximately 7,176 (December 1, 2009) individuals with exceptional needs, providing special education and related services [EC 56195.8 (b) (6)]. Forty-six school districts in Tulare County and one charter school LEA participate in the plan [EC 56195.1 (c), 56195.7]. The CBEDS count for Tulare County is 96,949 students (December 1, 2009). Thus the SELPA presently serves seven per cent of the population (based on December 1, 2009). (The organizational structure for the management and operation of the Tulare County SELPA is shown in **Figure 1.0**. [EC 56205 (a) (12) (A)])

Each of the board and administrative positions as reflected in **Figure 1.0** is related to the functioning of the special education programs within the Tulare County SELPA. [EC 56205 (a) (12) (D) (ii) (III)] The following describes the various components within the management structure.

1. **Governing Boards [EC 56170(b)(1); 56205 (a) (12) (A); 56195.1 (c) (1)]:** The Tulare County Board of Education and the LEA governing boards share in the responsibility for the operation of the local plan for special education. The boards are responsible for programs operated by their agencies as well as agency budgets and personnel. It is the responsibility of the Superintendent/CEO of each participating LEA to recommend to the local board properly credentialed personnel to provide special education services as allocated by the SELPA.
2. **Superintendents Governance Committee [EC 56205 (a) (12) (A)]:** The Superintendents Governance Committee is composed of fifteen (15) members and is responsible for the review /recommendation of SELPA policies before presentation to the County Board. The Superintendents Governance Committee approves fiscal allocations of state and federal special education funding. Members are appointed as follows:

Figure 1.0
SELPA Management and Operation Organizational Structure
 [EC 56205 (a) (12) (D) (ii)]



————— Indicates direct authority
 - - - - - Indicates advisory authority

- Superintendents from LEAs over 1500 student CBEDS count (12).
- Two (2) members appointed at large, for a three-year term, who represent LEAs under 1500 student CBEDS count.
- Tulare County Superintendent of Schools.

Members appointed shall assure representation of the Superintendents and Boards of all the LEAs in the Special Education Local Plan Area and Tulare County Office of Education. Members of the Superintendents Governance Committee may be represented by a designee only in the case of an emergency. The designee is not empowered use with a proxy vote.

SEE **APPENDIX A** for SUPERINTENDENTS GOVERNANCE COMMITTEE MEMBERSHIP.

3. **Administration of the Plan [EC 56195; 56205(a) (12) (A); 56205 (a) (12) (D) (ii)]:** The SELPA Administrator is the individual designated by the SELPA to collect, report, and disseminate data to and for the California Department of Education, Division of Special Education. The Administrator is also responsible for fiscal accountability and program planning for the SELPA. In the operation of special education programs, the SELPA Administrator :
 - Improves the quality of programs through use of on-going evaluation through staff development
 - Encourages involvement by parents of each child with a disability in the IEP process, increases awareness of parents of individuals with exceptional needs through a comprehensive program of parent education through Child Find activities
 - Fosters public support for special education through the maintenance of a strong position of child advocacy
 - Assure that an effective management information system is available
 - Implement cost-effective procedures and management systems to maximize the quantity and quality of services and program for the benefit of student with disabilities
 - Maintain lines of communication with parents, staff and Community Advisory Committee
 - Maintain lines of communication with the community regarding special education programs and services
 - Maintain quality regionalized services to support participating LEAs
4. **Directors of Special Education [EC 56170(b)(2) & (c); 2 CCR 60330(b); EC 56205 (a) (12) (A)]:** The Directors of Special Education Committee is composed of LEA Directors of Special Education and other designated personnel who are appointed by the superintendent/CEO of the LEA in which they are employed. The Committee is responsible for providing a vehicle through which communication and consultation for the coordination of services may occur. The Committee functions as the body which initiates development of procedures and policies to be sent to the Superintendents Governance Committee for consideration. The Committee also implements the policy established by the Superintendents

Governance Committee and approved by the SELPA Board. Issues which cannot be resolved by the Directors of Special Education Committee are referred to the Superintendents body for consideration and policy determination. The Directors of Special Education Committee members apprise their superintendents regarding areas to be discussed at the Superintendents Governance Committee meetings. Linkage between the Superintendents and the Directors of Special Education Committee is provided by having the SELPA Administrator and a LEA's Director of Special Education attend the Superintendents Governance Committee meetings. The Directors of Special Education Committee meets on a monthly basis from 1:30 p.m. to 3:30 p.m. on the first Monday of the month.

