

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



California Department of Education

Special Education Division

January 2020

SELPA

Fiscal Year

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 Tuolumne County Special Education Local Plan Area (SELPA) encompasses all public and private schools within the geographical borders of Tuolumne County California. Public schools include Belleview School District, Big Oak Flat-Groveland Unified, Columbia Union School District, Curtis Creek School District, Gold Rush Charter School, Jamestown School District, Sonora School District, Sonora Union High School District, Soulsbyville School District, Summerville Elementary School District, Summerville Union High School District, Tuolumne County Superintendent of Schools and Twain Harte School District.

- 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 Tuolumne County SELPA is multi-district SELPA and comprised of twelve local educational agencies (LEAs) and one charter school joined together to provide for the coordinated delivery of programs and services to students with special needs. The Tuolumne County Superintendent of Schools (TCSOS) is designated as the Administrative Unit (AU) for the Tuolumne County SELPA. In adopting the local plan, each participating LEA and charter agrees to carry out the duties and responsibilities assigned to it within the plan and to ensure equal access to programs and services to eligible persons requiring special education in the service region.

The governance structure of the SELPA is established by agreement among the school boards of the member LEAs. It consists of the Governance Board which sets policy, and the Finance Committee and the Community Advisory Committee, each of which advises on policy. The SELPA Director may convene additional advisory committees. The SELPA Director is responsible for coordination of the SELPA and implementation of the Local Plan.

SELPA Governance Board

Role

The SELPA Governance Board adopts policy and allocates SELPA resources in accordance with the Local Plan. It also determines, under the Local Plan, the responsibility of each LEA for providing special education services and assures access to special education and services for all students with disabilities residing in the SELPA. All meeting of the Governance Board is open to the public and all persons are permitted to attend and address those meetings in accordance with Government Code Section 54950-54961 (Brown Act).

Functions:

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The SELPA Governance Board services the following functions:

- Provides leadership for development of statements of philosophy, policies, goals, priorities and plans for comprehensive services and programs to the students with disabilities of the SELPA
- Makes decisions regarding implementation, administration and operation of regional special education programs and services in accordance with the Local Plan
- Instructs the SELPA Administrator regarding the implementation, administration and operation of the Local Plan
- Approves the Allocation Plan for the distribution of federal, state and local funds allocated for special education programs
- Approves procedures, which ensure the participation of each LEA Governing Board in regional planning
- Ensures equal access to programs and services for all students with disabilities within the SELPA
- Establishes policies and approves procedures to ensure compliance by LEAs with the Local Plan, state and federal laws and regulations
- Ensures that all regionalized operations and services are performed in accordance with the Local Plan

Membership

The SELPA Governance Board is composed of a Superintendent from each LEA in the SELPA, or the person performing these duties regardless of title (references throughout the document to Superintendent shall refer to the person performing the duties for the LEA). It is chaired by one of its members who will work with the SELPA Director to establish meeting dates and times. An annual organizational meeting will be held by June 30th of each year. The chair is elected at the annual organization meeting and assumes responsibility at the first scheduled meeting in the subsequent fiscal year. If the chair is unable to attend, he/she may delegate another Superintendent or designee to chair the meeting. A Superintendent may appoint a designee to represent him/her with authority to vote.

Community Advisory Committee

Role

The CAC advises the Superintendents' Council on the amendment and review of the local plan, recommend priorities to be addressed, assist in parent education, encouraging community involvement, supporting activities on behalf of students with disabilities, assisting in parent awareness of importance of regular school attendance, and supporting community involvement in parent advisory committees within LEAs.

Membership

Each participating LEA's governing board may appoint member(s) to the CAC based on their policies and procedures. Community members may also ask to be nominated with final approval given by the SELPA Governance Board.

Voting

Voting is consistent with the CAC bylaws, which are available at the SELPA Office.

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:

The Governance Board is made up of the superintendents from each of the participating LEAs and charter districts. A quorum shall consist of seven of the member district representatives. A chair and vice-chair shall be elected annually. The SELPA Director is an ex-officio member.

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It is the responsibility of the Governance Board to review and approve amendments to the local plan, the SELPA annual service and budget plans, program transfers, and any changes in the income distribution model. The Governance Board provides input to the County Superintendent and approves the evaluation of the SELPA Director.

All governance board members have one vote and decisions will be made by a majority vote except in circumstances where state or federal mandates require a unanimous vote.

The Governance Board shall:

- Coordinate and implement the SELPA Local Plan
- Adopt policy for the SELPA including allocation of Federal and State revenue
- Provide input for the selection and evaluation of the SELPA Director
- Approve an agreement with Administrative Unit for services
- Adopt an operations budget for the SELPA including regionalized services and SELPA operation funds at an annual cost not to exceed the available funds for such service
- Approve interagency agreements
- Approve the Annual Budget and for submission to the state
- Approve the Annual Service Plan for submission to the state
- Monitor compliance as required by law
- Provide for an annual audit of all income and expenditures, as required by law
- Receive recommendations from the Community Advisory Committee, Finance Committee, Program Committee, LEA Boards, and other concerned agencies and individuals
- Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs

It shall further be the policy of this Governance Board 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 Governance Board meets a minimum of four times per school year. All meetings of the Governance Board shall be held according to law and the Brown Act. The notice and minutes of all regular meetings shall be sent to all district superintendents.

