

Special Education Local Plan Area (SELPA) Local Plan

SELPA 46-10462 Sierra County

Fiscal Year 2021–22

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

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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.

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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	472,854	59.27%
AB 602 Property Taxes	0	0.00%
Federal IDEA Part B	271,551	34.04%
Federal IDEA Part C	27,744	3.48%
State Infant/Toddler	0	0.00%
State Mental Health	4,606	0.58%
Federal Mental Health	0	0.00%
Other Revenue*	21,000	2.63%
Total Revenue	797,755	100.00%

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

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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	<input type="text" value="228,066"/>	28.59%
Object Code 2000—Classified Salaries	<input type="text" value="160,715"/>	20.15%
Object Code 3000—Employee Benefits	<input type="text" value="168,694"/>	21.15%
Object Code 4000—Supplies	<input type="text" value="24,894"/>	3.12%
Object Code 5000—Services and Operations	<input type="text" value="188,004"/>	23.57%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing*	<input type="text" value="27,382"/>	3.43%
Total Expenditures	797,755	100.00%

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:

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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	<input type="text" value="498,460"/>	62.48%
Federal Revenue	<input type="text" value="209,707"/>	26.29%
Local Contribution	<input type="text" value="89,588"/>	11.23%
Total Revenue From All Sources	797,755	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.

We are a single district county. The SELPA program is operated entirely through the Sierra County Office of Education and not distributed directly to the district. Our SELPA program is funded with AB602 apportionment revenues with additional state programs specifically targeted for certain disabilities, i.e. mental health. We also have some funding through federal sources for specific age groups, disabilities, etc.

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

We are a single district county and our SELPA program operates independent from the district. No revenues are passed through from the county SELPA to the LEA. Our revenues are calculated based on prior year P-2 ADA.

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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	228,066	28.59%
Object Code 2000—Classified Salaries	160,715	20.15%
Object Code 3000—Employee Benefits	168,694	21.15%
Object Code 4000—Supplies	24,894	3.12%
Object Code 5000—Services and Operations	188,004	23.57%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing*	27,382	3.43%
Total Operating Expenditures	797,755	100.00%

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

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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.

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Local Plan Section E: Annual Service Plan

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

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

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

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

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

330–Specialized Academic Instruction

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. Services can be provided individually or small group and within either the special education or general education environments.

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

Service is Not Currently Provided

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

Because of our small size, our county residents with children ages 0-2 are served via the local Regional Centers.

220–Medical (Ages 0-2 only)

Service is Not Currently Provided

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

Because of our small size, our county residents with children ages 0-2 are served via the local Regional Centers.

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.

Because of our small size, our county residents with children ages 0-2 are served via the local Regional Centers.

240–Service Coordination (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.

Because of our small size, our county residents with children ages 0-2 are served via the local Regional Centers.

250–Special Instruction (Ages 0-2 only)

Service is Not Currently Provided

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

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

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

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

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

340–Intensive Individual Instruction

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

350–Individual and Small Group Instruction

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

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

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

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. Services may be direct or indirect including the use of a speech consultant.

425–Adapted Physical Education

Service is Not Currently Provided

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

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

435–Health and Nursing: Specialized
Physical Health Care

Service is Not Currently Provided

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

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

436–Health and Nursing: Other

Service is Not Currently Provided

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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. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

445–Assistive Technology

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.

450–Occupational Therapy

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, and social and play abilities.

Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; 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.

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460–Physical Therapy

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

510–Individual Counseling

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

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.

515–Counseling and Guidance

Service is Not Currently Provided

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

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

520–Parent Counseling

Service is Not Currently Provided

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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; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.

525–Social Worker

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.

Currently, all mental health needs pursuant to the students' IEP's are provided by other staff qualified in these areas.

530–Psychological

Service is Not Currently Provided

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

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents.

These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24).

IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

535–Behavior Intervention

Service is Not Currently Provided

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

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

540–Day Treatment

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545-Residential Treatment

610-Specialized Service for Low Incidence Disabilities *Service is Not Currently Provided*

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

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

710-Specialized Deaf and Hard of Hearing *Service is Not Currently Provided*

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

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

715-Interpreter *Service is Not Currently Provided*

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

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.

720-Audiological *Service is Not Currently Provided*

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

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists

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must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.

725–Specialized Vision *Service is Not Currently Provided*

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

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; 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.

730–Orientation and Mobility *Service is Not Currently Provided*

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

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

735–Braille Transcription *Service is Not Currently Provided*

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

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

740–Specialized Orthopedic *Service is Not Currently Provided*

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

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.

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745–Reading

Service is Not Currently Provided

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

Assistance with reading as needed

750–Note Taking

Service is Not Currently Provided

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

Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.

755–Transcription

Service is Not Currently Provided

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

Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.

760–Recreation Service, Including
Therapeutic Recreation

Service is Not Currently Provided

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

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.

820–College Awareness

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.

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

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

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.

- 840–Career Awareness *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.

- 850–Work Experience Education *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.

- 855–Job Coaching *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.

- 860–Mentoring *Service is Not Currently Provided*

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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.

865–Agency Linkages (referral and placement)

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).

870–Travel and Mobility Training

Service is Not Currently Provided

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

Travel and mobility services means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community

890–Other Transition Services

Service is Not Currently Provided

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

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

900–Other Related Service

+ Description of the “Other Related Service”

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Qualifications of the Provider Delivering "Other Related Service"

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California Department of Education

Special Education Division

January 2020

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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:

The Sierra County Special Education Local Plan Area (SELPA) was formed under authority of Section 56195.1 of the State of California Education Code (CEC). School District and County Office Boards located within Sierra County hereby form a SELPA for the purpose of providing coordinated programs and services to students with disabilities. The Sierra County SELPA is a single-district SELPA, Education Code Section 56360-56369.

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:

Governing Body: The governing body of the SELPA is the Superintendent's Council. Members of the Superintendents' Council are responsible to the governing Board of the LEA in the SELPA.

Governance Structure and Administrative Support: The Sierra County's legal status is that of an unincorporated association. The LEA shall be responsible for adoption and implementation of the Local Plan as outlined. The LEA assures access to special education services for all eligible individuals who reside in the geographic area served by this agency. In adopting the Local Plan, the agency agrees to carry out the duties and responsibilities assigned to it within the Local Plan, Education Code Section 56205.

Responsibility of Participating LEA: The LEA shall provide special education and services to eligible students within its boundaries. In addition, the LEA shall cooperate to the maximum extent possible with other agencies to serve disabled individuals who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the Sierra County SELPA.

Implementation of Administrative Functions: The Sierra County Superintendent of Schools shall serve as the responsible local Administrative Unit (AU) for the SELPA to perform functions such as receipt and distribution of funds, provision of administrative support, and coordination of the implementation of the Local Plan.

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Responsibilities of Local Education Agency Board Members: The Board of the District of this SELPA have the overall responsibility for the development, implementation, and operation of the Local Plan, which assures access to special education services for all disabled individuals, birth to age 22 years, residing in the geographic region served by the Local Plan.

This responsibility is exercised and discharged through the adoption and implementation of this Plan and by the designation of the Sierra County Superintendent of Schools as the AU responsible for the provision of those centralized services as specified in the law.

Amendments to the permanent portion of the Local Plan may be considered during the annual service and budget plan process. The Superintendents' Council may adopt amendments to the permanent portion of the Local Plan on an interim basis, not to exceed one year. Amendments approved in this manner will become permanent upon subsequent approval by the LEA Governing Board and the State Board of Education. Amendments to the Local Plan are required when changes to Federal or State laws or regulations occur. Until the Local Plan amendments become permanent, the SELPA will comply with all changes in Federal and State laws and regulations.