SEE **APPENDIX B** FOR DIRECTORS OF SPECIAL EDUCATION COMMITTEE MEMBERS.

5. **Working Committees** [EC 56170(b)(2) & (c), 2 CCR 60330(b); EC 56205 (a) (12) (A)]: There are four working committees plus the Community Advisory Committee which meet as the need arises to provide coordination and assistance to the SELPA. The members of the committees represent the four major geographic and population areas within Tulare County. The committees are as follows:
- **Fiscal Committee**: The Fiscal Committee meets when the need arises to discuss and propose solutions to fiscal problems and to formulate policies to be presented to the Superintendents Governance Committee for recommended approval. The members of the committee are selected by the Superintendents Governance Committee. The SELPA Administrator serves as the coordinator of the committee.
 - **Management Information System Committee**: The Management Information System Committee includes individuals selected on a countywide basis. Teachers, specialists, and administrators meet to develop in-service, field tests, and to evaluate new forms and coordinate changes to data fields. The committee also assists in the structuring of data gathering. The MIS Committee functions in an advisory capacity in recommending areas relevant to the annual SELPA program evaluation. The MIS Coordinator from the SELPA staff serves as the coordinator of the committee.
 - **Staff Development Committee**: LEA and SELPA personnel from throughout the county provide the Staff Development Committee with direction through needs assessments, evaluation of in-service presentations and their awareness of in-service programs being held during the year. Teachers, specialists, and administrators serve on the committee. The staff development coordinator from the SELPA serves as the coordinator for the Committee.
 - **Technology Committee**: Active representation from each region provides the Technology Committee with direction through needs assessments; evaluations of in-service presentations; and knowledge of the need, availability and use of technology throughout the SELPA. While teachers and specialists form the

majority of the committee, appropriate administrative and Program Specialists representation is included. The Special Services Technology Manager serves as the coordinator for the committee.

6. **Bill-Back Provision for Services:** The Tulare County Office of Education does not charge back excess program costs to the LEAs at this time. If it becomes necessary to do so in the future, a formula will be developed to bill LEAs for the excess costs in an equitable way.
7. **Changes in Governance Structure [EC 56171(b); 56205 (a)(12) (A)]:** The SELPA's responsibilities can change as the need arises but new responsibilities must be approved by the Superintendents Governance Committee with input from the Directors of Special Education Committee.
8. **Dispute Resolution Process [EC 56205 (b) (5)]** The Superintendents Governance Committee shall facilitate the mediation process to resolve disputes over the distribution of funding, responsibilities for services provisions or other governance activities. When such a dispute arises, the dispute will be forwarded to the Superintendents Governance Committee for consideration and resolution. The Superintendents Governance Committee may appoint an ad hoc committee to research the dispute and return to the Committee with their findings and/or recommendation. A quorum is required in order to take a vote and a majority vote of the Superintendents determines the action of the Superintendents Governance Committee. All decisions by the Superintendents Governance Committee are final and binding.
9. **Public Questions and Concerns [EC 56205 (b) (4)]:** Meetings of the Superintendents Governance Committee, the Tulare County Office of Education Board and each member LEA's governing board meetings are open to the public. Members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns during the designated portion of these meetings. Parents and guardians also have access to the Community Advisory Committee, Directors of Special Education or other designated special education staff within their respective LEAs.

B. REGIONS [EC 56170(c)(1) & (2), 56780. 56205 (a) (12) (A)]: In order to ensure equal representation throughout Tulare County, the County has been divided into four regions. These regions represent an equitable distribution of student enrollment, geographic boundaries, and total population. The school districts within each region are as follows:

Region I (Northern Tulare County)

Cutler-Orosi Unified	Kings River	Stone Corral
Dinuba Unified	Lindsay Unified	Three Rivers
Exeter Elementary	Monson-Sultana	Traver
Exeter High	Outside Creek	Woodlake Elem.
Farmersville Unified	Sequoia Union	Woodlake High

Region II (Central Tulare County)

Visalia Unified	Out-of-Geographic-Area Charters
-----------------	---------------------------------

