



PASADENA UNIFIED SCHOOL DISTRICT

NOTICE OF PUBLIC HEARING

MAY 23, 2024
6:40 P.M. (approximately)

PASADENA UNIFIED SCHOOL DISTRICT EDUCATION CENTER

351 S. Hudson Avenue
Pasadena, CA 91109

THE GOVERNING BOARD OF EDUCATION OF THE PASADENA UNIFIED SCHOOL DISTRICT WILL HOLD A PUBLIC HEARING AND COMMENT REGARDING THE 2024-2025 SPECIAL EDUCATION LOCAL PLAN ALONG WITH THE BUDGET AND SERVICE PLAN FOR THE PASADENA UNIFIED SCHOOL DISTRICT SELPA.

SHOULD THE PUBLIC WISH TO REVIEW THE 2024-2025 SPECIAL EDUCATION LOCAL PLAN ALONG WITH THE BUDGET AND SERVICE PLAN PRIOR TO THE PUBLIC HEARING, THE DOCUMENT WILL BE ON FILE AND AVAILABLE FOR PUBLIC INSPECTION ELECTRONICALLY AS FOLLOWS:

FROM MAY 23 THROUGH JUNE 13, 2024

DURING THE HOURS OF 8:00 AM TO 4:00 PM
AT THE FOLLOWING LOCATION:

EDUCATION CENTER
Special Education Office
351 S. Hudson Avenue, Room 227
Pasadena, California 91101

[\(WEB LINK\)](#)

Elizabeth Blanco
Superintendent of Schools
Pasadena Unified School District

**APPROVED by the Board of
Education of the Pasadena
Unified School District on
the above mentioned date.**

DATE POSTED: May 17, 2024

**BOARD OF EDUCATION
PASADENA UNIFIED SCHOOL DISTRICT
PASADENA, CALIFORNIA**

Topic: APPROVAL OF THE SPECIAL EDUCATION LOCAL PLANNING AREA (SELPA) LOCAL PLAN AND THE 2024-2025 SELPA ANNUAL BUDGET AND SERVICE PLAN

RECOMMENDATION: The Governing Board of the Pasadena Unified School District approve the revision to the SELPA Plan and approval of the SELPA 2024-2025 Annual Budget and Service Plan.

Anticipated Effect on Student Outcomes: Target resources to support instructional improvement and increase accountability at identified schools (School Pursuing Excellence)

I. BACKGROUND:

Special Education is a program mandated by the Individuals with Disabilities Educational Act (IDEA). This legislation was originally passed in 1997 and underwent revision in 2004. Current California laws comply with the federal statutes.

California has divided regions of the state into Special Education Local Planning Areas (SELPAs). SELPAs are large, unified districts or consist of a specific group of local educational areas (LEAs) charged with the responsibility to provide free and appropriate public education (FAPE) to qualified students with special needs who reside within the SELPA's area. Both federal and state special education funds are directed to the SELPA, and the member LEAs collaborate to meet the needs of its students and to devise a method for equitable distribution of funds.

The SELPA and LEAs must be in compliance with all state and federal special education laws. Failure of and LEA to remedy required noncompliant items could result in withholding of funds from the entire SELPA and/or a reduction from the superintendent's salary.

The Individuals with Disabilities Act (IDEA) as amended in 2004, accompanying regulations, and the California Education Code require each SELPA to submit a budget plan and a service plan annually. The budget and service plan are based on the CALPADS (California Longitudinal Pupil Achievement Data System) data report, which was finalized using standardized templates required by CDE. Section D of the Annual Local Plan is based on the 2nd interim preliminary 2024-2025 budget. This annual budget plan identifies just the expected expenditures for services to students with disabilities.

II. STAFF ANALYSIS:

The first level compliance is establishing and maintaining a Local Plan. This Local Plan contains statements from IDEA that briefly summarize major elements of IDEA. It also contains the governance structure of the Pasadena Unified School District SELPA. The School Board, the County Superintendent of Schools and the Pasadena Unified School

**APPROVED by the Board of
Education of the Pasadena
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the above mentioned date.**

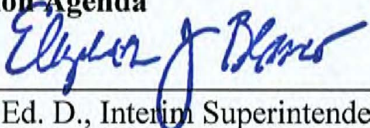
District Superintendent must approve the entire Local Plan. All additional policies and procedures that define the operations of the Pasadena SELPA shall be on file at the SELPA Office. Upon approval of all parties, with advisory participation from the Community Advisory Committee, this Local Plan revision will be forwarded to the California Department of Education for approval.

General education and special education administrators, teachers, service providers and paraprofessionals provide services. Services are available to students with special needs at all district sites as well as Charter Schools, Non-Public Schools, and other settings.

- Attachments:** SELPA Local Plan: Section A
- SELPA Local Plan: Section B
- SELPA Local Plan: Section D
- SELPA Local Plan: Section E

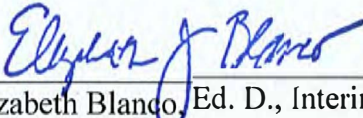
III. FISCAL IMPACT:

No fiscal impact for the SELPA Local Plan Approval. The Board of Education is being asked to approve the 2024-2025 estimated SELPA budget and services plan.

<p>Pasadena Unified School District Board of Education Agenda June 13, 2024 Submitted by:  Elizabeth Blanco, Ed. D., Interim Superintendent</p>

<p>Funding title/code: Title: <u>N/A</u> Code: <u>N/A</u></p>

Approved:



Elizabeth Blanco, Ed. D., Interim Superintendent

APPROVED by the Board of Education of the Pasadena Unified School District on the above mentioned date.

