MISSION STATEMENT

We, in the Redondo Beach Unified School District community, are dedicated to providing every student with the knowledge and skills necessary to succeed in a global society, today, and in the future.

All documents referred to in this agenda, except those which are exempt from public disclosure under the California Records Act, are available for public inspection at the District office located at 1401 Inglewood Avenue, Redondo Beach, California and at the public meeting of the Board of Education. In compliance with the Americans with Disabilities Act, should special assistance be needed to participate in this meeting, please call the Superintendent’s Office at (310) 379-5449. Notification by noon on the Friday preceding the meeting will enable the District to make reasonable arrangements to ensure accessibility to this meeting.

*Departments are represented in the Order of Business as follows:
A. ADMINISTRATIVE SERVICES
B. EDUCATIONAL SERVICES
C. STUDENT SERVICES
D. HUMAN RESOURCES
E. SUPERINTENDENT’S OFFICE
F. BOARD POLICY – FINAL READING
G. BOARD POLICY – SECOND READING
H. BOARD POLICY – FIRST READING

BOARD OF EDUCATION MINUTES: Details of actions taken by the Board of Education at official meetings. (Minutes from the previous Board meeting are available online each Monday before the next Board meeting.)

I. CALL TO ORDER

II. APPROVAL OF AGENDA

II.1. Approve the Agenda for the March 8, 2016 Regular Board of Education Meeting.

III. DECLARE NEED FOR CLOSED SESSION

III.2. Personnel

Public Employee Discipline/Dismissal/Release
(Government Code § 54957)

IV. CALL TO ORDER (OPEN SESSION): CLOSED SESSION REPORT

Open session meetings of the Board of Education are recorded for broadcast. Board Meetings are also available live on the RBUSD website. To see the Web Cast of the Board Meeting, please go to the RBUSD home page at www.rbusd.org and click on Boardcast on the right side of the homepage.

IV.1. Pledge of Allegiance by Lindsey Arns, Birney Elementary School Student Council President

IV.2. Closed Session Report

V. APPROVAL OF MINUTES

V.1. Approve the Minutes of the February 23, 2016 Regular Board of Education Meeting

VI. READ INTO RECORD APPROVAL OF AGENDA

VII. REPORTS TO THE BOARD

VII.1. Birney Elementary School Presentation by Mira Baskaron, Principal

VII.2. Measure Q Citizens' Bond Oversight Committee Presentation of the 2015 Annual Report by Arlene Staich, Chairperson.

VII.3. Student Board Member Report by Chris Paludi

VII.4. Superintendent's Report by Dr. Steven Keller

VIII. HEARING SECTION

Members of the audience may address the Board on any topic regardless of whether it is listed on the agenda. However, due to Brown Act Regulations, the Board cannot engage in public discussion on items not on the Agenda. Topics not on the agenda, which are brought to the Board's attention, may be investigated by the Administration and a report made to the Board, either publicly or privately, at a future meeting. Comments from visitors shall not exceed three (3) minutes unless the time limit is waived by a majority of the Board. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. (BB 9323 (c))
A. Advance Written Requests
B. Comments and/or Questions on Agenda Items
C. District Matters not on the Agenda
D. Public Hearing

VIII.1. 1. The Board of Education will conduct a Public Hearing concerning the increase of school facility fees for Residential and Commercial/Industrial Developer Fees. (VIII.A.1)

VIII.2 2. Close the Public Hearing concerning the increase of school facility fees for Residential and Commercial/Industrial Developer Fees. (VIII.A.2)

Motion: ________________

Second: ________________

IX. COMMUNICATIONS

This section provides an opportunity for the Board of Education to hear reports and communications from our employee associations and the community support organizations listed below. All reports are limited to five (5) minutes. Members of the public may address the Board of Education concerning this section. Each speaker will be permitted to speak for three (3) minutes per item. The Board may limit the total time for public input on each item to 20 minutes. (BB 9323 (c))

A. Redondo Beach Teachers Association (RBTA)
B. California School Employees' Association (CSEA)
C. American Federation of Teachers (AFT)
D. Redondo Beach Council Parent Teacher Association (PTA)
E. Redondo Beach Educational Foundation (RBEF)

X. GENERAL CONSENT CALENDAR

Items included in Section X, General Consent Calendar, are considered to be routine and customary school district business. Any Board member may request that any General Consent item(s) be removed, discussed, and acted upon separately. Each item removed by the Board will be heard individually under Section XI of the agenda.

Members of the public may address the Board of Education on any item(s) on the General Consent Calendar which have not been removed by the Board for discussion. Each speaker will be permitted to speak for three (3) minutes per item.
X.1. Approve and/or ratify Administrative Services Report, attached. (X.A.1)

X.2. Accept with gratitude the donations listed and direct administration to write letters of appreciation on behalf of the Board. (X.A.2)

X.3. Approve Southwest Special Education Local Plan Area (SELPA) Local Plan March 8, 2016 (X.B.1)

X.4. Approve Participation of the Beach Cities Robotics Team at the FIRST Robotics Competition Championship (pending qualification), April 26-May 1, 2016, in St. Louis, MO. (X.B.2)

X.5. Approve Participation of the Redondo Union High School Academic Decathlon Team at the California Academic Decathlon State Championships March 17-20, 2016 in Sacramento, CA. (X.B.3)

X.6. Approve Participation of the Redondo Union High School Boys Basketball Team at the CIF Boys Basketball State Championship (pending qualification), March 22-March 26, 2016, in Sacramento, CA. (X.B.4)


X.8. Approve Participation of Redondo Shores High School Students to Attend the Wilderness Challenge, March 30-April 1, 2016, at the Joshua Tree National Monument. (X.B.6)


X.10. Student Teaching Agreement with Chapman University (X.D.2)

X.11. Student Teaching Agreement with University of Oregon (X.D.3)

XI. SEPARATE CONSENT CALENDAR ITEM(S)

Items included in Section XI will include any item from the General Consent Calendar that was removed by a Board member. Each item will be placed on the agenda at this time as a separate action item. Members of the public may address the Board of Education on any item(s) on the Separate Consent Calendar. Each speaker will be permitted to speak for three (3) minutes per item.
XII. ACTION ITEMS

Items included in Section XII, Action Items, are considered to be in addition to the General Consent Item(s) in Section X. Each item has a need for discussion and/or action. Members of the public may address the Board of Education on any item in the Action Items Section. Each speaker will be permitted to speak for three (3) minutes per item.

XII.1. Approve the Supplemental Retirement Plan (SRP) with PARS. (XII.A.1)

XII.2. Adopt the 2015-2016 2nd Interim Budget Financial Report as presented as a separate item. (XII.A.2)

XII.3. Adopt Resolution 15-16:21 increasing school facility fees for Residential and Commercial/Industrial Developer Fees. (XII.A.3)

XII.4. Approve the revised Southern California Regional Occupational Center (SCROC) Amended Joint Powers Agreement. (XII.A.4)

XIII. INFORMATION ITEMS

XIV. DISCUSSION ITEMS

XIV.1. Turf Field Consideration at Birney

XV. ANNOUNCEMENTS AND COMMUNICATIONS

XV.1. Board Members' Reports

1. David Witkin, Board Member
2. Brad Waller, Board Member
3. Brad Serkin, Board Presiding Officer
4. Anita Avrick, Board Vice President
5. Michael Christensen, Board President

XVI. CALENDAR OF EVENTS

XVI.1. Events, Activities, and Announcements are available on the website www.rbusd.org
March 22
Regular Board of Education Meeting
RBUSD Board Room
5:30 p.m. Call to Order
6:30 p.m. Open Session

April 4-8
RBUSD Spring Recess

April 12
Regular Board of Education Meeting
(Organizational Meeting)
RBUSD Board Room
5:30 p.m. Call to Order
6:30 p.m. Open Session

April 26
Regular Board of Education Meeting
RBUSD Board Room
5:30 p.m. Call to Order
6:30 p.m. Open Session

XVII. FUTURE AGENDA ITEMS

XVIII. ADJOURNMENT

Open session meetings of the Board of Education are recorded for broadcast on channel 45. Board Meetings are also available live on the RBUSD website. To see the Web Cast of the Board Meeting, please go to the RBUSD home page at http://www.rbusd.org and click on the link located on the right-hand side of the home page.
X.1. Approve and/or ratify Administrative Services Report, attached. (X.A.1)

attachments:
03-08-16 PO WARRANT REPORT
# PURCHASE ORDER AND WARRANT REPORT

## PURCHASE ORDERS IN EXCESS OF $500.00 TO BE RATIFIED

<table>
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<tr>
<th>P.O. NO.</th>
<th>VENDOR</th>
<th>PURPOSE</th>
<th>AMOUNT</th>
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<tr>
<td>0000032793</td>
<td>US POSTAL SERVICE</td>
<td>Spring Term Bulk Mail 2016 - Edison</td>
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<td>0000032818</td>
<td>INTERNATIONAL ACADEMY OF SCIENCE</td>
<td>Acellus Media Server, Licenses and Training - Independent Study</td>
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<td>GARCIA-BENTLEY</td>
<td>Adult School Repairs - Edison</td>
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Subtotal: $40,445.00

## CHILDREN'S CENTER FUND

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<td>SUSAN E. VAN VORHIS KEY PH.D.</td>
<td>Preschool Presentation - Lincoln CDC</td>
<td>$595.00</td>
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Subtotal: $595.00

## DEFERRED MAINTENANCE FUND

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<td>0000032798</td>
<td>GARCIA-BENTLEY</td>
<td>Furnish and Install Gate - Madison</td>
<td>$750.00</td>
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<td>0000032799</td>
<td>GARCIA-BENTLEY</td>
<td>Work at RUHS - RUHS</td>
<td>$1,183.00</td>
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<td>0000032843</td>
<td>GARCIA-BENTLEY</td>
<td>Parking Lot Planter - RUHS</td>
<td>$14,615.00</td>
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<tr>
<td>0000032858</td>
<td>SANDERS PAVING INC</td>
<td>Playground Slurry Seal and Striping - Beryl</td>
<td>$7,500.00</td>
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<td>0000032859</td>
<td>RDM ELECTRIC CO.</td>
<td>Lighting Upgrades in Large Gym - RUHS</td>
<td>$14,780.00</td>
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<td>0000032860</td>
<td>RDM ELECTRIC CO.</td>
<td>Lighting Upgrades in Small Gym/Wrestling Room - RUHS</td>
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Subtotal: $122,781.32

## CAPITAL FACILITIES FUND

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<td>0000032844</td>
<td>KADEE INSTALLATION CO</td>
<td>Wall Units for Classroom - Alta Vista</td>
<td>$17,150.00</td>
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Subtotal: $17,150.00

## SELF INSURANCE CLAIMS FUND

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<td>0000032800</td>
<td>DEPARTMENT OF INDUSTRIAL RELATIONS</td>
<td>Self-Insurance Plans - Human Resources</td>
<td>$4,631.52</td>
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Subtotal: $4,631.52

## BUILDING MEASURE Q

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<td>CURRICULUM ASSOCIATES, INC</td>
<td>Curriculum Associates Software - Adams</td>
<td>$6,052.00</td>
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Subtotal: $6,052.00

## GENERAL FUND

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<td>0000032899</td>
<td>PREMIER AGENDAS, INC</td>
<td>Agendas for 2015-2016 School Year - Madison</td>
<td>$1,795.50</td>
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<td>0000032791</td>
<td>SCHOOL NEWS</td>
<td>Kindergarten Enrollment Information Ad - Ed Services</td>
<td>$962.00</td>
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<td>0000032792</td>
<td>MIND RESEARCH INSTITUTE</td>
<td>Math Student Subscription License - Birney</td>
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<td>PREMIER AGENDAS, INC</td>
<td>Student Agenda - Alta Vista PTA</td>
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<td>PITEY BOWES</td>
<td>Postage Machine Supplies - Human Resource</td>
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<td>0000032797</td>
<td>LOYOLA MARYMOUNT UNIVERSITY</td>
<td>Implement the MAST TL Model - Ed Services</td>
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<td>PRACTI-CAL</td>
<td>Medi-Cal Claims - Special Ed</td>
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<td>0000032803</td>
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<td>Medi-Cal Claims - Special Ed</td>
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<td>CALIFORNIA ACADEMIC DECATHLON</td>
<td>Registration Fee - RUHS</td>
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<td>0000032805</td>
<td>EVA KELLY</td>
<td>Reimbursement for Science Camp Fundraiser - Madison</td>
<td>$1,906.62</td>
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<td>0000032806</td>
<td>VERNIER</td>
<td>Microscope - RBF</td>
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<td>0000032807</td>
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<td>Physics Supplies - RBF</td>
<td>$2,944.51</td>
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<td>Curriculum Associates Software - Adams</td>
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<td>WATCH D.O.G.S.</td>
<td>Watch Dogs Supplies - Lincoln</td>
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<td>DL GRAPHICS</td>
<td>Open PO for 2015-16 - Special Ed</td>
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<td>0000032814</td>
<td>THE ELENACY CONSULTATION GROUP</td>
<td>Conference Registration - Special Ed</td>
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<td>0000032815</td>
<td>PATRICIA LAY</td>
<td>Provide Social Emotional Workshops for IPASS Students - Special Ed</td>
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<td>RYANS EXPRESS</td>
<td>Bus for Girls and Boys Basketball - RUHS</td>
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<td>INTERNATIONAL ACADEMY OF SCIENCE</td>
<td>Acellus Media Server, Licenses and Training - Ed Services</td>
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<td>SHARI KAKU</td>
<td>Planning days for Mathematics and CGI Support - Madison</td>
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<td>SHARI KAKU</td>
<td>Services for Ongoing CGI Teacher Training - Tulita</td>
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<td>0000032821</td>
<td>SPININAR</td>
<td>Cold Laminator - Birney</td>
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<td>0000032823</td>
<td>LYNDA CLARK</td>
<td>Speech Services - Special Ed</td>
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<td>0000032827</td>
<td>TRANG NGUYEN</td>
<td>Conduct Vision Therapy for SID # 839322 - Special Ed</td>
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<td>0000032829</td>
<td>PITXCO, INC</td>
<td>Science Supplies - RBF &amp; RUHS</td>
<td>$4,782.05</td>
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<td>BRIDGEPORT</td>
<td>NPS Services 2015-16 - Special Ed</td>
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<td>SPEECH BANANAS</td>
<td>NPA Services 2015-16 - Special Ed</td>
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<td>SCHOOL NURSE SUPPLY</td>
<td>Health Office Supplies - Adams</td>
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<td>0000032834</td>
<td>VEX ROBOTICS</td>
<td>Supplies for Robotics Class - Adams</td>
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<td>0000032835</td>
<td>FAST SIGNS</td>
<td>Signs for Athletics Department - RUHS</td>
<td>$628.93</td>
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<td>0000032839</td>
<td>DICK BLICK WEST</td>
<td>Art Supplies - RUHS ASB</td>
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<td>0000032840</td>
<td>SCHOOL SPECIALTY</td>
<td>Supplies - Special Ed</td>
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<td>0000032841</td>
<td>PEARSON ASSESSMENTS</td>
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<td>0000032842</td>
<td>CALIFORNIA OFFICE SYSTEMS</td>
<td>Razo Ink - Madison</td>
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Subtotal: $5,271.47

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X.A.I
Page 1 of 2
March 08, 2016
<table>
<thead>
<tr>
<th>Item Description</th>
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<td>SOLAR ART WINDOW FILM Window Film</td>
<td>Bimmy</td>
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<td>STAPLES BUSINESS ADVANTAGE Supplies</td>
<td>RUHS</td>
<td>$959.81</td>
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<tr>
<td>BOSS GRAPHICS Blue Ribbon Logo</td>
<td>Alta Vista</td>
<td>$2,990.00</td>
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<td>MULTI W SYSTEMS Emergency Field Service</td>
<td>Alta Vista</td>
<td>$600.00</td>
</tr>
<tr>
<td>CAMFEL PRODUCTIONS Presentation</td>
<td>Adams</td>
<td>$1,190.00</td>
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<tr>
<td>LEARNING RESOURCES Supplies for Adams</td>
<td>RBEF</td>
<td>$537.16</td>
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<td>FULL COMPASS SYSTEMS Supplies for Theatre Arts and Auditorium</td>
<td>RUHS</td>
<td>$17,039.17</td>
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<td>BEACH KIDS YOGA Provide weekly yoga for staff</td>
<td>Beryl</td>
<td>$1,100.00</td>
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<td>PARCO SCIENTIFIC CO. Microscope</td>
<td>RBEF</td>
<td>$3,347.20</td>
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<td>LOS ANGELES ARTS GROUP Provide Service for Elementary Schools</td>
<td>RBEF</td>
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<td>PTM DOCUMENT SYSTEMS Print to mail</td>
<td>RUHS, Adams and Parras</td>
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<td>CHRISTY WHITE ACCOUTANCY District Auditing Services for 2015-16 SY District Office</td>
<td>$52,500.00</td>
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Subtotal: 421,218.34

PURCHASE ORDERS OVER $500.00 TO BE RATIFIED: 597,821.18

PURCHASE ORDERS $500.00 AND UNDER TO BE RATIFIED: 4,391.05

TOTAL PURCHASE ORDERS TO BE RATIFIED: 602,212.23

COMMERCIAL WARRANTS
- ADULT EDUCATION: 56,420.02
- CHILDREN'S CENTER FUND: 121,464.28
- DEFERRED MAINTENANCE FUND: 12,906.50
- MEASURE C FUND: 13.59
- MEASURE E FUND: 0.00
- MEASURE Q FUND: 413,602.37
- CAPITAL FACILITIES FUND: 33,961.28
- GENERAL FUND: 826,610.73
- VIRGINIA RIDDLE FOUNDATION TRUST: 0.00
- WC ADMINISTRATION FUND: 30,185.90
- PAYROLL CLEARANCE FUND: 239,022.67

REPORT OF WARRANTS

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CHILD NUTRITION

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<td>2/10/16-2/22/16</td>
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TOTAL: 8,064.17
X.2. Accept with gratitude the donations listed and direct administration to write letters of appreciation on behalf of the Board. (X.A.2)

Rationale:
- Bank of America Matching Gifts: $200 through Jacob Halpin's participation for Madison Elementary School for educational needs;
- Deborah Osborne: $140 for Madison Elementary School for ADA;
- Target Take Charge of Education for educational needs: $942.23 for Beryl Heights; $857.36 for Birney; $1,090.10 for Jefferson; $972.16 for Madison; $953.01 for Tulita.