Adoption of the Local Plan requires consent of the board. Individual policy changes will be approved through the Superintendents' Council, as the efforts and decisions of the Council facilitate this unanimity.

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:

Responsibilities of Superintendent: The Superintendent of the LEA shall be responsible for special education programs operated by the LEA and for implementing all requirements of the Local Plan. The superintendent is responsible for providing input and/or recommendations to and from his/her Board regarding policies, procedures, and operation of the special education programs through his/her representative on the Superintendents' Council.

Responsibilities of the Local Education Agency Administrators and Chief Business Official: the LEA administrator of special education is responsible for the coordination of special education services and programs within their agency and for implementation of the Local Plan. The Chief Business Official (CBOs) is responsible for monitoring financial and budget matters related to special education services within their agency and as related to the Local Plan.

Superintendents' Council:

1. The Superintendents' Council is an administrative body composed of a Superintendent from the District and County, the County Office within the SELPA, and the Director of Special Education.

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The Superintendents' Council will approve major SELPA operational decisions such as but not limited to the following:

1. Set policy and direction for the SELPA.
2. Approve SELPA financial actions including distribution of special education funding, development of cost containment agreements and procedures, and review of the AU budget.
3. Monitor the appropriate use of State, Federal, and local funds allocated for special education programs.
4. Review and approve needed modifications, and adopt amendments to the permanent portion of the Local Plan.
5. Approve the SELPA-wide annual service and budget plans, and subsequent modifications as needed.
6. Approve operation manuals and handbooks to assist in the implementation of the Local Plan. These implementation tools are not considered a permanent portion of the Local Plan and are included in the Local Plan as reference materials only.
7. Approve the type, number, and location of regional classes, programs, and services.

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:

The Sierra County Superintendent of Schools shall serve as the responsible local Administrative Unit (AU) for the SELPA to perform functions such as receipt and distribution of funds, provision of administrative support, and coordination of the implementation of the Local Plan.

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

The agency shall provide special education and services to eligible students within its boundaries. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve disabled individuals who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the Sierra County SELPA.

The District/County Office of Education may operate special education programs and services as specified in the Local Plan. The District will operate program(s) under the following conditions:

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1. The District/County is responsible for approving the annual services and budget plans. The development of annual services and budget plans should coincide with the local District budget process.
2. Any decisions or judgments that are the result of a due process procedure shall be the responsibility of the District of residence. Complaints filed against the LEA shall be the responsibility of the program operator.
3. The District shall cooperate with the SELPA in the provision of staff development activities as specified in applicable sections of the Education Code.
4. The District shall provide program, employee, student, and fiscal accountability; budget preparation, staff acquisition and training; and State, Federal, and local reporting.
5. Facilities for students with special education services are a District responsibility. The District and County Office will work in collaboration regarding facilities on District school sites.
6. The District, through the Superintendents' Council will assist the SELPA in regional planning, annual student and program evaluation, and fiscal reports as required by State and Federal laws and regulations.
7. Discipline policies in effect at a school site apply to students with disabilities, except as modified by the Individual Education Plan (IEP) team decision, as specified in State and Federal law. These policies are incorporated into the child's IEP and are the responsibility of the site principal. Suspension and expulsion of those receiving special education services carry specific regulations, and will be aligned and implemented according to SELPA policy and procedures.
8. Pursuant to Education Code Section 56207, a program transfer may take effect no earlier than the first day of school of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency and the Superintendents' Council. The program transfer may take effect earlier (on the first day of the first fiscal year following that date) if the transfer is unanimously approved by the Superintendents' Council, which is the Governing Board of the SELPA. (Refer to SELPA Policy)

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:

Involvement of parents and community in the local education process is of high importance to the Sierra County SELPA. The involvement of special education and general education teachers is of equally high value. It is expected that this goal will be facilitated through the CAC.