Originator: Elizabeth Blanco, Ed. D., Interim Superintendent

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

A2. SELPA Identification

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

SELPA

A3. SELPA Administrator Contact Information

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

SELPA Name	<input type="text" value="Pasadena Unified School District"/>		
Street Address	<input type="text" value="351 S. Hudson Avenue"/>	Zip Code	<input type="text" value="91109"/>
City	<input type="text" value="Pasadena"/>	County	<input type="text" value="Los Angeles"/>
Mailing Address	<input type="text" value="351 S. Hudson Avenue"/>		
City	<input type="text" value="Pasadena"/>	Zip Code	<input type="text" value="91109"/>
Administrator First Name	<input type="text" value="Sally"/>	Administrator Last Name	<input type="text" value="Iverson"/>
Administrator Title	<input type="text" value="SELPA Administrator"/>		
Administrator's Email	<input type="text" value="iverson.sally@pusd.us"/>		
Telephone	<input type="text" value="(626) 396-3600"/>	Extension	<input type="text" value="5880"/>

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

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

Administrative Entity Name	<input type="text" value="Pasadena Unified School District"/>		
Street Address	<input type="text" value="351 S. Hudson Avenue"/>	Zip Code	<input type="text" value="91109"/>

Section A: Contacts and Certifications

SELPA

Fiscal Year

City	<input type="text" value="Pasadena"/>	County	<input type="text" value="Los Angeles"/>
Contact First Name	<input type="text" value="Sally"/>	Last Name	<input type="text" value="Iverson"/>
Contact Title	<input type="text" value="SELPA Administrator"/>		
Email	<input type="text" value="iverson.sally@pusd.us"/>		
Telephone	<input type="text" value="6263963600"/>	Extension	<input type="text" value="5880"/>

Special Education Local Plan Area Review Requirements

Community Advisory Committee

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

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

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

The Local Plan was submitted to the CAC on:

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

County Office of Education

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

COE responsible for approving the Local Plan

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

Public Hearing Requirements

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

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

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

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

STEP 2: SELPA Governance Structure

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

STEP 3: Prior Submissions

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

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

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

Add	Agency	First and Last Name	Title	Section
-	Consultant	Carol Higa	Administrator-Spec. Ed.	All
-	Pasadena USD	Sally Iverson	Administrator-Spec. Ed.	All
-	Pasadena USD	Clara Valdez	Administrator-Spec. Ed.	Multiple
-	Pasadena USD	Vivian Huang	Administrator-Spec. Ed.	Multiple
-	Pasadena USD	Kingsley Udo	Other	Section D

Section A: Contacts and Certifications

SELPA Pasadena Unified School District

Fiscal Year 2024-25

Add	Agency	First and Last Name	Title	Section
-	Pasadena USD	Erik Trejo	Administrator-Spec. Ed.	Multiple
-	Pasadena USD	Kim Kenne	Other	Multiple
-	Community Member	Warren Skidmore	Parent	Multiple
-	CAC	Manisha Strait	Parent	Multiple
-	CAC	Cindy Gin	Parent	Multiple
-	CAC	Adria Schneider	Parent	Multiple
-	CAC	Deborah Watson	Parent	Multiple
-	CAC	Judy McKinley	Parent	Multiple
-	CAC	Marlene Benites	Parent	Multiple
-	CAC	Jackie Holmes	Parent	Multiple
-	CAC	Kim Jones	Parent	Multiple
-	CAC	Caroline Katz	Parent	Multiple
-	CAC	Zella Knight	Parent	Multiple
-	CAC	Andrew Katz	Other	Multiple
-	Pasadena USD	Brian Stanley	Administrator-Gen. Ed.	Section B
-	Pasadena USD	Julie Reynoso	Administrator-Gen. Ed.	Section B

STEP 5: Certifications

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

- Certification 1: SELPA Local Plan Section B: Governance and Administration
- Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)

Number Submitted

Certification 4: CAC (Required for all SELPA Local Plan Sections B)

Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)

Number Submitted

STEP 6: Electronic Signatures

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

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 1

Local Plan Section B: Governance and Administration

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

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

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

- Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

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

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

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

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

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

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

SELPA Administrator

Date

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2

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

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

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

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

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

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

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

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

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA 1916 Pasadena SELPA

Fiscal Year 2024-25

Certification 3: County Office of Education

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

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

Cert 3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

Yes No

Cert 3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to EC Section 56140(b).

Yes No

If "Yes," the COE must enter comments and recommendations here:

The local plan sections submitted meet all applicable requirements of state and federal law.

Cert 3-3. Special Education Local Plan Area Governance Structure

The COE certifies the SELPA is a:

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

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA 1916 Pasadena SELPA

Fiscal Year 2024-25

Cert 3-4. The COE ensures the SELPA submitting the Local Plan meets one of the following conditions:

Single-LEA SELPA

The COE ensures the Single LEA SELPA has established a written procedure for the ongoing review of programs conducted, and procedures utilized under the Local Plan, and a mechanism for correcting any identified problem related to the regionalized service to local programs, including, but limited to, all of the services identified in California *Education Code (EC) 56195.7(c)*. *EC sections 56027, 56195, 56195.7(c) and (j)(1), and 56205; OR*

Multiple LEA SELPA or COE joined SELPA

The COE ensures the Multiple LEA SELPA or COE joined SELPA has a written agreement entered into by entities participating in the Local Plan that includes a provision for ongoing review of programs conducted, and procedures utilized, under the Local Plan, and a mechanism for correcting any identified problem. *EC 56195.1 and 56195.7*

Yes No

Cert 3-5. The county superintendent ensures the Local Plan, including amendments, is posted on the COE web site, or includes a link to the Local Plan.

Yes No

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

<https://www.lacoe.edu/services/curriculum-instruction/special-education/special-education-stit>

Authorized Signature

Debra Duardo, M.S.W., Ed.D.

COE Superintendent

Jun 21, 2024

Date

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

SELPA

Fiscal Year

Certification 4: Community Advisory Committee

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

Cert 4-1. Community Advisory Committee Participation

The Community Advisory Committee (CAC), advised the SELPA during the development, amendment, and review of the Local Plan. The process involved a schedule of regular consultations regarding policy and budget development. California *Education Code* sections 56194 and 56205(a)(12)(E).

- Yes No (If the answer is "NO," please include comments.)
- N/A (Section D and/or Section E submissions)

Cert 4-2. Community Advisory Committee Review Timeline

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

- Yes No (If the answer is "NO," please include comments.)
- N/A (Section D and/or Section E submissions)

Cert 4-3. Community Advisory Committee Comments

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

- Yes No (If the answer is "NO," please include comments.)
- N/A (Section D and/or Section E submissions)

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

Authorized Signature

CAC Chairperson

Date

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Section B: Governance and Administration

SELPA Pasadena Unified School District

Fiscal Year 2024-25

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The Pasadena Unified School District (PUSD) operates as a single district SELPA which has approximately 15,000 pupils. Geographically, the PUSD encompasses all or parts of the cities of Pasadena, Altadena and Sierra Madre. The PUSD offers the full continuum of special education programs and services. The Governing Board of the PUSD elects to operate as a single district SELPA, and as such, it is the governing body of this Plan that is solely responsible for the development and approval of policies governing this Local Plan for special education.