Recommended Motion:
Accept with gratitude the donations listed and direct administration to write letters of appreciation on behalf of the Board.

Financial Impact:
Increased funding for educational programs
X.3. Approve Southwest Special Education Local Plan Area (SELPA) Local Plan March 8, 2016 (X.B.1)

Rationale:

Every three years, the Southwest SELPA Local Plan is reviewed and revised as necessary. This revision incorporates some changes that pertain mainly to charter schools and their service provisions. The plan has been reviewed by the SELPA Superintendents' Council, the SELPA Directors' Council, as well as a legal firm on behalf of Southwest SELPA.

Recommended Motion:

Approve Southwest Special Education Local Plan Area (SELPA) Local Plan March 8, 2016

Financial Impact:

None if approved. The SELPA Local Plan authorizes special education funding to pass through the Administrative Unit, now Lawndale Elementary School District to the twelve districts and more than twenty charter schools served by Southwest SELPA.

Attachments:

Local Plan Assurances Document
Southwest SELPA Local Plan
Special Education Local Plan Area
Local Educational Agency Assurances


   It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children residing in the LEA between the ages of 3 and 21, inclusive, including students with disabilities who have been suspended or expelled from school.

2. **Full Educational Opportunity (20 U.S.C. § 1412 (a)(2))**

   It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, non-academic programs, and services available to non-disabled pupils.

3. **Child Find (20 U.S.C. § 1412 (a)(3))**

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

4. **Individualized Education Program (IEP) And Individualized Family Service Plan (IFSP) (20 U.S.C. § 1412 (a)(4))**

   It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 U.S.C. § 1436(d), is developed, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 U.S.C. § 1414(d). It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. **Least Restrictive Environment (20 U.S.C. § 1412 (a)(5))**

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


   It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. **Evaluation (20 U.S.C. § 1412 (a)(7))**

   It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. **Confidentiality (20 U.S.C. § 1412 (a)(8))**

   It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).


   It shall be the policy of this LEA that a transition process for a child who is participating in Early Education Programs (Individuals with Disabilities Education Act [IDEA], Part C) with an IFSP is begun prior to a toddler’s third birthday. The transition process shall be smooth, timely, and effective for the child and family.

10. **Private Schools (20 U.S.C. § 1412 (a)(10))**

    It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. **Local Compliance Assurances (20 U.S.C. § 1412 (a)(11))**

    It shall be the policy of this LEA that the Local Plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA, the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California Education Code, Part 30.

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.


It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.


It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.


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


It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.


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


It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations.

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities, are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

(Federal requirement for state educational agency only)

(Federal requirement for state educational agency only)


The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised.


It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard.


It shall be the policy of this LEA to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of students as students with disabilities.


It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. Distribution of Funds (20 U.S.C. § 1411(e) and (f)(1–3))
(Federal requirement for state educational agency only)

27. Data (20 U.S.C. § 1418 (a–d))

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.
28. Charter Schools (California *Education Code 56207.5 (a–c))*

It shall be the policy of this LEA that a request by a charter school to participate as an LEA in a SELPA may not be treated differently from a similar request made by a school district.
In accordance with federal and state laws and regulations,

REDONDO BEACH UNIFIED SCHOOL DISTRICT

certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency 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 U.S.C. 1400 et. seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794-794b, 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 V of the California Code of Regulations.

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

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA offices.

Adopted this ______ day of ______________, 20____.

Yeas: ___________ Nays: ___________

Signed: _______________________________________

Superintendent, Secretary to the Board of Education (or use appropriate titles)
Southwest Special Education
Local Plan Area

LOCAL PLAN
FOR
SPECIAL EDUCATION

2016

Southwest SELPA
320 Knob Hill Avenue
Redondo Beach, CA 90277
310.944.3217

July 2016
EXECUTIVE SUMMARY

The Southwest SELPA via the Superintendents' Council has worked to address the requirements of Education Code 56200 to update required agreements and the SELPA Local Plan. Each document required to be approved by Local School Boards of Education, independent Charter Schools, the County Office of Education, and the State Board of Education is outlined below. Approval is required as a condition for ongoing funding and to assure administration necessary to provide special education and related services to pupils with disabilities. The charter school, deemed a public school, shall be represented on the Superintendents' Council by the Superintendent of the chartering district.

LOCAL PLAN

Per State Board of Education action, the Local Plan contains “assurances” consistent with State and Federal law. These “assurances” are now consistent throughout California and were approved by the SELPA in 2012. They are included in the appendix for reference, but do not require additional approval. In addition, the Local Plan outlines the governance structure of the SELPA that is defined as the Superintendents' Council of all member districts/LEA Charters with a weighted vote based on average daily attendance.

Additional sections reflect State priorities relating to early childhood education and charter schools. Our Local Plan was reviewed by the California Department of Education and approved as to contents addressing all requirements.

The Community Advisory Committee, consisting of parents of children with disabilities, has had an opportunity to review and provide input into the Local Plan.

ADMINISTRATIVE UNIT AGREEMENT

Each SELPA must designate an Administrative Unit for purposes of receiving and dispensing funds according to an allocation plan approved by the Superintendents’ Council. The Lawndale Elementary School District is the current Administrative Unit. This agreement also defines the role of the SELPA Director.

CHANGES TO THE LOCAL PLAN

Changes to the Local Plan are generally in the area of conformity to changes in the law and clarification of previous language. The section identifying the Administrative Unit Responsibilities was amended. In most cases, LACOE was removed as the Administrative Unit (AU)/Responsible Local Agency (RLA) and Lawndale Elementary School District (LESD) was
inserted. In addition, some processes were deleted if they were only items that a County Office
could perform and replaced with a similar process that a district AU would perform instead.
Changes were also made to the section on Members of the Southwest SELPA to reflect the
current members as some charters have left and others have been added.

**Members of the Southwest SELPA:**

Centinela Valley Union High School District
El Segundo Unified School District
Hawthorne School District
Hermosa Beach City School District
Inglewood Unified School District
Lawndale Elementary School District
Lennox School District
Los Angeles County Office of Education
Manhattan Beach Unified School District
Palos Verdes Peninsula Unified School District
Redondo Beach Unified School District
Torrance Unified School District
Wiseburn Unified School District
Animo Inglewood Charter High School
Animo Leadership High School
Century Academy
Century Community Charter School
Children of Promise Preparatory Academy

Da Vinci Design Charter School
Da Vinci Innovations Charter
Da Vinci Science Charter
Environmental Charter High School
Environmental Charter Middle School
Environmental Charter Middle School-Inglewood
ICEF Inglewood Elementary
ICEF Inglewood Middle School
Lennox Math Science and Technology Academy
Los Angeles Charter International High School
New West Charter School
Opportunities for Learning - Capistrano
Today’s Fresh Start Charter, Inglewood
Wilder Preparatory Academy Charter
Wilder Preparatory Academy Charter Middle

Dr. Michael K. Jason, PhD
Director Southwest SELPA
PREFACE

This Local Plan shall remain in effect until changes in State and/or Federal law occur, thus requiring an update, or until the Southwest SELPA elects to make locally determined changes, where appropriate, via the Governance structure of the SELPA.

Questions may be directed to the Southwest SELPA or to your local school district via the special education office. My thanks to the parents and professionals who provided input. Their ideas and suggestions were valuable. Special thanks to the communities of the Southwest SELPA for your support of public education and special education services.

Dr. Michael K. Jason, PhD
SELPA Director
www.swselpa.org
# SOUTHWEST SELPA LOCAL PLAN

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SECTION I: CERTIFICATIONS AND ASSURANCES
CERTIFICATION OF BOARD APPROVAL DATES

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<tr>
<td>Wilder Preparatory Academy Charter Middle</td>
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**Charter School:** (Functioning as an LEA for purposes of special education.)

- Animo Inglewood Charter High School
- Animo Leadership Charter High School
- Century Academy
- Century Community Charter School
- Children of Promise Preparatory Academy Charter School
- Da Vinci Design Charter School
- Da Vinci Innovations Charter
- Da Vinci Science Charter School
- Environmental Charter High School
- Environmental Charter Middle School
- Environmental Charter Middle School - Inglewood
- ICEF Inglewood Elementary
- ICEF Inglewood Middle School
- Lennox Math Science and Technology Academy
- Los Angeles International Charter High School
- New West Charter School
- Opportunities for Learning - Capistrano
- Today’s Fresh Start Charter School, Inglewood
- Wilder Preparatory Academy Charter
- Wilder Preparatory Academy Charter Middle

**Member Participants:**

- Centinela Valley Union High School District
- El Segundo Unified School District
- Hawthorne School District
- Hermosa Beach City School District
- Inglewood Unified School District
- Lawndale Elementary School District
- Lennox School District

6
Los Angeles County Office of Education (LACOE)
Manhattan Beach Unified School District
Palos Verdes Peninsula Unified School District
Redondo Beach Unified School District
Torrance Unified School District
Wiseburn Unified School District
Animo Inglewood Charter High School
Animo Leadership Charter High School
Century Academy
Century Community Charter School
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Los Angeles International Charter High School
New West Charter School
Opportunities for Learning - Capistrano
Today's Fresh Start Charter School, Inglewood
Wilder Preparatory Academy Charter
Wilder Preparatory Academy Charter Middle

Local Plan Writing and Editing Committee 2016:
Dr. Michael K. Jason, Director - Southwest SELPA
Dr. Helen Morgan, Superintendent – Hawthorne School District
Dr. Ellen Dougherty, Superintendent - Lawndale Elementary School District
Mari-Anne Kehler, Chair - Community Advisory Committee
Shermella Roquemore, Assistant Director/Charter School Representative/Designee - Southwest SELPA
Patricia Jordan, General Ed./Special Ed. Representative - Hawthorne School District
John Vinke, Deputy Superintendent - Lawndale Elementary School District
1. Designate the Special Education Local Plan Area (SELPA) Option:

- [ ] Single District
- [ ] Multiple District
- [ ] District/County

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<tr>
<th>SELPA Code</th>
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<td>1907</td>
<td>Southwest SELPA</td>
<td>7/1/2016</td>
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<tr>
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<th>SELPA City</th>
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<tbody>
<tr>
<td>320 Knob Hill Avenue</td>
<td>Redondo Beach</td>
<td>90277</td>
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<tr>
<th>SELPA Director (Print)</th>
<th>Telephone Number</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael K. Jason</td>
<td>(310) 944-3217</td>
<td><a href="mailto:jason_michael@lacoe.edu">jason_michael@lacoe.edu</a></td>
</tr>
</tbody>
</table>

2. Certification by Agency Designated as Administrative and Fiscal Agency for this Program (Responsible Local Agency [RLA] or Administrative Unit [AU])

<table>
<thead>
<tr>
<th>RLA/AU Name</th>
<th>Name/Title of RLA Superintendent</th>
<th>Telephone Number</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawndale Elementary School District</td>
<td>Dr. Ellen Dougherty</td>
<td>(310) 973-1300</td>
<td><a href="mailto:ellen_dougherty@lawndalesd.net">ellen_dougherty@lawndalesd.net</a></td>
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</table>

<table>
<thead>
<tr>
<th>RLA/AU Street Address</th>
<th>RLA/AU City</th>
<th>RLA/AU Zip Code</th>
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</thead>
<tbody>
<tr>
<td>4161 W. 147th Street</td>
<td>Lawndale</td>
<td>90260</td>
</tr>
</tbody>
</table>

3. Certification of Assurances

I certify that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 United States Code (U.S.C.) 1400 et.seq, and implementing regulations under 34 Code of Federal Regulations, Parts 300 and 303, 29 U.S.C. 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code (EC), Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.

Signature of RLA Superintendent

Date

4. Certification of Compatibility by the County Superintendent of Schools

Pursuant to EC Section 56140, this plan ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.

<table>
<thead>
<tr>
<th>County Office of Education (COE) Name</th>
<th>Name of County Superintendent</th>
<th>Telephone Number</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles County Office of Education</td>
<td>Dr. Arturo Delgado</td>
<td>(562) 922-6127</td>
<td><a href="mailto:Delgado_arturo@lacoe.edu">Delgado_arturo@lacoe.edu</a></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>COE Street Address</th>
<th>COE City</th>
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<tbody>
<tr>
<td>9300 Imperial Highway</td>
<td>Downey</td>
<td>90242</td>
</tr>
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</table>

Signature of County Superintendent or Authorized Representative

Date

5. Certification Of the Community Advisory Committee

(Complete Form SED-LP-2)

For Department of Education Use Only

Recommended for Approval by the Superintendent of Public Instruction:

Date: ____________________ By: ____________________ Date of Approval: ____________________
### Certification of Participation, Compatibility, and Compliance Assurances

**SED-LP-2**

<table>
<thead>
<tr>
<th>Community Advisory Committee Certification</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td><strong>CAC Signature and Verification</strong></td>
<td></td>
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</tr>
<tr>
<td>The Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the Local Plan pursuant to California <em>Education Code (EC)</em> Section 56194.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>To ensure adequate and effective participation and communication pursuant to EC 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the Local Plan for special education.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>The plan has been reviewed by the CAC, and the committee had at least 30 days to conduct this review, prior to submission of the plan to the Superintendent pursuant to EC 56205(b)(6).</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>The CAC has reviewed any revisions made to the Local Plan as a result of recommendations or requirements from the California Department of Education.</td>
<td></td>
<td>X</td>
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</tbody>
</table>

### Certifying Signature

<table>
<thead>
<tr>
<th>Signature of CAC Chairperson</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Name of Chairperson (print)</td>
<td>Phone</td>
</tr>
<tr>
<td>Mari-Anne Kehler</td>
<td></td>
</tr>
</tbody>
</table>

If you checked [ ] “No” for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the special education local plan area (SELPA) met the requirement. (Attach a separate sheet, if necessary.) The Department will take this into consideration in its review of this Local Plan application.
SECTION II: GOVERNANCE STRUCTURE

Description of Southwest Area (SELP A) Administrative Structure

The administrative organization of the Southwest Special Education Local Plan Area incorporates the management staffs from all local educational agency (LEA) members (including school districts and charter schools operating as LEAs) and the County Office of Education into the supervision of all special education programs and the coordination of regionalized services in the Local Plan area. This incorporation is to ensure all individuals with exceptional needs residing in the geographic area served by the SELPA have access to the special education and related services required by the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et. seq., and implementing state law and regulation (Education Code, § 56000 et seq., 5 C.C.R. § 3000 et seq.; Part 300, Title 34, Code of Federal Regulations). The respective governing boards, superintendents, directors of special education, charter school administrators and directors, and Community Advisory Committee provide support and input to the SELPA's governance body. The SELPA is governed by a Superintendents' Council, who is charged with developing and monitoring implementation of this Comprehensive Plan for Special Education (Local Plan) on behalf of their districts and all of the charter schools they authorize, pursuant to agreements therewith.

a. LEA Members

The SELPA shall be governed by a Superintendents’ Council made up of the lead administrator from each school district LEA Member and one representative from each State Board of Education (“SBE”) authorized Charter School LEA. Per agreements between the authorizing LEA and charter school LEA members, all charter school LEAs that are not authorized by the State Board of Education (“SBE”) will be represented on the Superintendents’ Council by the Superintendent (Lead Administrator) of their authorizing school district.

Each participating LEA shall adopt local policies and administrative regulations to support the Local Plan and its implementation, including by way of ensuring compliance with the IDEA and Education Code requirements for identifying and serving individuals with exceptional needs in compliance with specified procedures. LEAs are responsible for developing, adopting and updating their local policies and administrative regulations per their own procedures.

Each participating LEA will be represented on the Superintendents’ Council, as specified herein. The LEA’s lead administrator (Superintendent) may designate another LEA representative to act as a voting member of the Superintendents’ Council for up to two meetings per school year, July 1 through June 30. All other meetings must be attended by the lead administrator.

Each participating LEA maintains responsibility for special education programs and services they operate, including employment and evaluation of personnel, except where noted.

Each participating LEA shall appoint members and alternates to the Community Advisory Committee according to policies approved in the SELPA Local Plan for Special Education.

Each participating LEA shall adopt policies and procedures as required by law relative to Due Process Procedures and Procedural Safeguards under the IDEA. EC 56500-56507
Each participating LEA shall adopt policies and procedures as required by law relative State Complaint Procedures. EC 56500.2

Each participating LEA shall post Budget Hearing notices at each school site at least fifteen days in advance of the Public Hearing regarding the same.

b. Administrative Unit (AU)

The Lawndale Elementary School District is the Administrative Unit (AU) also known as the Responsible Local Agency (RLA), pursuant to EC 56195.1. As the RLA, Lawndale Elementary School District shall:

1. Approve contractual agreements for the Southwest Special Education Local Plan Area which meets the requirements of EC 56200.

