

LOCAL PLAN
Section A: Contacts and Certifications
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- NEW* SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- Local Plan Section B: Governance and Administration
- Local Plan Section B
 - Certifications 1, 3, 4 and 5 are required
 - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- Local Plan Section D: Annual Budget Plan
- Select if this Local Plan Section D submission was revised after June 30th due date
- Local Plan Section D
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I-V are required
 - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- Local Plan Section E: Annual Service Plan
- Select if this Local Plan Section E submission was revised after June 30th due date
- Local Plan Section E
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I and VI are required
 - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- Local Educational Agency Membership Changes

Section A: Contacts and Certifications

SELPA Fiscal Year

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="ABC UNIFIED SCHOOL DISTRICT SELPA"/>		
Street Address	<input type="text" value="20122 Cabrillo Lane"/>	Zip Code	<input type="text" value="90703"/>
City	<input type="text" value="Cerritos"/>	County	<input type="text" value="Los Angeles"/>
Mailing Address	<input type="text" value="16700 Norwalk Blvd"/>		
City	<input type="text" value="Cerritos"/>	Zip Code	<input type="text" value="90703"/>
Administrator First Name	<input type="text" value="Roshelle"/>	Administrator Last Name	<input type="text" value="Chavez"/>
Administrator Title	<input type="text" value="SELPA Director"/>		
Administrator's Email	<input type="text" value="Roshelle.Chavez@abcusd.us"/>		
Telephone	<input type="text" value="(562) 926-5566"/>	Extension	<input type="text" value="25205"/>

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name	<input type="text" value="ABC UNIFIED SCHOOL DISTRICT"/>		
Street Address	<input type="text" value="16700 Norwalk Blvd."/>	Zip Code	<input type="text" value="90703"/>

Section A: Contacts and Certifications

SELPA

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City	<input type="text" value="Cerritos"/>	County	<input type="text" value="Los Angeles"/>
Contact First Name	<input type="text" value="Roshelle"/>	Last Name	<input type="text" value="Chavez"/>
Contact Title	<input type="text" value="SELPA Director"/>		
Email	<input type="text" value="Roshelle.Chavez@abcusd.us"/>		
Telephone	<input type="text" value="(562) 926-5566"/>	Extension	<input type="text" value="25205"/>

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes No N/A (Section D and/or Section E submissions)

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

N/A (Section D and/or Section E submissions)

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

Section A: Contacts and Certifications

SELPA

Fiscal Year

COE responsible for approving the Local Plan

Local Plan section(s) was/were provided to the COE(s) listed for approval on

Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

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SELPA Fiscal Year

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by *EC* sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	ABC Unified School District SELPA	Roshelle Chavez	Administrator-Spec. Ed.	All
-	ABC Unified School District	Michele Robinson	Administrator-Gen. Ed.	Section B
-	ABC Unified School District	Kelly Webb	Teacher-Gen. Ed.	Section B
-	Parent	Cathy Cheng	Parent	Section B
-	ABC Unified School District	Hazel Del Mundo	Teacher-Spec. Ed.	Section B

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	ABC Unified School District	Ignacio Nunez Avalos	Teacher-Spec. Ed.	Section B
<input type="checkbox"/>	Parent	Katherine Patel	CAC	Multiple
<input type="checkbox"/>	Parent	Clara Kim	CAC	Multiple
<input type="checkbox"/>	Parent	Tanya Grigsby	CAC	Multiple
<input type="checkbox"/>	ABC Unified School District	Winnie Lee	Teacher-Spec. Ed.	Multiple

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- Certification 1: SELPA Local Plan Section B: Governance and Administration
- Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)
Number Submitted
- Certification 4: CAC (Required for all SELPA Local Plan Sections B)
- Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)
Number Submitted

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.

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- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

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Certification 1

Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein 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 (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes No (If the answer is "NO," please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

Yes No (If the answer is "NO," please include comments.)

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA **ABC UNIFIED SCHOOL DISTRICT SELPA**

Fiscal Year **2024-25**

Certification 2

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

IMPORTANT: Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I 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 (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

Yes No (If the answer is "NO," please include comments.)

Yes No (If the answer is "NO," please include comments.)