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 Tuolumne County Superintendent of Schools is the Administrative Unit (AU) AU and acts as the fiscal agent and is responsible for implementing the following functions:

- a. Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law
- b. Administrative support, including establishing and maintaining an office for SELPA staff
- c. Employment of SELPA and special education staff to coordinate implementation of the local plan

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- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs.
- e. The preparation of program and fiscal reports required of the special education local plan area by the state.
- f. Subcontracting for essential services as appropriate.

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

A request by a charter school to participate as an LEA in the Tuolumne County SELPA will not be treated differently from a similar request made by a school district. In reviewing and approving such a request, the following requirements shall apply:

- a. The charter school shall participate in state and federal funding for special education and the receive funding in the same manner as other LEAs of the Tuolumne County SELPA as specified in the Tuolumne County SELPA income distribution model.
- b. The charter school shall participate in the governance of the Tuolumne County SELPA in the same manner as other LEAs of the Tuolumne County SELPA.
- c. The addition of new members to the Tuolumne County SELPA, as approved by the Governing Board, shall be followed by an amendment to the local plan.
- d. The charter school will be evaluated using an appropriate evaluation rubric to insure their program includes all special education services required of a grade equivalent public school.
- e. The charter will insure that any student potentially in need of special education will be the responsibility of the charter school.

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:

The Tuolumne County SELPA Community Advisory Committee (CAC) serves in an advisory capacity. CAC membership may include parents of individuals with exceptional needs enrolled in public or private schools, parents of other students enrolled in school, students with disabilities, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. At least a majority of the CAC shall be composed of parents of students enrolled in schools participating in the local plan and at least a majority of such parents shall be parents of individuals with exceptional needs.

CAC membership applications shall be approved by the SELPA Governance Board. The SELPA Director or SELPA designee serves as a voting ex officio member of the CAC and acts as the liaison between the CAC and the SELPA Governing Board.

CAC responsibilities include:

- a. Advising the SELPA Policy Board and the SELPA Director regarding the development and review of the Local

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- b. Assisting in parent education and in recruiting parents and other volunteers
- c. Encouraging community involvement to participate in CAC
- d. Supporting activities on behalf of individuals with exceptional needs
- e. Assisting in parent awareness of the importance of regular school attendance

The CAC shall have regularly scheduled meetings at least five times per academic school year. The SELPA Director/designee will present the CAC's input to the Governing Board for consideration. CAC members are also invited to address the board.

Announcements of CAC meetings and activities will be distributed to parents of children with special needs in the SELPA. In addition, information will be posted on the SELPA web page.

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:

At least every three years during the annual budget and service plan process, the Governance Board will review the Local Plan and determine if changes or amendments to the permanent portion of the Local Plan may be needed. At that time, any public input and consultation can be provided by anyone including special education and regular education teachers, and administrators selected by the groups they represent as well as parent members of the CAC to ensure information contained within the plan remains relevant and accurate. The CAC may also review the local plan at one of their meetings preceding the Governance Board's review.

Each year, the SELPA shall adopt annual budget and service plans at a public hearing scheduled at a Governance Board's Meeting. As it is a public hearing, it provides for public input and consultation by anyone including special education and regular education teachers, and administrators selected by the groups they represent as well as parent members of the CAC. The CAC may also review the annual budget and service plans at one of their meetings preceding the Governance Board's adoption.

When the Governance Board determines that an amendment to the local plan is needed, the following process occurs:

The SELPA Director, or designee, shall be responsible for the coordination of the amendment of the local plan, and shall form a committee that includes representatives of the following groups who provide input, review drafts and make recommendations to the SELPA's Governance Board.

- Special Education Teachers
- General Education Teachers
- General Education Administrator
- Community Advisory Committee

During the amendment process, the Governance Board reviews the recommendations of the CAC, reviews drafts of the local plan amendment committee, seeks input from the governing boards of their respective LEAs, and reviews and approves the final draft of the local plan.

The Governance Board may adopt amendments to the permanent portion of the Local Plan on an interim basis, not to exceed one school year. Amendments approved in this manner shall become

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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 Tuolumne County Superintendent of Schools (TCSOS) serves as the Administrative Unit (AU). TCSOS is the SELPA’s fiscal agent and is responsible for implementing the following functions:

- a. Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law
- b. Administrative support, including establishing and maintaining an office for SELPA staff
- c. Employment of SELPA and special education staff to coordinate implementation of the local plan
- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs.
- e. The preparation of program and fiscal reports required of the special education local plan area by the state.
- f. Subcontracting for essential services as appropriate.

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:

Appropriate Memorandum of Understandings (MOU) are developed between SELPA, the AU and LEA Members as appropriate to insure FAPE is provided in the least restrictive environment. Local agencies are responsible for the students ages three to twenty-two within the geographical area consistent with California education code. For children birth to three the SELPA provides services based on their allocation of Infant Funding Units. The Valley Mountain Regional Center also provides services for children birth to three as outlined in the Local Interagency Agreement between Valley Mountain Regional Center, Tuolumne County SELPA and the Tuolumne County Superintendent of Schools.