2. Serve as the employing agency for personnel who have responsibilities throughout the Local Plan Area. Such personnel will include but not be limited to the SELPA Director and classified support staff. Employment of such personnel will be in accordance with personnel policies and practices of the Lawndale Elementary School District and procedural employment policies approved by the Superintendents’ Council.

3. Approve SELPA policies which affect Lawndale’s role as Administrative Unit.

4. Receive and distribute Federal, State, and local funds as determined by the Superintendents’ Council and the Local Plan.

5. Provide suitable office space for both certificated and classified employees of the SELPA.

6. Receive and maintain accountability for the use of Regionalized Service funds appropriated to the Special Education Local Plan Area.

7. Establish appropriate record keeping procedures to be followed by each Local Education Agency for purposes of maintaining accurate fiscal and accounting records in accordance with State and Federal requirements and submit required reports to the appropriate authorities.

8. Provide technical support for the Management Information System necessary to comply with the requirements of the State Department of Education.

9. Assign appropriate, necessary staff to participate in the activities including, but not limited to, the Southwest Special Education Directors’ Council and subcommittees as may be required.

The SELPA’s annual budget plan shall be approved by the Superintendents’ Council at a meeting following a public hearing. A 15-day notification of the date of the public hearing shall be posted at the SELPA office and the main office of each LEA member. In conjunction with adopting the annual budget plan, the Superintendents’ Council shall also determine the
local method used to distribute state and federal funds among the member LEAs pursuant to the policy making process described in this Local Plan.

c. Resolution/Mediation Procedures for Disagreements Regarding the Local Plan Among LEA Members

All LEA members and the County Board must approve the local plan for submission to the State. If any LEA member fails to approve the local plan, the board of that LEA, or its designee, shall notify all other participating LEAs of the reasons for not approving the plan and request a hearing. The County Superintendent of Schools or designee will conduct a hearing on the merits of the local board's objections within 30 days and recommend a resolution. The County Superintendent may attempt to negotiate a resolution if the disagreement is not resolved through their recommendation following the hearing. If agreement to the Local Plan cannot be reached through the hearing process, the County Superintendent shall convene a three-person panel, to include: (1) one person selected by the district objecting to the plan, (2) one person selected by the districts agreeing to the plan, (3) one person selected by mutual agreement of the other two appointees. The Panel should be convened within 5 business days, and the decision of the panel will be binding for all parties involved in the dispute and no further complaints brought to the panel may be made.

The County Board shall approve local written agreements regarding coordinated identification, referral, and placement systems, procedural safeguards, regionalized services to local programs (e.g. program specialist, personnel development, evaluation, data collection and management, curriculum development), coordinating and providing services to individuals with exceptional needs placed in hospitals, licensed children’s institutions, and foster family homes, and juvenile court schools or county community schools if a simple majority of local board have approved the agreements. If a vote results in a 50/50 split, the action of the County Board shall be decisive. If the written agreement is not approved, the agreement shall be revised within two weeks in accord with instructions from the County Board and resubmitted to all participating district. This process shall be repeated until agreement is reached by a simple majority.

d. Process For Becoming an LEA Member the Southwest SELPA

In order to become an LEA member of Southwest SELPA, the applicant must submit a completed LEA application form, including the name of LEA/charter, contact person, address, phone, fax, and email, total enrollment (actual or projected), plan for delivery of special education services, and special education specific background information (policies, procedures, documentation, applications) no later than January 1 for membership starting in the following fiscal year, on July 1.

Applications received after January 1 shall be considered for membership in the second fiscal year following the application’s receipt, unless the Superintendents’ Council agrees via a 60% majority vote of votes cast.

The Superintendents’ Council shall review the application and decide whether to admit the applicant, and on what conditions. For example, any new member may be required to join a Joint Power Agreement for purposes of membership and funding per action of the Superintendents’ Council in admitting that member. As necessary and appropriate, the
Superintendents’ Council and/or their designee may request additional information, including a face-to-face meeting with the applicant.

The SELPA Office shall also conduct a review of the applicant’s educational program and special education capacity, to include any previous compliance reviews of the same. The SELPA’s review will focus on the willingness and ability of the applicant to discharge LEA obligations and resolve any non-compliance. The SELPA shall prepare a report to the Superintendents’ Council as part of the decision making process.

A final decision shall be made by the Superintendents’ Council regarding membership and the projected start date. The Superintendents’ Council may elect to approve, conditionally approve, or deny any request for membership. Conditional approvals should be used when an applicant appears able to operate as an LEA, but has not yet demonstrated the capacity or expertise to do so. Priority for approval shall be given to requests where applicant’s programmatic offerings are compatible with the SELPA Local Plan and fiscal issues are revenue neutral.

In addition to any conditions on membership set by the Superintendents’ Council in granting the application, each applicant certifies in applying for membership that they:

- Agree with and will implement all sections of the Local Plan following approval by their governance body.

- Agree with all approved actions of the of SELPA Superintendents’ Council as contained in approved Superintendents’ Council minutes.

- Agree each LEA member maintains responsibility for all aspects of providing special education and related services, including the contracting and cost of any nonpublic school or agency, attorney representation as part of mediation, due process/or complaint processing, and all other costs associated with the provision of special education and related services.

- Agree to participate in the Special Education Information System (SEIS) system by providing hardware and staff consistent with required specifications.

- Agree to all sections of the SELPA Participants Agreement and to gain approval of the same from their governance body.

Approval for membership into the SELPA shall be by a majority vote of the voting members of the Superintendents’ Council. Anytime an applicant is admitted to the SELPA, its governance body must agree to and approve the provisions of the current SELPA Local Plan, including policies, procedures, and conditions approved by the SELPA Superintendents’ Council. In addition, the member must adopt local policies and administrative regulations or procedures sufficient to support the Local Plan and in compliance with state or federal review. The adoption of the current Local Plan and Participant’s Agreement by the new member shall not require reauthorization of the Local Plan by all existing members.

Upon approval by the applicant’s governance body, the new LEA’s membership shall be indicated via the addition of the new member’s name on the Local Plan and
Participant’s Agreement without new approvals by other members. Failure to comply with the criteria listed above shall result in either rescinding of the approval or the withholding of any funding allocations or portions of allocation until compliance of those items is completed, in the SELPA Director’s sole discretion.

e. Superintendents & Charter School Lead Administrator

The superintendent or lead administrator of each participating LEA shall continue to be responsible to their governing bodies for the administration of programs located within their LEAs, and compliance with this Local Plan. This includes informing their governing bodies of all aspects of the SELPA Local Plan for Special Education, recommending policies to their governance bodies for adoption addressing legal requirements and issues of concern to the member agencies of the SELPA, and implementing and administering policies recommended by the Superintendents’ Council and adopted by the governing body of the LEA.

The lead administrator of each participating LEA member shall be responsible for:

a) The administration of all special education programs under the jurisdiction of their governing board.

b) The submission of proposed policies by the Superintendents’ Council to their governing boards with appropriate recommendations.

c) The implementation of policies and procedures adopted by the SELPA.

d) Ongoing collaboration with the SELPA director and various SELPA Councils and committees necessary to implement the Local Plan.

The Superintendents’ Council shall meet quarterly at a minimum, or as needed, throughout the school year relative to their districts and charter schools needs, as appropriate.

f. Superintendents’ Council

The Superintendents’ Council shall consist of the lead administrator of each school district LEA member or a designee thereof (for up to two meetings), and the lead administrator of each SBE authorized charter school LEA member. A designee may be a voting member for two meetings per school year only, July 1 through June 30. Any State Board of Education authorized Charter which is assigned by the SBE to the SELPA shall designate a ranking administrator comparable to the authority of a Superintendent.

Each school district LEA member shall have a weighted vote on the Superintendents’ Council, based upon average daily attendance of the member (ADA) and all of the charter schools operating under that member’s oversight, as follows:

- 0 – 1099 ADA = 1 vote
- 1,100 – 3,099 ADA = 2 votes
- 3,100 – 6,499 ADA = 3 votes
- 6,500 – 9,999 ADA = 4 votes
- 10,000 – above ADA = 5 votes
The authorizing LEA shall then represent the interest of the charter schools it oversees when voting on the Superintendents' Council of the SELPA. This is to include the charter schools operating as an LEA member of the SELPA and charter schools operating as a school of the district LEA member.

The annual ADA, as certified by California Department of Education (CDE), shall be used to determine the following year's voting system and thus updates the above formula annually. In the event the annual ADA has not been certified by the CDE, the previous year's annual certified ADA shall be used until the next annual certified ADA report is available. A majority, as defined as more than half of members, is required for a quorum.

The Superintendents' Council shall elect a Chairperson from among its members for a term of two years. The Chairperson shall call and chair meetings and provide agenda items to the SELPA Director. The Chairperson may be elected for more than one term. Once the Local Plan is approved by the governing board of each LEA member, the Superintendents’ Council shall serve as the governing board of the SELPA with all actions taken by the Council serving as the official position of the SELPA and all of its member LEAs. The Superintendents’ Council shall have the authority to approve the Annual Budget and Service Plan at a special Public Hearing and meeting held by the Council.

The Superintendents’ Council shall act in an advisory capacity to the governing bodies of participating LEAs. The Superintendents’ Council shall provide input and guidance on SELPA policies and procedures for programs operating under the jurisdiction of the SELPA. The lead administrator of each LEA shall submit SELPA policies and accompanying recommendations to their governing bodies as appropriate and necessary to comply with this Local Plan. The Superintendents’ Council shall review and recommend an agreement to the governing bodies of the SELPA’s LEA members, which reflect the components of the Local Plan.

The Superintendents’ Council may appoint committees, as appropriate to address issues that arise and report back and/or make recommendations to the Council. Such committees may include a Charter School committee, a Finance committee, and a Membership committee. Annually the Superintendents’ Council shall approve any committees, appoint membership, and assign specific tasks as appropriate. Unless appointed by the Superintendents’ Council, each committee may select a chairperson from the committee membership to chair the meetings and to communicate with the Council. The SELPA Director shall be a non-voting member of each committee providing support, technical assistance, and information while also involved in communication with the Council. It is understood that the SELPA Director is responsible for developing any recommendations for the Superintendents’ Council to assure compliance with state and federal laws.

The Superintendents' Council shall approve the Annual Budget and Service Plan, including any allocation plans for distribution of funds.

The Superintendents' Council shall communicate directly with the SELPA Director on SELPA-wide activities, as appropriate, and provide input into the evaluation of the SELPA Director. The SELPA Director shall serve as secretary to the Superintendents' Council.

g. SELPA Director and SELPA Support Staff
A SELPA Director shall be employed by the Responsible Local Agency (RLA) or, as approved by the Superintendents' Council in agreement with the RLA, employment may be with a member LEA.

A panel selected by the Superintendents’ Council shall recommend a final candidate for SELPA Director to the Superintendents’ Council from a list of candidates who have been screened by the AU or a member LEA personnel office and meet the qualifications and requirements of the position.

The SELPA Director shall be evaluated annually by the RLA or employer with input from the Chair of the Superintendents' Council for continued assignment in the position. The Chair of the Superintendents' Council may submit input from members of the Superintendents' Council.

The administrative support staff is the responsibility of the RLA or employing district, or combination of both, as approved in accordance with their respective personnel practices. Per agreement with member LEAs, additional SELPA staff may be employed to support specific functions as directed by the SELPA Director, for example an Assistant Director, a Family Resource Center Coordinator, a Director of Evaluation and Research, a Parent Support Coordinator, Program Specialists, and an Alternative Dispute Resolution Coordinator.

The SELPA Director shall act as secretary to the Superintendents' Council, prepare agendas for its meetings, record, and submit minutes of its meetings for approval.

At the direction of the Superintendents' Council, the SELPA Director shall develop an annual schedule of meetings of the Directors of Special Education.* The purpose of these meetings shall be to accomplish tasks identified by the Superintendents’ Council and Local Plan to assure orderly and consistent implementation of policies affecting the SELPA.

*Note: The term Directors shall be used throughout the Local Plan to signify persons responsible for special education programs in each district, charter, or the County Office.

The SELPA Director shall be an ad hoc member to all SELPA-wide committees and serve as the liaison between the Superintendents’ Council, Directors of Special Education, The Finance Committee, the Community Advisory Committee, and any other committee established by the Council. The SELPA Director will share approved copies of the minutes and/or report on activities as appropriate.

The SELPA Director shall act as coordinator for the SELPA-wide special education compliance monitoring reviews conducted/implemented by the California Department of Education (CDE).

The SELPA Director shall act as liaison with the California Children's Services, Regional Centers, and any other agency in accordance with adopted interagency agreements.

The SELPA Director shall maintain awareness of all Office of Civil Rights (OCR), due process, and complaint findings involving member LEAs. The SELPA Director share these findings, as appropriate, and if they have SELPA-wide implications, coordinate any necessary changes at the SELPA level. The SELPA Director shall support alternative ways to resolve disputes as a proactive approach prior to state and federal procedures.
The SELPA Director shall be responsible for the implementation of programs and services that promote positive parent and professional partnerships and parent support systems. This may include parent support systems, the Family Resource Center, a website and community outreach activities.

The SELPA Director shall provide support and technical assistance to member LEA charter schools regarding charter schools' participation in the SELPA via the Charter School Committee and the SELPA Charter School support representative/designee. It is understood that Charter Schools shall participate in the SELPA and have access to all SELPA programs and services in the same manner as other member LEAS, as specified herein.

The SELPA Director shall submit all required data to the County Office and/or State Department of Education.

The SELPA Director shall coordinate meetings with nonpublic schools' personnel to determine educational costs and shall recommend a Master Contract and rate schedule for use by member LEAs.

The SELPA Director shall participate in state and county level SELPA directors' meetings and share information, as appropriate, with Superintendents, Directors of Special Education, the CAC, the Program Specialists' Council, and the Finance Committee.

The SELPA Director shall coordinate any local interagency agreements.

The SELPA Director shall apply for and submit any waivers to the CDE necessary for the implementation of the Local Plan, and as directed by the Superintendents’ Council.

The SELPA Director shall coordinate all services for infants and toddlers in California's Early Start Program and shall administer the funding of this program and supervise any staff directly responsible for Early Start coordination.

The SELPA Director shall sign all purchase orders for low incidence materials and equipment.

The SELPA Director shall be responsible for processing all bills to member LEAs for program specialists and regionalized service funds, as approved by the Superintendents' Council and dictated in the Annual Budget and Service Plan for reimbursement by the AU.

The SELPA Director may serve as line manager and supervisor of any LACOE staff assigned to the Southwest SELPA in an effort to improve communication and services, as approved by LACOE and the Superintendents' Council annually.

The SELPA Director shall be responsible for the coordination of the SELPA-wide data system, and CASEMIS reports.

The SELPA Director shall keep the member districts informed of current trends, best practices and innovation approaches via participation on advisory committees, conferences, and a review of the literature.

h. Directors of Special Education/Charter School Special Education Representatives
The Directors of Special Education shall to be employed by and responsible to the district, charter school, or County Office that employs them.

Through the coordination of the SELPA Director and the Directors of Special Education,* the SELPA shall establish committees and develop procedures necessary to implement policies, which affect the SELPA. The SELPA Director may elect to jointly meet with all Directors or may hold meetings among different types of LEA members to address unique needs of the SELPA.

Through the coordination of the SELPA Director, the Directors of Special Education* shall gather and compile all data required by the SELPA, the RLA, the State Department of Education, and the Federal Government. Upon occasion, the Directors may elect to hold joint meeting with the business managers of each district and the County office for matters relating to program improvement, funding and/or fiscal management.

Directors of Special Education* shall be responsible for:

1) Developing LEA policies and procedures necessary to implement policies which affect the SELPA, subject to the approval of the Superintendents’ Council as needed.

2) Establishing committees to address ongoing concerns and needs of the SELPA including innovative approaches to addressing the needs of students based on research.

3) Gathering all data required by the SELPA, the County, the CDE and the Federal Government.

4) Coordinate and conduct district Special Education and/or any other Compliance review or corrective action, under the direction of the SELPA Director.

5) Confer with and submit, to the SELPA Director, copies of any Office of Civil Rights (OCR), CCR, due process, and/or other complaints and findings.

6) Implement, monitor, and ensure completion of corrective actions required by ruling of OCR, CDE, and the Office of Administrative Hearings (OAH), as required. Participate in SELPA Alternative Dispute Resolution procedures as appropriate. It is understood that during any due process proceedings the “stay put” provisions are in effect. EC 56505(d).

7) Appoint district liaison to California Children’s Services, regional centers and other agencies, as required by the interagency agreements and memorandums of understanding. The Director shall be the liaison if no appointment has been made.

8) Ensure equal access to all programs, within the SELPA, for students with disabilities (SWD).

   a) Acceptance of all SELPA IEP/IFSP forms and use of the Special Education Information System (SEIS) or SELPA approved system is necessary to complete CASEMIS and maintain compliance.
b) Acceptance of students per SELPA placement agreements and/or Inter-SELPA permits.

c) Implementing local procedures regarding services to students with disabilities placed in private schools by their parents.

9) Promote positive parent and professional collaboration via participation in SELPA activities and the CAC.

10) Assure that required information is submitted to the SELPA Director.

