

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



California Department of Education  
Special Education Division  
2021–22 Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

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## 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

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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="Fresno County SELPA"/>		
Street Address	<input type="text" value="1111 Van Ness Ave"/>	Zip Code	<input type="text" value="93721"/>
City	<input type="text" value="Fresno"/>	County	<input type="text" value="Fresno"/>
Mailing Address	<input type="text" value="1111 Van Ness Ave"/>		
City	<input type="text" value="Fresno"/>	Zip Code	<input type="text" value="93721"/>
Administrator First Name	<input type="text" value="Trina"/>	Administrator Last Name	<input type="text" value="Frazier"/>
Administrator Title	<input type="text" value="Assistant Superintendent"/>		
Administrator's Email	<input type="text" value="tfrazier@fcoe.org"/>		
Telephone	<input type="text" value="(559) 265-3049"/>	Extension	<input type="text"/>

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="Fresno County Superintendent of Schools"/>		
Street Address	<input type="text" value="1111 Van Ness Ave"/>	Zip Code	<input type="text" value="93721"/>

Section A: Contacts and Certifications

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City  County   
Contact First Name  Last Name   
Contact Title   
Email   
Telephone  Extension

**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

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: 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:

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

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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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- 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
-	FCSS	Trina Frazier	Administrator-Spec. Ed.	All
-	FCSS	Eddie Davidson	Other	All
-	FCSS	Romy Chachere	Administrator-Spec. Ed.	All
-	FCSS	Dominic Johnson	Administrator-Spec. Ed.	All
-	EPU	Marlene Pena	CAC	Section B

Section A: Contacts and Certifications

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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, D, and E)
- 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.
- 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 2021–22 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

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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

**For a multiple LEA SELPA or a COE joined SELPA**

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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.)



Section A: Contacts and Certifications

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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

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

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## 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

#### For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC Section 56195.1(b)* and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC Section 56195.7*.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C2-2. 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.)

C2-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

Section A: Contacts and Certifications

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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.

Administrative Entity\*

Date

SELPA Governance Council or Responsible Individual

Date

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.

**SELPA**

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### Certification 3: County Superintendent

**IMPORTANT:** Certification 3 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

I certify the attached Local Plan section(s) as submitted with this certification are approved by the county office of education (COE). I further assure the Local Plan element(s) being submitted meet(s) all applicable requirements of state and federal laws; policies and procedures including compliance with the Individuals with Disabilities Education Act (IDEA); and is/are included in a coordinated system of all Local Plans (as applicable) to ensure all students with disabilities residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by the COE, and juvenile court schools, will have access to appropriate special education programs and related services.

C3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

Yes  No

C3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to *EC* Section 56140(b).

Yes  No

C3-3. The county superintendent certifies the SELPA is a:

- 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).

#### **For a multiple LEA SELPA or a COE joined SELPA**

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a

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**SELPA**

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system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C3-4. A written agreement must be entered into between the LEA and SELPA for implementation of services including, but not limited to *EC* Section 56195.7. The county superintendent ensures the Local Plan, including amendments, is posted on the COE web site, or includes a link to the Local Plan.

Web address where the SELPA Local Plan, including all sections, is posted.

**Jim A. Yovino**

County Superintendent

**May 5, 2021**

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 4

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**Certification 4: Community Advisory Committee**

**IMPORTANT:** Certification 4 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

C4-1. The Community Advisory Committee (CAC), advised the SELPA during the development, amendment, and review of the Local Plan pursuant to California *Education Code* Section 56194.

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

C4-2. The CAC had at least 30 days to conduct a review of the completed Local Plan. This review was done prior to Local Plan being submitted to the COE and CDE.

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

C4-3. The CAC provided written comments to the SELPA regarding this Local Plan submission.

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

I certify the information presented herein is an accurate representation of the CAC's involvement in the development and/or amendment of the Local Plan.

**Marlene Pena**

CAC Chairperson

**3/18/2021**

Date

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### Certification 5: Participating Local Educational Agency

**IMPORTANT:** Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- 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).

**For a multiple LEA SELPA or a COE joined SELPA**

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon

Special Education Local Plan Area (SELPA) Local Plan Certification 5

**SELPA**

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request to the CDE.

C5-2. The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

- a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
- b. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

LEA Superintendent/Chief Administrator

Date



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### Certification 5: Participating Local Educational Agency

**IMPORTANT:** Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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- 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).

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I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon

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request to the CDE.

C5-2. The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

- a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
- b. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

LEA Superintendent/Chief Administrator

Date

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### Certification 5: Participating Local Educational Agency

**IMPORTANT:** Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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- 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).

#### For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon

Special Education Local Plan Area (SELPA) Local Plan Certification 5

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request to the CDE.

C5-2. The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

- a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
- b. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

LEA Superintendent/Chief Administrator

Date

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### Certification 5: Participating Local Educational Agency

**IMPORTANT:** Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

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**Baldermero Hernandez**

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**May 4, 2021**

Date

**LOCAL PLAN**  
**Section B: Governance and Administration**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

January 2020

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:

SELPA Regions and Participating Local Educational Agencies  
The Fresno County SELPA includes all of the Local Educational Agencies, henceforth referred to as LEAs, within Fresno County with the exception of Fresno Unified and Clovis Unified School Districts, which are each a single district SELPA. Charter schools approved as LEAs within the Fresno County SELPA for the purposes of providing special education are also included, if applicable.  
The Fresno County SELPA is a multi-district SELPA located in Fresno County. The Fresno County SELPA is divided into four regions with representation from the LEAs, in each region. The SELPA membership includes 30 school district LEAs and the Fresno County Superintendent of Schools, henceforth referred to as FCSS. There are approximately 8,450 students with disabilities enrolled in the member districts. The districts range in size from approximately 45 students in a secluded mountain location to a unified district with approximately 15,500 students. There are 11 elementary districts, 1 high school only district, 2 charter districts, and 16 unified districts.  
The districts are adjacent to Merced and Madera counties to the North, Mono and Inyo counties to the East, Kings and Tulare counties to the South, and Monterey and San Benito counties to the West. The Fresno County SELPA Office is located in a Fresno County Superintendent of Schools building.  
  
These participating LEAs have joined in a cooperative effort and have agreed to provide for the coordinated delivery of programs and services to assure equal access to appropriate programs and services to students with disabilities requiring special education and residing in the service region.  
  
Charter schools and charter LEA(s) may serve students residing outside of the geographic boundaries of the Fresno County SELPA in accordance with state law. The Fresno County Superintendent of Schools serves as the Administrative Unit (AU) for the Fresno County SELPA, accepting regionalized services and program specialist funds and the responsibilities that accompany them. The Fresno County Superintendent of Schools is considered an LEA for all purposes of this agreement except where referred to as the AU.

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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:

The Fresno County Superintendent of Schools serves as the official Administrative Unit (AU) for the Fresno County SELPA to assure the implementation of the Local Plan and SELPA policies, agreements, and procedures of the SGC in cooperation with participating LEAs. The disturbing of the federal and state funds is the responsibility of the Fresno County SELPA in accordance with the Fresno County SELPA's Funding Allocation Plan and policies, agreements and procedures of the SGC. The Fresno County Superintendent of Schools is considered an LEA for all purposes of this agreement except where referred to as the AU.

The Fresno County SELPA Administrator is employed by the AU Superintendent. Employment, supervision, evaluation and discipline follow the FCSS Department of Human

Resources Standard Operating Procedures. When there is an open position, the SGC shall nominate two or more persons to assist in the interview process.

SELPA staff members are employed by the AU upon recommendation from the Fresno County SELPA Administrator. Supervision, evaluation, and discipline of the Fresno County SELPA staff employed by the AU in support of the Local Plan shall be the responsibility of the Fresno County SELPA Administrator.

**Description of the Governance Structure**

The governing bodies of the Fresno County SELPA are the Superintendents' Governance Council (SGC), the Executive Committee, the Operations Committee, and the Joint Oversight Committee. In addition, the Community Advisory Committee (CAC) acts in an advisory capacity to the Operations Committee to report on issues and activities of the CAC for their review and consideration, and to participate in the development, amendment, and review of the Local Plan.

**Superintendents' Governance Council (SGC)**

Membership

The Superintendents' Governance Council (SGC) is comprised of Superintendents or an equivalent administrator (charter school Executive Director/Head of School, etc.) representing the governing boards of each of the 31 LEAs in the Fresno County SELPA and the County Superintendent of Schools, who is also a voting member representing Region 4. The County Superintendent of Schools serves as the Chairperson of the SGC, or may appoint a designee to serve as the Chairperson

Designation of Administrative Unit

The SGC maintains a role as the guiding force of the Fresno County SELPA. This role includes requesting, on a four year basis, that the FCSS (or other agency) be the Administrative Unit, henceforth referred to as AU, to carry out the program policies in cooperation with the participating LEAs.

Voting by SGC

LEAs shall receive one vote for every one-hundred (100) Average Daily Attendance (ADA) rounded to the

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nearest whole vote. LEAs with less than 100 ADA shall receive a minimum of one vote. ADA used shall be the most current AB 602 P-2 ADA State certification available. When voting, each LEA must cast its entire allocation as one vote. A quorum exists when SGC members representing a majority of the LEAs and votes are present. Upon establishment of a quorum, action will be decided by majority vote of members present, except in circumstances where state or federal mandates require a unanimous vote.

### Meetings

Meetings will be held at least four times annually. Agendas will be developed and minutes recorded by the Fresno County SELPA Administrator or designee and will be distributed prior to meetings. Members representing all 31 LEAs shall attend all meetings and participate in discussions pertaining to special education issues. In the event a superintendent or equivalent administrator is unable to attend an SGC meeting, a request for proxy must be submitted to the County Superintendent prior to the meeting and will be granted for one meeting only.

### Duties of the SGC

1. Ensure access to a free appropriate public education for all students represented by the Fresno County SELPA;
2. Make decisions and take action regarding the implementation, administration, financial agreements and operation of special education programs and services in accordance with the Local Plan;
3. Review membership of the Executive Committee to designate holdover members and appoint new members to assure equal LEA representation;
4. Consider input from the Executive Committee;
5. Assure each LEA selects and appoints a representative to the CAC;
6. Keep member LEAs informed of SGC actions and issues.

### Special Meetings

The Chairperson of the SGC, or a majority of the 31 members thereof, may call a special meeting of the SGC. All member LEAs of the SGC and the County Superintendent of Schools shall be notified of a special meeting and the purpose for which it is called at least 72 hours in advance of the meeting. Only those items of business listed in the call for the special meeting shall be considered.

### **Executive Committee**

#### Membership

The Executive Committee is comprised of six Superintendents or equivalent administrators - two each from regions One, Two and Three. The SELPA Administrator represents region Four and chairs the Executive Committee (APPENDIX A).

#### Meetings

Meetings will be held at least four times annually. Agendas will be developed and minutes recorded by the SELPA Administrator or designee, and will be distributed prior to meetings. A quorum shall be established by a simple majority of the appointed committee members; each member has one vote. Members of the Executive Committee may not delegate voting responsibility to another member or the SELPA Administrator. The SELPA Administrator will maintain a list of Executive Committee members and their appointment dates.



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Duties

1. Recommend action on proposed amendments to the Local Plan to the SGC;
2. Recommend action on proposed revisions to the income distribution model for the allocation of federal, state and local funds for special education programs and services to the SGC;
3. Recommend action on the Annual Service Plan and Annual Budget Plan to the SGC;
4. Recommend changes to the SGC to the Fresno County SELPA policies, administrative regulations, procedures and guidelines for the management and implementation of special education programs and services within the Fresno County SELPA LEAs;
5. Provide direction to the Fresno County SELPA Administrator for regionalized and program specialist services.
6. Approve appropriate cost claims.

**Operations Committee**

Membership

The Operations Committee is comprised of one member (superintendent, LEA director, coordinator, or principal) from each LEA. The committee is chaired by the Fresno County SELPA Administrator. The chair of the Community Advisory Committee is an ex-officio member of the Operations Committee. In addition, the Community Advisory Committee acts in an advisory capacity to the Operations Committee to report on issues and activities of the CAC for their review and consideration, and to participate in the development, amendment and review of the Local Plan.

Meetings

The Operations Committee will meet eight times annually. Agendas will be developed and minutes recorded by the Fresno County SELPA Administrator or designee and will be distributed prior to meetings. The Fresno County SELPA Administrator will maintain a list of Operations Committee members and their appointment dates.

Duties

1. Address ongoing issues and needs of the Fresno County SELPA and member LEAs;
2. Participate in planning and developing policies, procedural modifications, changes in practice and professional development activities;
3. Advise the SGC and Executive Committees.

**Joint Oversight Committee**

Membership

The Joint Oversight Committee (JOC) is comprised of four members of the Operations Committee - one from each region; four LEA Chief Business Officers (CBOs) - one from each region. The committee is chaired by the Fresno County SELPA Administrator. The JOC advises the Executive Committee of the SGC.

Meetings

The Joint Oversight Committee will meet at least once annually. Agendas will be developed and minutes recorded by the Fresno County SELPA Administrator or designee and will be distributed prior to meetings.

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Duties

1. Ensure local, state and federal resources are utilized in a cost effective manner, consistent with accountability requirements;
2. Monitor the effectiveness and equitability of the allocation plan;
- 3 .Participate in the development of fiscal revisions to the allocation plan;
4. Ensure that the developed standards for funding allocation purposes are being implemented and followed by each LEA;
5. Review issues to be considered by the Executive Committee to convey any fiscal and programmatic implications

**SELPA Administrator**

The Fresno County SELPA Administrator shall coordinate the development and implementation of the Local Plan in cooperation with the SGC and the Operations Committee (as required for children ages birth through 21 years). The Fresno County SELPA Administrator has a responsibility to assure access to a full continuum of program options for

all students with disabilities, which may include the coordination of services provided by district of residence, Fresno County Superintendent of Schools, charter school LEAs, nonpublic schools, interagency agreements and memorandums of understanding as necessary. The SELPA Administrator is the direct liaison with the local agencies, other SELPAs and the CDE. The SELPA Administrator assures the development of necessary functions and activities to implement and manage the Local Plan such as providing SELPA staff for technical assistance and special education administrative support for the numerous requirements of federal and state laws and regulations. The Fresno County SELPA Administrator is responsible for presenting the SGC issues to the AU Superintendent for monitoring and review.

Duties

The SELPA Administrator shall include the following:

1. Prepare agendas, minutes and backup documentation for all SELPA meetings;
2. Maintain a list of Superintendents and equivalent administrators and appointment dates for all SELPA committees;
3. Share the list of Superintendents and equivalent administrators and their appointment dates annually with the SGC;
4. Monitor all activities relevant to approval and implementation of the plan.

In accordance with EC 56836.23, the SELPA Administrator shall ensure the required regionalized services functions are met, including, but not limited to the following:

- (a) Coordination of the special education local plan area and the implementation of the Local Plan;
- (b) Coordinated system of identification and assessment;
- (c) Coordinated system of procedural safeguards;
- (d) Coordinated system of staff development and parent and guardian education;
- (e) Coordinated system of curriculum development and alignment with the core curriculum;

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- (f) Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism;
- (g) Coordinated system of data collection and management;
- (h) Coordination of interagency agreements;
- (i) Coordination of services to licensed children's institutions and foster family homes;
- (j) Preparation and transmission of required special education local plan area reports;
- (k) Fiscal and logistical support of the community advisory committee;
- (l) Coordination of transportation services for individuals with exceptional needs; (m) Coordination of career and vocational education and transition services;
- (n) Assurance of full educational opportunity;
- (o) Fiscal administration and the allocation of state and federal funds pursuant to Section 56836.01.

The Fresno County SELPA Administrator shall serve on behalf of the member Local Educational Agencies (LEAs) to implement the Local Plan, which includes regionalized services. Regionalized services are provided to assure access to special education services for all eligible individuals with exceptional needs. The Fresno County SELPA has a responsibility to assure access to a full continuum of program options for these students that may include the coordination of services provided by district of residence, county office of education, charter school LEAs, interagency agreements and memorandums of understanding as necessary.

Agreements or procedures addressing regionalized services and operations shall include but not be limited to the following:

- Coordinated system of identification and assessment.
- Coordinated system of internal program review evaluation of the effectiveness of the Local Plan, and implementation of a Local Plan accountability mechanism.
- Coordinated system of data collection and management.
- Coordination of services to medical facilities.
- Coordination of services to licensed children's institutions and foster family homes.
- Fiscal and logistical support of the Community Advisory Committee (CAC).
- Coordination of transportation services for individuals with exceptional needs.
- Coordination of career and vocational education and transition services.
- Fiscal administration and the allocation of state and federal funds pursuant to Section 56836.23.

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:

**Policy Making Process**

The governing bodies of the Fresno County SELPA are the Superintendents' Governance Council (SGC), the Executive Committee, the Operations Committee, and the Joint Oversight Committee. Policies developed by the SGC become the operating policies for each LEA in the Fresno County SELPA. The Local Plan, when adopted by the Fresno County Board of Education and each LEA's Board of

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Education or equivalent entity, becomes the official policy for the operation of the Fresno County SELPA. Policies, agreements, and procedures have weight of Board action when approved by the SGC.

**Amending the Fresno County SELPA Local Plan**

The SELPA and its member LEAs may amend the Local Plan any time a change is deemed necessary due to local changes, new legislative requirements, a new interpretation by the courts, or an official finding of noncompliance with federal law, state law or regulations determined by the California Department of Education (CDE). The Superintendents' Governance Council may adopt amendments to the permanent portion of the Local Plan on an "interim" basis, not to exceed 12 months. Amendments approved in this manner would become permanent upon subsequent approval by all LEA governing boards and the State Board of Education (SBE). If this process is followed, the Fresno County SELPA will operate conditionally under amendments approved by the Superintendents' Governance Council until each local board has approved the amendments and they are forwarded to the SBE, and officially approved. A proposal to amend the Fresno County SELPA Local Plan must be approved by a two-thirds majority of SGC members.

Amendments to the Local Plan to revise LEA membership (additions/deletions) shall be approved by the SELPA Superintendents' Governance Council (SGC). Prior to SGC approval, new LEA members and/or termination of LEA members shall be approved through the process as identified in SELPA policies.

**Responsibilities of the LEAs in the Policy Making Process**

**LEA Governing Boards' Responsibility**

LEA governing boards, as elected officials, are involved in the policy making process through the local superintendent's or equivalent administrator's participation in the SGC.

Each LEA governing board has the responsibility to assure that there are program options available to all students with disabilities within its attendance area. This is accomplished through the active participation of the SGC members, who shall responsibly address the resource needs of participating LEAs. Each LEA superintendent shall be responsible for informing the LEA governing board of updates and changes to the SELPA policies. LEA governing boards make policy and procedural decisions for programs and services operated by their respective districts. LEAs are responsible for compliance and due process issues for programs which they operate. Each LEA Board shall appoint a representative to the Community Advisory Committee.

- 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:

**Role of the Fresno County Superintendent of Schools Administrative Unit (AU)**

The Fresno County Superintendent of Schools is designated as the official administrative unit (AU) to assure the implementation of the Local Plan and SELPA policies, agreements, and procedures of the SGC in cooperation with participating LEAs. The distribution of the federal and state funds is the responsibility of the Fresno County SELPA in accordance with the Fresno County SELPA's Funding Allocation Plan and policies, agreements and procedures of the SGC.

The Fresno County SELPA Administrator is employed by the AU Superintendent. Employment,

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supervision, evaluation and discipline follow the FCSS Department of Human Resources Standard Operating Procedures. When there is an open position, the SGC shall nominate two or more persons to assist in the interview process. SELPA staff members are employed by the AU upon recommendation from the Fresno County SELPA Administrator. Supervision, evaluation, and discipline of the Fresno County SELPA staff employed by the AU in support of the Local Plan shall be the responsibility of the Fresno County SELPA Administrator.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

**LEA Charter Schools and New LEA District Members**

Charter schools and/or other districts applying for LEA status within the Fresno County SELPA shall submit a justification as specifying why membership as a Fresno County SELPA LEA is preferable to other alternatives. A request by a charter school to participate in the SELPA as an LEA shall be referred to the Fresno County Charter SELPA or one of the four other Charter SELPAS throughout the state. The charter school shall participate in state and federal funding for special education and the allocation plan, and governance of the special education local plan area in the same manner as other LEAs in the Fresno County SELPA.

**SELPA Regions and Participating Local Educational Agencies**

The Fresno County SELPA includes all of the Local Educational Agencies, henceforth referred to as LEAs, within Fresno County with the exception of Fresno Unified and Clovis Unified School Districts, which are each a single district SELPA. Charter schools approved as LEAs within the Fresno County SELPA for the purposes of providing special education are also included, if applicable.

The Fresno County SELPA is divided into four regions with representation from the LEAs, in each region. Beginning on July 1, 2017, there are 30 school district LEAs and the Fresno County Superintendent of Schools, henceforth referred to as FCSS. These participating LEAs have joined in a cooperative effort and have agreed to provide for the coordinated delivery of programs and services to assure equal access to appropriate programs and services to students with disabilities requiring special education and residing in the service region. Charter schools and charter LEA(s) may serve students residing outside of the geographic boundaries of the Fresno County SELPA in accordance with state law. The Fresno County Superintendent of Schools serves as the Administrative Unit (AU) for the Fresno County SELPA, accepting regionalized services and program specialist funds and the responsibilities that accompany them. The Fresno County Superintendent of Schools is considered an LEA for all purposes of this agreement except where referred to as the AU.

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:

**COMMUNITY ADVISORY COMMITTEE (CAC) SELECTION AND APPOINTMENT PROCEDURES**

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In accordance with E.C. 56190-56194, the Fresno County SELPA Superintendents' Governance Council (SGC) assures that each designated Local Educational Agency (LEA) selects and appoints a representative to the Community Advisory Committee (CAC). Each designated LEA shall appoint one parent/guardian of a student with disabilities who has received or is currently receiving special education services and in addition, the LEA may also appoint one member from special or general education teaching staffs, a parent of a nondisabled pupil, or a member of a local agency's staff. Each designated LEA shall notify the Fresno County SELPA office of their CAC appointment by October 1st of each year. CAC members report to their LEA regarding CAC activities and solicit recommendations for committee consideration and setting of priorities to be address by the Local Plan. Relevant issues are then given to the Fresno County SELPA Operations Committee for review and consideration if appropriate.

Each member may be appointed by the local governing board of each LEA for at least a two- year term with not more than 50% of the committee replaced annually.

The majority of CAC members are required to be parents of special education pupils enrolled in schools participating in the Local Plan. Parents of general education pupils are also encouraged to participate as members of the CAC.

Meetings are held in a convenient location within the county. The schedule of meetings shall be developed annually.

CAC members are encouraged to meet with school administrators, special education teachers, and special education pupil's parents/guardians and service providers to discuss issues relevant to the education of all special education pupils. The Chairperson of the CAC reports on issues and on activities of the CAC to the Operations Committee for their review and consideration. Additional responsibilities include involvement in the development, amendment, and the review of the Local Plan.

A SELPA staff member will be responsible for regular communication and will facilitate coordination of CAC activities.

### **CAC Community Involvement and Parent Education**

CAC members will help distribute information to parents in regards to educational programs offered in conjunction with the CAC, Fresno County SELPA, Regional Coordinating Council (RCC), other community agencies and organizations. Informational materials will be produced and made available to parents upon request and through the Individualized Education Program (IEP) process regarding services available through the Fresno County SELPA. Parents may participate in parent education programs offered regularly by the CAC, by the Fresno County SELPA, Region 7 RCC, other community agencies and organizations.

### **CAC Supporting Activities**

CAC members provide support for activities that affect individuals with exceptional needs such as Special Olympics, legislative issues, legal and IDEA regulations, independent living skills and advocacy services that have an effect on the educational services to children with disabilities and their families.



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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:

In accordance with E.C. 56190-56194, the Fresno County SELPA Superintendents' Governance Council (SGC) assures that each designated Local Educational Agency (LEA) selects and appoints a representative to the Community Advisory Committee (CAC). Each designated LEA shall appoint one parent/guardian of a student with disabilities who has received or is currently receiving special education services and in addition, the LEA may also appoint one member from special or general education teaching staffs, a parent of a nondisabled pupil, or a member of a local agency's staff. Each designated LEA shall notify the Fresno County SELPA office of their CAC appointment by October 1st of each year. CAC members report to their LEA regarding CAC activities and solicit recommendations for committee consideration and setting of priorities to be address by the Local Plan. Relevant issues are then given to the Fresno County SELPA Operations Committee for review and consideration if appropriate

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:

**SELPA Administrator**

The Fresno County SELPA Administrator shall coordinate the development and implementation of the Local Plan in cooperation with the SGC and the Operations Committee (as required for children ages birth through 21 years). The Fresno County SELPA Administrator has a responsibility to assure access to a full continuum of program options for all students with disabilities, which may include the coordination of services provided by district of residence, Fresno County Superintendent of Schools, charter school LEAs, nonpublic schools, interagency agreements and memorandums of understanding as necessary. The SELPA Administrator is the direct liaison with the local agencies, other SELPAs and the CDE. The SELPA Administrator assures the development of necessary functions and activities to implement and manage the Local Plan such as providing SELPA staff for technical assistance and special education administrative support for the numerous requirements of federal and state laws and regulations. The Fresno County SELPA Administrator is responsible for presenting the SGC issues to the AU Superintendent for monitoring and review.

Duties

The SELPA Administrator shall include the following:

1. Prepare agendas, minutes and backup documentation for all SELPA meetings;
2. Maintain a list of Superintendents and equivalent administrators and appointment dates for all SELPA committees;
3. Share the list of Superintendents and equivalent administrators and their appointment

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dates annually with the SGC;

4. Monitor all activities relevant to approval and implementation of the plan.

In accordance with EC 56836.23, the SELPA Administrator shall ensure the required regionalized services functions are met, including, but not limited to the following:

- (a) Coordination of the special education local plan area and the implementation of the Local Plan;
- (b) Coordinated system of identification and assessment;
- (c) Coordinated system of procedural safeguards;
- (d) Coordinated system of staff development and parent and guardian education;
- (e) Coordinated system of curriculum development and alignment with the core curriculum;
- (f) Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism;
- (g) Coordinated system of data collection and management;
- (h) Coordination of interagency agreements;
- (i) Coordination of services to licensed children's institutions and foster family homes;
- (j) Preparation and transmission of required special education local plan area reports;
- (k) Fiscal and logistical support of the community advisory committee;
- (l) Coordination of transportation services for individuals with exceptional needs; (m) Coordination of career and vocational education and transition services;
- (n) Assurance of full educational opportunity;
- (o) Fiscal administration and the allocation of state and federal funds pursuant to Section 56836.01.

The Fresno County SELPA Administrator shall serve on behalf of the member Local Educational Agencies (LEAs) to implement the Local Plan, which includes regionalized services. Regionalized services are provided to assure access to special education services for all eligible individuals with exceptional needs. The Fresno County SELPA has a responsibility to assure access to a full continuum of program options for these students that may include the coordination of services provided by district of residence, county office of education, charter school LEAs, interagency agreements and memorandums of understanding as necessary.

Agreements or procedures addressing regionalized services and operations shall include



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but not be limited to the following:

- Coordinated system of identification and assessment.
- Coordinated system of internal program review evaluation of the effectiveness of the Local Plan, and implementation of a Local Plan accountability mechanism.
- Coordinated system of data collection and management.
- Coordination of services to medical facilities.
- Coordination of services to licensed children's institutions and foster family homes.
- Fiscal and logistical support of the Community Advisory Committee (CAC).
- Coordination of transportation services for individuals with exceptional needs.
- Coordination of career and vocational education and transition services.
- Fiscal administration and the allocation of state and federal funds pursuant to Section 56836.23.

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:

The Fresno County SELPA Superintendents' Governance Council (SGC) approves allocation of resources for the provision of special education programs. Either an LEA or the Fresno County Superintendent of Schools (FCSS) special education programs are the providers of the services or programs. In addition, SELPA staff may be employed to provide areas of specialized expertise, which shall be available to LEAs and FCSS. Memorandums of Understanding (MOUs) or Exchange Agreements may be used to assure a full range of program options for students enrolled in LEAs in the Fresno County SELPA.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

**Responsibilities of the LEAs in the Policy Making Process LEA**

**Governing Boards' Responsibility**

LEA governing boards, as elected officials, are involved in the policy making process through

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the local superintendent's or equivalent administrator's participation in the SGC.

Each LEA governing board has the responsibility to assure that there are program options available to all students with disabilities within its attendance area. This is accomplished through the active participation of the SGC members, who shall responsibly address the resource needs of participating LEAs. Each LEA superintendent shall be responsible for informing the LEA governing board of updates and changes to the SELPA policies. LEA governing boards make policy and procedural decisions for programs and services operated by their respective districts. LEAs are responsible for compliance and due process issues for programs which they operate. Each LEA Board shall appoint a representative to the Community Advisory Committee.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

**Responsibilities of each LEA Superintendent**

Each LEA superintendent or other equivalent administrator shall represent the LEA as a member of the Superintendents' Governance Council (SGC). The responsibilities of each LEA superintendent and/or equivalent administrator for the implementation of the Local Plan shall be to the following:

- Assure that all special education programs and services are operated in accordance with state and federal law, the Local Plan, and the policies, agreements, and procedures approved by the SGC.
- Assure that the LEA maintains an accounting system adequate to provide federal, state and local reports to include program and fiscal reports required by the Fresno County SELPA.
- Submit Public Law 108-446 (formerly P.L. 101-476) budgets and expenditure reports for grant funds;
- Submit Annual Service and Annual Budget Plans as required in the Local Plan;
- Attend all SGC meetings and participate as a voting member;
- Implement those services assigned to the LEA herein and provided for in local budget plans. Each LEA provides assigned programs and services through its own facilities and staff;
- If the LEA program options do not meet an individual student's needs, assure that an Individualized Education Program (IEP) team is convened to consider a special education program placement in another LEA within the Fresno County SELPA, a program operated by FCSS, or another appropriate placement. The FCSS shall perform the services of an LEA for students with disabilities attending Juvenile Court Schools in the Fresno County SELPA. The LEA of residence shall be

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responsible for the excess costs of providing special education services to any student placed through the IEP team process in another LEA or FCSS-operated program. The LEA of residence shall not be responsible for the excess costs for students with disabilities enrolled in another LEA through any options available to all students (i.e. interdistrict transfers, program improvement, district of choice).

- Transfer the fiscal and case management responsibilities for an identified student to the high school district of residence when the student reaches 14.9 years of age on or before September 1 of each new school year unless the student previously promoted from eighth grade or previously transferred through an IEP team decision. This transfer shall apply when the LEA of residence is an elementary school district, regardless of the district or agency providing the special education service(s). However, Extended School Year services will be the fiscal and case management responsibility of the elementary school district prior to September 1.

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

**Special Education Administrators' Responsibilities for LEAs in Coordinating the Administration of the Local Plan**

It is the responsibility of each LEA special education administrator and county administrator of special education to assure that all LEA/county policies operate within federal and state laws and regulations.

Each LEA has a responsibility to participate in SELPA committee meetings to facilitate understanding and knowledge in coordinating the administration of the Local Plan. The various committees provide a communication network on current and important issues related to special education laws, regulations, state requirements, and programmatic issues.

**Role of the Fresno County Superintendent of Schools Administrative Unit (AU)**

The Fresno County Superintendent of Schools is designated as the official administrative unit (AU) to assure the implementation of the Local Plan and SELPA policies, agreements, and procedures of the SGC in cooperation with participating LEAs. The distribution of the federal and state funds is the responsibility of the Fresno County SELPA in accordance with the Fresno County SELPA's Funding Allocation Plan and policies, agreements and procedures of the SGC.

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:

The Fresno County SELPA Administrator is employed by the AU Superintendent.

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Employment, supervision, evaluation and discipline follow the FCSS Department of Human Resources Resources Standard Operating Procedures. When there is an open position, the SGC shall nominate two or more persons to assist in the interview process.

SELPA staff members are employed by the AU upon recommendation from the Fresno County SELPA Administrator. Supervision, evaluation, and discipline of the Fresno County SELPA staff employed by the AU in support of the Local Plan shall be the responsibility of the Fresno County SELPA Administrator.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

Federal and state special education funds shall be allocated to the Fresno County SELPA in accordance with policies and procedures adopted by the Superintendents' Governance Council (SGC). These funds are distributed to Local Educational Agencies (LEAs) according to an approved SELPA Funding Allocation Plan. Any changes to the allocation of federal and state special education funds shall be made by the SGC.

The governing boards of the LEAs participating in the Fresno County SELPA have authorized the SGC to be the designated authority to determine the distribution of federal and state special education funds on behalf of the LEA superintendents or equivalent administrators. The Fresno County SELPA Administrator is responsible to assure that the funds are distributed in accordance with the Fresno County SELPA's Funding Allocation Plan.

**Funding for County Operated Special Education Programs and Services**

Special education programs operated by FCSS on behalf of the LEAs are supported by county special education property tax in addition to its other state and federal funds. Anticipated excess costs beyond property tax revenues are determined annually by the SGC, with input from the Executive Committee. Funding to support the anticipated excess costs is deducted from each LEA's allocation.

**Distribution of Special Education Resources to LEAs for Operation of Special Education Programs and Services**

The SGC shall adopt policies for the allocation of special education funds to LEAs. The intent is to assure access and availability of services to all eligible students within the Fresno County SELPA. The Fresno County SELPA shall be responsible for the distribution of special education funds according to policies, procedures and the Funding Allocation Plan, including state apportionments, property tax, federal Local Assistance grants and other additional sources of revenue received by the Fresno County SELPA.

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Funds are allocated for the provision of special education services to individuals with disabilities enrolled in LEAs in the Fresno County SELPA. Services may be provided through funds allocated to a district of residence, to another school LEA, to a charter LEA, to the Fresno County Superintendent of Schools (FCSS) or to the Fresno County SELPA office to assure access to a full range of program options.

The distribution of grant funds follows guidelines and required procedures. Such grants may include Preschool, Early Intervention Part C, Infant Discretionary, Personnel Development for Special Education Local Plan Areas, Low Incidence Equipment and Services, WorkAbility, Transition, Pre-kindergarten Staff Development and Alternative Dispute Resolution. Each LEA that receives funds shall establish and maintain the appropriate accounting records in accordance with and required by state and federal laws. LEAs shall expend these funds in accordance with all state and federal laws. Each LEA shall provide reports requested by the Fresno County SELPA in a timely manner.

Regionalized services and program specialist funds shall be allocated to the Fresno County SELPA office to support regionalized services and other administrative costs to operate the Local Plan. The Joint Oversight Committee shall review and adopt budgets in accordance with Education Code.

**Local Control Funding Formula**

For students with disabilities served in a special day class, the LEAs and FCSS operated special education programs generate funding from the Local Control Funding Formula (LCFF). FCSS operated special education program budgets, through an MOU between FCSS and the LEAs, receive this revenue via a transfer. A separate special education actual daily attendance (ADA) transfer occurs from the FCSS's business department to the respective districts of residence. These dollars are not part of the Fresno County SELPA's Funding Allocation Plan.

c. The operation of special education programs:

The Fresno County SELPA Superintendents' Governance Council (SGC) approves allocation of resources for the provision of special education programs. Either an LEA or the Fresno County Superintendent of Schools (FCSS) special education programs are the providers of the services or programs. In addition, SELPA staff may be employed to provide areas of specialized expertise, which shall be available to LEAs and FCSS. Memorandums of Understanding (MOUs) or Exchange Agreements may be used to assure a full range of program options for students enrolled in LEAs in the Fresno County SELPA.

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d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

The LEA superintendent or equivalent administrator of each LEA which receives funds allocated by the Fresno County SELPA is responsible for monitoring the appropriate use of federal, state and local funds. Each LEA that receives federal grant “pass-through” allocations from the Fresno County SELPA shall complete and accurately report proposed budget expenditure reports and other required information.

The Fresno County SELPA Administrator and the Administrative Unit shall be responsible for monitoring the appropriate use of all funds allocated for special education programs and services.

**Annual Budget Plan**

Fresno County SELPA is required to submit an Annual Budget Plan in accordance with EC 56205(b)(1). The purpose of the Annual Budget Plan is to monitor the appropriate use of federal, state and local funds and to provide the public with an overview of the resources available as allocated within the Fresno County SELPA. The Annual Budget Plan shall be adopted at a public hearing held by the Fresno County SELPA under the direction of the Superintendents' Governance Council (SGC). The Annual Budget Plan shall include the following:

- A. Funds received in accordance with Chapter 7.2 (commencing with Section 56836).
- B. Administration costs of the plan;
- C. Special education services to pupils with severe disabilities and low incidence disabilities;
- D. Special education services to pupils with nonsevere disabilities;
- E. Supplemental aids and service to meet the individual needs of pupils placed in regular education classrooms and environments;
- F. Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2;
- G. The use of property taxes allocated to the special education local plan area pursuant to Section 2572.

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:

The Fresno County Superintendent of Schools (FCSS) staff provides specialized services, equipment, books and materials to students with Low Incidence disabilities. Low incidence

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disabilities include deaf-blind, deaf, hard of hearing, orthopedic impairment and/or visual impairment. Services are provided to eligible students using an inclusion model in the most appropriate and least restrictive setting. FCSS provides Low Incidence services and support for children, ages birth through 21 years.

**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; the document title; and the physical location where the policy can be found.

**1. Free Appropriate Public Education: 20 USC Section 1412(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:

Yes  No

**2. Full Educational Opportunity: 20 USC Section 1412(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



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**3. Child Find: 20 USC Section 1412(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

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

Policy/Procedure Number:

Document Title:

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

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**5. Least Restrictive Environment: USC Section 1412(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,



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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

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**6. Procedural Safeguards: 20 USC Section 1412(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:

Yes  No

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**7. Evaluation: 20 USC Section 1412(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

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**8. Confidentiality: 20 USC Section 1412(a)(8)**

Policy/Procedure Number:

Document Title:

Document Location:

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"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

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**9. Part C to Part B Transition: 20 USC Section 1412(a)(9)**

Policy/Procedure Number:

Document Title:

Document Location:

"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

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**10. Private Schools: 20 USC Section 1412(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

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**11. Local Compliance Assurances: 20 USC Section 1412(a)(11)**

Policy/Procedure Number:

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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:

Yes  No

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**12. Interagency: 20 USC Section 1412(a)(12)**

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

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**13. Governance: 20 USC Section 1412(a)(13)**

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

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**14. Personnel Qualifications**

Policy/Procedure Number:

Document Title:

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

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**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)**

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

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**16. Participation in Assessments: 20 USC Section 1412(a)(16)**

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:

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Yes  No

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

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

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**18. Maintenance of Effort: 20 USC Section 1412(a)(18)**

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

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**19. Public Participation: 20 USC Section 1412(a)(19)**

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

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Yes  No

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**20. Suspension and Expulsion: 20 USC Section 1412(a)(22)**

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

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**21. Access to Instructional Materials: 20 USC Section 1412(a)(23)**

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

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**22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)**

Policy/Procedure Number:

Document Title:

Document Location:

"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

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**23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)**

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

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**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 direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

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

Reference Number:

Document Title:

Document Location:

Description:

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

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Description:

3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

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:

Reference Number:

Document Title:

Document Location:



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Description:

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

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Description:

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

Reference Number:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

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Description:

15. Assurance of full educational opportunity:

Reference Number:

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.

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

**Special Education Local Plan Area Services**

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

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Reference Number:	<input type="text" value="SPP 21-02"/>
Document Title:	<input type="text" value="Special Education Local Plan Area Services"/>
Document Location:	<input type="text" value="Fresno County Superintendent of Schools - SELPA Department"/>
Description:	<input type="text" value="See Attached Document"/>

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:

Reference Number:	<input type="text" value="SPP 21-02"/>
Document Title:	<input type="text" value="Special Education Local Plan Area Services"/>
Document Location:	<input type="text" value="Fresno County Superintendent of Schools - SELPA Department"/>
Description:	<input type="text" value="See Attached Document"/>

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:

Reference Number:	<input type="text" value="SPP 21-02"/>
Document Title:	<input type="text" value="Special Education Local Plan Area Services"/>
Document Location:	<input type="text" value="Fresno County Superintendent of Schools - SELPA Department"/>
Description:	<input type="text" value="See Attached Document"/>

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:

Reference Number:	<input type="text" value="SPP 21-02"/>
Document Title:	<input type="text" value="Special Education Local Plan Area Services"/>
Document Location:	<input type="text" value="Fresno County Superintendent of Schools - SELPA Department"/>

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Description:

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:

Reference Number:

Document Title:

Document Location:

Description:

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. (*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*)

Reference Number:

Document Title:

Document Location:

Description:



# FRESNO COUNTY SELPA SPECIAL EDUCATION LOCAL PLAN AREA

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Trina Frazier, Assistant Superintendent

## Comprehensive Local Educational Agency Assurances Fresno County SELPA Policies & Procedures: 21-00

- 1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)**

It shall be the policy of this local educational agency (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.
- 2. Full Educational Opportunity: 20 USC Section 1412(a)(2)**

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.”
- 3. Child Find: 20 USC Section 1412(a)(3)**

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children 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.
- 4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4)**

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.
- 5. Least Restrictive Environment: USC Section 1412(a)(5)**

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special 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.
- 6. Procedural Safeguards: 20 USC Section 1412(a)(6)**

“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.

- 7. Evaluation: 20 USC Section 1412(a)(7)**  
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.
- 8. Confidentiality: 20 USC Section 1412(a)(8)**  
It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children.
- 9. Part C to Part B Transition: 20 USC Section 1412(a)(9)**  
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.
- 10. Private Schools: 20 USC Section 1412(a)(10)**  
It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.
- 11. Local Compliance Assurances: 20 USC Section 1412(a)(11)**  
It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *EC*, Part 30.
- 12. Interagency: 20 USC Section 1412(a)(12)**  
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.
- 13. Governance: 20 USC Section 1412(a)(13)**  
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.

- 14. Personnel Qualifications**

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 about staff qualifications.
- 15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)**

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.
- 16. Participation in Assessments: 20 USC Section 1412(a)(16)**

It shall be the policy of this LEA that all students with disabilities shall participate in state and districtwide 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 IEPs.
- 17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)**

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.
- 18. Maintenance of Effort: 20 USC Section 1412(a)(18)**

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.
- 19. Public Participation: 20 USC Section 1412(a)(19)**

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 comply with Part B of the IDEA.
- 20. Suspension and Expulsion: 20 USC Section 1412(a)(22)**

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.
- 21. Access to Instructional Materials: 20 USC Section 1412(a)(23)**

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.



- 22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)**  
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.
- 23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)**  
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.



# FRESNO COUNTY SELPA SPECIAL EDUCATION LOCAL PLAN AREA

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Trina Frazier, Assistant Superintendent

## Administrative Local Plan B Governance and Administration

### Administration of Regionalized Operations and Services

#### SELPA Policy Procedures 21-01

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 direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

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

*Individual LEA superintendent* or other equivalent administrator (e.g. LEA Charter School Executive Director/Head of School) shall represent the LEA as a member of the Superintendents' Governance Council (SGC). The responsibilities of each LEA superintendent and/or equivalent administrator for the implementation of the Local Plan shall be to the following:

- Assure that all special education programs and services are operated in accordance with state and federal law, the Local Plan, and the policies, agreements, and procedures approved by the SGC.
- Assure that the LEA maintains an accounting system adequate to provide federal, state and local reports to include program and fiscal reports required by the Fresno County SELPA.
- Submit Public Law 108-446 (formerly P.L. 101-476) budgets and expenditure reports for grant funds;
- Submit Annual Service and Annual Budget Plans as required in the Local Plan;
- Attend all SGC meetings and participate as a voting member;
- Implement those services assigned to the LEA herein and provided for in local budget plans. Each LEA provides assigned programs and services through its own facilities and staff;
- If the LEA program options do not meet an individual student's needs, assure that an Individualized Education Program (IEP) team is convened to consider a special education program placement in another LEA within the Fresno County SELPA, a program operated by FCSS, or another appropriate placement. The FCSS shall perform the services of an LEA for students with disabilities attending Juvenile Court Schools in the Fresno County SELPA. The LEA of residence shall be responsible for the excess costs of providing special education services to any student placed through the IEP team

process in another LEA or FCSS-operated program. The LEA of residence shall not be responsible for the excess costs for students with disabilities enrolled in another LEA through any options available to all students (i.e. interdistrict transfers, program improvement, district of choice).

- Transfer the fiscal and case management responsibilities for an identified student to the high school district of residence when the student reaches 14.9 years of age on or before September 1 of each new school year unless the student previously promoted from eighth grade or previously transferred through an IEP team decision. This transfer shall apply when the LEA of residence is an elementary school district, regardless of the district or agency providing the special education service(s). However, Extended School Year services will be the fiscal and case management responsibility of the elementary school district prior to September 1.

*The Fresno County Superintendent of Schools is designated as the official administrative unit (AU) to assure the implementation of the Local Plan and SELPA policies, agreements, and procedures of the SGC in cooperation with participating LEAs. The distribution of the federal and state funds is the responsibility of the Fresno County SELPA in accordance with the Fresno County SELPA's Funding Allocation Plan and policies, agreements and procedures of the SGC.*

The Fresno County SELPA Administrator is employed by the AU Superintendent. Employment, supervision, evaluation and discipline follow the FCSS Department of Human Resources Standard Operating Procedures. When there is an open position, the SGC shall nominate two or more persons to assist in the interview process.

SELPA staff members are employed by the AU upon recommendation from the Fresno County SELPA Administrator. Supervision, evaluation, and discipline of the Fresno County SELPA staff employed by the AU in support of the Local Plan shall be the responsibility of the Fresno County SELPA Administrator.

*The Fresno County SELPA shall coordinate the development and implementation of the Local Plan in cooperation with the SGC and the Operations Committee (as required for children ages birth through 21 years). The Fresno County SELPA Administrator has a responsibility to assure access to a full continuum of program options for all students with disabilities, which may include the coordination of services provided by district of residence, Fresno County Superintendent of Schools, charter school LEAs, nonpublic schools, interagency agreements and memorandums of understanding as necessary. The SELPA Administrator is the direct liaison with the local agencies, other SELPAs and the CDE. The SELPA Administrator assures the development of necessary functions and activities to implement and manage the Local Plan such as providing SELPA staff for technical assistance and special education administrative support for the numerous requirements of federal and state laws and regulations. The Fresno County SELPA Administrator is responsible for presenting the SGC issues to the AU Superintendent for monitoring and review.*

## **2. Coordinated system of identification and assessment:**

*The Fresno County SELPA has a responsibility to assure access to a full continuum of program options for all students with disabilities, which may include the coordination of*

services provided by district of residence, Fresno County Superintendent of Schools, charter school LEAs, nonpublic schools, interagency agreements and memorandums of understanding as necessary.

*Each Local Educational Agency (LEA) in the Fresno County SELPA shall have the responsibility to seek out, actively and systematically, individuals with exceptional needs, ages 0 to 22 years, in a continuous child-find system.*

Each LEA shall have the responsibility of receiving and processing all referrals, conducting assessments, and planning of an instructional program to meet the assessed needs.

Before any action is taken with respect to the initial placement of an individual with exceptional needs in special education instruction, an individual assessment of the pupil's educational needs shall be conducted, by qualified persons, in accordance with E.C. 56320a through E.C. 56320g.

*Role of the RLA/AU: N/A*

### **3. Coordinated system of procedural safeguards:**

*The Fresno County SELPA will participate in such review processes as the Quality Assurance/Special Education Self Review (SESR) process, the Procedural Safeguards and Complaints processes, Alternative Dispute Resolution (ADR) process, and mediation. The Fresno County SELPA will assure that adequate information related to all areas of compliance is available to member LEAs. This includes provision of current and research-based*

*information, resources, and support to all member LEAs. The Fresno County SELPA's goal is to support programs that provide educational benefit to students with disabilities and operate in compliance with state and federal laws. Each member of the Fresno County SELPA shall cooperatively participate in such procedures as defined by the Superintendents' Governance Council (SGC).*

The Fresno County SELPA has taken the leadership in the implementation of Essential Facilitation for IEP meetings, Alternative Dispute Resolution (ADR) and technical assistance for mediation and due process hearings.

*Individual LEAs shall follow all procedural safeguards as set forth in law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation*

*Role of the RLA/AU: N/A*

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

*SELPA program specialist(s) work under the direction of the SELPA Administrator to support staff development, as well as parent and guardian education. Program specialists, including LEA program specialists, may provide direct training and support the dissemination and implementation of evidence-based practices.*

*The Fresno County SELPA* shall develop a calendar of all opportunities in the SELPA and distribute it monthly via list serve. The professional development calendar includes SELPA, County Office, Regional Coordinating Council (RCC), state and local conferences, and individual LEA offerings. This calendar is distributed to all LEAs and county office special education programs, Fresno County Superintendent of Schools (FCSS) Migrant Department, State Diagnostic Center-Central California, other SELPAs in Region 7 RCC, and non-profit agencies/organizations.

An open invitation is extended for attendance by special and general educators, administrators, agencies, community members, and instructional assistants. Parent opportunities are also announced through these publications and through the CAC.

Individual in-service evaluation forms are used at all SELPA professional development activities. All evaluations or compilations are kept on file at the Fresno County SELPA office. Evaluation forms include suggestions for additional information on topics presented. Information derived from evaluations will be used in considering the planning, organization and implementation of future activities.

*Individual LEAs* will determine their staff development and parent/guardian education, based on their local needs. They may seek technical assistance or input from the SELPA.

*Role of the RLA/AU: N/A*

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

*The Fresno County SELPA* has a responsibility to facilitate a balance and understanding of the continuum of services available to students with disabilities. SELPA staff will support statewide and local efforts in piloting and implementing curricular options and service delivery models designed to support children with a variety of learning needs. SELPA staff may assist teachers and staff in collaboration with LEA support.

*Individual LEAs* will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs.

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

The *Fresno County SELPA* is actively involved in compliance and monitoring performance of SELPA LEA members by:

- Review Annual Performance Reports, California School Dashboard, Local Control Accountability Plans, and other data sources with LEA administrators.
- Provide technical assistance and support and or consultation to LEAs with all data sources.
- Review Annual Budget and Service Plan with LEA administrators, CAC and other

- interested parent, community or educational groups.
- Review of the funding Allocation Plan to ensure appropriate distribution of funds.

*Individual LEAs* review and monitor Annual Performance Reports, the California School Dashboard, other data sources to ensure that students with disabilities receive a free and appropriate public education. LEAs will monitor, review an address performance, compliance and accountability issues in a timely manner.

*The AU* will receive and maintain accountability for fiscal and accounting records in accordance with federal and state requirements and will submit reports to appropriate authorities.

## **7. Coordinated system of data collection and management:**

*The Fresno County SELPA* shall design or acquire and implement a data collection and storage system that will provide for the management and reporting of required data for state and federal systems. The Fresno County SELPA will continue to work with the CDE Department of Management Information System to collect and report all required data related to special education fiscal and program services, and to provide other pertinent information necessary for the operation of the SELPA. In accordance with E.C. 56205 the data collection system shall include all required components for the Annual Service Plan, which shall include a description of services to be provided by each district and county office, including the nature of the services and the physical location at which the services will be provided, including alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by county offices, and juvenile court schools, regardless of whether the district or county office is participating in the local plan. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.

*Individual LEAs* are responsible for data entry, quality and integrity. The LEAs will approve the CALPADS submission and any other required reports, as required by the CDE. LEAs are required to use the Special Education Data System (i.e. SEIS) established by the SELPA.

*Role of the RLA/AU:* N/A

## **8. Coordination of interagency agreements**

*The Fresno County SELPA Administrator* shall serve on behalf of the member Local Educational Agencies (LEAs) to implement the Local Plan, which includes regionalized services. Regionalized services are provided to assure access to special education services for all eligible individuals with exceptional needs. The Fresno County SELPA has a responsibility to assure access to a full continuum of program options for these students that may include the coordination of services provided by district of residence, county office of education, charter school LEAs, interagency agreements and memorandums of understanding as necessary.

Agreements or procedures addressing regionalized services and operations shall include but not be limited to the following:

- Coordinated system of identification and assessment.

- Coordinated system of internal program review evaluation of the effectiveness of the Local Plan, and implementation of a Local Plan accountability mechanism.
- Coordinated system of data collection and management.
- Coordination of services to medical facilities.
- Coordination of services to licensed children’s institutions and foster family homes.
- Fiscal and logistical support of the Community Advisory Committee (CAC).
- Coordination of transportation services for individuals with exceptional needs.
- Coordination of career and vocational education and transition services.
- Fiscal administration and the allocation of state and federal funds pursuant to Section 56836.23.

*Individual LEAs* will approve and implement interagency agreements as appropriate through their Superintendents participation in the Superintendents Governance Counsel and/or at the direction of the SELPA.

*The AU* is responsible for executing interagency agreements at the direction of the SELPA.

**9. Coordination of services to medical facilities:**

*The Fresno County SELPA* will facilitate coordination of Special Education and Related Services by the designated LEAs.

*Individual LEAs* are the educational responsibility of the local educational agency in which the hospital or facility is located for individuals with exceptional needs who are placed in hospital, state licensed children’s hospital, psychiatric hospital, proprietary hospital or a health facility for medical purposes.

*Role of the RLA/AU- N/A*

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

*The Fresno County SELPA* will facilitate coordination of these services by the designated LEAs.

*Individual LEAs* : Special education services for students with disabilities residing in foster family homes or licensed children’s institutions shall be the responsibility of the districts in which the foster homes and licensed children’s institution or located, unless based on education code there is another district of special education accountability, which would be responsible.

*Role of the RLA/AU: N/A*

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

*The Fresno County SELPA* will ensure that timely transmission of required reports and provide technical assistance and support to LEAs in completing those reports.

*Individual LEAs* will submit required data and work collaboratively in order for the SELPA to submit timely reports.

*The AU* is responsible, in conjunction with and under the direction of the SELPA, for completion of required accountability and fiscal reports on behalf of the SELPA.



## **12. Fiscal and logistical support of the CAC:**

*The Fresno County SELPA* will provide logistical support to CAC meetings, events, and trainings as appropriate. The SELPA will support identified parent training topics through securing presenters in collaboration with the CAC. The SELPA will be responsible for regular communication and will facilitate coordination of CAC activities.

*Individual LEAs* will facilitate communication between their CAC representative and their LEA and support CAC events and trainings as requested and appropriate.

*The Role of the RLA/AU:* N/A

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

*The Fresno County SELPA* supervises the transportation to ensure effective transportation services and fiscal oversight of the transportation contract. The SELPA office provides regular communication to the LEAs for their share of the transportation costs and resolves services and safety issues in a timely manner.

*Individual LEAs* is responsible for providing transportation for their students with disabilities as determined by their IEP teams. LEAs accessing SELPA transportation services are responsible for providing transportation data and working collaboratively with the SELPA office to ensure safe and effective services for all students.

*The AU* at the direction of the SELPA Superintendents Governance Counsel will publish a Request for Bids and secure transportation contracts as directed.

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

*The Fresno County SELPA* offers vocational and career education opportunities that provide trainings and resources to assist students to transition from high school to a variety of post-secondary options. Collaborative relationships and partnerships with local, state and federal agencies are maintained to assist LEA staff members to support their students with disabilities. The Transition Partnership Program (TPP) is a collaborative between the Fresno County SELPA and the Department of Rehabilitation. The TPP project provides career/vocational preparation instruction, vocational interest inventories and assessment through classroom instruction, vocational assessment and counseling, skills training and work experience. The Fresno County SELPA staff addresses the following vocational and career education resources for in-school youth with disabilities:

- Program management and services for the Fresno County SELPA; Department of Rehabilitation, Transition Partnership Program;
- Work with local Regional Occupational Programs (ROP) and LEA personnel to develop and implement academic, vocational and career education options that will assist students with disabilities;
- Consultation to identify and assist in the development of vocational education goals and objectives in the writing of IEPs and Individual Transition Plans (ITPs);

- Provision of a battery of career interest and vocational assessment instruments applicable for teacher use;
- Provision of vocational/career education in-service trainings;
- Linkages with local community colleges, universities and agencies that provide services for students with disabilities;
- Vocational evaluation and assessment, job development and job training including WorkAbility wage-based training for in-school youth;
- Referral to the Transition Partnership Program or other secondary skills or academic training.

*Individual LEAs* will provide appropriate career and vocational education and transition Services as required under state and federal law, including providing required elements of state Federal grants as appropriate. LEAs will also coordinate with local agencies (e.g., Regional Center and Department of Rehabilitation).

*Role of the RLA/AU:* N/A

#### **15. Assurance of full educational opportunity:**

The Fresno County SELPA through the Annual Services Plan, will ensure that the full continuum of services is provided, including the coordination of the SELPA County Operated Programs. Additionally, professional development and technical assistance and support is available upon request or as determined to be needed by the SELPA to LEAs.

*Individual LEAs*, through the Superintendents participation on the Superintendents Governance Council, will determine the regional programs needed to meet the needs of the students disabilities with in the SELPA. Each LEA is responsible for providing a full continuum of services.

*Role of the RLA/AU:* N/A

#### **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.**

*The Fresno County SELPA* will facilitate the distribution of funds in accordance with the funding allocation plan approved by the Superintendents Governance Council. The SELPA will also facilitate the Annual Budget Plan.

*Individual LEAs*, through the Superintendents participation on the Superintendents Governance Council will determine and approve the allocation of funds to the LEAs and the Annual Budget Plan. The LEAs will also submit required fiscal reports as required by state and federal laws.

*The AU* and the SELPA will work collaboratively on the reporting and accounting of special education

#### **17. Direct instructional program support that maybe provided by program specialists in accordance**

**with EC Section 56368: funding and distribute funds to districts based on the SELPA allocation plan.**

For those LEAs not receiving program specialist funds, the *Fresno County SELPA* management staff members, under the direction of the Fresno County SELPA Administrator, shall coordinate and deliver the program specialist services as required in E.C. 56195.7(c) (1) and 56368.

A program specialist may do all the following:

- Observe, consult with, and assist resource specialists, designated instruction and services Instructors, and special class teachers;
- Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs;
- Participate in each school's staff development, program development, and innovation of special methods and approaches;
- Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise;
- Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.

*Individual LEAs* are responsible to provide direct instructional support to programs in order to ensure students have access to a full continuum of Special Education and Related services.

*Role of RLA/AU:* N/A









# FRESNO COUNTY SELPA SPECIAL EDUCATION LOCAL PLAN AREA

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Trina Frazier, Assistant Superintendent

## **Local Plan Section B Governance and Administration:**

### **Special Education Local Plan Area Services**

#### **SELPA Policy Procedures 21-02**

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

In collaboration with the Central Valley Regional Center, the SELPA provides technical assistance to LEA member districts to ensure a multidisciplinary approach takes place when assessing children from birth through five years of age in all areas of suspected disability. The SELPA will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed.

**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:**

Members of the public, including parents or guardians of student with disabilities, may address questions or concerns to the governing boards of each LEA, the Superintendents Governance Council, the LEA Special Education Director, the SELPA Director and/or the CAC.

**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:**

In order to assure the continual delivery of quality services to children with disabilities, a process for dispute resolution of grievances in the responsibility for service provision, governance activities, or the distribution of funding must be in place as specified in the Local Plan

If a dispute arises over the responsibility for service provision, governance activities, program transfer, or the distribution of funding or if an LEA, group of LEAs, or a county office believes that an action taken by the Fresno County SELPA Superintendents' Governance Council (SGC) will create an undue hardship on the LEA(s) or county office, or that the action taken exceeds the authority granted the SGC within the Local Plan

and/or state or federal statute, the aggrieved LEA(s) or county office may request a review of the action by an Independent Dispute Review Panel.

Any request for such a review must be submitted in writing to the Fresno County SELPA Administrator within 30 working days of the action taken by the SGC. The written request must clearly identify the reason(s) for the request and the potential resolution(s) to the problem. The request will first be reviewed by the appropriate standing committee, which will be the Executive Committee and/or Joint Oversight Committee, which will attempt to resolve the dispute. The SGC will review the recommendations and determine if there is an acceptable resolution between the parties involved, i.e. LEA(s) or county office. If resolution requires action to be taken by the SGC, the item will be placed on the agenda accordingly.

**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:**

Each LEA shall ensure that a pupil referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate utilized.

**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:**

Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The LEA representative shall also review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided. Each LEA shall ensure that the evaluation of the educational progress of each pupil placed in a nonpublic, nonsectarian school, including all state assessment required.

**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. (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)**

The LEAs shall seek out eligible adults residing within its boundaries. Review and revise IEPs as necessary, including conducting annual reviews and determine whether the qualified individual wishes to receive FAPE and if so ensure FAPE is provided with consent. Each LEA has a policy ensuring the continuum of placement options, including the process by which FAPE is provided to students ages 18-22 who have been incarcerated and remain eligible for special education services.

## **LOCAL PLAN**

### **Section D: Annual Budget Plan**

#### **SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

2021–22 Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA

Fiscal Year

**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:** Pursuant to California *Education Code (EC)* Section 56048, 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.

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.

Section D: Annual Budget Plan

SELPA

Fiscal Year

**Table 1: Special Education Revenue by Source**

D1. Using the fields below, identify the special education revenues by funding source. The total 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	39,456,029	51.92%
AB 602 Property Taxes	13,622,748	17.92%
Federal IDEA Part B	15,449,837	20.33%
Federal IDEA Part C	134,769	0.18%
State Infant/Toddler	1,263,715	1.66%
State Mental Health	5,132,597	6.75%
Federal Mental Health	939,803	1.24%
Other Revenue*		0.00%
<b>Total Revenue</b>	75,999,498	<b>100.00%</b>

D2. Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

D3. \*Include a description of the revenue identified the "Other Revenue" category

Section D: Annual Budget Plan

SELPA

Fiscal Year

**Table 2: Total Budget by Object Codes**

D4. 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	59,951,324	40.86%
Object Code 2000—Classified Salaries	23,700,255	16.15%
Object Code 3000—Employee Benefits	38,396,532	26.17%
Object Code 4000—Supplies	3,330,621	2.27%
Object Code 5000—Services and Operations	16,599,762	11.31%
Object Code 6000—Capital Outlay	72,445	0.05%
Object Code 7000—Other Outgo and Financing*	4,681,998	3.19%
<b>Total Expenditures</b>	<b>146,732,937</b>	<b>100.00%</b>

D5. Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D6. \*Include a description of the expenditures identified under object code 7000:

Object 7000, Other Outgo, included the following: (1) Other Tuition, Excess Costs, and Deficit Payments, (2) Special Education Transportation Excess Costs, (3) Pass-through revenue to districts and charters, (4) transfer of apportionments to districts and charters, (5) transfer of indirect costs, and (6) other authorized inter-fund transfers out.

Section D: Annual Budget Plan

SELPA Fresno County SELPA

Fiscal Year 2021–22

**Table 3: Federal, State, and Local Revenue Summary**

D7. Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	<span style="border: 1px solid black; padding: 2px;">59,475,089</span>	48.76%
Federal Revenue	<span style="border: 1px solid black; padding: 2px;">16,389,640</span>	13.44%
Local Contribution	<span style="border: 1px solid black; padding: 2px;">46,118,781</span>	37.81%
<b>Total Revenue From All Sources</b>	121,983,510	100.00%

D8. Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

**Special Education Local Plan Area Funding Distribution**

D9. Describe the basic premise of the SELPA Allocation Plan.

The Fresno County SELPA allocates funding in the following manner: AB 602 State Aid is allocated by the Member's AB 602 K-12 ADA for that year, after the allocation to the SELPA Administration, Legal Cost Pool, NPS/NPA Pool, and to FCSS for County Operated Programs and Low Incidence Services. AB 602 Property Tax is allocated to the County Operated Program for Special Education; Federal IDEA Part C is allocated to the Fresno County Operated Program of Special Education; Federal IDEA Part B is allocated by the Member's prior year special education pupil count; State Infant/Toddler is allocated to the Fresno County Operated Programs for Special Education; State Mental Health is allocated on a 3-part formula which includes (1) an amount to Member LEAs per ADA, (2) an amount to the SELPA Administration and to the Fresno County Operated Programs for Special Education, and (3) an amount to the Mental Health NPS/NPA Pool; and Federal Mental Health is allocated to the SELPA Administration and the Fresno County Operated Programs for Special Education.

D10. Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

The Fresno County SELPA distributes IDEA revenues in the following manner: Federal IDEA Part C is allocated to the Fresno County Operated Programs for Special Education; Federal IDEA Part B is allocated by the Member's prior year special education pupil count; and Federal Mental Health is allocated to the SELPA Administration and the Fresno County Operated Programs for Special Education.

Section D: Annual Budget Plan

SELPA Fresno County SELPA

Fiscal Year 2021–22

**Table 4: Special Education Local Plan Area Operating Expenditures**

D11. Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses. NOTE: For 2021-22 fiscal year, this table optional for single LEA SELPAs.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	308,142	6.44%
Object Code 2000—Classified Salaries	535,443	11.19%
Object Code 3000—Employee Benefits	345,789	7.23%
Object Code 4000—Supplies	155,090	3.24%
Object Code 5000—Services and Operations	3,300,112	68.96%
Object Code 6000—Capital Outlay	57,500	1.20%
Object Code 7000—Other Outgo and Financing*	83,226	1.74%
<b>Total Operating Expenditures</b>	<b>4,785,302</b>	<b>100.00%</b>

D12. \*Include a description of the expenditures identified under object code 7000:

Object 7000, Other Outgo, included the following: (1) Other Tuition, Excess Costs, and Deficit Payments, (2) Special Education Transportation Excess Costs, (3) Pass-through revenue to districts and charters, (4) transfer of apportionments to districts and charters, (5) transfer of indirect costs, and (6) other authorized inter-fund transfers out.

Section D: Annual Budget Plan

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**Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with Low Incidence Disabilities**

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5–22 Severely Disabled." Students with a low-incidence 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.

D13. 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

D14. Enter the total projected expenditures for supplemental aids and services (SAS) for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence (LI) disabilities.

Total Projected Expenditures for SAS in the Regular Classroom Provided to Students with Disabilities

Total Projected Expenditures for Students with LI Disabilities

D15. Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state expenditures by LEAs participating in the SELPA.



Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

**LOCAL PLAN**  
**Attachments**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division  
2021–22 Local Plan Submission

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Attachment I

SELPA:

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**Attachment I—Local Educational Agency Listing**

**Participating Local Educational Agency Identification**

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c), SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

**To Add or Delete Rows:**

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

**LEA Membership Changes:**

If an LEA was previously reported to the CDE in fiscal year 2020–21 or 2021–22 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

**SELPA County/District/School Codes**

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	10	61994	1061994		Alvina Elementary	Mike	Iribarren	(559) 864-9411	Miribarren@alvinaesd.org	<b>Previously Reported</b>
	2	10	62026	1062026		Big Creek Elementary	Hillary	Reid	(559) 893-3314	hreid@fcoe.org	<b>Previously Reported</b>
	3	10	62042	1062042		Burrel Union Elementary	Elizabeth	Runyon	(559) 866-5634	erunyon@buesd.or	<b>Previously Reported</b>
	4	10	75598	1075598		Caruthers Unified	Tod	Tompkins	(559) 495-6443	ttompkins@caruthers.k12.ca.us	<b>Previously Reported</b>
	5	10	73965	1073965		Central Unified	David	Paliughi	(559) 274-4700	dpaliughi@centralunified.org	<b>Previously Reported</b>
	6	10	62109	1062109		Clay Joint Elementary	Katherine	Burton	(559) 897-4185	kburton@clayelementary.org	<b>Previously Reported</b>
	7	10	62125	1062125		Coalinga/Huron Joint Unified	Jennifer	Pinto	(559) 935-7512	jpinto@chusd.org	<b>Previously Reported</b>
	8	10	10108	1010108		Fresno County Supt. of Schools	Tangee	Pinheiro	(559) 256-	tpinheiro@fcoe.org	<b>Previously Reported</b>
	9	10	73809	1073809		Firebaugh-Las Deltas Joint Unified	Betty	Carmona	(559) 659-2131	bcarmona@fldusd.org	<b>Previously Reported</b>
	10	10	62158	1062158		Fowler Unified	Gloria	Regier	(559) 834-6080	gloria.regier@fowler.k12.ca.us	<b>Previously Reported</b>
	11	10	75234	1075234		Golden Plains Unified	Keith	Mackey	(559) 693-1115	kmackey@gpusd.org	<b>Previously Reported</b>
	12	10	73999	1073999		Kerman Unified	Diane	Lira	(559) 843-9036	diane.lira@kermanusd.com	<b>Previously Reported</b>

Attachment I

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	10	62265	1062265		Kings Canyon Joint Unified	Michelle	Willems	(559) 305-7186	willems-m@kcsud.com	<b>Previously Reported</b>
	14	10	62240	1062240		Kingsburg Elementary Charter	Joy	Bratton	(559) 897-6864	jbratton@kesd.org	<b>Previously Reported</b>
	15	10	62257	1062257		Kingsburg Joint Union High	Cindy	Schreiner	(559) 897-7721	cschreiner@kingsburghigh.com	<b>Previously Reported</b>
	16	10	62281	1062281		Laton Joint Unified	Denise	Bedoian	(559) 922-4015	dbedoian@laton.k12.ca.us	<b>Previously Reported</b>
	17	10	75127	1075127		Mendota Unified	JoJo	Reyes	(559) 655-4262	jojoreyes@mendotaschools.org	<b>Previously Reported</b>
	18	10	62323	1062323		Monroe Unified	Shelley	Manser	(559) 834-2895	smanser@monroe.k12.ca.us	<b>Previously Reported</b>
	19	10	62331	1062331		Orange Center Elementary	Terry	Hirschfield	(559) 237-0437	thirschfield@orangecenter.org	<b>Previously Reported</b>
	20	10	62364	1062364		Parlier Unified	Antonio	Aguilar	(559) 646-2123	aaguilar@parlierunified.org	<b>Previously Reported</b>
	21	10	62356	1062356		Pacific Union Elementary	Mary	Frea	(559) 834-2533	mfrea@puschool.org	<b>Previously Reported</b>
	22	10	62372	1062372		Pine Ridge Elementary	Steve	Rosa	(559) 841-2444	srosa@prsrattlers.org	<b>Previously Reported</b>
	23	10	62380	1062380		Raisin City Elementary	Juan	Sandoval	(559) 233-0128	jsandoval@raisinesd.org	<b>Previously Reported</b>
	24	10	75408	1075408		Riverdale Joint Unified	Jeff	Moore	(559) 891-4319	jmoore@rjusd.org	<b>Previously Reported</b>

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	25	10	62414	1062414		Sanger Unified	Jason	Stricker	(559) 524-6571	jason_stricker@sangerusd.net	<b>Previously Reported</b>
	26	10	62430	1062430		Selma Unified	Diane	Gischel-Lingo	(559) 898-6500	diane.gischellingo@selmausd.org	<b>Previously Reported</b>
	27	10	75275	1075278		Sierra Unified	Teresa	Page	(559) 855-3662	tpage@sierrausd.org	<b>Previously Reported</b>
	28	10	62513	1062513		Washington Colony Elementary	Evelyn	Diaz	(559) 233-0706	evelyndiaz@washingtontoncolony.org	<b>Previously Reported</b>
	29	10	76778	1076778		Washington Unified	Derek	Cruz	(559) 495-5609	dcruz@wusd.ws	<b>Previously Reported</b>
	30	10	62539	1062539		West Park Elementary	Christine	Doughty	(559) 233-6501	christine_d@wpesd.org	<b>Previously Reported</b>
	31	10	62547	1062547		Westside Elementary	Vicki	Tarvin	(559) 884-2482	vtarvin@westsideelem.com	<b>Previously Reported</b>

Attachment II

SELPA:

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Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA:

Fiscal Year:

**Attachment II—Projected Special Education Revenue by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Alvina Elementary	70,803	0	0	32,664	0	3,068	0	0	106,535
2	Big Creek Elementary	15,845	0	0	12,702	0	690	0	0	29,237
3	Burrel Union Elementary	42,763	0	0	23,590	0	1,903	0	0	68,256
4	Caruthers Unified	521,825	0	0	268,567	0	23,630	0	0	814,022
5	Central Unified	6,037,961	0	0	2,856,242	0	240,153	0	0	9,134,356
6	Clay Joint Elementary	86,360	0	0	25,405	0	3,825	0	0	115,590
7	Coalinga/Huron Joint Unified	1,868,059	0	0	865,583	0	67,382	0	0	2,801,024
8	Fresno County Supt. of Schools	9,482,985	13,622,748	134,769	1,328,829	723,368	3,877,622	939,803	0	30,110,124



Attachment II

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Firebaugh-Las Deltas Joint Unified	773,962	0	0	402,850	0	34,156	0	0	1,210,968
10	Fowler Unified	908,684	0	0	439,143	0	39,668	0	0	1,387,495
11	Golden Plains Unified	557,236	0	0	270,381	0	23,903	0	0	851,520
12	Kerman Unified	1,812,335	0	0	992,608	0	80,307	0	0	2,885,250
13	Kings Canyon Joint Unified	3,556,910	0	0	1,529,741	540,347	150,370	0	0	5,777,368
14	Kingsburg Elementary Charter	813,029	0	0	395,591	0	34,313	0	0	1,242,933
15	Kingsburg Joint Union High	397,942	0	0	152,430	0	18,018	0	0	568,390
16	Laton Joint Unified	226,483	0	0	170,576	0	9,978	0	0	407,037
17	Mendota Unified	1,195,063	0	0	359,299	0	54,427	0	0	1,608,789
18	Monroe Unified	56,313	0	0	18,146	0	2,536	0	0	76,995

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
19	Orange Center Elementary	108,663	0	0	87,103	0	5,108	0	0	200,874
20	Parlier Unified	1,202,341	0	0	602,460	0	53,262	0	0	1,858,063
21	Pacific Union Elementary	154,901	0	0	56,254	0	5,928	0	0	217,083
22	Pine Ridge Elementary	47,169	0	0	3,114	0	1,764	0	0	52,047
23	Raisin City Elementary	100,379	0	0	36,293	0	4,470	0	0	141,142
24	Riverdale Joint Unified	543,419	0	0	261,308	0	23,769	0	0	828,496
25	Sanger Unified	4,587,603	0	0	1,711,205	0	193,952	0	0	6,492,760
26	Selma Unified	2,315,310	0	0	1,468,043	0	95,205	0	0	3,878,558
27	Sierra Unified	489,716	0	0	323,006	0	18,662	0	0	831,384
28	Washington Colony Elementary	159,135	0	0	70,771	0	7,018	0	0	236,924

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
29	Washington Unified	1,018,965	0	0	566,167	0	44,474	0	0	1,629,606
30	West Park Elementary	241,929	0	0	78,029	0	10,212	0	0	330,170
31	Westside Elementary	61,941	0	0	41,737	0	2,824	0	0	106,502
Totals:		39,456,029	13,622,748	134,769	15,449,837	1,263,715	5,132,597	939,803	939,803	75,999,498

## Attachment III

SELPA: Fiscal Year: **Attachment III—Projected Expenditures by Object Code by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Alvina Elementary	66,381	0	13,025	0	68,399	0	0	147,805
2	Big Creek Elementary	0	23,581	7,067	0	22,902	0	0	53,550
3	Burrel Union Elementary	42,377	0	12,550	5,281	65,276	0	0	125,484
4	Caruthers Unified	555,172	339,367	380,932	279,335	402,215	0	104,517	2,061,538
5	Central Unified	11,309,748	4,310,897	7,547,856	162,139	2,159,863	0	1,060,951	26,551,454
6	Clay Joint Elementary	45,956	0	19,830	0	53,506	0	0	119,292
7	Coalinga/Huron Joint Unified	2,563,108	1,086,416	1,892,682	550,213	985,387	0	58,293	7,136,099
8	Fresno County Supt. of Schools	14,016,473	7,146,446	10,379,921	1,119,663	6,065,354	71,305	2,046,334	40,845,496
9	Firebaugh-Las Deltas Joint Unified	1,214,963	498,302	776,416	60,649	224,435	0	0	2,774,765

## Attachment III

SELPA: Fiscal Year: 

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Fowler Unified	1,453,511	255,320	678,958	32,707	276,775	0	0	2,697,271
11	Golden Plains Unified	791,854	194,555	440,832	19,235	469,034	0	112,789	2,028,299
12	Kerman Unified	3,146,670	859,429	1,360,651	164,941	320,258	0	188,076	6,040,025
13	Kings Canyon Joint Unified	7,536,497	2,151,250	4,437,186	219,818	696,471	0	236,484	15,277,706
14	Kingsburg Elementary Charter	1,154,819	491,204	590,541	2,443	23,273	0	20,700	2,282,980
15	Kingsburg Joint Union High	355,564	75,213	193,215	6,553	97,167	0	0	727,712
16	Laton Joint Unified	208,247	101,037	114,857	25,693	31,340	0	0	481,174
17	Mendota Unified	1,652,447	321,400	570,221	23,691	662,524	0	0	3,230,283
18	Monroe Unified	60,166	7,708	31,990	0	61,427	0	0	161,291
19	Orange Center Elementary	133,168	17,740	77,419	10,889	89,120	0	0	328,336
20	Parlier Unified	1,808,869	1,177,286	1,900,298	37,947	289,458	0	268,314	5,482,172

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
21	Pacific Union Elementary	120,150	0	49,978	0	154,254	0	0	324,382
22	Pine Ridge Elementary	51,306	0	19,921	164	58,510	0	0	129,901
23	Raisin City Elementary	166,485	38,939	57,340	5,565	48,560	0	0	316,889
24	Riverdale Joint Unified	676,719	214,468	383,831	20,686	484,611	0	0	1,780,315
25	Sanger Unified	5,011,573	2,085,656	3,163,636	128,108	1,339,393	0	182,847	11,911,213
26	Selma Unified	3,680,031	1,624,825	1,954,544	421,810	95,444	0	370,000	8,146,654
27	Sierra Unified	947,742	368,437	534,985	10,906	205,289	0	32,693	2,100,052
28	Washington Colony Elementary	192,492	40,999	109,382	2,200	175,037	0	0	520,110
29	Washington Unified	738,868	194,828	558,072	0	706,659	0	0	2,198,427
30	West Park Elementary	173,144	46,491	73,610	11,038	186,436	1,140	0	491,859
31	Westside Elementary	76,825	28,461	64,786	8,948	81,385	0	0	260,405

Attachment III

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
	<b>Totals:</b>	59,951,325	23,700,255	38,396,532	3,330,622	16,599,762	72,445	4,681,998	146,732,939

## Attachment IV

SELPA: Fiscal Year: **Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Alvina Elementary	32,664	0.20%	73,871	0.12%	34,212	106,535
2	Big Creek Elementary	12,702	0.08%	16,535	0.03%	20,950	29,237
3	Burrel Union Elementary	23,590	0.14%	44,666	0.08%	7,396	68,256
4	Caruthers Unified	268,567	1.64%	545,455	0.92%	1,009,731	814,022
5	Central Unified	2,856,242	17.43%	6,278,114	10.56%	11,871,421	9,134,356
6	Clay Joint Elementary	25,405	0.16%	90,185	0.15%	9,029	115,590
7	Coalinga/Huron Joint Unified	865,583	5.28%	1,935,441	3.25%	4,000,000	2,801,024
8	Fresno County Supt. of Schools	2,268,632	13.84%	27,706,723	46.59%	128,995	29,975,355
9	Firebaugh-Las Deltas Joint Unified	402,850	2.46%	808,118	1.36%	816,957	1,210,968



## Attachment IV

SELPA: Fiscal Year: 

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Fowler Unified	439,143	2.68%	948,352	1.59%	1,382,442	1,387,495
11	Golden Plains Unified	270,381	1.65%	581,139	0.98%	1,102,650	851,520
12	Kerman Unified	992,608	6.06%	1,892,642	3.18%	2,956,775	2,885,250
13	Kings Canyon Joint Unified	1,529,741	9.33%	4,247,627	7.14%	3,780,209	5,777,368
14	Kingsburg Elementary Charter	395,591	2.41%	847,342	1.42%	820,311	1,242,933
15	Kingsburg Joint Union High	152,430	0.93%	415,960	0.70%	214,114	568,390
16	Laton Joint Unified	170,576	1.04%	236,461	0.40%	169,213	407,037
17	Mendota Unified	359,299	2.19%	1,249,490	2.10%	1,455,699	1,608,789
18	Monroe Unified	18,146	0.11%	58,849	0.10%	0	76,995
19	Orange Center Elementary	87,103	0.53%	113,771	0.19%	113,822	200,874
20	Parlier Unified	602,460	3.68%	1,255,603	2.11%	3,211,058	1,858,063

Attachment IV

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
21	Pacific Union Elementary	56,254	0.34%	160,829	0.27%	161,337	217,083
22	Pine Ridge Elementary	3,114	0.02%	48,933	0.08%	55,231	52,047
23	Raisin City Elementary	36,293	0.22%	104,849	0.18%	197,390	141,142
24	Riverdale Joint Unified	261,308	1.59%	567,188	0.95%	1,175,701	828,496
25	Sanger Unified	1,711,205	10.44%	4,781,555	8.04%	4,252,151	6,492,760
26	Selma Unified	1,468,043	8.96%	2,410,515	4.05%	4,664,339	3,878,558
27	Sierra Unified	323,006	1.97%	508,378	0.85%	1,121,084	831,384
28	Washington Colony Elementary	70,771	0.43%	166,153	0.28%	176,864	236,924
29	Washington Unified	566,167	3.45%	1,063,439	1.79%	898,624	1,629,606
30	West Park Elementary	78,029	0.48%	252,141	0.42%	150,189	330,170
31	Westside Elementary	41,737	0.25%	64,765	0.11%	160,884	106,502

Attachment IV

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
	Totals:	16,389,640	100.00%	59,475,089	100.00%	46,118,778	75,864,729

Attachment V

SELPA:

Fiscal Year:

**Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities**

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Alvina Elementary	0	0
2	Big Creek Elementary	0	0
3	Burrel Union Elementary	0	0
4	Caruthers Unified	0	0
5	Central Unified	593,319	0
6	Clay Joint Elementary	0	0
7	Coalinga/Huron Joint Unified	0	0
8	Fresno County Supt. of Schools	9,021	254,535
9	Firebaugh-Las Deltas Joint Unified	0	0

Attachment V

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Fowler Unified	0	0
11	Golden Plains Unified	1,202,175	0
12	Kerman Unified	0	0
13	Kings Canyon Joint Unified	0	0
14	Kingsburg Elementary Charter	0	0
15	Kingsburg Joint Union High	2,519	0
16	Laton Joint Unified	0	0
17	Mendota Unified	0	0
18	Monroe Unified	0	0
19	Orange Center Elementary	0	0
20	Parlier Unified	0	0

Attachment V

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
21	Pacific Union Elementary	0	0
22	Pine Ridge Elementary	0	0
23	Raisin City Elementary	0	0
24	Riverdale Joint Unified	0	0
25	Sanger Unified	0	0
26	Selma Unified	79,360	0
27	Sierra Unified	0	0
28	Washington Colony Elementary	0	0
29	Washington Unified	0	0
30	West Park Elementary	0	0
31	Westside Elementary	45,984	0
Totals:		1,932,378	254,535

**Attachment VI  
must be  
completed  
using the CDE  
approved  
Microsoft Excel  
Template**

Attachment VII

SELPA:

Fiscal Year:

**Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)**

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of EC Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
		Delete This Row							<input type="text"/>

DO NOT  
DISTRIBUTE



**LOCAL PLAN**  
**Section E: Annual Service Plan**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

January 2020

Section E: Annual Service Plan

SELPA:

Fiscal Year:

## E. Annual Service Plan

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

The annual service plan shall be adopted at a public hearing held by the Special Education Local Plan Area (SELPA). Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. The annual service plan may be revised during any fiscal year according to the policymaking process as established and specified in the local plan consistent with *EC* sections 56001(f) and 56195.9. The annual service plan shall include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location at which the services will be provided, regardless of whether the LEA is participating in the local plan.

### Services Included in the Local Plan: 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 are listed in **Attachments VI**. Services provided by school sites are listed in **Attachment VII**.

**Include a description of the service provided and the physical location where the service is delivered:**

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 330—Specialized Academic Instruction       *Service is Not Currently Provided*

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.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input checked="" type="checkbox"/> Alternative schools         | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input checked="" type="checkbox"/> Community schools—COE       | <input checked="" type="checkbox"/> Other <input type="text" value="Private Day School"/>       |
| <input checked="" type="checkbox"/> Community day schools—LEA   | <input type="checkbox"/> Other <input type="text"/>   |
| <input checked="" type="checkbox"/> Nonpublic schools (NPSs)    | <input type="checkbox"/> Other <input type="text"/>   |

- 210—Family Training, Counseling, Home Visits (Ages 0-2 only)       *Service is Not Currently Provided*

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

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development.

Physical location(s) where the service is provided:

- |  |  |
|--|--|
| <input type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes                                       |
| <input type="checkbox"/> Alternative schools         | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Program"/> |
| <input type="checkbox"/> Community schools—COE       | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> Community day schools—LEA   | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> Nonpublic agencies (NPAs)   | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> NPSs                        |  |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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.

230-Nutrition (Ages 0-2) is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at this time as an offer of FAPE.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 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.

Service coordination services are provided by a service coordinator to assist and enable an infant or toddler with a disability and the child's family to receive the services and rights, including procedural safeguards. Service Coordinator assists parents of infants and toddlers with disabilities in obtaining access to needed early intervention services and other services identified in the IFSP, including making referrals to providers for needed services and scheduling appointments for infants and toddlers with disabilities and their families; doordinating the provision of early intervention services and other services (such as educational, social, and medical services that are not provided for diagnostic or evaluative purposes) that the child needs or is being provided; doordinating evaluations and assessments; facilitating and participating in the development, review, and evaluation of IFSPs; conducting referral and other activities to assist families in identifying available EIS providers; coordinating, facilitating, and monitoring the delivery of services required under this part to ensure that the services are provided in a timely manner; conducting follow-up activities to determine that appropriate part C services are being provided; informing families of their rights and procedural safeguards, as set forth in subpart E of this part and related resources; doordinating the funding sources for services required under this part; and facilitating the development of a transition plan to preschool, school, or, if appropriate, to other services.

Physical location(s) where the service is provided:

- |  |  |
|--|--|
| <input type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes                                       |
| <input type="checkbox"/> Alternative schools         | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Program"/> |
| <input type="checkbox"/> Community schools—COE       | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> Community day schools—LEA   | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> NPAs                        | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> NPSs                        |  |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 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.

Special instruction includes: the design of learning environments and activities that promote the child’s acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child’s individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child’s development.

Physical location(s) where the service is provided:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes                                       |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="Public Preschool"/>        |
| <input type="checkbox"/> Community schools—COE                  | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Program"/> |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> NPSs                                   |  |

- 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.