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

https://www.abcselpa.us/apps/pages/index.jsp?uREC_ID=2909717&type=d&pREC_ID=2335899

ABC Unified School District

Administrative Entity*

June 18, 2024

Date

Gina Zietlow

SELPA Governance Council or Responsible Individual

June 18, 2024

Date

Roshelle Chavez

SELPA Administrator

June 18, 2024

Date

Section A: Contacts and Certifications

SELPA

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*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Special Education Local Plan Area (SELPA) Local Plan

SELPA ABC Unified School District

Fiscal Year 2024-25

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Section B: Governance and Administration

SELPA

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B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

ABC Unified School District is located on the southeast edge of Los Angeles County. The boundaries include the communities of Artesia, Cerritos, Hawaiian Gardens, portions of Lakewood, Long Beach, and Norwalk.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The Governing Board of the ABC Unified School District elects to operate as a single district SELPA, and is the governing body of this plan. It is solely responsible for the approval of policies governing this Local Plan for Special Education. The ABC Unified School District is designated as the Administrative Unit (AU) for the SELPA. It is responsible for administrative functions such as, but not limited to:

- Receipt and distribution of special education funds to district accounts for the operations of special education programs and services;
- Receipt and distribution of special education funds to accounts exclusively designed for SELPA use;
- The employment of necessary staff to support SELPA functions.

Responsibilities of the ABC Governing Body:

The ABC Governing Board is responsible for the special education programs operated within its jurisdiction. The policy-making responsibilities of the Board include:

- Approving the SELPA Local Plan
- Approving special education programs and services offered within the SELPA
- Approving the Annual Service Plan

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Coordinating and implementing the ABC SELPA Local Plan through the designated representative, the SELPA Director/Director of Special Education

Approving policies for the SELPA relating to special education

Approving an operations budget for the SELPA, including designating funds for regionalized services and program specialist services

Approving the Annual Budget Plan for submission to the California Department of Education

Monitoring compliance as required by law

Providing for an annual audit of all income and expenditures, as required by law

Approving appointments to the Community Advisory Committee (CAC) Board and receiving recommendations from the CAC

Responsibilities of the District Superintendent

The Superintendent is the Chief Executive Officer for the school district. In this capacity, the Superintendent coordinates district and regionalized special education programs and services. These responsibilities include:

Recommending to the Governing Board the approval of the SELPA Local Plan and adoption of the district/SELPA policies pertaining to special education.

Recommending the Annual Budget and staffing for special education services to the Governing Board as part of the district/SELPA's total budget in the service plan.

Recommending allocation of resources to the SELPA in accordance with the Local Plan.

Participating in the selection and evaluation of the SELPA Director

Delegating SELPA responsibilities to the SELPA Director and Assistant Superintendent for coordination and monitoring of special education services in accordance with the SELPA Local Plan

Ensuring the district/SELPA's compliance with State and Federal laws and regulations, as they pertain to individuals with exceptional needs, and the provision of due process through the SELPA Director and the Director of Special Education.

Responsibilities of the SELPA Director

The administrative structure of ABC Unified School District will determine to whom the SELPA

Section B: Governance and Administration

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Director reports. The SELPA Director shall inform the School Board and Superintendent of legislative changes, proposals, trends, and concerns related to the provision of services for students with exceptional needs. The SELPA Director is responsible for implementing the SELPA Local Plan, including the following services and operations, and where necessary, in collaboration with the Special Education Director:

Provide coordination and oversight of the implementation of the SELPA Local Plan.

Maintain and monitor the SELPA system of internal program review, evaluation, and accountability.

Monitor compliance with federal and state laws and regulations to ensure that procedural safeguards are in place and implemented throughout the SELPA.

Overseeing compliance of Child Find requirements

Provide Alternative Dispute Resolution services to resolve parent disagreements.

Coordinate representation for the district and respond to due process complaints.

Advise the Superintendent, Cabinet, and Board of Trustees regarding special education laws and legislative changes that will impact the SELPA.

Monitor and oversee California Department of Education (CDE) reviews, verification reviews, and complaints related to special education programs.

Assist and participate in the activities of the Community Advisory Committee (CAC).

Monitor the appropriate use of budgeting of federal, state, and local funds allocated for special education programs.