11) Supervise the activities for staff development and coordinate at the SELPA level through the Program Specialist Committee, as appropriate.

12) Establish and maintain appropriate committees as necessary to address key issues in special education.

i. Participating LEA Responsibility (Including LACOE)

1) Each participating LEA shall maintain the responsibility for providing the programs and services described in the Local Plan and Annual Budget and Service Plan.

2) Changes in the Annual Budget and Service Plan shall be brought to the Directors’ Council and/or the Charter School Committee for consideration and approval, prior to the Superintendents’ Council’s consideration of the same.

3) Changes in district, regionalized, LACOE provider program operation or delivery of services that impacts other members of the SELPA must be brought to the attention of the SELPA in writing one year in advance of such anticipated change. Final approval shall be made by the Superintendents’ Council before the LEA member changes the program or delivery of service with SELPA-wide impact.

4) Changes in special education regionalized programs, LACOE provider program facilities must be brought to the attention of the SELPA in writing one year in advance of such anticipated changes. Final approval shall be made by the Superintendents’ Council.

j. Selection Process for Administrative Unit (AU)/Responsible Local Agency

The Lawndale Elementary School District will assume the responsibilities for the RLA no later than August 2016 at the request of the Superintendents’ Council. In the event that there is a need or reason to change the RLA, the Superintendents’ Council shall provide written notification to the RLA at least one year in advance of such action. If the RLA wishes to be relieved of their responsibility as RLA for the SELPA, the RLA shall provide written notification to the Superintendents’ Council at least one year in advance of such action.

RLA Responsibilities (Refer also to Participant’s Agreement)

The Lawndale Elementary School District shall perform the functions of the RLA in coordination with the SELPA Director, as follows:
1) Receive and disburse regionalized service funds to include, but not be limited to, personnel development, evaluation, data collection, maintain a management information system, curriculum development, program review, interagency coordination and to monitor the appropriate use of federal, state and local funds allocated for special education.

2) Provide support to the SELPA Director, Superintendents' Council, Finance Committee and Directors of Special Education, consistent with the expectations of the Superintendents' Council.

3) Provide assistance to the Directors of Special Education in the development of policies and procedures to assure procedural safeguards to individuals with exceptional needs and their parents.

4) Assist Member LEAs in meeting all aspects of the Local Education Assurance statement contained in the Local Plan, Section I.

5) Compile data and submit reports for the annual budget plan and other reports that may be required by the state.

k. Program Specialist

Upon the recommendation of the SELPA Director, an allocation plan for use of Program Specialist funds shall be forwarded to the Superintendents' Council for approval.

It is understood that the mandated responsibilities of the program specialist shall be provided by the SELPA regardless of a member LEA's hiring of a program specialist. The SELPA director may recommend the employment of a SELPA level Program Specialist to assist a specific LEA member or address a specific program need of the SELPA. In the event an LEA member does not employ a program specialist, that member shall identify the person or persons responsible for these functions. The functions of a program specialist usually include staff development, teacher support and program/curriculum development for special education, collaboration, processing referrals and site level support. Funds may be allocated to any other special education expenditure if not used for program specialists.

On a regular basis, Program Specialists meet with the SELPA Director/designee via the Program Specialists' Council to coordinate staff development and program specialist service throughout the SELPA. Plans and documentation are forwarded to the Directors' and Superintendents' Councils for approval. The Program Specialists' Council shall elect a Chairperson annually. The Program Specialists shall be responsible for training of new teachers and for trainings associated with IEP development and review. In the event a member LEA does not have a program specialist, they shall send a representative to these meetings who fulfills the functions of a program specialist in that LEA.

l. Community Advisory Committee

1) The Local Plan required establishing a Community Advisory Committee. Such committee serves only in an advisory capacity. The CAC shall maintain written bylaws and minutes of meeting including a list of participants.
m. Community Advisory Committee Appointments

1) The members of the Community Advisory Committee shall be appointed by, and responsible to, the governing board of each participating LEA member or County Office, or any combination thereof participating in the Local Plan. Appointment shall be in accordance with a locally determined selection procedure with appointments determined by the Superintendents in the event no other local procedures exist. The CAC and/or the SELPA Director may recommend potential appointees to Superintendents. Where appropriate, this procedure shall provide for selection of representatives of groups specified in Section 56192 by their peers. The procedure shall provide that terms of appointment are for two years with additional terms up to eight years maximum.

a) Each participating LEA within the Local Plan shall select two representatives from their respective area to participate on the CAC.

b) The Lawndale Elementary School District shall appoint four representatives from public and/or private agencies, if available. All appointments shall be two-year terms. The CAC may submit a list of names for consideration.

c) Each LEA governing board shall fill vacancies created on the Community Advisory Committee from their respective LEA. Where appropriate, this procedure shall provide for selection of representatives of groups specified in Education Code Section 56192 by their peers.

d) The Directors’ Council shall assist with the coordination of the CAC.

e) The SELPA Director shall serve as the administrative liaison to the Community Advisory Committee.

2) Composition of CAC: The Community Advisory Committee shall be composed of parents of individuals with exceptional needs enrolled in school, students 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 committee shall select officers annually in accordance with the bylaws.

Parent Majority in CAC: At least the majority of such committee shall be composed of parents of pupils enrolled in schools participating in the local plan, and at least a majority of such parents shall be parents of individuals with exceptional needs.

3) Community Advisory Committee Responsibilities

The Community Advisory Committee shall have such authority and fulfill such responsibilities as are defined for it in the Local Plan. Such responsibilities shall include, but need not be limited to, all the following:
a) Advising the policy and administrative entity of the LEA, special education local plan area, or County Office, regarding the development, amendment, and review of the Local Plan. Such entity shall review and consider comments from the Community Advisory Committee.

b) Recommending annual priorities to be addressed in the Local Plan by giving direct input to the Directors of Special Education.

c) Encouraging community involvement in the development and review of the Local Plan.

d) Supporting activities on behalf of individuals with exceptional needs through the involvement in community projects, forums and conference.

e) Educating the community regarding issues and public policy impacting special education.

f) Serving as the Advisory Board of the SELPA Family Resource Center recommending materials and programs for support.

g) Providing in-services and trainings on issues of importance relative to special education to parents, staff and other interested community members based on result of needs assessment.

h) Promoting the concept of Parent-Professional collaboration through participation and involvement of parents and professionals at CAC trainings, meeting, and events.

i) The CAC chairperson shall sign the certification page of the Local Plan signifying review and participation in the revision.

j) The CAC Chairperson shall be invited to participate on countywide CAC Chairpersons’ Committee.

n. List of Interagency Agreements/Memorandum of Understandings (EC 56220, Title 2, CAC 60030-60330(b), 1, 2, 3, Welfare and Institutional Code 5608. Government Code 7587)

California Children’s Services
Regional Centers: Harbor and Westside
Head Start Agencies
Early Start

These interagency agreements shall be negotiated from time to time, and remain in effect until otherwise indicated in the agreements. The SELPA Director shall determine the need for interagency agreements with these agencies, and has discretion to negotiate the same. Copies of all agreements and status of these agreements are on file in the SELPA Office.

o. Other Administrative Functions
Refer to the Participant’s Agreements in the Appendix Section of this plan. Agreements include procedures for transportation, facilities, excess costs, food services and reporting to the State Department.

SECTION III: CHARTER SCHOOLS

Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools

This policy applies to all Charter Schools that are chartered by member districts of the Southwest SELPA or granted local educational agency status (LEA) in the Southwest SELPA. This policy also applies to any charter school granted by the State Board of Education (SBE), when oversight responsibilities have been assigned to an LEA within the SELPA [EC 47605.5 (k)(l)]. As students enrolled in charter schools are entitled to special education services on the same basis as all other public school students, charter schools must comply with all requirements of state and federal law regarding provision of special education services [EC 56000 et seq., Individuals with Disabilities Education Act (20 U.S.C. Chapter 33)]. Children with disabilities and their parents shall retain all rights under IDEA and implementing California law and regulation when enrolling in a charter school.

Policy Statement

Special education and related services shall be provided to all eligible individuals residing within the jurisdiction of the Southwest SELPA in accordance with this Local Plan, and SELPA Policies and Procedures. Students enrolled in charter schools operating as a school of member district or an LEA member of the SELPA shall receive services in a manner similar to other students attending other LEAs in the SELPA. The SELPA supports granting of a charter only when the petition includes a reasonably comprehensive description of the charter school’s plan for special education, and assurances that special education instruction and/or services shall be provided to all eligible students with disabilities enrolled in charter school, in accordance with the SELPA Local Plan. Funding for special education services, participation in the SELPA governance structure and responsibility for provision of services shall be based on the categorization of the individual charter school in the charter, any local agreements, SELPA Policies and Procedures, and this Local Plan.

Charter schools may participate in the SELPA as either an LEA member of the SELPA or a public school of their authorizing agency when the authorizer is a member of the SELPA. All approved charter schools will be deemed public schools within their authorizing agency unless the Charter School provides verifiable written assurances that it has applied for and been accepted as an LEA member of the Southwest SELPA or some other SELPA. If the charter school is an LEA member of another SELPA, the Southwest SELPA shall have no involvement or responsibility for special education funding or services for charter school students. However, the Southwest SELPA may,
in its discretion, monitor compliance with regard to students who reside within the Southwest SELPA plan area.

If the Superintendents’ Council approves a charter school’s application to participate as an LEA member of the SELPA, and such approval requires a change to the SELPA Local Plan or allocation plan, such change will be adopted pursuant to the policy making process of the SELPA. Approval of a new LEA member applicant by the Superintendents’ Council that does not require any other changes to this Local Plan shall not require Local Board action.

1. Southwest SELPA Involvement with Approval and Renewal of Charters

Prior to a member district’s approval of a new charter, or renewal of an existing charter, the superintendent or designee of that member district shall consult with the SELPA Director regarding the status of the charter school and its plan to identify and provide special education services to eligible students enrolled by the charter school. The SELPA will be available to provide consultation on the potential special education programmatic and fiscal impacts and benefits that may be associated with granted or renewing the charter petition.

The charter petition must provide adequate assurances that all eligible students enrolled in the charter school will receive appropriate special education services in accordance with the Southwest SELPA Local Plan or other SELPA if verifiable written assurances of membership in that SELPA are provided during the petition process. The charter must provide assurances that no student will be denied enrollment in the charter school due to a disability or the charter schools inability to provide placement or services called for in that student’s IEP. The charter must also delineate the entity responsible for providing special education instruction and services as required by all LEAS, any anticipated transfer of special education funds between the granting entity and the charter school and any provisions for sharing deficits in funding. These provisions may be described in a Memorandum of Understanding however that MOU should not supplant or replace a reasonably comprehensive description in the charter.

Prior to approval of a petition, and regardless of whether the charter school intends to operate as a school of their authorizing agency or an LEA member of a SELPA, petitioners should be required to provide a written description of how special education compliance will be accomplished at the charter school. This description should describe how special education services will be provided at the charter school and for charter school students in a manner that is consistent with the IDEA and its implementing state law and regulations. At minimum, the description should include:

- The specialized instruction and services available at the charter school;
- The procedures for ensuring that general interventions are employed and exhausted prior to referring a student for an special education eligibility assessment;
- The procedures for ensuring students suspected of having a qualifying disability are referred, assessed and served in a timely manner, in accordance with the IDEA and implementing state law;
- The charter school’s plan to ensure the continuum of program options and services is available to students enrolled in the charter school;
- Assurances that charter school staff will appropriately develop, review, revise, and implement IEPs;
• Assurances that staff members providing special education services are appropriately credentialed;
• Assurances that the facilities used by the charter school does not present physical barriers that would limit eligible student’s full participation in the educational and extracurricular program;
• Recognition that the charter school is solely responsible for compliance with Section 504 and the Americans with Disabilities Act; and
• Assurances and procedures necessary to ensure that disenrollment and suspension and expulsion policies and procedures afford the protections of federal and state law to special education and Section 504 eligible students.

To the extent these requirements are not otherwise contained in the charter petition, they should be included in an MOU to be executed prior to granting of the charter petition. Any MOU must be consistent with the rights of obligations of SELPA members and the local plan.

2. Categories of Charter Schools

For the purposes of provision of participating in the SELPA, charter schools may be deemed either a Local Education Agency (LEA) or a public school within the chartering district. A charter school shall be deemed a public school within the chartering district unless the charter school has complied with all provisions of section 2b (below).

a. Public School within a District.

Charter schools that are deemed public schools within a member district will participate in state and federal funding in the same manner as other schools within that member district. The chartering district will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instructional services in a manner that is consistent with all applicable provisions of state and federal law. The chartering district will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students in other district schools. The charter school, deemed a public school, shall be represented on the Superintendents’ Council by the Superintendent of the chartering district.

The chartering district will receive all special education funds generated by the charter school, as outlined in the SELPA allocation plan, and may decide, in its sole discretion, how to allocate or expend such funds. The chartering district will represent the needs of charter schools operating as a school of their district like it does for other schools within the district, in the SELPA governance structure. The chartering district will be responsible for ensuring that all eligible students enrolled in the charter school are appropriately identified and served. The district will be responsible for procuring and funding appropriate special education services, even though the student may not reside in the chartering district’s boundaries. When a student lives outside the boundaries of the chartering district, the district in which the child lives will have no responsibility to provide services or pay excess costs.

The district and the charter school may enter into agreements whereby the charter school is billed for excess costs associated with providing special education services to identified students, including the administration of special education programs. The charter school may also be held fiscally responsible for a fair share of any encroachment on District general funds that is created by the provision of special education services throughout the district.
Should a charter school that is an operating a school of the chartering district later seek to operate as an LEA, the charter school must provide written notice at least one year before leaving the SELPA to become a member of another SELPA. Two years notice is preferable, and charter schools providing such notice will be given priority consideration.

b. Charter School as a LEA within the SELPA.

A charter school may apply to become a LEA member of the Southwest SELPA or other SELPA accepting charter school members. The application process for a Charter School will be treated in the same manner as any other LEA wishing to be a member of the SELPA. It is understood that a State Board of Education authorized charter shall be treated as an LEA in terms of voting on the SELPA Superintendents’ Council if oversight responsibilities have been assigned to an LEA within the SELPA. (Refer to Section 11.f.)

Application must be made to the Southwest SELPA by January 1 of the school year proceeding the school year in which the charter school anticipates operating as a LEA within the SELPA. When application is made to the Southwest SELPA, the Superintendents’ Council will make the final determination regarding whether the charter school has the capacity and intent to meet all requirements of an LEA member of the SELPA. These requirements include:

1. The charter school must demonstrate that its program and fiscal capacity, infrastructure, and experience base are sufficient to ensure full and independent compliance with the IDEA, without the support of its authorizing district. This must include assurances that the charter school will make the full continuum of program options available to its students, has highly qualified staff, understands rights created by the IDEA and implementing state law for eligible students and their parents, and student achievement.
2. The charter school must be physically located within the geographic boundaries of the Southwest SELPA.
3. The charter school must complete the Southwest SELPA application and submit all required document together at the same time, in an organized manner. Incomplete or disorganized applications and submissions will be returned and not processed.
4. The charter school must provide assurances and meet the terms of all policies and procedures included in the Southwest SELPA Local Plan.
5. In addition to the completed application form, the charter school must submit the following documentation:
   i. Most recently approved charter petition or petition that is currently being considered for approval.
   ii. A copy of audit reports for the past two years (if available)
   iii. Income/expense reports for special education programs for the past two years
   iv. API scores for the school – history of last five years (if available)
   v. A copy of the School Accountability Report Card (SARC) (if available)
   vi. List of credentials and assignments for all certificated staff – name, position, credential and number, highly qualified status
   vii. List of non-credentialed staff providing instruction in non-core classes and their assignments or special education services
   viii. A signed copy of the SELPA Assurance Statement (separate document)
   ix. Proof of Liability Insurance
x. A copy of the notice of withdrawal from an existing SELPA (if appropriate)

xi. Provide a current operating budget that demonstrates fiscal responsibility pursuant to the standards contained in Education Code 42130 and 42131.

xii. Provide assurances that students and staff will be instructed in a safe environment by highly qualified teachers and providers.

xiii. Certification of good standing from the charter school oversight agency.

6. Should the charter school need legal counsel in seeking or attaining LEA status, the charter school shall be solely responsible for its own legal fees as it relates to the application and assurances process in becoming an LEA.

The Charter School is required to assure compliance with all requirements of the SELPA Local Plan approved Amendments, and policies outlines in the Local Plan Appendix, including:

- Meet the terms of the agreement regarding assurances of the Local Plan.
- Meet the terms of the agreement regarding Due Process and Complaints.
- Meet the terms of the agreement regarding the Annual Budget and Service Plan.
- Meet the terms of the agreement regarding unreimbursed costs as specified in the Participants' Agreement.
- Meet terms of Participants on the Superintendents' Council.

Once deemed a LEA for the purpose of special education, the charter school participate in the Directors' Council, Program Specialist Council, Community Advisory Committee, and Finance Committee in the same manner as other LEAs within the SELPA and:

a. Receive state and federal funding for special education in the same manner as other LEAs within the SELPA per the approved allocation plan.

b. Be responsible for all costs and liabilities incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, nonpublic school-agency placements, inter-intra SELPA placements, due process proceedings, complaints, and attorney fees.

c. Document that all State and Federal special education funds apportioned to the charter school are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of federal, state, and local funds apportioned or available to the charter school.

d. Participate on the Charter School Committee. It is understood that the actions and recommendation of the Charter School Committee shall be forwarded to the Superintendents' Council in the same manner as recommendations from the Directors' Council.