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

The PUSD is a single district Special Education Local Plan Area. The governing body of Pasadena Unified School District (PUSD) is the School Board of the PUSD District, 56205(a)(12)(A). The District Governing Board is the sole policy making entity for the SELPA.

Responsibilities of the PUSD district board members:

1. Exercise authority over, assume responsibility for and be fiscally accountable for special education programs operated by the SELPA.
2. By approving the Local Plan, enter into an agreement with other agencies participating the plan for the purpose of delivery of services and programs.
3. Review and approve revisions of the PUSD SELPA Local Plan for Special Education.
4. Participate in the governance of the PUSD SELPA through its designated representative, the PUSD SELPA Director. The PUSD SELPA Director has the authority to act as the board designee to approve and amend policies as necessary.

Section B: Governance and Administration

SELPA Pasadena Unified School District

Fiscal Year 2024-25

5. Appoint members of the Community Advisory Committee.

Pasadena Unified School District, pursuant to section 56195 of the California Education Code has the responsibility to adopt a plan in accordance with California Education Code 56200 to assure access for special education and services for all eligible individuals with disabilities residing the geographic area served by the PUSD.

Approval of the Local Plan for Special Education, adoption of the budget and District policies and employment of SELPA personnel occur at regularly scheduled, public meetings of the governing board. The oversight and operations of the PUSD will be shared by administrators of the District. The SELPA Director gives regular reports to the Superintendent/District governing board relating to the operation of the SELPA. The SELPA shall include all school sites located within the District, excluding 4 Charter Schools who elect to operate under the Desert Mountain Charter SELPA and the El Dorado Charter SELPA. The remaining 24 schools residing in District boundaries will serve all eligible individuals with exceptional needs residing within the District, or attending its programs under some other authorization.

The PUSD SELPA has the responsibility to assure access to special education and services for all eligible individuals with disabilities residing in the geographical area served by the District. The PUSD SELPA is designated as its own Administrative Unit (AU) for the SELPA. It shall be responsible for the administrative functions such as, but not limited to:

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

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

Policy: The description of the governance and administration of the Local Plan and the policymaking process shall be consistent with subdivision (f) of Section 56001, subdivision (a) of Section 56195.3 and Section 56195.9 and shall reflect a schedule of regular consultations regarding policy and budget development with representatives of special education and general education teachers and administrators selected by the groups they represent and parent members of the Community Advisory Committee.

Amendments to the permanent sections of the Local Plan [EC 56194.7(j) (1)]:

Changes or amendments to the permanent portion of the Local Plan may be considered during

Section B: Governance and Administration

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the annual service and budget plan process. Amendments approved in this manner shall become permanent upon subsequent approval by the Pasadena Unified School District Board of Education.

The PUSD Board of Education may adopt amendments to the permanent portion of the Local Plan on an "interim" basis not to exceed one calendar year. The policy would become permanent subsequent to approval by the State Board of Education. Otherwise, local plans need to be amended only when there is a change in federal or state law or regulation, there is a new interpretation by the court, or there is an official finding of noncompliance with federal or state law. Amendment Education and the State Board of Education.

Policies addressing PUSD District LEA responsibilities shall include, but not limited to:

1. Free Appropriate Public Education
2. Full Educational Opportunity
3. Child Find
4. Individualized Education Program and Individualized Family Service Plan.

Funding and Implementation [EC 56194.7(j) (1)]:

The PUSD SELPA receives funding from the State for the Local Plan Area. The District coordinates and provides services within the District using these resources, local contributions, and federal funds allocated for Special Education. Students eligible for special education services provided within the region are defined as those students physically residing within the geographic boundaries of the District and students who are granted inter-district transfers. The concept of regionalized services is to provide a continuum of options necessary to ensure appropriate special education services to students with disabilities are available.

"Regionalized services" does not mean that every service and placement required for students with disabilities must be available at each site. The concept of regionalized service is to ensure that, even for those services that are less frequently needed, the services will be available within the District or region at District expense. It further means that the District is responsible to provide those services required by a child's Individualized Education Program (IEP).

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

In Accordance with EC 56195.5, the Los Angeles County Department of Education provides support to The PUSD SELPA in the following ways:

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INTERAGENCY AGREEMENTS:

The PUSD SELPA ensures that a full continuum of program options are available and has determined that:

1. Program options, as appropriate to the students' needs are available at neighborhood schools.
2. The majority of special education programs, to the maximum extent appropriate to the student's needs, are housed on regular school campuses and dispersed throughout the SELPA;
3. When scarcity of population or other factors prevent the PUSD SELPA from directly providing a required service for its students, the service may be provided by a school in a nearby SELPA or by a provider outlined in the PUSD SELPA service plan.
4. The county provides services to students with IEPs who are enrolled in County Community Day Schools, County Juvenile Schools, and Adult Detention facilities as identified in the Annual Service Plan.
5. The county provides Differentiated Assistance and certifies the local plan.

In determining the appropriate LRE placement for students with disabilities, the IEP team shall:

1. Determine if the student can be served in a general education classroom setting at the student's neighborhood school with supplemental aids and services. The IEP shall specify any supplemental aids and services;
2. Determine if the student can be served by the special education service provided at the student's neighborhood school campus. The IEP shall specify the extent to which the student will not be in the general education classroom setting and activities;
3. Take steps to ensure that the proper placement of ethnically and culturally diverse students is not disproportionate.
4. PUSD SELPA provides services to students with IEPs who are enrolled in County Community Schools.

PUSD SELPA has Interagency agreements with:

1. Lanterman Regional Center
2. San Gabriel/Pomona Regional Center
3. Eastern Los Angeles Regional Center
4. Options Head Start

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5. State Preschool

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

Yes No

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

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

The CAC shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other students enrolled in schools, students and adults with disabilities, general and special education teachers, other school personnel, representatives of public and private agencies, and persons concerned with the needs of individuals with exceptional needs [EC 56195.9]. It is the intent of the CAC to strive to maintain a membership reflective of the diversity in the PUSD SELPA.

The CAC shall have regularly scheduled meetings not less than two times per year. The SELPA Chief Executive Officer/Designee will present the CAC's input to the Superintendent or designee for consideration.

Announcements of CAC meetings and activities will be distributed to parents of children with special needs in the SELPA.