10. For multi-LEA local plans, specify:

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

The school board of each LEA shall approve its participation in the Tuolumne County Local Plan for Special Education. This includes the County Superintendent of Schools. The County Office of Education acts as the Administrative Unit.

The local school board responsibilities include, but are not limited to

- a. Support implementation of the Local Plan
- b. Adopt and implement policies and procedures for special education programs and services within their districts
- c. LEA compliance with all elements of the local plan

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- d. Input on SELPA policies and procedures through the superintendent of the LEA
- e. Support the activities of the Community Advisory Committee
- F. Address questions and concerns of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan.

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

- Superintendents of each LEA are responsible to their respective school boards. In addition, district superintendents:
- a. Serve as a member of the Governance Board
 - b. Assist in the identification of special education program and service needs for the Tuolumne County SELPA through participation on the Governance Board
 - c. Communicate SELPA information to their school boards
 - D. Insure implementation of Local Plan in their respective LEAs

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

- The role of each LEA for coordinating the administration of the local plan includes:
Individual LEAs' are responsible for:
- Exercising authority over the programs they directly maintain consistent with the local plan and individual LEA policies (may include students with disabilities who reside in other LEAs or SELPAs)
 - Developing, implementing, and evaluating, and improving of special education programs and services within the LEA
 - Gathering, interpreting, and reporting special education program data and annual performance plan indicators, regarding current program operations and effectiveness
 - Cooperating among LEAs pertaining to the implementation, administration and operation of the local plan
 - Recommending allocation of resources within the SELPA in accordance with the local plan and the Tuolumne County SELPA Allocation Plan
 - Establishing, modifying, and implementing procedures for the operations of the local plan
 - Establishing and implementing guidelines and procedures to ensure that students with disabilities have access to appropriate programs and services regardless of his/his district of special education accountability
- Insuring that general and special education staff receive and participate in appropriate training to insure students with disabilities receive a free and appropriate public education
- The SELPA Administrator is responsible to plan, organize, coordinate, direct and manage program activities and services related to the local plan implementation. They are also responsible for providing leadership on legislative issues impacting the SELPA programs.
- The County Office of Education is an LEA that employs special education staff to support implementation of the Local Plan and provides seat based programs for students with severe disabilities.

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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 AU is responsible for the recruitment of the SELPA Director. The selection and supervision of the SELPA Director shall be the responsibility of the Tuolumne County Superintendent of Schools. The Governance Board provides input for the evaluation of the SELPA Director and the County Superintendent conducts the evaluation. Directors and Program Specialists are evaluated by the SELPA Director. The SELPA Director, Directors and Program Specialists are responsible for supervision and evaluation of all other SELPA staff.

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

An income distribution model has been adopted by the Tuolumne County SELPA and shall be reviewed and revised on a regular schedule. The model distributes all funds pursuant to applicable state and federal regulations. Districts acknowledge the obligation to maintain the level of general fund contribution towards the provision of special education services at a level equal to or greater than that of the prior year (Maintenance of Effort), in compliance with state and federal mandates.

c. The operation of special education programs:

All LEAs in the SELPA provide site-based special education programs in a manner that promotes services provided in the least restrictive environment. The AU employs related service providers that conduct comprehensive assessments and provide services to insure all students have access to the general education curriculum. The AU also provides seat-based programs located on public school campuses or in the community to students with more severe disabilities from infant through age twenty-two.

It shall be the policy of this Governance Board 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

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

It shall be the policy of this SELPA 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 Governance Board shall adopt policies for the allocation of Special Education Resources to LEAs. The intent is to assure access and availability of services to all eligible students through an equitable distribution system. The

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policy provides for distribution of the following funds:

- Distribution of State Apportionment to LEAs
- Distribution of Property Tax to LEAs although received by the Tuolumne County Superintendent of Schools Office as payment for LEA obligations
- Distribution of Federal Local Assistance revenue to LEAs
- Distribution of Federal Preschool revenue to LEAs and the SELPA operations budget for regionalized staff development and regionalized services to preschool programs

The duties of the Finance Committee include, but are not limited to, the following:

1. Provide information and recommendations for the development, modification and implementation of the SELPA funding allocation plan to the Governance Board.
2. Review and make recommendations to the Governance Board regarding decisions which impact the finances of local education agencies.
3. Develop the Annual Budget Plan for approval by the Governance Board.

The Finance Committee may be requested by the Governance Board to provide advice or assistance in other areas as needs are identified within the SELPA.

The Finance Committee meets twice yearly or more often as established on a yearly calendar. The SELPA Director serves as the chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, notes for the meeting and additional documentation as needed to provide for informed decision making. In addition to carrying out the responsibilities identified in the Local Plan, the Finance Committee may choose to form special subcommittees to focus on special issues. Such subcommittees shall report to the Finance Committee.

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:

Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined appropriate for the student to receive a free and appropriate public education in the least restrictive environment.

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:

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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 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

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

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

Policy/Procedure Number:

Document Title:

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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 stated:

Yes No

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

Policy/Procedure Number:

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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:

"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

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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:

Document Title:

Document Location:

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"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)

Policy/Procedure Number:

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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:

Yes No

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

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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:

Role of the RLA/AU: The RLA/AU is responsible for the receipt and distribution of special education funds to LEAs and SELPA accounts for the operation of special education programs and services, providing for administrative support, and employment of SELPA staff to coordinate implementation of the plan.