Prior to admission to the SW SELPA, charter schools submit plans to the Superintendents' Council Charter School Committee through the SW SELPA Charter School Support Representative / designee and SW SELPA Director, outlining their programs and services to students with special needs. Charter schools are expected to offer the full continuum of special education programs and services as do traditional schools. Depending upon the factors surrounding the development of their Charter (i.e. charter maintenance organization, conversion charter or LEA
charter) they may need additional assistance in developing program options and services in their first year(s), which the SELPA may provide at cost.

Students in need of special education and related services including non-public schools and agency services and classroom or special circumstance aide support and school based counseling services are the responsibility of the Charter School even though those services may not be available at the charter school. Contractual services including legal consultation, unique training outside of what is provided from the SW SELPA, requests for services such as applied behavioral analysis, extended school year or specialized services should be determined by IEP teams and offered as appropriate as part of a free and appropriate public education and funded by Charter Schools.

Similar to traditional districts, charter school service delivery models for students with special needs may include collaborative or co-teaching models, learning center models, pull out specially designed instruction and small group specially designed instruction based on the needs of the pupil and in accordance with federal and state regulations. Each year, the SW SELPA annual budget and service plan outlines the types of services offered at each site within the SW SELPA. Students enrolled in Charter Schools requiring a DIS related specialized service such as speech/language, visual/hearing, orthopedically impaired or adaptive P.E. typically receive these services through LACOE contractual agreements, certified non-public agency staff or Charter School employees.

Students requiring a special day class level of service may receive those services funded by the charter school, through SW SELPA placement agreements and other local plan provisions. Other than via SW SELPA placement agreements or local coordination of services among SELPA members, LEAs shall not place students in other LEAs programs without the prior involvement and express consent of the other LEA and approval of the SELPA.

Once admitted to the SELPA, charter school LEAs participate in state and federal funding for special education and the SELPA’s allocation plan in the same manner as other LEAs in the SELPA. As with other LEAs in the SELPA, charter schools allocation will be determined based on their pupil’s needs and special education qualified expenses, and the SELPA will only allocate to the LEA funding to cover qualified special education expenditures.

Charter Schools are responsible for providing special education and related services to pupils enrolled in Charter Schools per IDEA regulations. This includes: certificated, classified salaries and benefits, books and supplies, contract services and other operational expenses, equipment and equipment replacement. Staffing to support students with special needs is monitored prior to the initiation of each school year through meetings with Charter School Administration and Charter School support representative/designee and SW SELPA Director.

Charter Schools must provide the SW SELPA Director and Charter School support representative/designee a proposed expenditure report in advance of each school year to assure and support budgeting of resources and services to pupils with special needs. If the services and/or staffing do not align with the identified needs of the Charter School special needs population, the SW SELPA Director will indicate the Charter School will need to revise their proposal and resubmit for funding consideration. Charter Schools are required to revise their proposed expenditure report mid-year, and submit it to the SW SELPA for review. AB602 funding allocations are distributed to Charter Schools according to the SW SELPA allocation plan. Funding exhibits from CDE following P1 is provided annually and typically by March 30 of each year for review. Charter School LEA members may attend regularly scheduled SW SELPA Finance
Committee meetings and Charter School Committee meetings to review and support allocation recommendations for funding. Final expenditure reports are submitted to the SELPA Office certifying qualified special education expenditures.

Procedure for Conflict Resolution

Issues concerning governance and administration will be reviewed by the Directors' Council and referred to the Superintendents' Council for resolution, consistent with the Local Plan Section II: Governance. LEAs that have not complied with requirements of this Local Plan shall cooperate with the SELPA in attempting corrective action for no less than one school year. Thereafter, the SELPA may withhold funding from that LEA, or vote to exit the member from the SELPA, with one year’s notice. In the case the LEA is a charter school, such exit will result in the charter school reverting to a school of its authorizing district, unless the charter school has obtained written, verifiable assurances of membership in another SELPA before reverting to a school of the chartering district.

SECTION IV: EARLY CHILDHOOD SPECIAL EDUCATION

A. Staff Development for Early Education

The Southwest SELPA program specialists and psychologist, infant and preschool teachers should take leadership in developing staff development activities. The Southwest Special Education Family Resource Center, along with local Early Intervention Councils shall participate in the identification development and implementation of training for parents and professionals. Coordinating with other agencies, including the Regional Centers and CCS, shall be a priority and under the direction of the SELPA Director. A commitment to parent professional collaboration and family centered services is the hallmark of the Southwest SELPA Early Education Programs. Priorities for training include low incidence services, IFSP development, and parent/professional partnerships.

B. Program Operations

The Southwest SELPA shall provide early intervention services consistent with our 1980-81 mandates. In addition, the SELPA shall serve children who have solely a low incidence disability. Enrollment of additional, eligible children up to the programs funded capacity shall occur, per the interagency agreement with local regional centers. The priority for these placements is dually eligible infants.

C. Program Services and Options

The Southwest SELPA program includes center-based programs where parents are part of the program, as well as appropriate siblings under the supervision of the parent. Home based services are also available on a scheduled basis. Early Intervention staff may also provide services in childcare settings within the district of residence.

A full array of related services are provided, including speech and language therapy, audiology, orientation and mobility, occupational and physical therapy, assistive technology, parent counseling, and other related services indicated on the IFSP. In addition, other early intervention services will be provided consistent with the IFSP, including respite care, transportation, nutrition services, parent support, and resources.
Specialized services for low incidence disabilities shall be provided, consistent with Early Start regulations.

D. Ongoing Family Support and Coordination

The Southwest Special Education Family Resource Center shall provide ongoing family support, including transition support as a function of the Resource Center. The SELPA Directors' Councils shall supervise these activities. The SELPA Community Advisory Committee (CAC) and Early Intervention Councils shall advise the SELPA about policies and parent support systems within the area. Parents are encouraged to provide input or ask questions by attending the CAC or visiting the SELPA Family Resource Center; or by contacting their district director of special education or the SELPA director. A parent involved with Early Start or where child participation in Early Start shall be appointed to the CAC as an Early Intervention representative.

E. Evaluation and Assessments

The SELPA will maintain and train qualified evaluators and assessment teams. In addition, the SELPA will coordinate assessments with the Regional Centers as part of the interagency agreements.

F. Individual Family Service Plans (IFSP)

All identified infants and toddlers shall have an Individual Family Service Plan (IFSP). This document shall replace the IEP for pupils age 0-2. The plan shall contain:

- Service coordination
- Family priorities and resources
- Outcomes
- Development and health assessments
- Coordination of service plans
- Provision of services, responsible agencies, and contact persons
- Signatures of the parent approving the plan.

G. Interagency Agreements

An interagency agreement shall be in place between the Southwest SELPA and each regional center within the SELPA. Copies of the agreements are on file at the SELPA Office.

H. Child Find Activities

The Southwest SELPA is committed to extensive child find activities on behalf of member districts and charters. The Southwest SELPA Special Education Family Resource Center is responsible for a full range of child find activities, including distribution of Early Start posters, distribution of a SELPA designed poster, annual letters to parents, letters to physicians and health care providers, attendance at resource fairs, conferences and trainings, and annual notification in newspapers. All programs maintain information and brochures that are available throughout the community. These activities are not limited to Early Start and apply to all ages 0-22.
Parents shall be given a written copy of the IFSP, including Parent Rights and Protections, in the parent's language of choice. The SELPA will coordinate the development of IFSP forms with each Regional Center, in an effort to maintain consistency. The Southwest SELPA shall complete the IFSP process consistent with legal requirements.

I. Service Coordination

The Southwest SELPA shall provide service coordination to all identified infants and toddlers. Service coordination shall be existing staff members who have been trained by the SELPA under the supervision of the SELPA Early Start Coordinator.

J. Transition by Age Three

Per the Interagency Agreements with Regional Centers, a transition plan shall be developed according to MOU. For pupils serviced by the Regional Center, the Regional Center service coordinator shall contact the LEA to set up the IFSP for transition. Transition plans shall be incorporated in the IFSP.

K. Dispute Resolution

Parents shall be informed of their rights to due process under the Early Start program at the time of referral and at each IFSP. Disputes between agencies shall employ the procedures as specified in the Interagency Agreements for Early Start Programs between the Southwest SELPA and the Harbor and Westside Regional Centers.

L. Other Public and Private Services

The SELPA coordinates services with the Braille Institute, Child Health and Disability Program (CHDP), regional centers, CCS, and private child care providers.

M. Program Operators

Annually, the Superintendents' Council shall designate the providers of early intervention services, with the current provider being Los Angeles County Office of Education. Changes in provider shall be done in accordance with state guidelines.

In addition to these public options, additional early intervention services shall be provided, via California Children's Services, and per IFSP requirements. Certified nonpublic schools and agencies shall be utilized as necessary and appropriate based upon identified needs as indicated on each IFSP.

N. Preschool Options

Each participating school district operates a continuum of preschool options designed to prepare young children for kindergarten. Placement is based on state and federal eligibility and the identified needs of the preschooler as outlined in the IEP. Parents retain all rights to mediation and due process. Parents are provided written information regarding their rights annually and with each complaint filing or when a change of placement is proposed. A transition IEP is held for students exiting the Early Start program. An initial IEP is held following completion of the original assessment for referred preschoolels.
SECTION V: SELPA MONITORING PLAN

The Southwest SELPA shall be responsible for assisting member LEAs in maintaining compliance with applicable state and federal laws.

On at least a quarterly basis, member LEAs will be provided state reports generated following the collection and reporting of required data, as part of the California Special Education Management Information System (CASEMIS). The SELPA, with the support of the Superintendents' Council, may elect to complete such monitoring via electronic reporting and IEP software.

The SELPA Director shall provide technical assistance to member LEAs on compliance standards as informed via the California Department of Education and the Office of Special Education Programs at the federal level. Ongoing discussion and access to resources shall be facilitated by the SELPA. At the request of a member LEA, the SELPA will facilitate a local compliance review process. The goal of all compliance reviews is to resolve issues locally and support cost effectiveness.

In the event the SELPA Director has knowledge of noncompliance and/or concerns regarding compliance trends, (s)he shall inform the Director of Special Education or responsible administrator and the Superintendent of the chartering entity. Such reports may be part of ongoing discussion at Superintendents', Directors', and Charter School meetings. After attempts to resolve issues of noncompliance, the SELPA Director may recommend corrective action plans, reallocation of funds, and other remedies to the Superintendents' Council. This may include the involvement of the California Department of Education, LACOE, or other oversight agency.

It is understood that the SELPA may be required to file a complaint with CDE or OCR in order to protect the rights of eligible students.

The SELPA Director shall follow-up on issues and concerns as reported via the SELPA Community Advisory Committee members and meetings. The SELPA Director shall make ongoing reports to the CAC regarding SELPA-wide compliance monitoring activities by the California Department of Education, including local steps to resolve noncompliance issues.

Up to two times each year, the SELPA will "spot-check" an IEP compliance via collaboration with district Directors, charter school representatives and Program Specialists.

SECTION VI: POLICIES, ADMINISTRATIVE REGULATIONS AND PROCEDURE MANUALS

Each member LEA of the Southwest SELPA shall approve local policies and administrative regulations to support and ensure appropriate implementation of the Local Plan. Each LEA, in collaboration with the SELPA, shall develop a local procedure manual to assist staff to implement local policies and administrative regulations. Copies of the policies, administrative
regulations, and procedure manuals shall be retained at the local level and made available to the SELPA and California Department of Education upon request.

The SELPA, with approval of the Directors' Council, shall provide an approved Individual Education Plan document and Parent Rights and Responsibilities document for use by member agencies. The SELPA shall also support districts in Child Find activities.

SECTION VII: BEHAVIOR INTERVENTION

Positive Behavior Intervention

The Southwest SELPA and member agencies shall conform to current State and Federal laws and regulations regarding behavior intervention. District level policy and administrative regulations shall apply except for the following specific requirements:

Nonpublic school and agency staff must maintain certification with the California Department of Education and adhere to the Master Contract provisions relating to Behavior Intervention.

The Southwest SELPA has approved the Nonviolent Crisis Intervention (NCI) certification as the approved behavior intervention strategy for use with students with serious behavior problems as documented in the Individual Education Plan (IEP), positive behavior plan and/or the behavior intervention plan. The SELPA shall maintain a file of NCI certified individuals and shall provide ongoing NCI training consistent with NCI guidelines. Districts are required to verify staff NCI certification.

Behavior Emergency Intervention - Emergency intervention may only be used to control unpredictable, spontaneous behavior, which poses a clear and present danger of serious physical harm to the individual or others, and which cannot be immediately prevented by a response less restrictive than the temporary application of an approved technique used to contain their behavior. All approved techniques in the SELPA must be consistent in Nonviolent Crisis Intervention trainings and procedures. Each member agency shall insure that a copy of the Behavior Emergency Report is written and placed in the pupil's file with a copy to the SELPA office, and an IEP team meeting scheduled to review the Behavior Emergency Report as appropriate.

Behavioral Intervention prohibited by law:

To protect the child from abusive physical or emotional trauma, the following techniques may not be used by any public or nonpublic school or agency, regardless of emergency situation or as part of any plan and school activity. The interventions prohibited are:

1) "any intervention that is designed to, or likely to, cause physical pain;"
2) "releasing noxious, toxic or otherwise unpleasant sprays, mists, or substances in proximity to the individual's face;"
3) denial of "sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;"
4) procedures such as "verbal abuse, ridicule or humiliation" or others that can be expected to cause "excessive emotional trauma;"
5) physical restraint by "a device, material or objects that simultaneously immobilizes all four extremities," including "prone containment or similar techniques," unless it is used by personnel who are "trained" in the technique and it is used only as an "emergency intervention;"
6) "locked seclusion," unless it is used as an emergency procedure and then only in a facility licensed or permitted by state law to use a locked room;
7) Any intervention that leaves a student without "adequate supervision;" and
8) "any intervention which deprives the individual of one or more of his or her senses" [3052(1)(1-8)].

Training Requirements
In addition to Nonviolent Crisis Intervention (NCI) training, ongoing training concerning positive interventions, data collection and positive reinforcement shall be coordinated and evidence of training will provided to the SELPA by each LEA on a regular basis.

Reporting Requirements and Data Collection - Each behavior intervention plan shall determine the type, frequency, and nature of the data to be collected and analyzed by the qualified behavior intervention staff and the IEP team. This applies to Behavior Intervention Plans.

The IEP team or member of IEP shall determine the need for ongoing monitoring of the plan. For a behavior intervention plan involving serious behaviors, a quarterly review of data is recommended.

In the event a behavior emergency incident occurs where the use of an approved crisis intervention by utilized staff, a Behavior Emergency Report (BER) shall be completed within 24 hours and filed with the appropriate administrator as well as copies provided to the appropriate IEP team member and the Southwest SELPA. Annually, at the request of the California Department of Education, the SELPA shall report the number and type of Behavior Emergency Reports reported during a given school year. Copies of this report shall be on file at the SELPA Office. A copy of the Behavior Intervention Report shall remain in the student’s special education file.

APPENDIX A

Local Education Agency Assurances
(Approved by all members and on file with the California Department of Education and

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the Southwest SELPA.)

APPENDIX B

Local Plan Approvals

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X.4. Approve Participation of the Beach Cities Robotics Team at the FIRST Robotics Competition Championship (pending qualification), April 26-May 1, 2016, in St. Louis, MO. (X.B.2)

Rationale:

The Beach Cities Robotics Team is requesting to participate at the FIRST Robotics Competition Championship (pending qualification), April 26, 2016-May 1, 2016.

Meagan Kunert, RUHS teacher, is coordinating the trip and will accompany 15 students along with Chaperones Bryan Campbell, Lead Mentor, Peter Johnson, Programming Mentor, Ken Sterk, Mechanical Mentor, David Ansari, Fabrication Mentor, and AP Anthony Bridi. They will travel by air and stay at the Crown Plaza Downtown, 200 N. 4th St., St. Louis, MO.

The cost per student is $1,000.00 and is funded through RUHS and families. No student is denied access due to inability to pay. A meeting will be held April 13, 2016 to discuss rules, regulations and appropriate behavior of the trip with students and their parents.

Recommended Motion:

Approve participation of the Beach Cities Robotics team at the FIRST Robotics Competition Championship (pending qualification), April 26-May 1, 2016, in St. Louis, MO.

Financial Impact:

Funded by RUHS/Families

Attachments:

Beach Cities Robotics
Request for Submission of Board Item for Field Trip/Extracurricular Activity

Please complete all information on this form and submit to Instructional Services.

Education Code Section 35330 authorized the governing board of any school district to conduct field trips or excursions for students in connection with course instruction or school related social, educational, cultural, athletic or school band activities to and from places in the state, out of state, or a foreign country. Field trips or excursions, which may include overnight and/or out of state travel, must be approved by the governing board prior to departure.

Name of Group Participating: Beach Cities Robotics
Title of Class/Team/Club/ETC.: Redondo Union High School

Title of Field Trip: FIRST Championship Robotics Tournament (if the team qualifies in April)
Location of Field Trip: St. Louis, Missouri
List of Activities: FIRST Robotics Competition Championship (tentative; will only travel if the team qualifies)
Departure Date & Time: April 26th morning
Return Date & Time: May 1st afternoon/evening
Mode(s) of Transportation: Airplane

Driver Registration Form on File at School Site for each driver per RBUSD Board Policy E 3541.1
Tentative: Crown Plaza Downtown, 200 N. 4th Street St. Louis, MO 63102 314-621-8200

Number of Students Expected to Participate: 15

Name and Title of Lead Supervising Adult: Meagan Kunert
Teacher/Coach/Administrator/ETC.