Participate in the development of the Annual Service and Budget Plans.

Provide information to the Superintendent and Chief Financial Officer of fiscal requirements and changes regarding the budget for special education and the SELPA.

Participate in developing agreements and contracts with nonpublic schools, nonpublic agencies, and other SELPAS and other agencies.

Consult with private schools within the SELPA for the provision of services for eligible private school students.

Responsibilities of SELPA Coordinator and Program Specialists

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Participate as a liaison between and among the SELPA, the California Department of Education, the Governing board, the Community Advisory Committee, and the Federal Office of Special Education Programs.

Advise and oversee SELPA educationally related intensive social and behavioral services.

Manage oversight of Workability.

Monitor the collection of data and facilitate transmission of required district, county, state, and federal SELPA reports.

Monitor the accuracy of the data reported to and collected by the CDE and provide professional learning to staff to ensure correct data is submitted in a timely manner.

Act as a liaison to the Community Advisory Committee.

Responsibilities of the Director of Special Education:

Coordinate compliance, program, and fiscal accountabilities in conjunction with the SELPA Director.

Manage and provide oversight for the educational programs for students with exceptional needs, ages birth through 22, inclusive.

Manage oversight of career, vocational, and transition services.

Monitor a system of data collection such as Special Education Information System (SEIS) to be utilized in the referral, assessment, program planning, placement, and evaluation of students requiring special education services.

Manage and oversee special education administrative and support staff.

Evaluate special education administrative and support staff.

Represent or designate appropriate representation for the SELPAs district in due process complaint procedures.

Advise special education program staff in the development of special education professional development and parent education.

Advise and oversee curriculum development and alignment with the core curriculum.

Responsibilities of Special Education Supervisors, Coordinator, and Program Specialists

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SELPA/Special Education Supervisors, Coordinator, and Program Specialists serve under the direction of the SELPA Director/Director of Special Education and assist in managing and delivering all special education programs and services. Responsibilities of program staff include:

Observe, consult with, and assist special education teachers and support staff.

Plan programs, oversee programs, and designate staff to provide appropriate special education programs.

Coordinate student placement according to student Individualized Education Programs (IEPs)

Participate in the development and implementation of SELPA/District forms, policies, and procedures.

Coordinate and provide support for special education staff in implementing core curriculum for students requiring special education services.

Share in the design and evaluation of special education programs.

Support school staff in developing and monitoring instructional programs and innovation of special methods and approaches.

Participate in and/or conduct IEP meetings as necessary

Assist in resolution sessions, mediation, due process hearings, and compliance proceedings by providing expertise in knowledge of special education law and regulations, as well as programs and appropriate interventions as available throughout the SELPA/district.

Participate in the planning and/or provision of professional development and training for general and special education teachers, administrators, support staff, and parents.

Assist as liaisons to various district committees and community agencies.

Assist site administrators in hiring, assigning, and training teachers, related service providers, and paraeducators in collaboration with the Human Resources Department.

Support the development and implementation of the IEP and special education students served in the SELPA.

Assist with coordinating career and vocational education and transition services, including Workability.

Coordinate, consult, and support program development in an area of expertise to support school personnel, parents, and other public and private agency personnel.

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Participate in the SELPA/District response to CDE reviews, verification reviews, and complaints related to special education programs.

Monitor and participate in the collection of data and for required district, county, state, and federal SELPA/district reports.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

The ABC Unified School District is a single-district SELPA; therefore, the Board is the sole policymaking entity for the SELPA. The approval of the Local Plan, adoption of the budget and District policies, and employment of SELPA personnel occur at regularly scheduled public meetings of the governing board. The oversight and operations of the SELPA will be shared by the SELPA Director, Special Education Director, and administrators of the District.

The SELPA shall include all school sites located within the District and will serve all eligible individuals with exceptional needs residing within the boundaries of the District or attending its programs under authorization, through age 22.