Role of the Administrator of the SELPA: The SELPA Administrator will ensure that the local plan is implemented and will make recommendations to the SELPA Governance Board when revisions are needed. Facilitate development and approval of SELPA policies and procedures necessary to implement the local plan.

Description:

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available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through the representative to the SELPA Governance Board, will approve any policies and procedures needed to implement the local plan. The individual LEAs, through the representative to the SELPA Governance Board, will approve any policies and procedures needed to implement the local plan. Each LEA will approve and implement the local plan as well as any LEA policies and procedures needed to implement the plan. The LEAs through their representative to the SELPA Governance Board directs the SELPA Director regarding the implementation, administration and operation of the local plan.

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Description:

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the district of special education accountability. They are also responsible for conducting child find activities and implementing SELPA and LEA policies and procedures. The LEAs will also provide guidance to parents, staff, and community members. Through their representative to the SELPA Governance Board, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

Role of the RLA/AU: Not applicable.

3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialists provide alternate dispute resolution with districts as requested by parents or staff. The program specialists also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, placement and IEP progress monitoring.

Role of the Administrator of the SELPA: The SELPA provides alternate dispute resolution with districts as requested by parents. The SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement. The SELPA will also provide parents with a copy of their procedural safeguards upon request and will maintain a copy on their website. The SELPA Administrator, or their designee, also reviews compliance complaint determinations provided by the CDE and provides targeted or intensive assistance as appropriate.

Role of the individual LEAs: The LEAs provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

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

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: Support staff development, program development, and innovation of special methods and approaches. .

Role of the Administrator of the SELPA: On an annual basis input is collected from the Superintendents, special education staff and from member LEAs to determine the staff development needs that the SELPA is requested to provide. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Administrator will provide needed training and supports as requested, or determined appropriate, for each LEA.

Role of the individual LEAs: LEAs will determine their staff development and parent and guardian education, based on their local needs. They may seek technical assistance or input from the SELPA. Each member of the SELPA Governance Board will nominate staff from each respective LEA for participation in annual legal, compliance, alternate dispute resolution or other training provided by the SELPA. Each LEA will also ensure that general and special education staff receive annual training in Section 504, the Individuals with Disabilities Education Act.

Role of the RLA/AU: Not applicable.

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

Reference Number:

Document Title:

Document Location:

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Description:

Direct Instructional support provided by the program specialist: The program specialist will coordinate curricular resources for students with disabilities.

Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA, the County Office or the LEA, will coordinate curricular resources for students with disabilities, as requested.

Role of the Administrator of the SELPA: On an annual basis input is collected from member LEAs to determine the staff development needs that the SELPA is requested to provide for teachers, administrators, volunteers, CAC members, and district governing board members. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Administrator, or designee, will provide for needed training and supports as determined appropriate. The SELPA Administrator may also provide technical assistance to individual LEAs regarding staff development and parent and guardian education.

Role of the individual LEAs: Role of the individual LEAs: LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs. They ensure that each student with a disability has full access to the required core curriculum, any alternative curriculum and textbooks, and supplementary curriculum and textbooks as appropriate, and instructional materials to blind student or other students with print disabilities.

Role of the RLA/AU: Not applicable.

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:

Direct Instructional support provided by the program specialist: Upon request, the program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, will evaluate the effectiveness of programs for students with disabilities.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the review of the Annual Budget and Service Plans, CAL PADs and the LEAs' Annual Performance Indicators. This includes and any additional pertinent data such as the annual evaluation of services offered by the SELPA. They will also facilitate reviews by the Superintendents, County Office, CAC, and other interested parent, community or educational groups. The SELPA Administrator will also review of the Funding Allocation Plan prior to the distribution of yearly funds to LEAs.

Role of the individual LEAs: Individual LEAs through their representative to the SELPA Governance Board, review the Annual Budget and Service Plans, and the evaluation of services offered by the SELPA. Each are responsible for implementation, administration, and operation of the local plan.

Role of the individual LEAs. Individual LEAs review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE.

Role of the RLA/AU: Not applicable.

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: Enter into any requested contracts on behalf of the SELPA to ensure a coordinated system of data collection and management.

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Description:

Role of the Administrator of the SELPA: The SELPA Administrator will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA Administrator, or designee, will provide technical assistance and staff development to LEAs as requested and/or deemed necessary by the SELPA.

Role of the individual LEAs: Individual LEAs are responsible for data entry, accuracy, and integrity. The LEAs gather, interpret, and report special education program data and quality indicators regarding current program operations and effectiveness. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed.

Role of the individual LEAs: Through their representative to the SELPA Governance Board, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

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9. Coordination of services to medical facilities:

Reference Number:	LP 009
Document Title:	Coordination of Services to Medical Facilities
Document Location:	Procedure Manual available in SELPA Office and Website, and each LEA Website and District Office
Description:	<p>Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, assures students with disabilities have a full educational opportunity regardless of the district of residence.</p> <p>Role of the RLA/AU: Not applicable.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the medical facilities and LEAs as appropriate.</p> <p>Role of the individual LEAs: Each individual LEA is responsible for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes when the hospital or facility is located within their boundaries, unless based on education code there is another district of special education accountability which would be responsible.</p>

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

Reference Number:	LP 010
Document Title:	Coordination of Services to Licensed Children's Institutions and Foster Family Homes
Document Location:	Procedure Manual available in SELPA Office and Website, and each LEA Website and District Office
	<p>Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, assure pupils have a full educational opportunity regardless of the district of special education accountability.</p>

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Description:

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the licensed children’s institutions and foster family homes and LEAs as appropriate.