Name(s) & Title(s) of all Chaperones: Bryan Campbell, Lead Mentor; Peter Johnson, Programming Mentor; Ken Sterk, Mechanical Mentor; David Ansari, Fabrication Mentor, Anthony Bridi

Will Substitute(s) be needed? Yes [ ] No [ ]
Funding Source: RUHS

Approach Cost Per Student: $1000

Date, Time & Location of Parent/Student Meeting Prior to Trip: RUHS Robotics Lab; 7 PM 4/13/2016

Signature of Supervising Adult: Meagan Kunert
Signature of Department Chair
Signature of Site Principal
Signature of Instructional Services
Date Received in Instructional Services: 2/2/16 Board Approval Date: 02/06/12
X.5. Approve Participation of the Redondo Union High School Academic Decathlon Team at the California Academic Decathlon State Championships March 17-20, 2016 in Sacramento, CA. (X.B.3)

Rationale:

The Redondo Union High School Academic Decathlon Team is requesting to participate at the California Academic Decathlon State Championships, March 17-20, 2016 in Sacramento, CA.

Aimee Gauvreau, RUHS teacher, is coordinating the trip and will accompany 9 students. They will travel by air and they will stay at the Hyatt Regency Sacramento, 1209 L Street, Sacramento, CA.

Flights, Hotel, Participation Fee, Teacher Stipend and Substitute is funded through the District Supplemental Fund. No student is denied access due to inability to pay. A meeting was held on March 4, 2016 is discuss rules, regulations and appropriate behavior for the trip with students and their parents.

Recommended Motion:

Approve Participation of the Redondo Union High School Academic Decathlon Team at the California Academic Decathlon State Championships, March 17-20, 2016, in Sacramento, CA,

Financial Impact:

Supplemental Fund: Approximately $5,800.00 for Participation Fee, Flights, Hotel, Teacher Stipend, Substitute.

Attachments:

RUHS Academic Decathlon
Request for Submission of Board Item for Field Trip/Extracurricular Activity

Please complete all information on this form and submit to Instructional Services.

*Education Code Section 35330 authorized the governing board of any school district to conduct field trips or excursions for students in connection with course instruction or school related social, educational, cultural, athletic or school band activities to and from places in the state, out of state, or a foreign country. Field trips or excursions, which may include overnight and/or out of state travel, must be approved by the governing board prior to departure.*

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<th>Name of Group Participating</th>
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<tr>
<td>Title of Class/Team/Club/Etc.</td>
<td>California Academic Decathlon - State Championship</td>
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**Title of Field Trip**

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**List of Activities**

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**Departure Date & Time**

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<td>Return Date &amp; Time</td>
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**Mode(s) of Transportation**

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<td>Airplane</td>
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</tbody>
</table>

**Driver Registration Form on File at School Site for each driver per RBUSD Board Policy E 3541.1**

**Hotel/Housing**

<table>
<thead>
<tr>
<th>Hotel/Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyatt Regency Sacramento, 1209 L Street, Sacramento 95814 916-443-1234</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Address/City/State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aimee Gauvreau, Teacher/Coach</td>
<td></td>
</tr>
</tbody>
</table>

**Number of Students Expected to Participate:**

<table>
<thead>
<tr>
<th>Number of Students Expected to Participate</th>
<th>9</th>
</tr>
</thead>
</table>

**Name and Title of Lead Supervising Adult:**

<table>
<thead>
<tr>
<th>Name and Title of Lead Supervising Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aimee Gauvreau, Teacher/Coach</td>
</tr>
</tbody>
</table>

**Name(s) & Title(s) of all Chaperones:**

<table>
<thead>
<tr>
<th>Name(s) &amp; Title(s) of all Chaperones</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
</tr>
</tbody>
</table>

Will Substitute(s) be needed? Yes [ ] No [x]

<table>
<thead>
<tr>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental</td>
</tr>
</tbody>
</table>

Approximate Cost Per Student $35/day for food

<table>
<thead>
<tr>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>parents will fund for food</td>
</tr>
</tbody>
</table>

**Date, Time & Location of Parent/Student Meeting Prior to Trip:**

<table>
<thead>
<tr>
<th>Date, Time &amp; Location of Parent/Student Meeting Prior to Trip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, 3/4/16 @ 5:30pm, Rm 301</td>
</tr>
</tbody>
</table>

**Signature of Supervising Adult**

<table>
<thead>
<tr>
<th>Signature of Supervising Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
</tr>
</tbody>
</table>

**Signature of Department Chair**

<table>
<thead>
<tr>
<th>Signature of Department Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
</tr>
</tbody>
</table>

**Signature of Site Principal**

<table>
<thead>
<tr>
<th>Signature of Site Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
</tr>
</tbody>
</table>

**Signature of Instructional Services**

<table>
<thead>
<tr>
<th>Signature of Instructional Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
</tr>
</tbody>
</table>

**Date Received in Instructional Services**

<table>
<thead>
<tr>
<th>Date Received in Instructional Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/16/16</td>
</tr>
</tbody>
</table>

**Board Approval Date**

<table>
<thead>
<tr>
<th>Board Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/16/16</td>
</tr>
</tbody>
</table>

02/06/12
X.6. Approve Participation of the Redondo Union High School Boys
Basketball Team at the CIF Boys Basketball State Championship (pending
qualification), March 22-March 26, 2016, in Sacramento, CA. (X.B.4)

Rationale:

The Redondo Union High School boys basketball team is requesting to
participate at the CIF Boys Basketball State Championship (pending
qualification), March 22-March 26, 2016, in Sacramento, CA.

Coach Reggie Morris is coordinating the trip and will accompany 25 students
along with Nicole Wesley, Jens Brandt, Anthony Bridi and Andy Saltsman.
Chaperones attending are Assistant Coaches Victor Martin, Roy Walker, Chris
Young, Anthony Brown, Malcolm Herron, Justin Martin and Security Paul Togia.
The team will travel by Charter Bus (Ryans Express) and will stay at the Hilton
Garden Inn, South Natoma, 2540 Venture Oaks Way, Sacramento, CA.

The cost of attending the State Championship will be paid through the General
Fund. No student is denied access due to inability to pay. A meeting will be held
on March 15, 2016, to discuss rules, regulations and appropriate behavior of the
trip with students and their parents.

Recommended Motion:

Approve Participation of the Redondo Union High School Boys Basketball Team
at the CIF Boys Basketball State Championship, March 22-March 26, 2016, in
Sacramento, CA.

Financial Impact:

General Fund

Attachments:
RUHS Boys Basketball CIF State Championship
Request for Submission of Board Item for Field Trip/Extracurricular Activity

Please complete all information on this form and submit to Instructional Services in a timely manner to ensure board approval prior to taking students on any overnight educational trips.

*Education Code Section 35330 authorized the governing board of any school district to conduct field trips or excursions for students in connection with course instruction or school related social, educational, cultural, athletic or school band activities to and from places in the state, out of state, or a foreign country. Field trips or excursions, which may include overnight and/or out of state travel, must be approved by the governing board prior to departure.*

<table>
<thead>
<tr>
<th>Name of Group Participating</th>
<th>Boys Basketball</th>
<th>Redondo Union High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Field Trip</td>
<td>CIF Boys Basketball State Championship</td>
<td></td>
</tr>
<tr>
<td>Location of Field Trip</td>
<td>Sacramento, Ca (Sleep Train Arena)</td>
<td></td>
</tr>
<tr>
<td>List of Activities</td>
<td>Basketball Game, Team Meals</td>
<td></td>
</tr>
<tr>
<td>Departure Date &amp; Time</td>
<td>March 22nd / 1:30 pm</td>
<td></td>
</tr>
<tr>
<td>Return Date &amp; Time</td>
<td>March 26th / 5:00 pm</td>
<td></td>
</tr>
<tr>
<td>Mode(s) of Transportation</td>
<td>Charter Bus (Ryan's Express)</td>
<td></td>
</tr>
<tr>
<td>Hotel/Housing</td>
<td>Hilton Garden Inn – South Natomas 2540 Venture Oaks Way, Sacramento, Ca. 95833 916-568-5441</td>
<td></td>
</tr>
<tr>
<td>Number of Students Expected to Participate</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Name(s) of Supervising Adult</td>
<td>Reggie Morris, Nicole Wesley, Jens Brandt, Anthony Bridi, Andy Saltsman</td>
<td></td>
</tr>
<tr>
<td>Teacher/Coach/Administrator/Etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name(s) &amp; Title(s) of all Chaperones</td>
<td>Asst Coaches: Victor Martin, Roy Walker, Chris Young, Anthony Brown, Malcolm Herron, Justin Martin, Security, Paul Togia</td>
<td></td>
</tr>
<tr>
<td>Will Substitute(s) be needed?</td>
<td>Yes ☑ No ☐</td>
<td></td>
</tr>
<tr>
<td>Funding Source</td>
<td>General Fund-School Business</td>
<td></td>
</tr>
<tr>
<td>Approximate Cost Per Student</td>
<td>Meals Only</td>
<td></td>
</tr>
<tr>
<td>Date, Time &amp; Location of Parent/Staff Meeting Prior to Trip</td>
<td>Tuesday: March 15th, 2016 @ 4:30 pm</td>
<td></td>
</tr>
<tr>
<td>Signature of Supervising Adult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signature of Department Chair</td>
<td>Jens Brandt</td>
<td></td>
</tr>
<tr>
<td>Signature of Site Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signature of Instructional Services</td>
<td>Alice A. V.</td>
<td></td>
</tr>
<tr>
<td>Date Received in Instructional Services</td>
<td>2/24/16</td>
<td></td>
</tr>
<tr>
<td>Board Approval Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rationale:

The Redondo Union High School girls basketball team is requesting to participate at the CIF Girls Basketball State Championship (pending qualification), March 24-March 27, 2016, in Sacramento, CA (Sleep Train Arena).

Coach Marcelo Enriquez is coordinating the trip and will accompany 15 students along with Nicole Wesley, Jens Brandt, Anthony Bridi and Andy Saltsman. Chaperones attending are Assistant Coaches Lynn Flanagan, Kevin Kohigashi, Cherie Hughes, Gerri Taylor and Mike Martinook. The team will travel by charter bus (Ryans Express) and they will stay at the Hilton Garden Inn-South Natomas, 2540 Venture Oaks Way, Sacramento, CA.

The cost of attending the State Championship will be paid through the General Fund. No student is denied access due to inability to pay. A meeting will be held March 15, 2016 to discuss the rules, regulations and appropriate behavior of the trip with students and their parents.

Recommended Motion:

Approve Participation of the Redondo Union High School Girls Basketball Team at the CIF Girls Basketball State Championship (pending qualification) March 24-March 27, 2016, in Sacramento, CA (Sleep Train Arena)

Financial Impact:

General Fund-School Business

Attachments:
RUHS Girls Basketball CIF State Championship
Request for Submission of Board Item for Field Trip/Extracurricular Activity

Please complete all information on this form and submit to Instructional Services in a timely manner to ensure board approval prior to taking students on any overnight educational trips.

Education Code Section 35330 authorized the governing board of any school district to conduct field trips or excursions for students in connection with course instruction or school related social, educational, cultural, athletic or school band activities to and from places in the state, out of state, or a foreign country. Field trips or excursions, which may include overnight and/or out of state travel, must be approved by the governing board prior to departure.

Name of Group Participating ___________________________ Girls Basketball ___________________________ Redondo Union High School ___________________________

Title of Class/Team/Club/Etc. ___________________________

Location of Field Trip ___________________________

List of Activities ___________________________

Departure Date & Time ___________________________ Return Date & Time ___________________________

Mode(s) of Transportation ___________________________

Hotel/Housing ___________________________

Name ___________________________ Address/City/State ___________________________ Emergency Phone # ___________________________

Number of Students Expected to Participate 15 ___________________________

Name(s) of Supervising Adult ___________________________

Name(s) & Title(s) of all Chaperones Asst Coaches: Lynn Flanagan, Kevin Kohigashi, Cherie Hughes, Gerri Taylor, Mike Martinook ___________________________

Will Substitute(s) be needed? Yes ☑ No ☐ Funding Source General Fund-School Business ___________________________

Approximate Cost Per Student Meals Only Funding Source District/School ___________________________

Date, Time & Location of Parent/Student Meeting Prior to Trip Tuesday: March 15th, 2016 @ 4:30 pm ___________________________

Signature of Supervising Adult ___________________________

Signature of Department Chair ___________________________

Signature of Site Principal ___________________________

Signature of Instructional Services ___________________________

Date Received in Instructional Services 2/26/16 Board Approval Date ___________________________

09/99
X.8. Approve Participation of Redondo Shores High School Students to Attend the Wilderness Challenge, March 30-April 1, 2016, at the Joshua Tree National Monument. (X.B.6)

Rationale:

Redondo Shores 11th and 12th Graders are requesting to attend the Wilderness Challenge, March 30-April 1, 2016, at the Joshua Tree National Monument.

Patrick Vaughan, Teacher, is coordinating the trip and will accompany 10-15 students along with Counselor, Lissa Watts. They will transport students by rental vans and they will camp outdoors.

Funding is through RBEF. No student is denied access due to inability to pay. A meeting was held on February 9, 2016, to discuss rules, regulations and appropriate behavior of the trip with students and their parents.

Recommended Motion:

Approve Participation of Redondo Shores High School Students to Attend the Wilderness Challenge, March 30-April 1, 2016, at the Joshua Tree National Monument.

Financial Impact:

Funded by RBEF

Attachments:

Redondo Shores Wilderness Challenge
Request for Submission of Board Item for Field Trip/Extracurricular Activity

Please complete all information on this form and submit to Instructional Services.

Education Code Section 35330 authorized the governing board of any school district to conduct field trips or excursions for students in connection with course instruction or school related social, educational, cultural, athletic or school band activities to and from places in the state, out of state, or a foreign country. Field trips or excursions, which may include overnight and/or out of state travel, must be approved by the governing board prior to departure.

Name of Group Participating: 11 and 12th Graders - Redondo Shores

Title of Field Trip: Wilderness Challenge

Location of Field Trip: Joshua Tree National Monument

List of Activities: Ropes course, rock climbing, rappelling, backpacking, team-building and group counseling sessions.

Departure Date & Time: 3/30/16 8:00am  Return Date & Time: 4/1/16 9:00pm

Mode(s) of Transportation: Lissa Watts and Patrick Vaughan driving rental vans

Driver Registration Form on File at School Site for each driver per RBUSD Board Policy E 3541.1

Hotel/Housing: Camping Out Doors 310-283-4969

Number of Students Expected to Participate: 10-15

Name and Title of Lead Supervising Adult: Patrick Vaughan  Teacher/Coach/Administrator/Etc.