The CAC of Sierra County is formed to advise the District and County Office of Education, and the SELPA Administrator on matters pertaining to the planning and implementation of special education programs and services throughout the Sierra County SELPA as authorized and

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described in Education Code Section 56190 and in the Local Plan.

The SELPA has established the CAC to serve in an advisory capacity to the SELPA. The CAC will have the opportunity to review and provide input on policy and budget development matters prior to action by the Superintendents' Council. Special education teachers, general education teachers, and parent members of the CAC shall participate in regular consultations regarding policy and budget development. The CAC meets regularly during the school year. The bylaws for the CAC are on file at the SELPA Office.

Responsibilities: The CAC shall advise the SELPA Administrator on the planning and operation of the SELPA. The responsibilities shall include all of those defined in the Local Plan, including but not limited to the following:

1. Reviewing the Local Plan.
2. Providing ongoing input on special education services, accountability, and outcomes.
3. Recommending annual priorities to be addressed by the Local Plan.
4. Advocating, supporting, and assisting in parent education.
5. Assisting in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan.
6. Encouraging community involvement in the development and review of the Local Plan.
7. Providing active support of students with disabilities.
8. Providing reviews and input in the development of SELPA policies, procedures, handbooks, and forms.

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:

The SELPA has established the CAC to serve in an advisory capacity to the SELPA. The CAC will have the opportunity to review and provide input on policy and budget development matters prior to action by the Superintendents' Council. Special education teachers, general education teachers, and parent members of the CAC shall participate in regular consultations regarding policy and budget development. The CAC meets regularly during the school year.

The Local Plan shall be developed and updated cooperatively by a committee of representatives of special education and general education teachers, administrators, and local preschools

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deemed to be LEAs within the SELPA, and with the participation of parent members of the CAC, or parents selected by the CAC, to ensure adequate and effective participation and communication.

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:

The Governing Board of the LEA agree to invest the Superintendents' Council with the responsibility of designating an appropriate agency as the AU for the administration and implementation of the Local Plan. The Board assures that the Superintendents' Council shall identify the need for and designate the positions necessary for the operation of SELPA functions.

The Sierra County Superintendent of Schools serves as the AU for the Sierra County SELPA. The AU is responsible for but not limited to the following functions:

1. Receives and distributes all special education funding.
2. Receives and distributes funding for grants.
3. Submits to the Superintendents' Council policies and procedures governing regional and District-operated programs and services for adoption.
4. Monitors maintenance of effort requirements.
5. Employs staff.

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 LEA shall provide special education and services to eligible students within its boundaries. In addition, the LEA shall cooperate to the maximum extent possible with other agencies to serve disabled individuals who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the Sierra County SELPA.

Each program operator shall follow interagency agreements between the State Department of Education and other State Public Agencies, as well as agreements between the SELPA and other local Public Agencies.

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10. For multi-LEA local plans, specify:

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

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

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

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 fundamental role of the SELPA Administrator is to provide leadership and facilitate the decision-making process. The role of the SELPA Administrator includes the provision of information, specific services identified by the Superintendents' Council, technical assistance, leadership, and arbitration. It is the SELPA Administrator's responsibility to represent the interest of the SELPA as a whole, without promoting any particular school interest over the interest of another. In the event of differences of opinions and/or positions on issues, it is the SELPA Administrator's responsibility to mediate a reasonable resolution of those issue(s).

The Superintendent will select, supervise, evaluate, and discipline the SELPA Administrator, but the SELPA Administrator is employed through the Sierra County Superintendent of Schools Office. The SELPA Administrator provides assistance and serves as a special education administrative resource to the LEA in it's entirety.

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

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to the LEA according to an approved Special Education Funding Allocation Plan. Any changes to the allocation of Federal and State special education funds shall be made by the Superintendents' Council.

The governing Board of the LEA participating in the SELPA have agreed that students with disabilities will be provided appropriate special education services. The Superintendents' Council is the designated authority to determine the distribution of all Federal and State special education funds in order for the LEA to carry out its responsibilities. The AU shall be responsible for the distribution of funds according to an approved allocation plan.