Region III (Southwest Tulare County)

Allensworth	Oak Valley	Tipton
Alpaugh	Palo Verde	Tulare City
Buena Vista	Pixley	Tulare High
Earlimart	Sundale	Waukena
Liberty		

Region IV (Southeast Tulare County)

Alta Vista	Hot Springs	Springville
Burton	Pleasant View	Strathmore Elem
Citrus So. Tule	Porterville Unified	Sunnyside
Columbine	Richgrove	Terra Bella
Ducor	Rockford	Woodville
Hope	Saucelito	

C. ADMINISTRATIVE FUNCTIONS [EC 56205 (a) (12) (B); 56195; 56195.1 (c) (2), 56195.1 (b) (3)]: The Tulare County SELPA shall assure that all functions pursuant to EC 56836.23 are performed in accordance with the local plan. The Tulare County Office of Education is the administrative unit of this local plan and performs the following functions:

- Develops special education program procedures and policies [EC 56205 (a) (12) (D) (i)].
- Provides curriculum/staff development and program coordination. [EC 56195.7 (c) (5)]
- Develops and implements interagency agreements. [EC 56205 (a) (13)]
- Coordinates and monitors nonpublic school/agency (NPS/A) services.
- Manages information systems, data collection, processing, and pupil count support. [EC 56195.7 (c) (4)]
- Oversees Coordinated Compliance Reviews (CCRs). [EC 56195.7 (c) (3)]
- Supports the Community Advisory Committee (CAC) and other parent groups.

- Collects and verifies data for state-required budget reports, expenditure reports, pupil counts, outcome indicators, suspensions/expulsions, and annual personnel reports. [EC 56205 (a) (12) (D) (ii) (V)]
- Distributes allocated State and Federal funds to LEAs participating in the Tulare County/District SELPA. [EC 56205 (a) (12) (D) (ii) (II)].
- Displays a SELPA budget for special education and related services and monitors the appropriate use of federal, state and local funds allocated to special education programs [EC 56205 (a) (12) (D) (ii) (IV)].
- Conducts public hearings for the Annual Budget, Funding Allocation Plan, and Annual Service Plan. [EC 56205 (b) (1); 56205 (b) (2)]
- Coordinates complaints, due process, fair hearings, and alternative dispute resolution. [EC 56195.8 (b) 7 (c)]
- Coordinates local plan implementation [EC 56205 (a) (12) (D) (i)].

1. **SELPA Administrator Selection and Responsibilities [EC 56170(c)(1) and (2), 56200, 56780; 56205 (a) (12) (D) (ii) (I)]:** The SELPA Administrator is selected in the following manner: The County Office, as the administrative unit to the plan, advertises statewide for the position of SELPA Administrator. The screening and interviewing committee consists of LEA administrative personnel, representatives from Human Resources in the County Office of Education and a representative of the Superintendents Governance Committee. The committee may be composed of neighboring SELPA Administrators, State Department personnel, LEA Special Education administrators, County Office of Education representatives. The interviewing committee selects two candidates for recommendation to the County Superintendent of Schools. The Tulare County Superintendent of Schools makes the final selection. The selection is one of the two names submitted by the committee.

The SELPA Administrator is supervised, disciplined and evaluated by the County Superintendent of Schools, with input from the Superintendents Governance Committee.

The SELPA Administrator is secretary to the Superintendents Governance Committee and the Directors of Special Education Committee. Participation in each committee enables the SELPA Administrator to be aware of each committee's actions and decisions of importance to the two groups.

2. **Staff for Administration of the Local Plan [EC 56205 (a) (12) (D) (ii) (I)]:** Staff involved in the administration of the local plan are subject to supervision, evaluation and discipline in accordance with the respective bargaining unit practices and procedures.