CAC membership and voting will be in line with current executed CAC Bylaws.

The General Membership:

All interested members of the Special Education Community are eligible for attendance and entitled to General Membership of this CAC. General Membership includes: Parents of students with and without exceptional needs enrolled in public, charter or private schools within the District boundaries of Altadena, Pasadena and Sierra Madre; representatives from private and public community agencies inside and outside the District, students and/or adults with exceptional needs inside or outside of the District, a student with exceptional needs who chooses to proactively advocate for themselves, and other community stakeholders concerned with individuals with exceptional needs.

Individuals who are on service contract with the school district or SELPA are encouraged to

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attend general membership meetings of the CAC. Only members who have met the requirements shall have the privileges of voting on all matters. Voting members are defined as members of the PUSD special education community as defined by the Federal and State laws and mandates (ED 56192 and 56193) who have attended at least 3 consecutive meetings of the last five (5) regular CAC meetings and have signed the appropriate on-site meeting roster(s). Absences may be excused by the current Chairperson of the CAC. Five (5) excused absences may not exceed 4 regular meetings and must be documented in writing. A quorum shall exist when a majority of the members are present. Voting will take place at a publicly scheduled meeting. Agenda items concerning minutes, elections, policy, sub-committee appointments, financial decisions, or procedural changes may only be approved or changed by vote. The attending community at large may not vote on any matter.

Observers and Visitors:

All attendees not noted in Article 4.01A are considered Observers and Visitors and are designated as occasional attendees with no voting rights. They are encouraged to participate and become General Members. Appointments section 4.02.

- A. The SELPA Administrator serves as a non-voting member of the CAC
- B. All members shall be screened by the CAC as a whole for eligibility. Prospective members shall submit membership applications to the CAC Secretary after attending two consecutive general meetings, which will then be presented to the PUSD Board for approval at any of the regularly scheduled PUSD Board Meetings.
- C. There shall be no maximum number of General Members.

The responsibilities of the CAC shall include but are not limited to:

1. Advise in the development and review of the Local Plan
2. Assist in parent and public education and in recruiting parents who may contribute to the implementation of the Local Plan.
3. Act in a supportive role to individuals and parents of individuals with exceptional needs
4. Assist in recruiting volunteers who may contribute to parent activities and training
5. Assisting in the development of parent awareness of the importance of regular school attendance

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

In accordance with Education Code 56195.3, the Local Plan shall be developed and updated cooperatively by a committee of representatives of special and general education teachers and administrators, with participation by parent members of the Community Advisory Committee (CAC). Teacher participants shall be selected by the Special Education Department. General education and special education administrators shall be selected by the representative superintendents. Regular consultations regarding policy and budget development shall occur in accordance with Education Code 56205(a)(12)(E). Additionally, review of the Local Plan by the CAC shall occur at least 30 days prior to the submission of the plan to the Superintendent per Education Code 56205(b)(7).

Amendments to the Local Plan may be proposed by the SELPA and shall be approved and become permanent upon subsequent approval by the local governing board, upon review by the County Office and subsequent approval of the State Superintendent. Nothing in the section shall modify the requirements of Ed. Code section 56205 requiring an annual budget and annual service plan.

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

Appendices to the Local Plan are not part of the permanent portion of the Local Plan, and each Appendix may be amended according to its own provision(s) for amendment.

The PUSD SELPA held three meetings with the SELPA Local Plan Committee. These meetings occurred on April 22, 2024, May 9, 2024 and May 15, 2024. These meetings included general and special education administrators and teachers, parents of students with special needs, and members of the CAC. Participants were solicited to provide input into the Local Plan and that feedback guided this document.

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

In accordance with EC 56836.01(a)(b), the SELPA Special Education Administrator shall be responsible to monitor on an annual basis the appropriate use, allocation, and distribution of

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all funds allocated for special education programs. Final determinations and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process. All Federal and State Funds allocated for special education programs shall be used for services to students with disabilities as outlined by California Education Code and IDEA. The oversight of staff and special education programming shall occur under supervision of the Chief Executive Officer or appointed designee per Education Code 56205(a)(12)(D)(ii). As a single district SELPA, the District is the responsible Administrative Unit (AU). The Los Angeles County Board of Education is the governing body of the AU.

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

In addition to providing a broad range of programs and services to students within the District attendance area, the SELPA may provide for the education of individual students in special education programs maintained by other districts or counties. The PUSD SELPA shall develop written agreements to be entered into by entities participating in the Local Plan, if any. Such agreements need not be submitted to the State Superintendent. The SELPA may develop written agreements including, but not limited to, the agreements listed in Education Code section 56195.7.

The PUSD SELPA has 5 Charter Schools within its geographic boundaries. Four (4) Charters partner with Desert Mountain SELPA and El Dorado County Charter SELPA and as such, are within the purview of their SELPA's Local Education Plan and are not under the jurisdiction of the Pasadena Unified School District SELPA.

The Greater Los Angeles Area SELPA (GLAAS) Directors have collectively developed a Master Contract and Service Agreement for students placed in certified nonpublic, nonsectarian schools. When PUSD contracts with a nonpublic, nonsectarian school, PUSD shall evaluate the placement of its student(s) in such schools on at least an annual basis as part of the annual plan IEP review. The PUSD SELPA representatives shall review the master contract, the individual service agreement template, and the PUSD SELPA Coordinator for Non Public Schools will ensure that all services agreed upon and specified in the IEP are provided.

10. For multi-LEA local plans, specify:

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

N/A

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

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

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

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

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

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disability in accordance with the IEP for the child, even in one or more non-disabled children benefit from these services.

2. To develop and implement a fully integrated and coordinated services system.

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

The SELPA Administrator and special education administrators provide oversight of operations of the SELPA special education programs. The Board of Education approves the Annual Budget and Service Plan in an annual meeting.

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

The SELPA Special Education Director and the Chief Business Officer oversee, on an annual basis, the appropriate use of all funds allocated for special education programs. The District's Chief Business Officer, reviews and confirms that expenditures for special education funds are appropriate. All special education funds are part of District audit process.

The Board of Education agrees to review and approve the SELPA annual service and budget plans and any subsequent modifications.

Both the annual budget and service plan for the District are reviewed, at least annually by the Finance Department, Special Education Directors, CAC, and the Superintendent's cabinet. All policies implemented in the single district SELPA are developed consistent with the district Administrative Procedures.