Name(s) & Title(s) of all Chaperones: Lissa Watts, Counselor, Patrick Vaughan Teacher

Will Substitute(s) be needed? Yes ☒ No ☐ Funding Source: RBEF

Approximate Cost Per Student: $75.00 Funding Source: RBEF

Date, Time & Location of Parent/Student Meeting Prior to Trip: 2/9/16 6:30pm at Redondo Shores

Signature of Supervising Adult: Lissa Watts

Signature of Department Chair: Patrick Vaughan

Signature of Site Principal: Michael A. W. Alper

Signature of Instructional Services: 

Date Received in Instructional Services: 2/24/16  Board Approval Date: 2/29/16

02/06/12

Recommended Motion:
Approve and/or Ratify Personnel Action Report P:#2015-2016:13

Attachments:
HR Personnel Report 03 08 16
CERTIFICATED

TEMPORARY EMPLOYMENT – At Appropriate Placement on the Salary Schedule

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>RECOMMENDATION/POSITION</th>
<th>SALARY/STEP</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Rubke</td>
<td>Teacher/ RUHS-Biology</td>
<td>$7,257/month</td>
<td>03/28/2016</td>
</tr>
</tbody>
</table>

SUBSTITUTE EMPLOYMENT – At Appropriate Placement on the Salary Schedule

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>RECOMMENDATION/POSITION</th>
<th>SALARY/STEP</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natasha Gentry</td>
<td>Substitute Teacher</td>
<td>$140/ day</td>
<td>02/04/2016</td>
</tr>
<tr>
<td>Kelli Yamamoto</td>
<td>Substitute Teacher</td>
<td>$140/ day</td>
<td>02/20/2016</td>
</tr>
</tbody>
</table>

SPECIAL ASSIGNMENT

Matt Kilroy
To provide Title I after-school homework support and training from February 2016 through June 2016. To be paid at $40 an hour, not to exceed 3 hours per week. (Funded by Title I)

Monica Joyce
To assist with State testing for Tulita CAASPP testing from April 1, 2016 through May 31, 2016. To be paid at $40 per hour, not to exceed 10 hours. (Funded by School Block Grant)

Jaclynn Boiko
To provide instruction for Alta Vista after-school math intervention groups for one hour, two time per week, for 8 weeks starting February 22, 2016. To be paid at $40 an hour, not to exceed 35 hours. (Funded by School Block Grant)

Denine Jaramillo
To attend the overnight Madison Elementary Science Camp from May 31, 2016 through June 3, 2016. To be paid at $350 per teacher. (Funded by School Block Grant)

Kristy May
To provide services as Advanced Placement Proctors for the Advanced Placement Testing from May 2, 2016 through May 27, 2016. To be paid at current sub-pay rate, not to exceed 50 hour each. (Funded by ASB-AP Account)

CHANGE IN STATUS

Noorhee Kim
Teacher/ Adams-Music
Effective: 08/24/2015
From: Temporary
To: Probationary 2
REGULAR EMPLOYMENT – At Appropriate Placement on the Salary Schedule

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>RECOMMENDATION/POSITION</th>
<th>SALARY/STEP</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jordan Bray</td>
<td>Avid Tutor/ Adams</td>
<td>$15.06/hour</td>
<td>03/03/2016</td>
</tr>
<tr>
<td>Anthony Brown</td>
<td>Assistant Boys Basketball Coach/ RUHS</td>
<td>$2050 per season</td>
<td>2015-2016 School Year</td>
</tr>
<tr>
<td>Leila Chassebi</td>
<td>Noon Supervisor/ Lincoln</td>
<td>$10.48/hour</td>
<td>02/09/2016</td>
</tr>
<tr>
<td>Jasmine Chavarria</td>
<td>Avid Tutor/ Adams</td>
<td>$15.06/hour</td>
<td>02/19/2016</td>
</tr>
<tr>
<td>Maria Christenson</td>
<td>Child Nutrition Service Assistant I/RUHS</td>
<td>$16.66/hour</td>
<td>02/23/2016</td>
</tr>
<tr>
<td>Heather Cole</td>
<td>Instructional Assistant Special Ed/ Lincoln</td>
<td>$17.83/hour</td>
<td>02/22/2016</td>
</tr>
<tr>
<td>Melinda Farag</td>
<td>Instructional Assistant Special Ed/ Madison</td>
<td>$16.18/hour</td>
<td>02/16/2016</td>
</tr>
<tr>
<td>Cymona Johnson</td>
<td>Instructional Assistant Special Ed/ Jefferson</td>
<td>$17.00/hour</td>
<td>02/23/2016</td>
</tr>
<tr>
<td>Asma Mansour Ghanem</td>
<td>Instructional Assistant CDC/ Jefferson CDC</td>
<td>$16.54/hour</td>
<td>03/04/2016</td>
</tr>
<tr>
<td>Javier Marquez</td>
<td>Grounds Maintenance Worker-Lead/ M&amp;O</td>
<td>$4305/month</td>
<td>02/15/2016</td>
</tr>
<tr>
<td>Noah Rubke</td>
<td>Assistant Girls Water Polo Coach/ RUHS</td>
<td>$2312 per season</td>
<td>2015-2016 School Year</td>
</tr>
<tr>
<td>Roy Walker</td>
<td>Campus Safety Assistant/ Redondo Shores</td>
<td>$14.15/hour</td>
<td>02/25/2016</td>
</tr>
</tbody>
</table>

SUBSTITUTE EMPLOYMENT – At Appropriate Placement on the Salary Schedule

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>RECOMMENDATION/POSITION</th>
<th>SALARY/STEP</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cathe Rodriguez</td>
<td>Substitute HR Assistant</td>
<td>$23.77/hour</td>
<td>02/22/2016</td>
</tr>
</tbody>
</table>

TEMPORARY INCREASE IN WORK HOURS

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>POSITION</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kate Chiverton</td>
<td>Occupational Therapist</td>
<td>From: 87.5% FTE</td>
</tr>
<tr>
<td></td>
<td>Effect: 02/16/2016-06/17/2016</td>
<td>To: 100% FTE</td>
</tr>
</tbody>
</table>

SPECIAL ASSIGNMENT

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virgina Gutierrez</td>
<td>To translate RBUSD documents into Spanish from March 2016 through June 2016 at Lincoln Elementary School. To be paid at regular rate of pay, not to exceed 20 hours. (Funded by Title III)</td>
</tr>
<tr>
<td>Firoozeh Borjian</td>
<td>To accompany the Alta Vista CDC on a field trip to the Long Beach Aquarium on February 24, 2016 from 9:00 am until approximately 2:30 pm; which extends 2.5 hours beyond her regularly contracted hours. To be paid at regular rate of pay, not to exceed 2.5 hours. (Funded by Special Education)</td>
</tr>
<tr>
<td>Rosa Del Carmen Lewis</td>
<td>To attend a 6 hour Alta Vista Special Education Training on February 18, 2016 and February 25, 2016, which extends 2.5 hours beyond regular contracted hours. To be paid at regular rate of pay, not to exceed 2.5 hours. (Funded by Special Education)</td>
</tr>
<tr>
<td>Rico Laurie</td>
<td>To work graduation and rehearsals for RUHS in June 2016. To be paid at regular rate of pay, not to exceed 6 hours. (Funded by Special Education)</td>
</tr>
</tbody>
</table>

RESIGNATION / NO LONGER WORKING

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>RECOMMENDATION/POSITION</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rajeswari Ramachandran</td>
<td>Noon Supervisor/Birney</td>
<td>03/03/2016</td>
</tr>
<tr>
<td>Rachel Ramirez</td>
<td>Noon Supervisor/Alta Vista</td>
<td>02/19/2016</td>
</tr>
<tr>
<td>Erica Tapangco</td>
<td>Child Nutrition Services Assistant I/RUHS</td>
<td>02/05/2016</td>
</tr>
</tbody>
</table>
SPECIAL ASSIGNMENT

Jackie Kelly  
To participate in the ESL teacher work group with the South Bay Adult Education Gale Lee  
Consortium from February 8, 2016 through March 30, 2016. To be paid at regular rate of pay, not to exceed 15 hours.

Brett Ploumen  
To provide college and career advice to adult students in the Independent Study program (ISP), Adult Basic Education (ABE) and English Second Language (ESL) program from February 8, 2016 through June 30, 2016. To be paid at regular rate of pay, not to exceed 10 hours per week. (Funded by Adult Ed)

Janeth Garzon  
To assist with registration and testing of new incoming ESL students from March 7, 2016 through March 11, 2016. To be paid at regular rate of pay, not to exceed 10 hours. (Funded by Adult School)

STUDENT WORKERS

REGULAR EMPLOYMENT – At Appropriate Placement on the Salary Schedule

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>RECOMMENDATION/POSITION</th>
<th>SALARY/STEP</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda Mc Donald</td>
<td>WorkAbility Student</td>
<td>$10.00/hour</td>
<td>03/01/2016</td>
</tr>
</tbody>
</table>
X.10. Student Teaching Agreement with Chapman University (X.D.2)

Rationale:
In order to uphold our responsibilities and professional obligation to help train our future educators, Redondo Beach Unified School District has secured a Memorandum of Understanding with Chapman University for the placement of student teachers in our district. The process is closely monitored, and we work closely with the college supervisors.

Recommended Motion:
Approve the agreement with Chapman University to place student teachers.
X.11. Student Teaching Agreement with University of Oregon (X.D.3)

Rationale:
In order to uphold our responsibilities and professional obligation to help train our future educators, Redondo Beach Unified School District has secured a Memorandum of Understanding with University of Oregon for the placement of student teachers in our district. The process is closely monitored, and we work closely with the college supervisors.

Recommended Motion:
Approve the agreement with University of Oregon to place student teachers.
XII.1. Approve the Supplemental Retirement Plan (SRP) with PARS. (XII.A.1)

Rationale:
In accordance with Resolution 15-16:10, a Supplementary Retirement Plan (SRP) was offered to Certificated Non-Management and Classified Non-Management employees to generate savings, or to at a minimum, not cost the District.

Recommended Motion:
Approve the Supplemental Retirement Plan (SRP) with PARS.

Financial Impact:
Projected savings over 5 years of $756,715
XII.2. Adopt the 2015-2016 2nd Interim Budget Financial Report as presented as a separate item. (XII.A.2)

Rationale:
State law (FMAC-AB1200 and revisions) requires the Redondo Beach Unified School District, along with all school districts in the state, to submit interim financial reports stating the financial position of the district twice each fiscal year. The Second Interim report is now due for the period ending January 31, 2016. The governing board, based on the information in the interim report, is required to adopt and file a certification of financial solvency with the Los Angeles County Office of Education. The County Superintendent will, in turn, review the financial report and the amended budget and transmit to the governing board a written notification of their review.

Current law mandates the governing board to not only certify the district's ability to meet its financial obligations for the remainder of the current year, but also for the subsequent two fiscal years and these projections are included with the Interim Report. The County has given guidelines for projecting income and expenditures and staff has prepared these reports based on County guidelines. All income and expenditure accounts have been reviewed and where needed, budgets have been adjusted.

Based upon the finances as reviewed in the 2nd Interim Report, the administration is recommending the filing of a certification of financial solvency by the Board.

The report will be distributed as a separate document and will also be available online and in the office of the Assistant Superintendent of Administrative Services.

Recommended Motion:
Adopt the 2015-2016 2nd Interim Budget Financial Report as presented as a separate item.

Financial Impact:
None
XII.3. Adopt Resolution 15-16:21 increasing school facility fees for Residential and Commercial/Industrial Developer Fees. (XII.A.3)

Rationale:
Currently the Redondo Beach Unified School District collects developer fees on new residential construction and residential additions over 500 square feet, of $2.97 per square foot and $0.47 per square foot for new commercial/industrial construction and additions. These fees have been in effect since April 26, 2008.

Current legislation authorizes the residential fee not to exceed $3.48 per square foot and the commercial/industrial fee not to exceed $0.56 per square foot. Developer fees collected are used to meet school facility needs for the construction and/or reconstruction of school facilities. They are not used for general fund purposes, and are maintained in a separate Developer Fee (Capital Facilities) Fund. These fees are an integral component of meeting the district’s anticipated future facility needs.

Recommended Motion:
Adopt Resolution 15-16:21 increasing school facility fees for Residential and Commercial/Industrial Developer Fees.

Financial Impact:
Increased revenue to cover enrollment growth.

Attachments:
Resolution 15-16:21 RBUSD Developer Fee Increase
Resolution for Inflation for Studies based on Construction:

RESOLUTION NO. 15-16:21 March 8, 2016, Regular Meeting
A RESOLUTION OF THE GOVERNING BOARD OF THE
REDONDO BEACH UNIFIED SCHOOL DISTRICT
INCREASING SCHOOL FACILITIES FEES AS AUTHORIZED BY
GOVERNMENT CODE SECTION 65995(b)(3)

WHEREAS, Assembly Bill 2926 (Chapter 887/ Statutes 1986) authorizes the
governing board of any school district to levy a fee, charge, dedication or other form of
requirement against any development project for the construction of school facilities; and,

WHEREAS, Government Code Section 65995 establishes a maximum amount of
fee that may be charged against such development projects and authorizes the maximum
amount set forth in said section to be adjusted for inflation every two years as set forth in
the state-wide cost index for Class B construction as determined by the State Allocation
Board at its January meeting; and,

WHEREAS, at its February 24, 2016, meeting, the State Allocation Board
increased the maximum fee authorized by Education Code Section 17620 to $3.48 per
square foot of residential construction described in Government Code Section
65995(b)(1) and $0.56 per square foot against commercial and industrial construction
described in Government Code Section 65995(b)(2); and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on
residential projects in the amount of $3.48 per square foot as authorized by Education
Code Section 17620; and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on
commercial and industrial development projects in the amount of $0.56 per square foot as
described in Government Code Section 65995(b)(2).
NOW, THEREFORE, BE IT HEREBY RESOLVED by the Governing Board of
the Redondo Beach Unified School District as follows:

1. Procedure. This Board hereby finds that prior to the adoption of this Resolution, the
Board conducted a public hearing at which oral and written presentations were made,
as part of the Board's regularly scheduled March 8, 2016, meeting. Notice of the time
and place of the meeting, including a general explanation of the matter to be
considered, has been published twice in a newspaper in accordance with Government
Code Section 54994.1, and a notice, including a statement that the data required by
Government Code Section 54992 was available, was mailed at least 14 days prior to
the meeting to any interested party who had filed a written request with the District
for mailed notice of the meeting on new fees or service charges within the period
specified by law. Additionally, at least 10 days prior to the meeting, the District
made available to the public, data indicating the amount of the cost, or estimated cost,
required to provide the service for which the fee or service charge is to be adjusted
pursuant to this Resolution, and the revenue sources anticipated to provide this
service. By way of such public meeting, the Board received oral and written
presentations by District staff which are summarized and contained in the District's
School Facility Fee Justification Report for Residential, Commercial and Industrial
Development Projects dated February 2016, (hereinafter referred to as the "Plan") and
which formed the basis for the action taken pursuant to this Resolution.

2. Findings. The Board has reviewed the Plan as it relates to proposed and potential
development, the resulting school facilities needs, the cost thereof, and the available
sources of revenue including the fees provided by this Resolution, and the Plan is
hereby incorporated by reference and approved. Based thereon and upon all other
written and oral presentations, the Board hereby makes the following findings:

A. Enrollment at the District school(s) will exceed capacity;

B. Additional development projects within the District, whether new residential
construction or residential reconstruction involving increases in assessable area
greater than 500 square feet, or new commercial or industrial construction will
increase the need for new school facilities and/or the need for reconstruction of
existing school facilities.

C. Without the addition of new school facilities, and/or reconstruction of present
school facilities, any further residential development projects or commercial or
industrial development projects within the District will result in a significant
decrease in the quality of education presently offered by the District;
D. Substantial residential development and commercial or industrial development is projected within the District's boundaries and the enrollment produced thereby will exceed the capacity of the schools of the District. As a result, conditions of overcrowding exist within the District, which will impair the normal functioning of the District's educational programs;

E. The fees proposed in the Plan and the fees implemented pursuant to this Resolution are for the purposes of providing adequate school facilities to maintain the quality of education offered by the District;

F. The fees proposed in the Plan and implemented pursuant to this Resolution will be used for the construction and/or reconstruction of school facilities as identified in the Plan;

G. The uses of the fees proposed in the Plan and implemented pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed;

H. The fees proposed in the Plan and implemented pursuant to this Resolution bear a reasonable relationship to the need for school facilities created by the types of development projects on which the fees are imposed;

I. The fees proposed in the Plan and implemented pursuant to this Resolution do not exceed the estimated amount required to provide funding for the construction or reconstruction of school facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of other revenue sources which could be used to provide such facilities, including general fund revenues;

J. The fees imposed on commercial or industrial development bear a reasonable relationship and are limited to the needs of the community for schools and are reasonably related and limited to the need for school facilities caused by the development;

K. The fees will be collected for school facilities for which an account has been established and funds appropriated and for which the District has adopted a construction schedule and/or to reimburse the District for expenditures previously made.
3. Fee. Based upon the foregoing findings, the Board hereby increases the previously levied fee to the amount of $3.48 per square foot for assessable space for new residential construction and for residential reconstruction to the extent of the resulting increase in assessable areas; and to the amount of $0.56 per square foot for new commercial or industrial construction.

4. Fee Adjustments and Limitation. The fees adjusted herewith shall be subject to the following:

A. The amount of the District's fees as authorized by Education Code Section 17620 shall be reviewed every two years to determine if a fee increase according to the adjustment for inflation set forth in the statewide cost index for Class B construction as determined by the State Allocation Board is justified.

B. Any development project for which a final map was approved and construction had commenced on or before September 1, 1986, is subject only to the fee, charge, dedication or other form of requirement in existence on that date and applicable to the project.

C. The term "development project" as used herein is as defined by Section 65928 of the Government Code.

5. Additional Mitigation Methods. The policies set forth in this Resolution are not exclusive and the Board reserves the authority to undertake other or additional methods to finance school facilities as permitted by law, including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code Section 53311, et seq.) and such other funding mechanisms. This Board reserves the authority to substitute the dedication of land or other property or other form of requirement in lieu of the fees levied by way of this Resolution at its discretion, so long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or modified pursuant hereto.

6. Implementation. For residential, commercial or industrial projects within the District, the Superintendent, or the Superintendent's designee, is authorized to issue Certificates of Compliance upon the payment of any fee levied under the authority of this Resolution.

Pursuant to Education Code Section 17621(e)(2), any person or business against whom a fee is charged for a commercial or industrial development project who
wishes to file an appeal of that fee may do so by submitting a written appeal to the Business Office, Administrative Services (Chief Business Official) within ninety (90) days after the fee is levied. The grounds for appeal include, but are not limited to, the inaccuracy of including the project within the category pursuant to which the fee, charge, dedication, or other requirement is to be imposed, or that the employee generation or pupil generation factors utilized under the applicable category are inaccurate as applied to the project. The party appealing the imposition of the fee, charge, dedication, or other requirement shall bear the burden of establishing that the fee, charge, dedication or other requirement is improper. The appeal shall be heard in a timely manner by the Business Office, Administrative Services (Chief Business Official), and the decision on the appeal shall be final.

7. California Environmental Quality Act. The Board hereby finds that the implementation of Developer Fees is exempt from the California Environmental Quality Act (CEQA), pursuant to Education Code Section 17621(a).

8. Effective Date. The effective date of this Resolution shall be April 25, 2016, which is 60 days following its adoption by the Board.

9. Notification of Local Agencies. The Secretary of the Board is hereby directed to forward copies of this Resolution and a Map of the District to the Planning Commission and Board of Supervisors of Los Angeles County, to the Planning Commission and City Council of the City of Redondo Beach, and to the Office of Statewide Health Planning and Development.

10. Severability. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this Resolution. The Board hereby declares its intent to adopt this Resolution irrespective of the fact that one or more of its provisions may be declared invalid subsequent hereto.