3. **Procedural Safeguard Assurances [34 CFR 300.237, 300.240, 300.500-514]:**

- a. **Equal Access [EC 56200(b), 56195.1(c)]:** The Administrative unit shall ensure that individuals with exceptional needs have access to a continuum of appropriate programs and services within the region. Each LEA and the County Office shall be provided with appropriate Program Specialist and SELPA Administrator services.
- b. **Advice to Parents on Availability of Free or Low-Cost Legal Services [EC 56502]:** The SELPA Administrator shall maintain a list of current free and low-cost legal services available in the area. The list will be made available to both LEAs and individual parents upon request.
- c. **Complaints and the Correction of Identified Problems [EC 56500.2]:** Each agency within the SELPA shall have a written process for dealing with complaints regarding any alleged violation of the provisions of the *Individuals with Disabilities Education Act (IDEA)*. Upon receipt of an oral or written complaint, the SELPA Administrator shall refer that complaint to the agency which is alleged to be in violation. The Administrator shall assist the LEA in responding to the complaint, when requested. The Administrator will assist and utilize program staff in an attempt to resolve the issues in informal mediation prior to the hearing stage. Complainants must be notified of their right to send their written complaint to:

**California Department of Education (CDE)
Special Education Division
Procedural Safeguards Referral Services Unit
PO Box 944272
515 L Street, Suite 270
Sacramento, CA 94244-2720**

Written complaints regarding infants, ages birth to three, who are eligible for services under the California Early Intervention Services Act (Title 14) may be filed in writing with the California Department of Developmental Services (DDS), 1600 9th Street, Sacramento, CA 95814.

The complaint procedures will be conducted in accordance with Title 5, Article 7, 3080-3082. Notice of complaint procedures will be distributed annually to families of students in LEA schools.

- d. **Due Process [EC 56501-56507; 56195.8 (b) 7 (c)]:** "The description of the due process procedures in Education Code Sections 56500-56507, for purposes of Code of Federal Regulations, Title 34, CFT, Part 300.237, are hereby included in the Local Plan by reference."

Each Local Education Agency shall be responsible for responding to requests for due process hearing or initiating a due process hearing and the process resulting from such a request. Upon request of the Local Education Agency, the SELPA Director will assist each educational agency within the SELPA in preparation and response to due process hearing requests. Requests for mediation and due process hearings are to be sent with a request form to:

**Special Education Hearing Office
3200 Fifth Avenue
Sacramento, CA 95817
Fax (916) 739-7066**

Each Local Education Agency shall request that any complaints and due process hearing decisions in the Local Education Agency (LEA) be placed on the agenda of the Directors of Special Education Committee for discussion and to provide information to the committee regarding the possible effects in the SELPA.

The SELPA Administrator shall monitor corrective actions required by the compliance review process. The LEA or County Office shall report their progress toward coming into compliance and may request services of the administrative unit to assist them in corrective actions.

4. **Program Specialist Services [EC 56220(c)(1), 56368, 56780, 56205 (a) (12) (B), 56195.7 (c) (1)]**: Program Specialists are employed for Learning Handicapped programs and Designated Instructional Service programs. Program Specialists are allocated throughout the region in the following manner: The LEAs employing a full-time staff person as a Program Specialist are eligible to receive Program Specialist money directly. All other LEAs in Tulare County have Program Specialist services provided through the SELPA office, i.e., Tulare County Office of Education. The services of the Program Specialist are assigned to LEAs on the basis of the prorated amount of time to income generated for such service.

Supervision is provided by the SELPA administration except when the Program Specialist is employed by a LEA. The local LEA administration is then responsible for the supervision of the Program Specialist.

The Program Specialists hold valid credentials and have specialized in-depth knowledge in preschool, vocational development, and/or specific handicapping conditions.

The Program Specialist consults with Resource Specialists, Special Day Class Teachers, and providers of Designated Instruction and Services. They assist and assume a leadership role with curriculum and staff development, consult with teachers and specialists in their specialized area, and are responsible for assuring full educational opportunities for pupils regardless of the student's district of residence.

Program Specialist Service for Severely Handicapped is supported through extensive staff development programs which employ consultants having expertise in areas of particular concern. Ongoing program quality development is a direct responsibility of site administrators of the programs operated for Severely Handicapped students. Peer coaches also serve as a part of this process.

5. **Annual Evaluation Activities [EC 5660, 56601, 56602, 56195.7 (c) (3) & (6):** The California Department of Education requires the SELPA to assist and participate in ongoing program evaluation activities. Areas of study will be identified on an annual basis. The SELPA will provide necessary staff to carry out required data collection activities, including:

- Dissemination of plans and procedures for State evaluation;
- Assistance in collection of student outcome data;
- Assistance in data collection at selected school sites to assure objective collection of required data.