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

The District, through the Local Plan, has provided assurance to the State that specialized equipment and services are distributed within the District in a manner that minimizes the necessity to service pupils in isolated sites and maximizes the opportunities to serve pupils in the least restrictive environment per Education Code 56206.

Each student's Individualized Education Program (IEP) team determines and identifies the school site, which provides the student with a free and appropriate public education in the least restrictive environment. Any necessary specialized equipment and/or services identified by the IEP team will be provided at the identified school site.

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Access to Assistive Technology After Disenrollment

The PUSD is committed to EC 56040.3 which requires that students who move out of the local education agency, continue to have access to their devices, or a comparable device, in order to receive a free appropriate public education.

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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

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progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"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

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birthday."The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly

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qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

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

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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); EC 56205(a)(20)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Document Title:

Document Location:

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Description:

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized (Education Code 56303).

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the Board shall approve a plan to meet the needs of individuals with disabilities residing in the district. The goals for children in the special education program are incorporated into the district goals for student achievement, equity, safety, accountability and community engagement.

The special education local plan area shall administer a local plan and administer the allocations of funds (Education Code 56195). In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district shall serve as a SELPA.

The Superintendent or designee shall develop a local plan for the education of individuals with disabilities residing in the district. The plan shall be approved by the Board.

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parents/guardian members of the community advisory committee, to ensure adequate and effective participation and communication (Education Code 56195.9).

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

2. Coordinated system of identification and assessment:

Document Title: Identification and Evaluation of Individuals for Special Education

Document Location: pusdus/
rq8wjmfyjccq3blycz/61644ARidentificationandEvaluationofindividualsfor
SpecialEducation.pdf

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth up to age 22 who have disabilities in order to provide them with appropriate educational opportunities in

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Description:

accordance with state and federal law.

The Superintendent or designee shall establish a comprehensive system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals (Education Code 56301).

The district's identification procedures shall include methods for utilizing referrals from parents/guardians, teacher, appropriate professionals, and others, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program (Education Code 56302).

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth up to age 22 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Superintendent or designee shall establish a comprehensive system that includes procedures for the identification, screening, referral and regular and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals (Education Code 56301).

The district's identification procedures shall include methods for utilizing referrals from parents/guardians, teachers, appropriate professionals, and others, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program (Education Code 56302).

The Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, translation, and review, including the right to consent to any assessments concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals who need special education services (Education Code 56301).

3. Coordinated system of procedural safeguards:

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Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

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Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of the district and each district school. The Board shall regularly review the effectiveness of the district's programs, personnel, and fiscal operations, with a focus on the capacity to improve student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals set forth in the local control and accountability plan (LCAP). District and school performance shall be annually evaluated based on multiple measures specified in the California Accountability and Continuous Improvement System as reported on the California School Dashboard.

The district's alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, community day schools, and non-public, nonsectarian schools pursuant to Education Code 56366, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction (Education Code 52052, 56366). The district and each district school shall demonstrate comparable improvement in academic achievement for all numerically significant student subgroups.

Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth or homeless students (Education Code 52052).

The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of the review and evaluation of district programs and operations and as part of the development or annual update of the LCAP.

8. Coordination of interagency agreements:

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Document Title: Relations Between Other Governmental Agencies and the Schools, Nonpublic Nonsectarian School and Agency Services for Special Education

Document Location: pusdus/fzuxtn6j7tptfih8qicr/1400BPRelationsBetweenOtherGovernmentalAgenciesandtheSchools03-2019.pdf

The Governing Board believes that district efforts to provide a high quality education for students in the community can be enhanced by collaboration with other government and public agencies that are responsible for the health, safety, and well-being of children and youth. The district shall initiate and maintain good working relationships with representatives of local agencies to maximize student and family access to support services that will help students achieve to their highest potential.

The SELPA Director will serve as the liaison to the Regional Center, California Children's Services and other private and public agencies to coordinate services for students with disabilities. It shall be the policy of the PUSD that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services requires for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

The Governing Board recognizes the need and the worth of cooperative relationships with other schools, colleges, and educational organizations. It encourages members of the school staff to work with their counterparts in such organizations.

The Board shall initiate or participate in collaborative relationships with city and county elected officials to design and coordinate multi-agency programs that respond to the needs of children and families and provide more efficient use of district and community resources. To Further such collaborations, the Board may establish or participate in formal structures for governance teams to regularly meet and discuss issues of mutual concern.

The Superintendent and appropriate staff shall cooperate with government and public agencies in the planning and implementation of joint projects or activities within the community. The Superintendent or designee may designate a coordinator to ensure effective implementation of the district's responsibilities in any such collaborative project.

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Description:

In order to identify priorities for services, the Board shall encourage a periodic assessment of children's needs within the community, which may include, but not be limited to, needs based on poverty, child abuse and neglect, poor physical or mental health, substance abuse, violence, homelessness, placement in foster care, or should also examine the extent to which those needs are being met through existing services in the district and in the community, the costs of providing those services, and any gaps, delay, or duplication of services.

Description:

The Board shall approve the services to be offered by the district, the resources that will be allocated to support collaboration, any use of school facilities for services, and any development or joint use of facilities with other jurisdictions. All agreements with other agencies to coordinate services or share resources shall be in writing. The Board may establish joint powers agreements or memorandums of understanding, when feasible, to formalize the responsibilities and liabilities of all parties in a collaborative activity.

The Superintendent or designee shall work with interagency partners to explore funding opportunities available through each agency, state and national grant programs, and/or private foundations for youth service coordination and delivery.

In order to facilitate service delivery or determination of eligibility for services, the district may share information with other appropriate agencies as long as the parent/guardian consents and the information is shared in accordance with laws pertaining to confidentiality and privacy. The Board shall receive regular reports of progress toward the identified goals of the collaborative effort. The reports may include, but not be limited to, feedback from staff and families regarding service delivery, numbers of children and families served, specific indicators of conditions of children, and indicators of system efficiency and cost effectiveness. TThe Board shall communicate with the community about the district's collaborative efforts and the conditions of children within the schools. The Board may advocate for local, state, and national policies, programs, and initiatives designed to improve the conditions of children and youth.

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9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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Description:

placement, and transfer of foster youth and other related rights.

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build a foster youth's feeling of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities. To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers.