APPROVED, PASSED and ADOPTED by the Governing Board of the Redondo Beach Unified School District this 8th day of March, 2016, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

President, Governing Board
Redondo Beach Unified School District

ATTEST:

Secretary, Governing Board
Redondo Beach Unified School District
XII.4. Approve the revised Southern California Regional Occupational Center (SCROC) Amended Joint Powers Agreement. (XII.A.4)

Rationale:

RBUSD has participated in the joint powers agreement with SCROC. The participating districts have determined that it is in the best interests that the participating districts join together to maintain a separate legal entity to accomplish the purposes declared by the Legislature to accomplish the purposes set forth.

Recommended Motion:

Approve the revised Southern California Regional Occupational Center (SCROC) Amended Joint Powers Agreement.

Attachments:

JPA Agreement_SoCal ROC Board approved 020816
SOUTHERN CALIFORNIA REGIONAL OCCUPATIONAL CENTER
AMENDED JOINT POWERS AGREEMENT

THIS AGREEMENT is entered into pursuant to the provisions of Title 1;
Division 7, Chapter 5, Article 1 (Sections 6500 et seq.) of the California Government
Code relating to the joint exercise of powers among the following parties:

El Segundo Unified School District
Inglewood Unified School District
Manhattan Beach Unified School District
Palos Verdes Peninsula Unified School District
Redondo Beach Unified School District
Torrance Unified School District

(Hereinafter, the above-named school districts shall be referred to as
"participating districts" and Southern California Regional Occupational Center shall
be referred to as the "Center").

RECITALS

A. The participating districts have determined and hereby declare that it is
in the best interests that the participating districts join together to maintain a
separate legal entity to accomplish the purposes thus declared by the Legislature
and to such purposes may hereinafter be amended by the Legislature and to
accomplish the purposes hereinafter set forth.

B. In addition to the objective of carrying out the intent of the Legislature,
as declared in Sections 52300 et seq. of the Education Code, it is the purpose of the
participating districts to provide for the maintenance of a Regional Occupational
Center as follows:

(i) The primary purpose of the Center is to provide Career and
Technical Education programs to high school students, age 16
or older, a minimum enrollment in the 11th grade, and who
reside within one of the participating districts. Students who
are under age 16 or enrolled in grade 10 may also participate
in ROC/P Career and Technical Education programs at the
Center or on their specific JPA high school campus provided
that enrollment does not deny admission or displace students
in grades 11 and 12 that would otherwise participate in such
programs. Additionally, students who are less than 16 years of
age and have an individualized education plan, may also
participate in the Center or high school ROP programs as a
part of a comprehensive high school plan approved by the site
administrator, Center administrator, (if the course is provided
at the Center), and the student's parent or guardian.
(ii) The Center may also provide training for persons who are not concurrently enrolled in high school who will profit from the instruction. These individuals shall participate in programs offered only at the Center or Center Satellite locations and pay the established fee for such programs.

(iii) It is not the purpose of the Center to provide a separate technical or continuation high school or a separate high school of any kind, and in accordance with that policy, the Center shall not issue diplomas of high school graduation. The Center shall provide occupational training in support and augmentation of programs offered by high schools located within the participating districts. Such occupational training to be conducted at the Center and at satellite locations using community and/or school sites.

(iv) Upon request, the Center shall make available to participating district schools occupational guidance and counseling information and services.

NOW THEREFORE, the participating districts mutually agree as follows:

1. **Term of Agreement.** This agreement shall be effective July 1, 2016, and shall continue in effect until lawfully terminated. In the event of a reorganization of one or more of the participating districts, the successors in interest to the obligations of any such reorganized district shall be substituted as a party or as parties to this agreement.

2. **Establishment and Name of Regional Occupational Center.** A separate joint powers entity is hereby created and shall be designated as the Southern California Regional Occupational Center (hereinafter referred to as "Center").

3. **Governing Board.** The Center shall be governed by a board (hereinafter referred to as "Governing Board") consisting of one member from each of the participating districts and two members designated "at-large". The governing board of each participating district shall appoint a member from their respective boards to serve as a member of the Governing Board. The term of appointment shall be for two years and may be renewed for additional two year terms by the appointing board. The Governing Board shall appoint two members designated as "at-large" board members. The "at-large" members shall serve for four year terms. Members serving in the capacity of "at-large" may have their terms renewed by the Governing Board. "At-large" members must reside within one of the participating districts. "At-large" members shall have all the same rights, duties and responsibilities as do members appointed by participating districts.
4. **Scope of Powers.** The Governing Board shall be wholly separate and apart from the governing boards of the participating districts and the Center shall be wholly separate and apart from said districts. The Governing Board shall have the power and authority to exercise any power common to the participating districts, provided that the same are in furtherance of the objectives of this Agreement as contained in the recitals set forth above.

(a) For purposes of this agreement, "fiscal year" shall mean for the period from July 1 to and including the following June 30. The powers and authority of the Governing Board shall continue until termination of this Agreement. At the end of any subsequent fiscal year, any party may withdraw from its status as a party to this Agreement, provided that at such time said party has either discharged or has arranged to the satisfaction of the remaining members of the Governing Board for the discharge of any pending obligations it has assumed hereunder, and further provided that written notice of intention to so withdraw has been served upon the Governing Board no later than eighteen (18) months prior to the end of such fiscal year when withdrawal is to become effective.

(b) Pursuant to Section 6509 of the Government Code of the State of California, the exercise of the aforesaid powers of the Governing Board shall be in accordance with the manner of exercising such powers by a unified school district having the same status as any school district in Los Angeles County, except as otherwise provided in this Agreement.

5. **Notices.** By resolution, the Governing Board has set 2300 Crenshaw Boulevard, Torrance, Los Angeles County, California, 90501, as the location at which it will receive notices, correspondence, and other communications, and shall designate the president or president's designee as the officer for the purpose of receiving service on behalf of the Governing Board. The Governing Board shall comply with provisions of Section 53051 of the Government Code requiring the filing of a statement with the Secretary of State and with the Clerk for the County of Los Angeles.

6. **Meetings.** The Governing Board may hold special meetings and shall hold at least one regular meeting each month, except when the Board and Superintendent agree that there is not sufficient business to justify a monthly meeting. All meetings of the Board shall be called, held, and conducted in accordance with the terms and provisions of Title 5, Division 2, Part 1, Chapter 9 (Sections 54950 et seq.) of the Government code, or as said Chapter may be modified by subsequent legislation and as may be augmented by further rules of the Governing Board not inconsistent therewith. Except as otherwise provided or permitted by law, all meetings of the Governing Board shall be open and public. The Governing Board shall cause to be kept minutes of its meetings and shall promptly transmit to each participating district governing board true and correct copies of the minutes of such meetings.
7. **Voting.** The presence of a majority of the members of the Governing Board shall be required in order to constitute a quorum necessary for the transaction of business of the Governing Board. No action of the Governing Board shall be valid unless a majority of all members constituting the Governing Board concur therein by their votes.

8. **Officers and Employees.** The Governing Board shall annually elect a president, vice president and clerk from its members. The Governing Board shall appoint and shall fix and pay the compensation of a chief executive officer to be known as the Superintendent, who shall not be a member of the Governing Board, but who shall serve as Secretary to the Governing Board. The Governing Board shall have all of the powers of a unified school district having the status of any school district in Los Angeles County.

9. **Funds and Expenditures.**

   (a) The Governing Board shall have all powers and authority vested in a unified school district having the same status as any school district in Los Angeles County to receive, accept, expend, or disburse funds by contract or otherwise, for purposes consistent with the provisions hereof and shall have the duty to maintain at all times a complete and accurate system of accounting for said funds.

   (b) Without in any way limiting the powers otherwise provided for in this Agreement, the Governing Board shall have the power and authority to receive, accept, and utilize the services of personnel offered by any of the participating districts, their representatives, or agents; to receive, accept and utilize property, real or personal, from any of the participating districts, their representatives, or agents; to receive, hold, dispose of, construct, operate, and maintain buildings and other improvements; and to receive, accept, expend, and disburse funds by contract or otherwise for purposes consistent with the provisions of this Agreement, which funds may be provided by any of the participating districts, their representatives, or agents.

   (c) The Governing Board shall annually, by the date specified by law, adopt a budget showing each of the purposes for which the Center will need money and the estimated amount of money that will be needed for each such purpose for the ensuing fiscal year.

Beginning with the 2016-2017 school year the major source of funding for the Center shall be met by each participating district being required to pay $1234 for each district verified enrollment of a high school student in a class. Annual payment will be calculated by the number of enrollments from the prior year multiplied by $1234 to equal the total payment.
due from each participating district. Should participating districts receive a COLA from the state, the amount of the COLA will be applicable to $1234 in the year that the COLA is received. The Governing Board shall annually decide whether the $1234 figure shall be adjusted and shall also develop payment schedules for districts. Payments by the districts shall be made as billed by the Center. The Center shall also be funded by available federal, state, local or private funding or grants.

10. **Admission of Pupils to Center.** In the event that the Center is unable to accommodate high school students who meet the eligibility requirements, applicants shall be accepted in proportion to the official daily average attendance of the eleventh and twelfth grades in the participating districts.

11. **Disposition of Property and Funds.** In the event of the dissolution of the Center or the complete revision or other final termination of this Agreement by all participating districts or other agencies than a party hereto, any property interest remaining in the Governing Board following a discharge of all obligations of the Governing Board shall be disposed of as the Governing Board shall then determine with the objective of returning to each participating district, or other agency which is then or was theretofore a party to this Agreement, a proportionate return on the contributions made to such properties by such parties. The inclusion of additional parties to this Agreement, or the withdrawal of some but not all of the parties to this Agreement, shall not be deemed a dissolution of the Center nor a termination of this Agreement.

12. **Amendments.** This Agreement may be further amended by a vote of two-thirds of the participating districts then represented on said Governing Board according to the procedures of the governing boards of such participating districts, provided that any amendment is to further carry out the purposes of legislation applicable to such a regional occupational center. Any such amendment shall be effective upon the date of final execution thereof by two-thirds of all of the parties then represented on said Governing Board.

13. **Severability.** Should any portion, term, condition, or provision of the Agreement be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or otherwise rendered unenforceable or ineffectual, the validity or the remaining portions, terms, conditions, and provisions, shall not be affected thereby.

14. **Amended Agreement Supersedes All Earlier Agreements.** Upon execution of this Agreement by a vote of two-thirds of the participating districts, this Agreement shall supersede all earlier agreements.
IN WITNESS THEREOF, the parties hereto have caused this Agreement to be duly executed by their authorized officers thereunto duly authorized as set forth herein below.

On this ___ day of ______________, 2016, by El Segundo Unified School District, Los Angeles County
By __________________________________________________________

On this ___ day of ______________, 2016, by Inglewood Unified School District, Los Angeles County
By __________________________________________________________

On this ___ day of ______________, 2016, by Manhattan Beach Unified School District, Los Angeles County
By __________________________________________________________

On this ___ day of ______________, 2016, by Palos Verdes Peninsula Unified School District, Los Angeles County
By __________________________________________________________

On this ___ day of ______________, 2016, by Redondo Beach Unified School District, Los Angeles County
By __________________________________________________________

On this ___ day of ______________, 2016, by Torrance Unified School District, Los Angeles County
By __________________________________________________________

Approved as to form: Eric Bathen, Attorney for the Southern California Regional Occupational Center
I. CALL TO ORDER

Minutes:
The meeting was called to order by the Presiding Chairperson, Michael Christensen, at 6:00 p.m.

II. APPROVAL OF AGENDA

II.1. Approve the Agenda for the February 23, 2016 Regular Board of Education Meeting.

Minutes:
Motion: Anita Avrick
Second: Brad Serkin

Unanimously Approved

III. DECLARE NEED FOR CLOSED SESSION


Minutes:
The Board received information from staff.
III.2. Personnel

Minutes:
The Board received information from staff.

IV. CALL TO ORDER (OPEN SESSION): CLOSED SESSION REPORT

Minutes:
The Open Session was called to order by the Presiding Chairperson, Michael Christensen, at 6:30 p.m.

   IV.1. Pledge of Allegiance by Alaina Welser, Beryl Elementary School Student

   IV.2. Closed Session Report

V. APPROVAL OF MINUTES

   V.1. Approve the Minutes of the February 9, 2016 Regular Board of Education Meeting

Minutes:
Student Vote: YES

   Motion: Anita Avrick

   Second: Brad Serkin

   Unanimously Approved

VI. READ INTO RECORD APPROVAL OF AGENDA

VII. REPORTS TO THE BOARD

   VII.1. Beryl Elementary School Presentation by Karen Mohr, Principal

   VII.2. Student Board Member Report by Chris Paludi
VII.3. Superintendent’s Report by Dr. Steven Keller

VIII. HEARING SECTION

IX. COMMUNICATIONS

X. GENERAL CONSENT CALENDAR

X.1. Approve and/or ratify Administrative Services Report, attached. (X.A.1)

Minutes:
Student Vote: YES

Motion: Anita Avrick

Second: Brad Serkin

Unanimously Approved

X.2. Accept with gratitude the donations listed and direct administration to write letters of appreciation on behalf of the Board. (X.A.2)

Minutes:
Student Vote: YES

Motion: David Witkin

Second: Brad Waller

Unanimously Approved

X.3. Accept RUHS Field Repair Project as complete and authorize Retention release to Elite Earthworks & Engineering in the amount of $7,276.17. (X.A.3)

Minutes:
Student Vote: YES
Motion: Anita Avrick
Second: Brad Serkin
Unanimously Approved

X.4. Approve and/or Ratify Personnel Action Report P:#2015-2016:12 (X.D.1)

Minutes:
Student Vote: YES

Motion: Anita Avrick
Second: Brad Serkin
Unanimously Approved

X.5. Approve the Recommended South Bay Adult School Parent Education Course Titles for the Summer Term 2016. (X.D.2)

Minutes:
Student Vote: YES

XI. SEPARATE CONSENT CALENDAR ITEM(S)

XII. ACTION ITEMS

XII.1. Adopt Resolution No. 15-16:17, attached, authorizing the issuance of General Obligation Bonds for Measure Q not to exceed $13,000,000. (XII.A.1)

Minutes:
Student Vote: YES
Motion: David Witkin
Second: Brad Waller
Unanimously Approved

XII.2. Adopt Resolution No. 15-16:18, attached, authorizing the issuance of Refunding Bonds. (XII.A.2)

Minutes:
Student Vote: YES

Motion: Anita Avrick
Second: David Witkin
Unanimously Approved

XII.3. Approve replacement of warrants over four years from issue date.
(XII.A.1)

Minutes:
Student Vote: YES

Motion: Anita Avrick
Second: Brad Waller
Unanimously Approved

XII.4. Adopt Resolution R:15-16:19 Recognizing March 2016 as Arts Education Month in California (XII.B.1) (v)

Minutes:
Student Vote: YES
Motion: Anita Avrick
Second: Brad Serkin
Unanimously Approved

XII.5. Adopt Resolution R:15-16:20 Recognizing March 2016 as National Women's History Month (XII.B.2) (v)

Minutes:
Student Vote: YES

Motion: David Witkin
Second: Brad Serkin
Unanimously Approved

XII.6. Vote for no more than eight (8) candidates for the California School Boards Association (CSBA) Delegate Assembly Region 24 (XII.E.1)

Minutes:
Motion to approve item as amended -

Motion: Anita Avrick
Second: Brad Serkin
Unanimously Approved

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Motion to Amend Item -

Nominated three candidates for the RBUSD Board to vote in favor of -
Monique Ehson
Sylvia Macias
Karen Morrison

Motion: Anita Avrick
Second: Brad Waller

Unanimously Approved

XIII. INFORMATION ITEMS

XIV. DISCUSSION ITEMS

XV. ANNOUNCEMENTS AND COMMUNICATIONS

XV.1. Board Members' Reports

Minutes:

1. David Witkin, Board Member
   - Birney Site Visit

2. Brad Waller, Board Member
   - Beginning March 11 - Beauty & the Beast (RUHS Drama Department)
   - SoCal ROC
- Night of All Stars on April 28

3. Brad Serkin Board, Presiding Officer
(Nothing to Report)

4. Anita Avrick, Board Vice President
- RUHS Teen Court
- Minute to Win It at Adams Middle School

5. Michael Christensen, Board President
(Nothing Additional to Add/Report)

XVI. CALENDAR OF EVENTS

XVI.1. Events, Activities, and Announcements are available on the website www.rbusd.org

XVII. FUTURE AGENDA ITEMS

XVIII. ADJOURNMENT

Minutes:
The meeting was adjourned at 7:20 p.m.

Student Vote: YES

Motion: Anita Avrick
Second: Brad Serkin

Unanimously Approved

Signature

Signature
NOTICE OF PUBLIC HEARING

Redondo Beach Unified School District hereby gives notice that a Public Hearing will be held as follows:

**TOPIC OF HEARING:**

Final review and approval of the following:

1. The Board of Education will conduct a Public Hearing concerning Developer Fee Increase.

At the conclusion of the Public Hearing, the Board of Education will take action on the recommendation for approval.

**DATE:**

TUESDAY, MARCH 08, 2016

**TIME:**

6:30 P.M.

**LOCATION:**

Redondo Beach Unified School District Office
1401 Inglewood Ave.
Redondo Beach, CA 90278

**FOR ADDITIONAL INFORMATION CONTACT:**

Janet Redella, Assistant Superintendent of Administrative Services
(310) 379-5449 ext 1241

Posted 02/26/2016