The SELPA Administrator shall be identified as the contact person for State evaluation activities. The SELPA Administrator shall obtain staff support for sites and activities required by State evaluation programs from Local Education Agencies via the Directors of Special Education Committee. All formal communication and data collection transmittals shall be referred from assigned Local Education Agency staff to the SELPA Administrator who will forward the information to the California Department of Education or assigned evaluation contractor.

6. **Local Interagency Agreements [EC 56220(d), 56443(b), 56462(b)(4), 56205 (a) (13); 2 CCR 60030, 60330(b)(1),(2),(3); WIC 5608; GC 7587, 95000-95030]:** The following is a list of interagency agreements:

<u>Agency</u>	<u>Date Signed</u>	<u>Designated Agency Liaison</u>
Department of Mental Health (General Service Agreement)	03/2010	Cheryl Duerksen
Department of Mental Health (Agreement on Services to SED)	06/2010	Cheryl Duerksen
California Children Services	05/2010	Karen Elliott
Central Valley Regional Center	06/2010	Robert Riddick

SEE **APPENDIX C** FOR COPIES OF INTERAGENCY AGREEMENTS.

7. **Other Administrative Functions [EC 56205 (a)(12)(A) – (B) and(D)(ii)(III)] :** The Tulare County/District SELPA assigns responsibility for all administrative functions for the Plan to the administrative unit (County Office). LEAs reserve the right and responsibility to operate quality programs that ensure equal access for all handicapped students [EC 56195.5 (a)]. The Tulare County Office of Education operates early education services for infants with special needs and severely handicapped programs including programs for the blind, hearing impaired, and severely/profoundly handicapped. Additionally, the County Office of Education provides services for learning handicapped and speech and

language service to all LEAs of a size that requires less than a full-time equivalent person to provide the service. The County Office of Education also provides the majority of unique support services such as orientation mobility, audiological, and adaptive P.E. The administrative unit (County Office of Education) provides the service for LEAs in which the required amount of time is less than a full-time equivalent. The County Office has found this both functional and efficient. If a LEA is able to support, by the number of children eligible for services, a full-time employee, it is less expensive and more inclined to enhance the mainstreaming of students if the Special Education instructor is an employee of the local LEA. On the other hand, if the LEA is of a size that does not allow for full-time employment, the County Office of Education has been deemed to be the more efficient provider of consistent, quality service.

D. COMMUNITY ADVISORY COMMITTEE [EC 56200(c)(1), 56191-56194, 56205

(a) (12) (C)]: The Tulare County SELPA has established a Community Advisory Committee pursuant to EC 56190. The Community Advisory Committee has an overall advisory responsibility to the SELPA Administrator and the Directors of Special Education. It provides input to the Directors of Special Education and the SELPA Administrator. This assures that the CAC concerns and recommendations for annual priorities addressed by the plan are brought to the attention of the decision-making bodies within the SELPA. The CAC provides input on its activities to the local LEA boards by providing copies of meeting minutes to the president of each local LEA board and members of the Superintendents Governance Committee. Additionally, the CAC meets annually with the Superintendents Governance Committee and the Directors of Special Education Committee and gives compliments, concerns and suggestions to each group.

1. Procedure for Appointment of Community Advisory Committee

Members [EC 56191-56193]: The Directors of Special Education in each LEA, with the assistance of parents and teachers, compile a list of candidates to serve on the Community Advisory Committee. The appointment of these individuals to membership on the CAC is made by the County Board from a list of candidates who are nominated by LEAs. The terms of the appointment are for two years and are annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year. The Community Advisory Committee is comprised of 16 members as follows:

- 2 members from each Region (I-IV) in Tulare County (for a total of 8 members)
- 8 members at large

The CAC includes representation from parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies and persons concerned with the needs of individuals with exceptional needs. The majority of the Community Advisory Committee is composed of parents of pupils enrolled in schools participating in the Tulare

County/District SELPA, and at least a majority of the these parents are parents of individuals with exceptional needs. The CAC makes substantive decision on the basis of a quorum (nine members) of the membership being present. This assures appropriate representation and agreement.

SEE **APPENDIX D** FOR LIST OF COMMUNITY ADVISORY COMMITTEE MEMEBERS.