The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth. At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/ expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

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

Document Title:

Document Location:

The Governing Board desires to provide a free and appropriate public education to all individuals with disabilities, birth up to age 22 years, who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic school or agency services.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the Board shall approve a

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Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

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

Document Title:	<input type="text" value="Transportation for Students with Disabilities"/>
Document Location:	<input type="text" value="pusdus/lxcrvcrrjry4gfp7619s/35412BPTransportationforStudentswithDisabilities09-2016.pdf"/>
Description:	<input type="text" value="The Board of Education desires to meet the transportation needs of students with disabilities to enable them to benefit from special education and related services. The district shall provide appropriate transportation services for a student with disabilities when the district is the student's district of residence and the transportation services are required by his/her individualized education program (IEP) or Section 504 accommodation plan."/>

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

Document Title:	<input type="text" value="Career Technical Ed., Work Based Learning, Transition"/>
Document Location:	<input type="text" value="pusd.us/about/board-of-education/policies-regulations-bylaws/6000-instruction"/>
Description:	<input type="text" value="The Board of Education desires to provide a comprehensive career technical education (CTE) program in the secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The district's GTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program shall include a rigorous academic component and provide students with practical experience and understanding of all aspects of an industry."/>

15. Assurance of full educational opportunity:

Document Title:	<input type="text" value="Nondiscrimination in District Programs and Activities, Disproportionality"/>
	<input type="text" value="pusd.us/about/board-of-education/policies-regulations-bylaws/0000-"/>

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Document Location:

Description:

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

Document Title:

Document Location:

Description:

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education of individuals with disabilities residing in the district. The plan shall be approved by the Board.

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

Document Title:

Document Location:

Description:

Special Education Local Plan Area Services

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

Document Title:

Document Location:

Description:

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together to support student's participation in the inclusive environments and maximize the student's developmental potential.

Preschool Special Day Class-The self-contained Special Day Class (SDC) preschool models present an environment that incorporates both small class size and high teacher to student ratios.

Preschool Inclusion Class-The inclusion classroom allows students with disabilities to have access to non-disabled peers in an environment that incorporates both small class size and high teacher to student ratios.

Preschool Inclusion Class - The inclusion classroom allows students with disabilities to have access to non-disabled peers in an environment that has a high teacher to student ratio.

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

Document Title:

Document Location:

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

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible.

Procedural Safeguards are made available to parents no less than once per school year. The Procedural Safeguards discuss the availability of mediation. The district offers Alternative Dispute

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Resolution (ADR) at no cost to the parents. This process is confidential unless all parties agree otherwise. All resolutions are mutually upon by both parties.

To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulations.

Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

Any complaint alleging district violation of applicable state or federal laws or regulations governing any program subject to the UCP which is offered by the district, including adult education programs; After School Education and Safety programs; agricultural career technical education; American Indian education centers and early childhood education program assessments; bilingual education; California Peer Assistance and Review programs for teachers; state career technical and technical education, career technical, and technical training programs; federal career technical education; child care and development programs; child nutrition programs; compensatory education; consolidated categorical aid programs; Economic Impact Aid; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety plans; special education programs; California State Preschool Programs; Tobacco-Use Prevention Education programs; and any other district implemented state categorical program that is not funded through the local

Description:

1. Any complaint, by or on behalf of a student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any requirement applicable to the student regarding placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)
2. Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as

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defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1)

3. Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)

4. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

5. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223) (cf. 6142.7 - Physical Education and Activity)

Non-UCP Complaints

\The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division and the appropriate law enforcement agency.

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, teacher vacancies and misassignments, or health and safety

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violations in any license-exempt California State Preschool Program shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 8235.5, 35186)

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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of this manual. A Level I meeting is held. It is the responsibility of the site administrator to ensure that a process is in place.

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

Document Title:	Nonpublic Nonsectarian School and Agency Services For Special Education
Document Location:	pusd.us/about/board-of-education/policies-regulations-bylaws/6000-instruction
Description:	<p>The Governing Board recognizes its responsibility to provide all district students, including students with disabilities, a free appropriate public education in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency to meet the students' needs.</p> <p>In selecting nonpublic, nonsectarian schools or agencies with which the district may contract for the placement of any district student with disabilities, the Superintendent or designee shall follow the procedures specified in law and accompanying administrative regulation.</p> <p>Prior to entering into a contract to place any student in a nonpublic, nonsectarian school or agency, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with disabilities in accordance with Education Code 56366. In addition, the Superintendent or designee shall monitor, on an ongoing basis, the certification of any nonpublic, nonsectarian school with which the district has a contract to ensure that the school or agency's certification has not expired.</p>

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

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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)

Document Title: Services to Adult Students in County Jail Facilities

Document Location: pusd.us/about/board-of-education/policies-regulations-bylaws/6000-instruction

Free Appropriate Public Education (FAPE)
Every individual with exceptional needs who is eligible to receive special education instruction and related services under the Individuals with Disabilities Education Act (IDEA) and state special education laws, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her. A FAPE shall be available to individuals with exceptional needs in accordance with Section 1412(a)(1) of Title 20 of the United States Code and Section 300.101 of Title 34 of the Code of Federal Regulations.

Eligible Adults

Adults who are aged 18 through 21 years, who have not graduated with a high school diploma, who, at the time they turned 18 years were identified as an individual with exceptional needs and had an individualized education program (IEP) under the IDEA, are also entitled to a FAPE (hereinafter, "eligible adults"). (See 20 U.S.C. § 1400 (d)(1)(A), (B), (C); 20 U.S.C. § 1412(a)(1)(A); Cal. Ed. Code, §§ 56000, 56026(c)(4).) This applies to adults incarcerated in California adult jails and prisons. However, an individual, aged 18 through 21 years, who, in the educational placement prior to his or her incarceration in an adult correctional facility was not identified as an individual with exceptional needs or did not have an IEP under the IDEA, is not entitled to a FAPE. (20U.S.C. § 1412(a)(1)(B); Cal. Educ.(Code, § 56040(b).)