Role of the 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 district in which the foster family home or the licensed children’s institution is located, unless based on education code there is another district of special education accountability which would be responsible.

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

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: The RLA/AU reviews, sign and submit as appropriate any required special education local plan area reports.

Role of the Administrator of the SELPA: The SELPA Administrator will ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports.

Role of the individual LEAs: Individual LEAs will submit required accurate data in order for the SELPA to submit timely reports. The LEAs gather, interpret, and report special education program data and quality indicators regarding current program operations and effectiveness.

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12. Fiscal and logistical support of the CAC:

Reference Number:	<input type="text" value="LP 012"/>
Document Title:	<input type="text" value="Fiscal and Logistical Support of the CAC"/>
Document Location:	<input type="text" value="Procedure Manual available in SELPA Office and Website, and each LEA Website and District Office"/>
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>Role of the RLA/AU: Not applicable.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide fiscal and logistical support CAC meetings, events, and trainings that are reviewed of the SELPA Governance Board.</p> <p>Role of the individual LEAs: The LEA through their representative to the SELPA Governance Board will ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. Each LEA is responsible to appoint members to the CAC in accordance with CAC bylaws and LEA policies. Each LEA's governing board encourages parental involvement through the members of CAC, receives and consider requests and recommendations from their CAC representatives and other parent groups.</p>

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

Reference Number:	<input type="text" value="LP 013"/>
Document Title:	<input type="text" value="Transportation Services for Individuals with Exceptional Needs"/>
Document Location:	<input type="text" value="Procedure Manual available in SELPA Office and Website, and each LEA Website and District Office"/>
	<p>Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, provides staff development as requested by the LEAs.</p> <p>Role of the RLA/AU: Not applicable.</p>

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Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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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:

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Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: The role of the RLA/AU is to receive federal and state funds on behalf of the SELPA, and distribute the funds as determined by the SELPA Governance Board.

Role of the Administrator of the SELPA: The SELPA Administrator will facilitate the distribution of funds in accordance to the funding allocation plan approved by the SELPA Governance Board. The SELPA Administrator will also facilitate the Annual Budget Plan.

Role of the individual LEAs: Each LEA through their representative to the SELPA Governance Board, determines and approves the distribution allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will also submit required fiscal reports as required by state and federal laws.

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

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist:

A program specialist is a pupil services employee possessing (or eligible for) one of the following California credentials: Special Education, Clinical Rehabilitative Services, Adapted Physical Education, or School Psychology. He/she shall also have an in-depth knowledge of specific disabilities, preschool, and/or vocational development, depending upon the needs of the SELPA.

The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA services shall be available to all students with disabilities, their families, and LEA staff. They shall work in a cooperative manner planning activities to meet the needs of the students with disabilities within the SELPA. They help to coordinate the delivery of services by serving on SELPA committees that deal with topics such as staff development, infant and

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preschool services, low incidence services, transition between districts, and the SELPA's CAC. Program specialists' services and responsibilities may include, but are not limited to:

- Assure that students with disabilities have full educational opportunity regardless of LEA of residence
- Plan, direct, coordinate and evaluate instructional programs in accordance with state and federal regulations
- Provide direct instructional support, as directed
- Identify needs and develop short and long-range plans for staff development, curriculum development, and program effectiveness
- Provide staff development and training for general and special education administrators and staff
- Represent the Tuolumne County SELPA on committees
- Coordinate student placements across LEA and SELPA boundaries
- Develop and disseminate forms, policies and procedures throughout the SELPA
- Monitor services and programs in nonpublic schools
- Provide direction to LEAs regarding complaints filed with the CDE
- Develop and submit proposals for grants and research projects, as requested
- Assure appropriate coordination of general and special education instructional resources for students
- Interpret and implement new laws and regulations (Federal and State)
- Design and implement alternative dispute resolution strategies
- Coordinate mediation issues for LEAs as requested
- Serve as liaison with other public agencies (such as: Tuolumne County Regional Center, Tuolumne County Health and Human Services)
- Provide support to LEAs in the area of positive behavior intervention
- Coordinate program reviews and the effectiveness of the Local Plan
- Assist in the preparation, implementation and follow-up of reviews by the state including those that are part of the Focused Monitoring and the Quality Assurance Process

Role of the RLA/AU: The RLA/AU will hire staff to perform these duties at the request of the SELPA Governance Board and approval of the Tuolumne County Superintendent of Schools.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will hire, supervise, evaluate, and discipline the program specialists who are employed by the SELPA, and provide technical support needed for the implementation of the duties above for those carrying out these functions regardless of their employer. The SELPA Administrator will annually request an allocation for the services of the staff required to provide the function in EC 56836 to serve SELPA-wide needs from the SELPA Governance Board.

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Role of the individual LEAs: Individual LEAs, through their representative to the SELPA Governance Board, determine annually the allocation for services of the staff required to provide the functions in EC 56836 to serve SELPA-wide needs.