The District is designated as its own Administrative unit (AU) for the SELPA. It shall be responsible for administrative functions including, but not limited to, the following:

- Receipt and distribution of special education funds to District accounts for the operation of special education programs and services
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use

The employment of necessary staff to support SELPA functions. The Board is the governing body of the District and the SELPA. The members of the Board are elected public officials. The policy-making responsibilities of the Board pertaining to the SELPA include, but are not limited to, the following:

Section B: Governance and Administration

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- Approve the Local Plan.
- Approve the annual budget and service plans
- Adopt district policies relating to special education
- Set priorities for the Local Plan.
- Appoint members of the Community Advisory Committee (CAC)
- Ensure compliance with all elements of the Local Plan.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The ABC SELPA ensures that a full continuum of program options is available and has determined that:

As appropriate to the student’s needs, program options are available at local neighborhood schools with additional access to state-operated special schools, CDE approved Residential Treatment Centers, Nonpublic Schools, and regional programs operated by neighboring SELPAs.

The majority of special education programs, to the maximum extent appropriate to student’s needs, are housed on regular school campuses and dispersed throughout the LEA;

When a scarcity of population or other factors prevent the ABC SELPA from directly providing a required service for its students, the service may be provided by the county office, a school in a nearby SELPA, or by a provider outlined in the SELPA Service Plan.

The SELPA may propose amendments to the Local Plan. They shall be approved and permanent upon subsequent approval by the local governing board, upon review by the County Office, and subsequent approval of the State Superintendent. Nothing in this section shall modify the requirements of Education Code section 56205, requiring an annual budget and annual service plan.

Changes or amendments to the permanent portion of the Local Plan may be considered during the annual service and budget plan process. Amendments approved in this manner would become permanent upon subsequent approval by the local governing board and the State Board of Education.

The county provides services to students with Individualized Education Programs (IEPs) enrolled in County Community Day Schools, County Juvenile Schools, and Adult Detention facilities as identified in the Annual Service Plan. In addition, the county provides Differentiated Assistance and certifies the Local Plan.

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5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

Yes No

If No, explain why the SELPA does not have the policy and procedures.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

The ABC SELPA shall establish a Community Advisory Committee (CAC) for Special Education. Voting members are recommended to the SELPA Director by the current executive committee of the CAC. The SELPA Director may also nominate an individual for CAC membership. The SELPA Director shall screen applicants to ascertain that they meet the requirements for CAC membership. The majority of voting members shall be parents of students with disabilities. The CAC shall serve in an advisory capacity to the SELPA administration (EC 56190-56193). The responsibilities of the CAC shall include but not be limited to:

Advise the development of, amendment, and review of the Local Plan. The CAC shall have a minimum of thirty days to review the Local Plan prior to submission to the State Board of Education (EC 56205(b)(6))

Recommended priorities to be addressed by the plan include:

- Facilitate parent learning regarding special education programs, issues, rights and responsibilities, leadership development, and other issues as identified by the CAC
- Encourage community involvement in local schools
- Support district-wide and local school activities on behalf of individuals with disabilities
- Assisting in parent awareness of the importance of regular school attendance

The majority of members shall be composed of parents of public or private school students participating in the ABC local plan. Other members may include:

Parents of students without disabilities, students and adults with disabilities, general and special education teachers, other school personnel, representatives of public and private agencies, and any persons concerned with the needs of students with disabilities. The term of office of Community Advisory Committee members shall be two years.

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7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

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

Local Plans submitted to and approved by the California Department of Education need to be amended whenever there is a change in federal or state law or regulations, there is a new interpretation by the courts, there is an official finding of noncompliance with federal or state law or regulation, or there is a change to the governance structure, membership, or policy-making process of the SELPA. However, a SELPA may choose to amend the local plan whenever a change is deemed necessary.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

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

- Receipt and allocation of regionalized services funds and the provision of administrative support.
- Implement policies and procedures for special education programs and services provided in the Local Plan and School Board policies. Such policies and procedures shall include, but not be limited to, areas specified in applicable sections of the Education Code.
- The development of the annual service and budget plans shall be approved as consistent with state law.

All federal and state special education funds shall be allocated to the ABC Unified School District for distribution consistent with the SELPA's local plan.

The governing board of ABC Unified School District agrees that students with disabilities will be provided with appropriate special education services. The District shall be responsible for distributing the funds according to an approved Special Education Budget Plan.

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The ABC Unified School District Community Advisory Committee shall review the Annual Budget Plan.