District of Residence

For eligible adults who prior to reaching the age of majority resided within the Pasadena Unified School District geographic boundaries of the Pasadena Unified Special Education Local Plan Area (SELPA) shall ensure that the student is

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provided a FAPE. If the parent relocates to a new district of residence, the new district of residence shall become the responsible Local Educational Agency (LEA). If the student is conserved, the residence of his or her conservator shall control. (Cal. Educ. Code, § 56041)

Individualized Education Program (IEP)

Description:

Description:

It is the responsibility of the incarcerated student to request a review of their special education services. Once the LEA is informed that one of its residents is an eligible adult incarcerated and the student has requested a review of their IEP, the Pasadena Unified School District will arrange to review the individual's IEP as necessary, subject to the cooperation of the correctional facility where the student is located. The LEA will determine within 30 days whether the qualified individual requires a FAPE and if so will ensure that the qualified individual is provided a FAPE pursuant to the IDEA and corresponding California special education law. To receive special education services while incarcerated, the student must consent to the receipt of such services such as but not limited to transition services, specialized academic instruction and other services as determined by the IEP team. The student may revoke their consent for special education services at any time. Adults eighteen to twenty-two years of age who have been identified as a child with a disability and had received services in accordance with their IEP, whose parents live within the boundaries of the Pasadena Unified School District but are incarcerated in a county jail outside of Pasadena Unified School District the PUSD will contract with service providers to provide the services in accordance with their IEP limitations.

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons:

1. The requirements set out in 20 U.S.C. § 1412(a)(16) and 20 U.S.C. § 1414(d)(1)(A)(i)(VI) (relating to participation in general assessments) do not apply. Eligible individuals convicted as adults under State law and incarcerated in adult prisons are exempted from participation in State and district-wide assessment programs under the IDEA.

2. The requirements of items (aa) and (bb) of 20 U.S.C. § 1414(d)(1)(A)(i)(VIII) (relating to transition planning and transition services), do not apply with respect to such individuals whose eligibility under the IDEA will end, because of their age, before such individuals will be released from county jail.

3. If an individual with a disability is convicted as an adult under State law and incarcerated in an adult county jail, the individual's IEP team may

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modify the individual's IEP or placement notwithstanding the least restrictive environment (LRE) requirements of 20 U.S.C. § 1412(a)(5)(A) and the IEP contents requirements of 20 U.S.C. § 1414(d)(1)(A) if there is a bona fide security or compelling penological interest that cannot otherwise be accommodated.

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

Local Plan Annual Submission

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

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

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TABLE 1

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

D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="13,072,903"/>	16.08%
AB 602 Property Taxes	<input type="text" value="866,674"/>	1.07%
Federal IDEA Part B	<input type="text" value="5,143,537"/>	6.33%
Federal IDEA Part C	<input type="text" value="84,746"/>	0.10%
State Infant/Toddler	<input type="text" value="860,120"/>	1.06%
State Mental Health	<input type="text" value="1,034,309"/>	1.27%
Federal Mental Health	<input type="text" value="179,654"/>	0.22%
Other Projected Revenue	<input type="text" value="60,051,739"/>	73.87%
Total Projected Revenue:	81,293,682	100.00%

D-2. "Other Revenue" Source Identification

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

Other Revenue: LCAP, Transportation, Inter-Agency, Workability, Contribution from Unrestricted Revenues

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

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

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TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="18,199,210"/>	22.39%
Object Code 2000—Classified Salaries	<input type="text" value="10,269,488"/>	12.63%
Object Code 3000—Employee Benefits	<input type="text" value="16,531,026"/>	20.33%
Object Code 4000—Supplies	<input type="text" value="750,319"/>	0.92%
Object Code 5000—Services and Operations	<input type="text" value="34,859,475"/>	42.88%
Object Code 6000—Capital Outlay	<input type="text" value="40,953"/>	0.05%
Object Code 7000—Other Outgo and Financing	<input type="text" value="643,211"/>	0.79%
Total Projected Expenditures:	81,293,682	100.00%

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

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

D-6. Code 7000—Other Outgo and Financing

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

7141-Tuition/Excess Costs to other Districts/SELPA's;
7310-Indirect Costs;

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TABLE 3

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

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

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="15,979,236"/>	19.66%
Projected Federal Revenue	<input type="text" value="5,677,910"/>	6.98%
Local Contribution	<input type="text" value="59,636,536"/>	73.36%
Total Revenue from all Sources:	81,293,682	100.00%

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

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

D-9. Special Education Local Plan Area Allocation Plan

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

Pasadena Unified is a Single District SELPA;

- b. YES NO

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

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TABLE 4

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

D-10. Regionalized Operations Budget

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	18,199,210	22.39%
Object Code 2000—Classified Salaries	10,269,488	12.63%
Object Code 3000—Employee Benefits	16,531,026	20.33%
Object Code 4000—Supplies	750,319	0.92%
Object Code 5000—Services and Operations	34,859,475	42.88%
Object Code 6000—Capital Outlay	40,953	0.05%
Object Code 7000—Other Outgo and Financing	643,211	0.79%
Total Projected Operating Expenditures:	81,293,682	100.00%

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

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

7141-Tuition/Excess Costs to other Districts/SELPAs;
7310-Indirect Costs;

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TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

YES NO

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

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

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

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

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

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

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California Department of Education

Special Education Division

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

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

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

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

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

- 330–Specialized Academic Instruction/
Specially Designed Instruction

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

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

Service is Not Currently Provided

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

Service is Not Currently Provided

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. 34 CFR sections 300.34(c)(3), 300.226

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.

Medical services (for evaluation only) (ages 0-2 only): Services provided a licensed physician to determine a child's developmental status and need for early intervention services.

At this time none of the students in the SELPA require this service. In the event a student requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service provision.

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.

Nutritional services (ages 0-2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variabilities; feeding skills and feeding problems; and food habits and food preferences.

At this time none of the students in the SELPA require this service. In the event a student requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service provision.

240–Service Coordination (Ages 0-2 only)

Service is Not Currently Provided

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

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

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

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individual Family Service Plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development. 34 CFR sections 300.34(c)(3), 300.226

At this time none of the students in the SELPA require this service. In the event a student requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service provision.

- 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.

Special education aide in regular development class, childcare center or family childcare home (ages 0-2 only)

At this time none of the students in the SELPA require this service. In the event a student requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service provision.

- 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.

Respite care services (ages 0-2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability (Note: only for infants and toddlers from birth through

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At this time none of the students in the SELPA require this service. In the event a student requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service provision.

340–Intensive Individual Instruction

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

IEP team determination that student requires additional support for all or part of the day to meet his or her IEP goals. 30 EC section 56364

Service is Not Currently Provided

350–Individual and Small Group Instruction

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

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program. 5 CCR section 3051; 30 EC section 56441.2

Service is Not Currently Provided

415–Speech and Language

Service is Not Currently Provided

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

Services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include; specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant. 5 CCR section 3051.1; 30 EC section 56363; 34 CFR sections 300.34 (c)(15), 300.8(c)(11).