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:

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Document Location:

Description:

All LEA Boards within the Tuolumne County SELPA have public comment sections on their agendas, as does the Tuolumne County SELPA Governance Board.

The Tuolumne County SELPA Administrator and Program Specialists are also available to meet with parents or members of the public who may have questions or concerns.

The Community Advisory Committee will hold regular meetings with the SELPA Director. The CAC will be surveyed annually and provided information related to the SELPA Governance Board. The CAC has has a standing agenda item where they report to the SELPA Governance Board.

Members of the public, including parents or guardians of students with disabilities who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator through:

- Contacting their school of attendance to communicate with the site administrator
- Contacting their LEA to communicate with a district administrator
- Contacting the SELPA office to request communication with the SELPA Administrator
- Contacting their LEA governing board as they are responsible to address questions and concerns of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan
- Providing public comment at the SELPA Governing Board.

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:

school district, including any charter LEA or group of school districts believes that an action taken by the Tuolumne County SELPA Governance Board will create an undue hardship on the LEAs; or that an action taken exceeds the authority granted the Governing Board within the Local Plan and/or state or federal statute, the aggrieved district(s) may submit the matter for dispute resolution.

The goal of the Tuolumne County SELPA is for disputes to be resolved at the lowest possible level. The first step in the dispute resolution process, therefore, is for the aggrieved party(s) to contact the other party(s) and attempt to resolve the matter informally. If the matter is not resolved at this level, the aggrieved party(s) may request formal mediation. Any request for mediation must be submitted in writing to the Tuolumne County SELPA Director. If the issue is related to an action taken by the Governing Board, the request must be submitted within thirty (30) days of the action taken by the Governing Board. The written request must clearly identify the reason(s) for the request and the potential resolution(s) to the problem. If mediation is not successful, the aggrieved party(s) may request a review by an independent review panel of the results of the mediation. A request for review by an independent review panel must be submitted in writing to the Tuolumne County SELPA Director within thirty (30) days of the completion of the mediation process, and must include the reason(s) for the request and the potential resolution(s) to the problem.

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:

All Districts adhere to the principals of the Least Restrictive Environment (LRE). Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Students shall be identified, provided services and placed in more restrictive educational placements only after general education and special education resources have been exhausted and

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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:

Description:

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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:	<input type="text" value="LP 022"/>
Document Title:	<input type="text" value="Support of Incarcerated Adults"/>
Document Location:	<input type="text" value="Procedure Manual available in SELPA Office and Website, and each LEA Website and District Office"/>
Description:	<input type="text" value="The SELPA will provide technical support to any districts identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested."/>

Special Education Local Plan Area (SELPA) Local Plan

SELPA

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LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

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	3,504,934	33.75%
AB 602 Property Taxes	809,164	7.79%
Federal IDEA Part B	1,315,533	12.67%
Federal IDEA Part C	19,926	0.19%
State Infant/Toddler	156,690	1.51%
State Mental Health	374,000	3.60%
Federal Mental Health	66,719	0.64%
Other Revenue*	4,138,626	39.85%
Total Revenue	10,385,592	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

Local Excess Cost (billback for county operated district funded services), local interest earned, local grants, MAA, HCP Access, LEA Medi-Cal, Federal Preschool Grant, SIP Grant, Dispute Resolution Grant, Lottery, State Infant Discretionary, Workability Grant

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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="2,828,219"/>	27.23%
Object Code 2000—Classified Salaries	<input type="text" value="2,566,585"/>	24.71%
Object Code 3000—Employee Benefits	<input type="text" value="2,050,326"/>	19.74%
Object Code 4000—Supplies	<input type="text" value="195,774"/>	1.89%
Object Code 5000—Services and Operations	<input type="text" value="2,322,018"/>	22.36%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing*	<input type="text" value="422,671"/>	4.07%
Total Expenditures	10,385,593	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:

Section D: Annual Budget Plan

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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="4,929,608"/>	47.47%
Federal Revenue	<input type="text" value="1,562,019"/>	15.04%
Local Contribution	<input type="text" value="3,893,965"/>	37.49%
Total Revenue From All Sources	10,385,592	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.

Modified off the top model. All revenue is offset by total expenditures the excess cost is distributed by LEA on a per usage weighted rate basis for seat based pupil services and related services. Pupil counts are registered three times annually and trued-up at year end. Unfortunately, Federal and State funds fall short of fully funding special education needs in Tuolumne County.

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

Same as above.