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

The SELPA Director, with the assistance of the ABC Unified School District business services personnel, shall be responsible for preparing all program and fiscal reports required of the SELPA by the state.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

The ABC Unified School District contracts with nonpublic, nonsectarian schools (NPS) and nonpublic, nonsectarian agencies (NPA) certified by CDE, the CDE-approved Residential Treatment Centers via the appropriate certification process. The SELPA has the authority to visit, observe, monitor, and report on the educational program provided by any NPS/NPA/RTC under contract with the District or involved in a potential placement with the District.

Similarly, the ABC Unified School District contracts with both the Los Angeles County Office of Education and the Orange County Office of Education to provide services to specific students.

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

The District will submit NPS Master Contracts to the Board for approval. Each Master Contract is modeled after the State Master Contract, the Greater Los Angeles Area SELPA (GLAAS) Master Contract, and the State Service Agreement, which contains requirements to allow ABC Unified School District to monitor the placement and services of students in certified nonpublic, nonsectarian schools. The school shall have at least an annual IEP meeting that will facilitate the evaluation of the placement and services to ensure implementation of the IEP. The Master Contract provided by the SELPA contains language requiring reporting from the certified nonpublic, nonsectarian school regarding the IEP progress as frequently as the District requires. At each annual IEP meeting, which shall include a representative of the SELPA, the certified nonpublic, nonsectarian school shall provide documentation on the student's progress toward annual goals and objectives.

The SELPA's contract with nonpublic, nonsectarian schools shall evaluate the placement of its

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student(s) in such schools annually as part of the annual IEP review. The SELPA shall collaboratively review the nonpublic, nonsectarian school evaluations conducted by the school to ensure that they were appropriate and valid for measuring student progress. With parental consent, the SELPA may administer additional assessments as necessary to determine whether the student is making appropriate educational progress.

10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

ABC Unified School District is a single-district SELPA; this does not apply.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

ABC Unified School District is a single-district SELPA; this does not apply.

c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

ABC Unified School District is a single-district SELPA; this does not apply.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

As a single-district SELPA, the hiring, supervision, evaluation, and discipline of the ABC Unified School District SELPA Director is consistent with the most current organizational chart of the ABC Unified School District. ALL SELPA staff, including the SELPA Director, are ABC Unified School District employees.

The SELPA Director is subject to the ABC Unified School District policies and procedures for day-to-day operations but receives direction from and is responsible to the direct supervisor.

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b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)(12)(D) (ii)(II); EC 56195.7(i)]

All Federal and State Special education funds shall be allocated to the District for distribution according to an approved Special Education Funding Allocation Plan. The District shall make any changes to the allocation of Federal and State Special Education funds.

The governing board of ABC Unified School District agrees that students with disabilities will be provided with appropriate special education services.

Education Codes 56205(a)(12)(D)(ii), 56205(b)(1) and 56195(h) identify the method used to distribute federal and state funds. As a single-district SELPA, all federal and state special education funds shall be used by the ABC Unified School District according to an approved Special Education Funding Local Budget Plan. The ABC Unified School District School Board shall make any changes to the allocation of federal and state special education funds. The SELPA Administrator is responsible for ensuring that the funds are distributed in accordance with the funding allocation plan.

c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

The Governing Board of the ABC Unified School District elects to operate as a single-district SELPA. As such, it is the governing body of the special education plan and is solely responsible for the operation of the special education programs, including contracting with agencies to provide services necessary to fulfill the obligations of IEP offered services.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

The Governing Board of the ABC Unified School District elects to operate as a single-district SELPA; therefore, it has the sole responsibility for monitoring and ensuring the appropriate use of federal, state, and local funds identified for special education purposes.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

Low-incidence funds provided by the State allow for the purchase of specialized books, materials, and equipment, which are necessary due to the adverse educational impact of a low-incidence disability on access to instruction and learning in the least restrictive environment (LRE). Low-incidence funding is intended to supplement and not supplant other available funding for books

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and materials.

“Low incidence disability” means a severe disabling condition with an expected incidence rate of less than (1) percent of the total statewide enrollment in kindergarten through grade (12). For purposes of this definition, severe disabling conditions are hearing impairments, vision impairments, and severe orthopedic impairments or any combination thereof. The SELPA is responsible for ensuring that each student identified as a student with a “low incidence” disability receives the required instructional support as indicated on the IEP.