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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.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports, and rhythms, for strength development and fitness, suited to the capabilities, limitations and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. CCR section 3051.5; 30 EC section 56363; 34 CFR sections 300.108, 300.39(b)(2)

435–Health and Nursing: Specialized Physical Health Care

Service is Not Currently Provided

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

Health care services means those health services prescribed by the child's licensed physical and or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR section 3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing 5 CCR section 3051.12; 30 EC section 56363; 34 CFR section 300.107; CEC section 49423.5(d).

436–Health and Nursing: Other

Service is Not Currently Provided

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

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. 5 CCR section 3051.12; 30 section 56363; 34 CFR section 300.107

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445–Assistive Technology

Service is Not Currently Provided

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

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. 5 CCR section 3051.16; 30 EC section 56363.3; 34 CFR sections 300.6, 300.105

450–Occupational Therapy

Service is Not Currently Provided

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

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 a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an Individualized Education Program (IEP), by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. 5 CCR section 3051.6; 30 EC section 56363; 34 CFR section 300.34 (c)(6).

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 Individualized Education Program (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

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curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents 5 CCR section 3051.6; 30 EC section 56363; 34 CFR section 300.34 (c)(9); B&PC Chapter 5.7 section 2600-2696; GC-Interagency Agreement Chapter 26.5 section 7575(a)(2)

510–Individual Counseling

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

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

Service is Not Currently Provided

515–Counseling and Guidance

Service is Not Currently Provided

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

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

520–Parent Counseling

Service is Not Currently Provided

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

Individual or group counseling provided by a qualified individual pursuant to an Individualized Education Program (IEP) to assist the parent(s) of students receiving special special education services in better understanding and meeting their child's needs; may include

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parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. 5 CCR section 3051.11; 34 CFR section 300.34(c)(8)

525–Social Worker *Service is Not Currently Provided*

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

Services provided pursuant to an Individualized Education Program (IEP) by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. 5 CCR section 3051.13; 34 CFR section 300.34(c)(14)

530–Psychological *Service is Not Currently Provided*

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

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

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

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

535–Behavior Intervention *Service is Not Currently Provided*

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

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. CCR Title 5 3001(d); 34 CFR section 300.34(c)(10)

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540–Day Treatment

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

Structured education, training and support services to address the student's mental health needs. Health and Safety Code, Div. 2, Chap. 3, Article 1, 1502(a)

Service is Not Currently Provided

545–Residential Treatment

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

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program. Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1 5671

Service is Not Currently Provided

610–Specialized Service for Low Incidence Disabilities

Service is Not Currently Provided

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

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf and hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's Individualized Education Program (IEP), including frequency and duration of the services to the student. CCR Title 5 3051.16 & 3051.18; 34 CFR section 300.34

710–Specialized Deaf and Hard of Hearing

Service is Not Currently Provided

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

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

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715–Interpreter

Service is Not Currently Provided

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

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer or tutoring students regarding class content through the sign system of the student. 5 CCR Section 3051.16; 34 CFR section 300.34 (c) (4)

720–Audiological

Service is Not Currently Provided

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

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. CCR Title 5 3051.2; 34 CFR section 300.34 (c)(1)

725–Specialized Vision

Service is Not Currently Provided

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

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

730–Orientation and Mobility

Service is Not Currently Provided

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

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an Individualized Education Program (IEP). 5 CCR section 3051.3; 30 EC section 56563; 34 CFR section 300.34(c)(7)

735–Braille Transcription *Service is Not Currently Provided*

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

Any transcription services to convert materials from print to Braille. It may include textbooks, test, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by an appropriate agency. 5 CCR section 3051.16; 30 EC section 56563; 34 CFR section 300.8(c)(13)

740–Specialized Orthopedic *Service is Not Currently Provided*

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

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment. CCR Title 5 section 3030(e) & 3051.16); 30 EC section 56363; 34 CFR section 300.8(c)(8)

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.

Reader services: Any specialized assistance provided for students who are print-impaired, whether the impairment is the result of a visual disability, other physical disability or reading disability. This may include but is not limited to readers provided for examinations, textbooks, and other course related reading assignments and may also include recorded materials.

At this time none of the students in the SELPA require this service. In the event a student requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service provision.

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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.

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

At this time none of the students in the SELPA require this service. In the event a student requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service provision.

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.

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

At this time none of the students in the SELPA require this service. In the event a student requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service provision.

760–Recreation Service, Including
Therapeutic Recreation

Service is Not Currently Provided

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

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs. CCR Title 5 section 3051.15; 34 CFR 300.24(c)(11)

820–College Awareness

Service is Not Currently Provided

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

The result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid. 34 CFR sections; 300.39(b)(5), 300.43

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

Service is Not Currently Provided

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist the student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decision. CCR Title 5 section 3051.14; 34 CFR sections 300.39(b)(5), 300.43

840–Career Awareness

Service is Not Currently Provided

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

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. There is a need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle school will be able to access vocational education funds. 5 CCR section 3051.14; 34 CFR section 300.39(b)(5), 300.43

850–Work Experience Education

Service is Not Currently Provided

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree (34 CFR 300.26)

855–Job Coaching

Service is Not Currently Provided

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

A service that provides assistance and guidance to an employee who may be experiencing

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difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance. 5 CCR section 3051.14; 34 CFR section 300.39(b)(5), 30043

860–Mentoring

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.

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

At this time none of the students in the SELPA require this service. In the event a student requires this service, the district will either assign or hire the appropriate personnel or contract with an agency for service provision.

865–Agency Linkages (referral and placement)

Service is Not Currently Provided

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

Service coordination and case management that facilitates the linkage of Individualized Education Programs (IEP) under this part and Individualized Family Service Plans (IFSP) under part C with individualized services plans under multiple Federal and State programs, such as Title 1 of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid) and Title XVI of the Social Security Act (supplemental security income). 30 EC section 56341.5(f); 34 CFR section 300.344(3)(b)

870–Travel and Mobility Training

Service is Not Currently Provided

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

Orientation and mobility services: (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community. 5 CCR section 3051.3; 34 CFR sections 300.39(c)(7)

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890—Other Transition Services

Service is Not Currently Provided

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

900—Other Related Service

Service is Not Currently Provided

Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