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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	145,441	38.21%
Object Code 2000—Classified Salaries	72,125	18.95%
Object Code 3000—Employee Benefits	93,243	24.50%
Object Code 4000—Supplies	15,000	3.94%
Object Code 5000—Services and Operations	54,821	14.40%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing*	0	0.00%
Total Operating Expenditures	380,630	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	<input type="text" value="5,738,084"/>
--	--

Total Projected Expenditures for Students with LI Disabilities	<input type="text" value="196,368"/>
--	--------------------------------------

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

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LOCAL PLAN
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SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division 2021–
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**INTENTIONALLY
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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

SELPA:

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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
<input checked="" type="checkbox"/> <input type="checkbox"/>	1	55	72389	5536503		Sonora Union High School	Julie	Yturiaga	209-532-5511	jyturiaga@sonorahigh.org	<input type="text" value="Previously Reported"/>
<input checked="" type="checkbox"/> <input type="checkbox"/>	2	55	10553	5530142		Tuolumne County Superintendent of Schools	Blaine	Cowick	209-536-2054	bcowick@tcsos.us	<input type="text" value="Previously Reported"/>
<input checked="" type="checkbox"/> <input type="checkbox"/>	3	55	72306	6054829		Belleview School District	Carla	Haakma	209-586-5510	chaakma@mybelleview.org	<input type="text" value="Previously Reported"/>
<input checked="" type="checkbox"/> <input type="checkbox"/>	4	55	72348	6054860		Columbia Union School District	Joseph	Aldridge	209-532-0202	jaldridge@cusd49.com	<input type="text" value="Previously Reported"/>
<input checked="" type="checkbox"/> <input type="checkbox"/>	5	55	72355	6054894		Curtis Creek School District	Terri	Bell	209-533-1083	tbell@ccreekmustangs.com	<input type="text" value="Previously Reported"/>
<input checked="" type="checkbox"/> <input type="checkbox"/>	6	55	72363	6054902		Jamestown School District	Contessa	Pelfrey	209-984-5217	cpelfrey@jespanthers.org	<input type="text" value="Previously Reported"/>
<input checked="" type="checkbox"/> <input type="checkbox"/>	7	55	72371	6054910		Sonora School District	John	Baker	209-532-5491	jbaker@sesk12.org	<input type="text" value="Previously Reported"/>
<input checked="" type="checkbox"/> <input type="checkbox"/>	8	55	72397	6054928		Soulsbyville School District	Jeff	Winfield	209-532-1419	jwinfield@soulsbyvilleschool.com	<input type="text" value="Previously Reported"/>
<input checked="" type="checkbox"/> <input type="checkbox"/>	9	55	72405	6054936		Summerville School District	Ben	Howell	209-928-4291	bhowell@sumel.org	<input type="text" value="Previously Reported"/>
<input checked="" type="checkbox"/> <input type="checkbox"/>	10	55	72413	5536750		Summerville Union High School District	Michael	Merrill	209-928-3498	mmerrill@summers.net	<input type="text" value="Previously Reported"/>
<input checked="" type="checkbox"/> <input type="checkbox"/>	11	55	72421	6115018		Twain Harte School District	Richard	Hennes	209-586-3772	rhennes@twainharteschool.com	<input type="text" value="Previously Reported"/>
<input checked="" type="checkbox"/> <input type="checkbox"/>	12	55	75184	5530076		Big Oak Flat - Groveland Unified	Wynette	Hilton	209-962-5765	whilton@bofg.org	<input type="text" value="Previously Reported"/>

SELPA: Tuolumne County SELPA

Fiscal Year: 2021–22

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.)

SELPA: Tuolumne County SELPA

Fiscal Year: 2021–22

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	Sonora Union High School	0	0	0	0	0	0	0	0	0
2	Tuolumne County Superintendent of Schools	3,504,934	809,164	19,926	1,315,533	156,690	374,000	66,719	4,138,626	10,385,592
3	Bellevue School District	0	0	0	0	0	0	0	0	0
4	Columbia Union School District	0	0	0	0	0	0	0	0	0
5	Curtis Creek School District	0	0	0	0	0	0	0	0	0
6	Jamestown School District	0	0	0	0	0	0	0	0	0
7	Sonora School District	0	0	0	0	0	0	0	0	0
8	Soulsbyville School District	0	0	0	0	0	0	0	0	0

Attachment II

SELPA: Tuolumne County SELPA

Fiscal Year: 2021–22

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	Summerville School District	0	0	0	0	0	0	0	0	0
10	Summerville Union High School District	0	0	0	0	0	0	0	0	0
11	Twain Harte School District	0	0	0	0	0	0	0	0	0
12	Big Oak Flat - Groveland Unified	0	0	0	0	0	0	0	0	0
Totals:		3,504,934	809,164	19,926	1,315,533	156,690	374,000	66,719	4,138,626	10,385,592

SELPA: Tuolumne County SELPA

Fiscal Year: 2021–22

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	Sonora Union High School	0	0	0	0	0	0	0	0
2	Tuolumne County Superintendent of Schools	2,828,219	2,566,585	2,050,326	195,774	2,322,018	0	422,671	10,385,593
3	Belleview School District	0	0	0	0	0	0	0	0
4	Columbia Union School District	0	0	0	0	0	0	0	0
5	Curtis Creek School District	0	0	0	0	0	0	0	0
6	Jamestown School District	0	0	0	0	0	0	0	0
7	Sonora School Distrcit	0	0	0	0	0	0	0	0
8	Soulsbyville School District	0	0	0	0	0	0	0	0
9	Summerville School District	0	0	0	0	0	0	0	0

Attachment III

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List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> 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	Summerville Union High School District	0	0	0	0	0	0	0	0
11	Twain Harte School District	0	0	0	0	0	0	0	0
12	Big Oak Flat - Groveland Unified	0	0	0	0	0	0	0	0
Totals:		2,828,219	2,566,585	2,050,326	195,774	2,322,018	0	422,671	10,385,593