2. **Responsibilities of the Community Advisory Committee**

- a. **Policy and Administrative Entity(ies) [EC 56194(a)]**: The CAC is a unit with ongoing contact and working relationship to the SELPA administration and to the local LEA special education administration. It provides input to the Directors of Special Education, Superintendents Governance Committee and the SELPA Administrator. This assures that CAC concerns and recommendations for the plan are brought to the attention of the decision-making bodies within the SELPA.
- b. **Priorities [EC 56194(b)]**: The CAC members operate with the other administrative entities in writing the local plan and recommending priorities to be addressed by the plan. CAC members may assist in presenting the content of the local plan to local LEA boards, parent advisory committees, and community service organizations.
- c. **Parent Education [EC 56194(c), 56195.7 (c) (2)]**: The CAC assists in parent education by providing informational material about services available and by promoting community awareness of the needs and abilities of individuals with exceptional needs.
- d. **Community Involvement [EC 56194(d)]**: The CAC encourages local LEAs to form local advisory committees through which community input regarding the Master Plan can be gathered. In addition, these local advisory committees are encouraged to provide parent education in the area of Special Education and to communicate with the CAC on matters of interest or concern.
- e. **Activities on Behalf of Individuals with Exceptional Needs [EC 56194(e)]**: The CAC supports activities on behalf of individuals with exceptional needs. This is done by encouraging community groups, service clubs, recreation departments and city councils to consider the needs of the handicapped when planning programs; by heightening awareness of the needs and abilities of individuals with exceptional needs; and by involvement in such events as Special Olympics, the Very Special Arts Festival, and Handicapped Awareness Week. Members of CAC are available to speak to community groups on these matters.
- f. **Regular School Attendance [EC 56194(f)]**: The CAC assists in promoting parent awareness of the importance of regular school attendance by encouraging regular attendance in all CAC publications and by means of special projects.

Access to the CAC by parent groups and others interested in the educational needs of the handicapped is encouraged by public announcement of meetings, by the publicized accessibility of individual CAC members and by providing time for public comments at all CAC meetings [EC 56205 (b) (4)].

The SELPA Administrator provides support to the CAC including information on such matters as pending legislation, fiscal matters, parent rights, and other matters pertinent to the administration of the Countywide plan [EC 56195.7 (c) (2)].

The Superintendents Governance Committee recommends annually to the SELPA Administrator an allocation of funds sufficient to carry out reasonable activities consistent with the purpose of the CAC functions. The SELPA allocations, including the CAC allocation amount, is presented to the Superintendents Governance Committee for their recommendations and approval.

E. POLICYMAKING [EC 56195.8 (a) & (b); 56205 (a)(12)(D)(i)]:

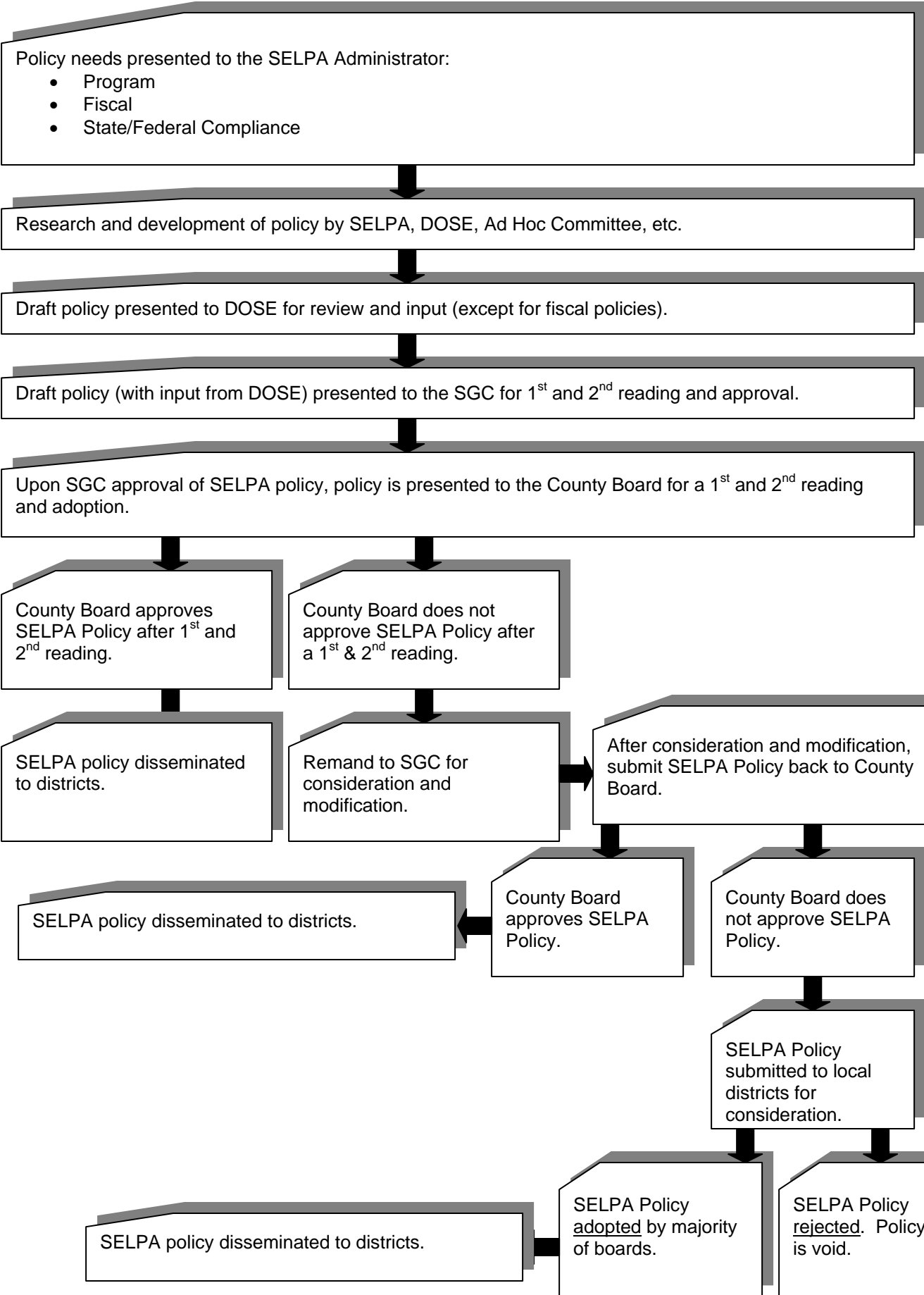
The Tulare County Office of Education Board acts as the SELPA Board and has authority to approve policies for the SELPA. A policy is initiated by staff, administrative personnel or members of the Community Advisory Committee (CAC) and is reviewed by the appropriate working committee which then sends the draft policy to the Directors of Special Education Committee.

The Directors of Special Education Committee reviews and drafts the appropriate suggestions into policy and procedures. These draft policies with attached procedures are recommended to the Superintendents Governance Committee by the SELPA Administrator.

The Superintendents Governance Committee reviews, revises and recommends policies for adoption to the SELPA Board of Education (Tulare County Office of Education Board). Said policies are then submitted to the Tulare County Board of Education for approval. Should such policies not be approved by the Board, said policies shall be returned to the Superintendents Governance Committee for further consideration/modification. After consideration/modification has been made, said policies will be re-submitted to the Tulare County Board of Education for consideration/adoption or for submission to the forty-seven (47) LEA boards for adoption. Adoption of the policies by a majority of the LEA boards shall be sufficient to constitute adoption of policies for the SELPA. If there is not a majority vote, the proposed policy will be void.

Upon approval, policies are disseminated to all of the school district boards in Tulare County for their use.

The adopted policies become policies for all members of the SELPA and govern the special education operation of local units [EC56195.8(a)&(b); 56205(a)(12)(D)(i); 1013]



F. TRANSPORTATION FOR STUDENTS WITH DISABILITIES [EC

56195.8 (b) (5)]: The Tulare County/District Special Education Local Plan Area will ensure that appropriate transportation services are provided for students with disabilities as specified in their individualized education program (IEP) or accommodation plan. The LEA shall make home-to-school transportation available for students at no cost to parents/guardians as specified in the student's IEP.

The Superintendents or designee will establish criteria and procedures for determining the most appropriate mode of transportation for an individual student based on identified needs as determined in the IEP or accommodation plan.

The Superintendent or designee will arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.

The Superintendent or designee shall establish procedures to ensure compatibility between mobile seating devices and bus securement systems.