The SELPA Director is responsible for ensuring that all eligibility requirements are met before approving any expenditure of these funds.

Specialized equipment and services are provided in integrated settings to ensure students are included in the least restrictive environment (LRE).

Policies, Procedures, and Programs

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

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

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

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Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4); EC 56205(a)(4)

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

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

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Yes No

7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

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

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Yes No

12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

14. Personnel Qualifications; EC 56205(a)(13)

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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56205(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

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comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Document Title:

Document Location:

Description:

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2. Coordinated system of identification and assessment:

Document Title:	<input type="text" value="ABC SELPA Special Education Administrative Plan Manual"/>
Document Location:	<input type="text" value="ABCUSD Special Education Office & SELPA Office"/>
Description:	<p>The Governing Board of the ABC Unified School District recognizes the need to identify and evaluate children within disabilities in order to provide them with a free, appropriate public education. Under Section 504 of the Federal Rehabilitation Act of 1973, individuals with physical and mental impairment that substantially limits one or more major life activities, including learning, are eligible to receive services and aids designed to meet their needs as adequately as the needs of nondisabled students are met.</p> <p>In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the District's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities.</p> <p>The Superintendent or designee shall establish screening and evaluation procedures to be used whenever there is reason to believe that a student has a disability that limits his/her ability to attend or function at school.</p>

3. Coordinated system of procedural safeguards:

Document Title:	<input type="text" value="ABC Unified School District Board Policies and Administrative Regulations"/>
Document Location:	<input type="text" value="ABC Unified School District Website - Board Policies and Administrative Regulations"/>
Description:	<input type="text" value="The procedural safeguards are outlined in Administrative Regulations AR 6159.1"/>

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

Document Title:	<input type="text" value="AR 6020, BP 6162.8, and CAC Parent Workshops/Activities List"/>
Document Location:	<input type="text" value="ABCUSD Website and SELPA Office"/>
Description:	<p>Staff Development Program</p> <p>Staff development is defined as a continuous systematic effort to improve the educational program at school sites through (1) the involvement of school staff in assessment of needs, organized program planning, implementation and evaluation efforts and (2) activities to upgrade the knowledge and ability of the total staff.</p> <p>The District recognizes that a key to educational success and professional growth is an effective staff development program. The District supports the fundamental concept that it must assist its employees to deal with constant changes and to improve skills. Accordingly, staff development is viewed as both an opportunity for personal growth and as a necessity for success. A balanced and effective staff development program must:</p> <ol style="list-style-type: none">1. Prepare staff to meet identified student needs.2. Appropriately serve all employees classifications and levels.3. Provide varied and accessible opportunities for individual participation.4. Provide opportunities for employee groups and/or individuals to submit proposals for staff development programs to meet identified needs.5. Provide procedures for the development, implementation, evaluation, and modification of staff development proposals with the involvement of broadly representative participants.6. Utilize the special knowledge and talents of all district personnel wherever possible. <p>In accordance with these tenets, the District shall provide a staff development program and commit time and resources to enhance the</p>

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skills and knowledge of employees as they contribute to the education of students.

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

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Document Title:
Document Location:
Description:

8. Coordination of interagency agreements:

Document Title:
Document Location:
Description:

9. Coordination of services to medical facilities:

Document Title:
Document Location:
Description:

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

Document Title:
Document Location:
Description:

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

Document Title:	<input type="text" value="ABC SELPA Special Education Administrative Plan Manual"/>
Document Location:	<input type="text" value="ABCUSD Special Education Office & SELPA Office"/>
Description:	<input type="text" value="It is the policy of the ABC SELPA that the local plan is the basis for the operation and administration of special education programs; and that it will meet all applicable requirements of state and federal laws including compliance with IDEA and the provisions of the California Education Code, Part 30 and associated reports."/>

12. Fiscal and logistical support of the CAC:

Document Title:	<input type="text" value="ABC SELPA Special Education Administrative Plan Manual"/>
Document Location:	<input type="text" value="ABCUSD Special Education Office & SELPA Office"/>
Description:	<input type="text" value="The SELPA shall establish and support a Community Advisory Committee which will serve in an advisory capacity to the SELPA administration."/>