The SELPA Administrator and the CBO of the AU or designee shall develop the annual budget plan for review and approval by the Superintendent. The CBO shall review the plan prior to the 30-day review by the CAC. The annual budget plan shall be distributed to the Superintendent following the CAC review for adoption. Adoption of the annual budget plan will follow a 15-day posting of a public hearing notice and Brown Act rules applied to public meetings and agendas.

c. The operation of special education programs:

It is the intention of the SELPA to provide a full continuum of services to students with disabilities. Access to services is through the LEA. The referral, assessment, and IEP process are utilized to identify the needs of each individual student with disabilities. The LEA is committed to policies and procedures to assure that students have access to appropriate services provided through the LRE.

The SELPA Administrator shall identify, on a regular basis, any unmet needs to students within the SELPA. With the assistance of the LEA Administrators, the SELPA Administrators identify the resources that could provide the appropriate services within the SELPA. When services are required beyond the programs and services being provided by any LEA, the SELPA Administrator shall identify program alternatives and inform the Superintendent and CBO on costs and options for approval.

The SELPA Administrator shall develop the annual services plan for review and approval by the Superintendent. The annual services plan shall be distributed to the LEA and the CAC upon approval.

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

It is the intent of the SELPA that the needs of students with disabilities, as identified in the IEP or IFSP, shall be met. Funds allocated for special education programs shall be used for services to students with disabilities.

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Federal funds under Parts B and C of IDEA may be used for the following activities:

1. For the costs of special education, related services, and supplementary aides and services provided in the general education class or other education-related setting for a student with a disability in accordance with the IEP, even if one or more non-disabled children benefit from these services.
2. For the development and implementation of a fully integrated and coordinated services system.
3. For the provision of applicable services and activities to infants and toddlers (birth to 36 months) and their families who are eligible for early intervention services under Part C, as defined in State and Federal law.

The SELPA Administrator, with the assistance of the LEA Administrators, the CBO, and the AU, shall be responsible for monitoring annually the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the Superintendent through the annual budget plan process.

The SELPA Administrator, with the assistance of the LEA Administrators, the CBO, and the AU, shall be responsible for preparing all program and fiscal reports required of the SELPA by the State.

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:

It is the intent of the SELPA to ensure that access to the least restrictive environment is assured for all pupils, including those with low incidence disabilities. It is the responsibility of each the LEA to provide, in a timely manner, instructional materials and specialized equipment consistent with guidelines established by the State. (Refer to Policy 3512).

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,

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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

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

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

Yes No

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

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

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, 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

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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stated:

Yes No

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

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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"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

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

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

14. Personnel Qualifications

Policy/Procedure Number:

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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

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

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:

Yes No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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:

Yes No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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:

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Yes No

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

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:

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Reference Number:	<input type="text" value="6159"/>
Document Title:	<input type="text" value="Individualized Education Program"/>
Document Location:	<input type="text" value="Board Policy Manual"/>
Description:	<input type="text"/>

3. Coordinated system of procedural safeguards:

Reference Number:	<input type="text" value="Regulation 6159.1"/>
Document Title:	<input type="text" value="Procedural Safeguards And Complaints For Special Education: Board Policy Manual"/>
Document Location:	<input type="text" value="Board Policy Manual"/>
Description:	<input type="text" value="It shall be the policy of SPJUSD to implement and follow the procedures mandated by law to inform parents of the complaint process outlined in the Procedural Safeguards for parents of students with IEP's."/>

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

Reference Number:	<input type="text" value="6020
4231"/>
Document Title:	<input type="text" value="Parent Involvement
Staff Development"/>
Document Location:	<input type="text" value="Board Policy Manual"/>
Description:	<input type="text" value="Please refer to the attached BP 6020 & 4231. See also General SELPA Local Plan Requirement B-3 identifying a coordinated system of staff development and parent and guardian education."/>