260-Special Education Aide (Ages 0-2) is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at the time of the offer of FAPE.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 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       *Service is Not Currently Provided*

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

Physical location(s) where the service is provided:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes                                       |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Program"/> |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <input type="text"/>  |
| <input checked="" type="checkbox"/> Community day schools—LEA   | <input type="checkbox"/> Other <input type="text"/>  |
| <input checked="" type="checkbox"/> NPAs                        | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> NPSs                                   |  |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 350—Individual and Small Group Instruction       *Service is Not Currently Provided*

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

Physical location(s) where the service is provided:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools                    | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> NPSs                                   | <input type="checkbox"/> Other <input type="text"/>      |



Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 415–Speech and Language (5 CCR 3051.1)       *Service is Not Currently Provided*

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

Language and speech 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, and may be direct or indirect, including the use of a speech consultant.

Physical location(s) where the service is provided:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes                                       |
| <input checked="" type="checkbox"/> Alternative schools         | <input checked="" type="checkbox"/> Other <input type="text" value="Private Programs"/>        |
| <input checked="" type="checkbox"/> Community schools—COE       | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Program"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA   | <input checked="" type="checkbox"/> Other <input type="text" value="Public Preschool"/>        |
| <input checked="" type="checkbox"/> NPAs                        | <input type="checkbox"/> Other <input type="text"/>  |
| <input checked="" type="checkbox"/> NPSs                        |  |

- 425–Adapted Physical Education (5 CCR 3051.5)       *Service is Not Currently Provided*

Physical location(s) where the service is provided:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes                                       |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="Public Preschool"/>        |
| <input checked="" type="checkbox"/> Community schools—COE       | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Program"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA   | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> NPSs                                   |  |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 435–Health and Nursing: Special Physical Health Care (5 CCR 3051.12)       *Service is Not Currently Provided*

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

Specialized physical health care services means those health services prescribed by the child’s licensed physician and 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 (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input checked="" type="checkbox"/> Alternative schools         | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input checked="" type="checkbox"/> Community schools—COE       | <input checked="" type="checkbox"/> Other <input type="text" value="Public Preschool"/>         |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPSs                                   |   |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 436–Health and Nursing: Other Services  
(5 CCR 3051.12)       *Service is Not Currently Provided*

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

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <input type="text"/>   |
| <input checked="" type="checkbox"/> Community day schools—LEA   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPSs                                   |   |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

445–Assistive Technology Services  
(5 CCR 3051.19)

*Service is Not Currently Provided*

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

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.

Physical location(s) where the service is provided:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes                                       |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Program"/> |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> NPSs                                   |  |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 450—Occupational Therapy (5 CCR 3051.6)       *Service is Not Currently Provided*

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

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.

Physical location(s) where the service is provided:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes                                       |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Program"/> |
| <input type="checkbox"/> Community schools—COE                  | <input checked="" type="checkbox"/> Other <input type="text" value="Public Preschool"/>        |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>  |
| <input checked="" type="checkbox"/> NPAs                        | <input type="checkbox"/> Other <input type="text"/>  |
| <input checked="" type="checkbox"/> NPSs                        |  |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 460–Physical Therapy (5 CCR 3051.6)       *Service is Not Currently Provided*

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

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the 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.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPSs                                   |   |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 510—Individual Counseling (5 CCR 3051.9)       *Service is Not Currently Provided*

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 such student aspects as education, 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.

Physical location(s) where the service is provided:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes                                       |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Program"/> |
| <input checked="" type="checkbox"/> Community schools—COE       | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>  |
| <input checked="" type="checkbox"/> NPAs                        | <input type="checkbox"/> Other <input type="text"/>  |
| <input checked="" type="checkbox"/> NPSs                        |  |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 515–Counseling and Guidance  
(5 CCR 3051.9)  *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 such student aspects as education, 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. 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.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>   |
| <input checked="" type="checkbox"/> NPAs                        | <input type="checkbox"/> Other <input type="text"/>   |
| <input checked="" type="checkbox"/> NPSs                        |   |



Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 520–Parent Counseling (5 CCR 3051.9)       *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 IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.

Physical location(s) where the service is provided:

- |  |   |
|--|---|
| <input type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input type="checkbox"/> Alternative schools         | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input type="checkbox"/> Community schools—COE       | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> Community day schools—LEA   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPAs                        | <input type="checkbox"/> Other <input type="text"/>   |
| <input checked="" type="checkbox"/> NPSs             |   |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

525–Social Worker (5 CCR 3051.13)

*Service is Not Currently Provided*

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

Social work services, provided by a qualified individual pursuant to an IEP, include, 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.

Physical location(s) where the service is provided:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools                    | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> NPSs                                   | <input type="checkbox"/> Other <input type="text"/>      |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 530–Psychological Services (5 CCR 3051.10)     *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 IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and 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. IEP required psychological services are expected to supplement the regular guidance and counseling program.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input checked="" type="checkbox"/> Alternative schools         | <input checked="" type="checkbox"/> Other <input type="text" value="Headstart Program"/>        |
| <input checked="" type="checkbox"/> Community schools—COE       | <input checked="" type="checkbox"/> Other <input type="text" value="Public Preschool"/>         |
| <input checked="" type="checkbox"/> Community day schools—LEA   | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>   |
| <input checked="" type="checkbox"/> NPSs                        |   |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 535–Behavior Intervention (5 CCR 3051.23)       *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.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input checked="" type="checkbox"/> Alternative schools         | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input checked="" type="checkbox"/> Community schools—COE       | <input type="checkbox"/> Other <input type="text"/>   |
| <input checked="" type="checkbox"/> Community day schools—LEA   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>   |
| <input checked="" type="checkbox"/> NPSs                        | <input type="checkbox"/> Other <input type="text"/>   |

- 540–Day Treatment       *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.

540-Day Treatment is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at this time as an offer of FAPE.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 545–Residential Treatment  *Service is Not Currently Provided*

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

A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.

Physical location(s) where the service is provided:

- |  |  |
|--|--|
| <input type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools         | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> Community schools—COE       | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> Community day schools—LEA   | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> NPAs                        | <input type="checkbox"/> Other <input type="text"/>      |
| <input checked="" type="checkbox"/> NPSs             |  |

- 610–Specialized Service for Low Incidence Disabilities (5 CCR 3051.16)  *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 who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPSs                                   |   |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 710—Specialized Deaf and Hard of Hearing (5 CCR 3051.18)       *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.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="Child development or child care facility"/> |
| <input type="checkbox"/> Community schools—COE                  | <input checked="" type="checkbox"/> Other <input type="text" value="Public Preschool"/>                         |
| <input type="checkbox"/> Community day schools—LEA              | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/>                 |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPSs                                   |   |

- 720—Audiological (5 CCR 3051.2)       *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, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input checked="" type="checkbox"/> Alternative schools         | <input checked="" type="checkbox"/> Other <input type="text" value="Child development or child care facility"/> |
| <input type="checkbox"/> Community schools—COE                  | <input checked="" type="checkbox"/> Other <input type="text" value="Public Preschool"/>                         |
| <input type="checkbox"/> Community day schools—LEA              | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/>                 |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPSs                                   |   |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

725—Specialized Vision (5 CCR 3051.7)

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; and 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.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="Public Preschool"/>         |
| <input type="checkbox"/> Community schools—COE                  | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPSs                                   |   |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 730–Orientation and Mobility (5 CCR 3051.3)     *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 IEP.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="Public Preschool"/>         |
| <input type="checkbox"/> Community schools—COE                  | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPSs                                   |   |

- 735–Braille Transcription (5 CCR 3051.22)     *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.

735- Braille Transcription is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at this time as an offer of FAPE.



Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 740—Specialized Orthopedic Service (5 CCR 3030(e) and 3051.16)       *Service is Not Currently Provided*

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

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="Headstart Program"/>        |
| <input type="checkbox"/> Community schools—COE                  | <input checked="" type="checkbox"/> Other <input type="text" value="Public Preschool"/>         |
| <input type="checkbox"/> Community day schools—LEA              | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPSs                                   |   |

- 745—Reading Service (5 CCR 3051.16)       *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 (5 CCR 3051.16)       *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.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 755–Transcription Service (5 CCR 3051.16)       *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 offered as part of our full continuum of services but we do not currently have any student requiring this specific service at this time as an offer of FAPE.

- 760–Recreation Service, Including Therapeutic Recreation (5 CCR 3051.15)       *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 is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at this time as an offer of FAPE.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 820—College Awareness  
(34 CFR 300.39 and 300.43)  *Service is Not Currently Provided*

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

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input checked="" type="checkbox"/> Alternative schools         | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input checked="" type="checkbox"/> Community schools—COE       | <input type="checkbox"/> Other <input type="text"/>   |
| <input checked="" type="checkbox"/> Community day schools—LEA   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPSs                                   | <input type="checkbox"/> Other <input type="text"/>   |

- 830—Vocational Assessment, Counseling,  
Guidance, and Career Assessment  
(5 CCR 3051.14)  *Service is Not Currently Provided*

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input checked="" type="checkbox"/> Alternative schools         | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input checked="" type="checkbox"/> Community schools—COE       | <input type="checkbox"/> Other <input type="text"/>   |
| <input checked="" type="checkbox"/> Community day schools—LEA   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>   |
| <input checked="" type="checkbox"/> NPSs                        | <input type="checkbox"/> Other <input type="text"/>   |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 840–Career Awareness (5 CCR 3051.14)       *Service is Not Currently Provided*

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

Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input checked="" type="checkbox"/> Alternative schools         | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input checked="" type="checkbox"/> Community schools—COE       | <input type="checkbox"/> Other <input type="text"/>   |
| <input checked="" type="checkbox"/> Community day schools—LEA   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>   |
| <input checked="" type="checkbox"/> NPSs                        | <input type="checkbox"/> Other <input type="text"/>   |

- 850–Work Experience Education (5 CCR 3051.14)       *Service is Not Currently Provided*

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

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="Community College"/>        |
| <input checked="" type="checkbox"/> Community schools—COE       | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPSs                                   | <input type="checkbox"/> Other <input type="text"/>   |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

855–Job Coaching (5 CCR 3051.14)

*Service is Not Currently Provided*

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

Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPSs                                   |   |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

860–Mentoring (5 CCR 3051.14)

*Service is Not Currently Provided*

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

Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.

Physical location(s) where the service is provided:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools                    | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> Community schools—COE                  | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>      |
| <input type="checkbox"/> NPSs                                   | <input type="checkbox"/> Other <input type="text"/>      |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 865—Agency Linkages, Referral and Placement (30 EC Section 56341.5)  *Service is Not Currently Provided*

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

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).

Physical location(s) where the service is provided:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes  |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Programs"/> |
| <input type="checkbox"/> Community schools—COE                  | <input checked="" type="checkbox"/> Other <input type="text" value="Community College"/>        |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>   |
| <input type="checkbox"/> NPSs                                   |   |

- 870—Travel Training, Including Mobility Training (5 CCR 3051.3)  *Service is Not Currently Provided*

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

Physical location(s) where the service is provided:

- |  |  |
|--|--|
| <input type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes                                       |
| <input type="checkbox"/> Alternative schools         | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Program"/> |
| <input type="checkbox"/> Community schools—COE       | <input checked="" type="checkbox"/> Other <input type="text" value="Community College"/>       |
| <input type="checkbox"/> Community day schools—LEA   | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> NPAs                        | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> NPSs                        |  |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

890–Other Transition Services  
(5 CCR 3051 and 3051.24)

*Service is Not Currently Provided*

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

Physical location(s) where the service is provided:

Schools operated by the LEA

Opportunity schools and classes

Alternative schools

Other

Community schools—COE

Other

Community day schools—LEA

Other

NPAs

Other

NPSs



Section E: Annual Service Plan

SELPA:

Fiscal Year:

900–Other Related Service  
(5 CCR 3051 and 3051.24)

Qualified Service

Physical location(s) where the service is provided:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes                                       |
| <input type="checkbox"/> Alternative schools                    | <input checked="" type="checkbox"/> Other <input type="text" value="Private Program"/>         |
| <input type="checkbox"/> Community schools—COE                  | <input checked="" type="checkbox"/> Other <input type="text" value="County Operated Program"/> |
| <input type="checkbox"/> Community day schools—LEA              | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> NPAs                                   | <input type="checkbox"/> Other <input type="text"/>  |
| <input type="checkbox"/> NPSs                                   |  |

Use of Code 900 requires further explanation. Related services may be provided throughout the full continuum of educational settings when needed as determined by the IEP team. All entities and individuals providing related services shall meet the qualifications found in 34 *CFR* sections 300.156(b) and 3001(r) and the applicable portions of section 3051 et seq. Provide a description of staff qualifications for each of the Code 900 services identified herein.

900–Other Related Service  
(5 CCR 3051 and 3051.24)

Qualified Service

900–Other Related Service  
(5 CCR 3051 and 3051.24)

Qualified Service

900–Other Related Service  
(5 CCR 3051 and 3051.24)

Qualified Service