SELPA: Tuolumne County SELPA

Fiscal Year: 2021–22

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	Sonora Union High School	0	0.00%	0	0.00%	0	0
2	Tuolumne County Superintendent of Schools	1,562,019	100.00%	4,929,608	100.00%	3,893,965	6,491,627
3	Belleview School District	0	0.00%	0	0.00%	0	0
4	Columbia Union School District	0	0.00%	0	0.00%	0	0
5	Curtis Creek School District	0	0.00%	0	0.00%	0	0
6	Jamestown School District	0	0.00%	0	0.00%	0	0
7	Sonora School Distrcit	0	0.00%	0	0.00%	0	0
8	Soulsbyville School District	0	0.00%	0	0.00%	0	0
9	Summerville School District	0	0.00%	0	0.00%	0	0

Attachment IV

SELPA:

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List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Summerville Union High School District	0	0.00%	0	0.00%	0	0
11	Twain Harte School District	0	0.00%	0	0.00%	0	0
12	Big Oak Flat - Groveland Unified	0	0.00%	0	0.00%	0	0
Totals:		1,562,019	100.00%	4,929,608	100.00%	3,893,965	6,491,627

SELPA: Tuolumne County SELPA

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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	Sonora Union High School	0	0
2	Tuolumne County Superintendent of Schools	5,738,084	196,368
3	Belleview School District	0	0
4	Columbia Union School District	0	0
5	Curtis Creek School District	0	0
6	Jamestown School District	0	0
7	Sonora School Distrcit	0	0
8	Soulsbyville School District	0	0
9	Summerville School District	0	0

Attachment V

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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	Summersville Union High School District	0	0
11	Twain Harte School District	0	0
12	Big Oak Flat - Groveland Unified	0	0
Totals:		5,738,084	196,368

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

Attachment VII

SELPA:

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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
Does Not Apply	<input type="button" value="+"/> <input type="button" value="-"/>	Delete This Row							<input type="text"/>

DO NOT
DISTRIBUTE

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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



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

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.

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- 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. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.

- 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.

Service is not needed at this time, will offer service if needed.

- 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.

Service is not needed at this time, will offer service if needed.

- 240–Service Coordination (Ages 0-2 only) *Service is Not Currently Provided*

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

- 250–Special Instruction (Ages 0-2 only) *Service is Not Currently Provided*

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.

Service is not needed at this time, will offer service if needed.

Section E: Annual Service Plan

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

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

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

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

340–Intensive Individual Instruction

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

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*

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

Section E: Annual Service Plan

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

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

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.

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

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

445–Assistive Technology *Service is Not Currently Provided*

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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, 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.

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

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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.

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 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, 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

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.

525–Social Worker

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

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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, including 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.

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

545–Residential Treatment

610–Specialized Service for Low Incidence Disabilities *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.

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

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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.

715-Interpreter

Service is Not Currently Provided

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

Service is not needed at this time, will offer service if needed.

720-Audiological

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.

Service is not needed at this time, will offer service if needed.

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 need 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/covational 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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

735-Braille Transcription *Service is Not Currently Provided*

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

740-Specialized Orthopedic *Service is Not Currently Provided*

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

745-Reading *Service is Not Currently Provided*

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

750-Note Taking *Service is Not Currently Provided*

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

755-Transcription *Service is Not Currently Provided*

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

760–Recreation Service, Including
Therapeutic Recreation

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.

820–College Awareness

Service is Not Currently Provided

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

830–Vocational Assessment, Counseling,
Guidance, and Career Assessment

Service is Not Currently Provided

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

840–Career Awareness

Service is Not Currently Provided

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

850–Work Experience Education

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

855–Job Coaching

Service is Not Currently Provided

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

860–Mentoring

Service is Not Currently Provided

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

865–Agency Linkages (referral and placement)

Service is Not Currently Provided

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.

870–Travel and Mobility Training

Service is Not Currently Provided

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

890–Other Transition Services

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

Pursuant to Title 5 of the *California Code of Regulations* (5 CCR) 3051.24, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.



Description of the "Other Related Service"

One to One Aide

Qualifications of the Provider Delivering "Other Related Service"

Qualified instructional assistant will assist the student.



Description of the "Other Related Service"

Consultation Between LEA and Private School

Qualifications of the Provider Delivering "Other Related Service"

Mild to moderate credentialed special education teacher or credentialed school psychologist or speech language pathologist will consult with private school to best serve the student.



Description of the "Other Related Service"

Social Skills and Behavior Support w/ School Psychologist

Qualifications of the Provider Delivering "Other Related Service"

Credentialed school psychologist will work directly with student.

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SELPA: Tuolumne County Superintendent of Schools

Fiscal Year: 2020–21



Description of the “Other Related Service”

Social Skills Instruction

Qualifications of the Provider Delivering “Other Related Service”

Credentialed school psychologist will work directly with student.



Description of the “Other Related Service”

One to One Dyslexia Care

Qualifications of the Provider Delivering “Other Related Service”

Student will be going to a private provider to provide further dyslexia support.



Description of the “Other Related Service”

Consultation for Private School Student

Qualifications of the Provider Delivering “Other Related Service”

Mild to moderate credentialed special education teacher or credentialed school psychologist or speech language pathologist will consult with private school to best serve the student.