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

Document Title:	<input type="text" value="ABC SELPA Special Education Administrative Plan Manual"/>
Document Location:	<input type="text" value="ABCUSD Special Education Office & SELPA Office"/>
Description:	<input type="text" value="It is the policy of the ABC SELPA to provide transportation to each student with special needs when it is necessary for the student to attend a program to benefit from their education."/>

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

Document Title:	<input type="text" value="ABC SELPA Special Education Administrative Plan Manual"/>
Document Location:	<input type="text" value="ABCUSD Special Education Office & SELPA Office"/>
Description:	<input type="text" value="This nondiscriminatory policy covers the admission policies and practices, and access to, and participation and employment in, the District's programs and activities, including vocational education. The"/>

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Description:

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Document Title:	<input type="text" value="ABC SELPA Special Education Administrative Plan Manual"/>
Document Location:	<input type="text" value="ABCUSD Special Education Office & SELPA Office"/>
Description:	<input type="text" value="The requirements described include implementation of services for eligible individuals from birth to three years of age and in Part B, for students birth to five years of age."/>

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

Document Title:	<input type="text" value="ABC SELPA Special Education Administrative Plan Manual"/>
Document Location:	<input type="text" value="ABCUSD Special Education Office & SELPA Office"/>
Description:	<input type="text" value="It is the ABC SELPA policy that members of the public may address questions or concerns to the governing board at posted meetings of the school board or at the CAC meetings. Communication is encouraged directly with the SELPA Director by phone, email, letter, or by scheduling an appointment."/>

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title:	<input type="text" value="N/A"/>
Document Location:	<input type="text" value="N/A"/>
Description:	<input type="text" value="ABCUSD is a single-district SELPA and solely receives funds; this does not apply."/>

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

Document Title:	<input type="text" value="Special Education Handbook"/>
Document Location:	<input type="text" value="ABCUSD Special Education Office & SELPA Office"/>
Description:	<input type="text" value="ABCUSD uses appropriate interventions in the general education setting prior to referral for special education assessment."/>

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

Document Title:	<input type="text" value="ABC SELPA Special Education Administrative Plan Manual"/>
Document Location:	<input type="text" value="ABCUSD Special Education Office & SELPA Office"/>
Description:	<input type="text" value="The School Board contracts with nonpublic schools and the SELPA has the authority and responsibility to visit, observe, monitor, and report on the educational program. The SELPA may choose to administer additional assessments as necessary, with parental consent, to determine whether the student is making appropriate educational progress."/> <input type="text" value="Additionally, the SELPA has the responsibility to ensure that each student's IEP services are implemented."/>

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

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

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(EC Section 56040)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041)

Document Title:

Document Location:

Description:

Special Education Local Plan Area (SELPA) Local Plan

SELPA

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LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA ABC UNIFIED SCHOOL DISTRICT

Fiscal Year 2024-25

Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT: Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. *California Education Code (EC) Section 56048*

Pursuant to *EC Section 56195.1(2)(b)(3)*, each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

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TABLE 1

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	14,404,426	35.16%
AB 602 Property Taxes	1,084,204	2.65%
Federal IDEA Part B	5,458,267	13.32%
Federal IDEA Part C	102,951	0.25%
State Infant/Toddler	760,355	1.86%
State Mental Health	2,778,484	6.78%
Federal Mental Health	346,010	0.84%
Other Projected Revenue	16,038,588	39.14%
Total Projected Revenue:	40,973,285	100.00%

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

D-3. Attachment II: Distribution of Projected Special Education Revenue

Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.

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TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="17,534,055"/>	42.79%
Object Code 2000—Classified Salaries	<input type="text" value="5,559,366"/>	13.57%
Object Code 3000—Employee Benefits	<input type="text" value="10,238,961"/>	24.99%
Object Code 4000—Supplies	<input type="text" value="250,513"/>	0.61%
Object Code 5000—Services and Operations	<input type="text" value="6,631,664"/>	16.19%
Object Code 6000—Capital Outlay	<input type="text" value="6,263"/>	0.02%
Object Code 7000—Other Outgo and Financing	<input type="text" value="752,463"/>	1.84%
Total Projected Expenditures:	40,973,285	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

Object 7000 include \$752,463 as the interagency cost between county and district and district to another district.

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SELPA ABC UNIFIED SCHOOL DISTRICT

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TABLE 3

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	19,373,479	47.28%
Projected Federal Revenue	5,561,218	13.57%
Local Contribution	16,038,588	39.14%
Total Revenue from all Sources:	40,973,285	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

ABC Unified School District is a single-district SELPA, therefore all funds are allocated to the LEA.

- b. YES NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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TABLE 4

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. **NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.**

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text"/>	0.00%
Object Code 2000—Classified Salaries	<input type="text"/>	0.00%
Object Code 3000—Employee Benefits	<input type="text"/>	0.00%
Object Code 4000—Supplies	<input type="text"/>	0.00%
Object Code 5000—Services and Operations	<input type="text"/>	0.00%
Object Code 6000—Capital Outlay	<input type="text"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text"/>	0.00%
Total Projected Operating Expenditures:	<input type="text"/>	0.00%

D-11. Object Code 7000 –Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

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TABLE 5

Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

YES NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

Low-incidence expenses, spent on students with low-incidence disabilities, which include services, materials, and equipment are tracked but non-severe and severe populations are not separated.

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

Special Education Local Plan Area (SELPA) Local Plan

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SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

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Local Plan Section E: Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

- 330—Specialized Academic Instruction/
Specially Designed Instruction

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3)).

Service is Not Currently Provided

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210–Family Training, Counseling, Home Visits (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

220–Medical (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

230–Nutrition (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

240–Service Coordination (Ages 0-2 only)

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

250–Special Instruction (Ages 0-2 only)

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

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260—Special Education Aide (Ages 0-2 only) *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

270—Respite Care (Ages 0-2 only) *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

340—Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

Service is Not Currently Provided

350—Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

Service is Not Currently Provided

415—Speech and Language *Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

Services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.

425–Adapted Physical Education *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5).

435–Health and Nursing: Specialized Physical Health Care *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Health care services means those health services prescribed by the child’s licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

436–Health and Nursing: Other *Service is Not Currently Provided*

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Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

445—Assistive Technology *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

450—Occupational Therapy *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

460—Physical Therapy *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

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classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5

510—Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR § 300.24(b)(2), (CCR Title 5 §3051.9).

Service is Not Currently Provided

515—Counseling and Guidance

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).

520—Parent Counseling

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an Individualized Education Program (IEP) to assist the parent(s) of special education students in better

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understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).

525–Social Worker

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Services provided pursuant to an Individualized Education Program (IEP) by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

530–Psychological

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

535–Behavior Intervention

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (CCR Title 5 §3001(d)).

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540–Day Treatment

Provide a detailed description of the services to be provided under this code.

Service is Not Currently Provided

545–Residential Treatment

Service is Not Currently Provided

610–Specialized Service for Low Incidence Disabilities

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deafblind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's Individualized Education Program (IEP), including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).

710–Specialized Deaf and Hard of Hearing

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (CCR Title 5 §3051.16 and 3051.18).

715–Interpreter

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are no students currently requiring this service.

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720–Audiological

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, as well as planning, organizing, and implementing audiology programs. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

725–Specialized Vision

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1).

730–Orientation and Mobility

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an Individualized Education Program (IEP).

735–Braille Transcription

Service is Not Currently Provided

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Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

740--Specialized Orthopedic

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

745--Reading

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

750--Note Taking

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

755--Transcription

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

760--Recreation Service, Including
Therapeutic Recreation

Service is Not Currently Provided

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Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

- 820—College Awareness *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

- 830—Vocational Assessment, Counseling, Guidance, and Career Assessment *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

- 840—Career Awareness *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

- 850—Work Experience Education *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

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855—Job Coaching

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

860—Mentoring

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

865—Agency Linkages (referral and placement)

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

870—Travel and Mobility Training

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

890—Other Transition Services

Service is Not Currently Provided

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Provide a detailed description of the services to be provided under this code.

900—Other Related Service

Service is Not Currently Provided

Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"