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

Reference Number:	<input type="text" value="6190"/>
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Document Title:	<input type="text" value="Evaluation of the Instructional Program"/>
Document Location:	<input type="text" value="Board Policy Manual"/>
Description:	<input type="text" value="The Board of Education recognizes that it is accountable to students, parents/guardians, and the community for the effectiveness of the district's educational program in meeting district goals for student learning. The Superintendent or designee shall conduct a continual evaluation of the curriculum and the instructional program in order to identify strategies for improving student achievement."/>

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

Reference Number:	<input type="text" value="0430"/>
Document Title:	<input type="text" value="Comprehensive Local Plan for Special Education"/>
Document Location:	<input type="text" value="Board Policy manual"/>
Description:	<input type="text" value="Local Plan will be reviewed for effectiveness on a yearly basis as mandated by CDE"/>

7. Coordinated system of data collection and management:

Reference Number:	<input type="text" value="0410"/>
Document Title:	<input type="text" value="Nondiscrimination in District Programs and Activities"/>
Document Location:	<input type="text" value="Board Policy Manual"/>
Description:	<input type="text" value="Please refer to General SELPA Local Plan Requirements B-2, B-3, B-6, and B-11 (c) that set forth various data collection, management, and reporting activities and responsibilities."/>

8. Coordination of interagency agreements:

Reference Number:	<input type="text" value="1400"/>
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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:

Description:

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

Reference Number:

Document Title:

Document Location:

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Description:

Please refer to Local Plan Requirements B-2, B-3, and B-11 that set forth various data collection, management, and reporting activities and responsibilities.

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

In accordance with EdCode 56190, CAC operating expenses shall be the responsibility of the Sierra County SELPA. Please see General SELPA Local Plan Requirements B-2 and B-3 indicating responsibilities of the administrator, SELPA Director, and special education for coordinating the fiscal and logistical support of the CAC.

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

Reference Number:

Document Title:

Document Location:

Description:

See general Local Plan requirement B-3 identifying coordinated regional services and operations.

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

Reference Number:

Document Title:

Document Location:

Description:

See general Local Plan requirement B-3 identifying coordinated regional services and operations.

15. Assurance of full educational opportunity:

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Reference Number:	<input type="text" value="Gen. SELPA Local Plan Requirements"/>
Document Title:	<input type="text" value="SCOE/SPJUSD Local Plan"/>
Document Location:	<input type="text" value="SCOE and website"/>
Description:	<input type="text" value="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. See Local Plan Requirements Section B-3 describing assurance of full educational opportunity."/>

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:	<input type="text" value="Gen. Local Plan Req. B-2, B-11"/>
Document Title:	<input type="text" value="SCOE/SPJUSD Local Plan"/>
Document Location:	<input type="text" value="SCOE Office, Website"/>
Description:	<input type="text" value="SCOE SELPA shall ensure that Part B funds will be expended in accordance with Federal and State Law; will be used to supplement State, local, and other federal funds and not to supplant those funds; and 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 by Federal law and regulations. This information will be included in the Annual Budget Plan. The administrator, and SELPA will approve all expenditures of funds used by Special Education Services."/>

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

Reference Number:	<input type="text" value="Gen. Local Plan Req. B-2, B-11"/>
Document Title:	<input type="text" value="SCOE/SPJUSD Local Plan"/>
Document Location:	<input type="text" value="SCOE Office, Website"/>
	<input type="text" value="Please see General SELPA Local Plan Requirements B-2, B-11 that"/>

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Description:

Special Education Local Plan Area Services

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

Reference Number:

Document Title:

Document Location:

Description:

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:

Document Title:

Document Location:

Description:

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:

Document Title:

Document Location:

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Description:

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:

Document Title:

Document Location:

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

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DOR is based on the residence of the conservator. (*EC* Section 56041)

Reference Number:

Document Title:

Document Location:

Description: