

Special Education Local Plan Area (SELPA) Local Plan

SELPA Whittier Area SELPA

Fiscal Year 2024-25

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="Whittier Area SELPA"/>		
Street Address	<input type="text" value="8036 Ocean View Ave"/>	Zip Code	<input type="text" value="90602"/>
City	<input type="text" value="Whittier"/>	County	<input type="text" value="Los Angeles"/>
Mailing Address	<input type="text"/>		
City	<input type="text"/>	Zip Code	<input type="text"/>
Administrator First Name	<input type="text" value="Janet"/>	Administrator Last Name	<input type="text" value="Queneau"/>
Administrator Title	<input type="text" value="Executive Director"/>		
Administrator's Email	<input type="text" value="jquneau@wacsep.org"/>		
Telephone	<input type="text" value="(562) 945-6431"/>	Extension	<input type="text" value="8280"/>

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="Whittier Union High School District"/>		
Street Address	<input type="text" value="9401 S. Painter Ave"/>	Zip Code	<input type="text" value="90602"/>

Section A: Contacts and Certifications

SELPA Fiscal Year

City County

Contact First Name Last Name

Contact Title

Email

Telephone Extension

Special Education Local Plan Area Review Requirements

Community Advisory Committee

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

Yes No 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
-	Whittier Area SELPA	Janet Queneau	Administrator-Spec. Ed.	All
-	Whittier Area SELPA	Dr. Kristine Ramos	Administrator-Spec. Ed.	All
-	Whittier Area SELPA	Karla Rahiman	Administrator-Spec. Ed.	All
-	Whittier Area SELPA	America Saisho	Other	Multiple
-	Whittier Area SELPA	Jessica Burgos	Other	Section B

Section A: Contacts and Certifications

SELPA

Fiscal Year

Add	Agency	First and Last Name	Title	Section
-	Whittier Area SELPA	Jessica Gosselin	Other	Section B
-	Whittier Area SELPA	Elvira Caro-Michel	Other	Section B
-	East Whittier City School District	Hilda Lopez	CAC	All
-	East Whittier City School District	Carlos Pina	Other	Section D
-	East Whittier City School District	Mariane Sarrail	Other	Section D
-	East Whittier City School District	Elisa Clarke	Administrator-Spec. Ed.	Section E
-	El Rancho Unified School District	Lilian Huntenberg	Other	Section D
-	El Rancho Unified School District	Gia Padilla	Other	Section D
-	El Rancho Unified School District	Dean Cochran	Administrator-Spec. Ed.	Section E
-	Little Lake City School District	Georgette Baltierrez-Manohorathat	Administrator-Gen. Ed.	Section B
-	Little Lake City School District	Michael Montano	Other	Section D
-	Little Lake City School District	Liz Seymour	Other	Section D
-	Little Lake City School District	Dr. Tony Valencia	Administrator-Spec. Ed.	Section E
-	Los Nietos School District	Hanh Bui	Teacher-Gen. Ed.	Section B
-	Los Nietos School District	Fabien Ravelo	Other	Section D
-	Los Nietos School District	Douglas McMasters	Other	Section D
-	Los Nietos School District	Dr. Raymond Tan	Administrator-Spec. Ed.	Section E
-	South Whittier School District	Gurmeet	Other	Section D
-	South Whittier School District	Aubrey Craig	Other	Section D
-	South Whittier School District	Diana Huizar	Administrator-Spec. Ed.	Section E

Section A: Contacts and Certifications

SELPA

Fiscal Year

Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Whittier City School District	Ivan Itani	Other	Section D
<input type="checkbox"/>	Whittier City School District	Raquel Gasporra	Other	Section D
<input type="checkbox"/>	Whittier City School District	Christine Becerra-Watts	Administrator-Spec. Ed.	Section E
<input type="checkbox"/>	Whittier Union High School District	Jimmy Escobar	Other	Section D
<input type="checkbox"/>	Whittier Union High School District	Kevin Jamero	Other	Section D
<input type="checkbox"/>	Whittier Union High School District	Dr. Anthony Truong	Administrator-Spec. Ed.	Multiple
<input type="checkbox"/>	Whittier Union High School District	Gloria Ruiz	CAC	All

STEP 5: Certifications

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

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

STEP 6: Electronic Signatures

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

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.

Section A: Contacts and Certifications

SELPA

Fiscal Year

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- 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

For a multiple LEA SELPA or a COE joined SELPA

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

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

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

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

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

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

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

Section A: Contacts and Certifications

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

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

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

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

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

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

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.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

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

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

SELPA

Fiscal Year

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:

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).

For a multiple LEA SELPA or a COE joined SELPA

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

SELPA Whittier Area SELPA

Fiscal Year 2024-25

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

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

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

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>

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

SELPA

Whittier Area SELPA

Fiscal Year

2024-25

Authorized Signature

COE Superintendent

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

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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

LEA

Cert 5-1. Special Education Local Plan Area Governance Structure

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

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

For a multiple LEA SELPA or a COE joined SELPA

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

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

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

SELPA Whittier Area SELPA

Fiscal Year 2024-25

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

Cert 5-2. Local Educational Agency Local Plan Web Posting

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

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

www.erusd.org

Cert 5-3. Submission Certification Requirements for LEAs

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

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

Dr. Marco Villegas

LEA Superintendent/Chief Administrator

May 8, 2024

Date

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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

LEA

Cert 5-1. Special Education Local Plan Area Governance Structure

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

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

For a multiple LEA SELPA or a COE joined SELPA

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

SELPA Whittier Area SELPA

Fiscal Year 2024-25

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

Cert 5-2. Local Educational Agency Local Plan Web Posting

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

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

www.ewcsd.org

Cert 5-3. Submission Certification Requirements for LEAs

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Authorized Signature

Dr. Marc Patterson

LEA Superintendent/Chief Administrator

May 8, 2024

Date

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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

SELPA Whittier Area SELPA

Fiscal Year 2024-25

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

www.llcsd.net

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Authorized Signature

Jonathan Vasquez

LEA Superintendent/Chief Administrator

May 8, 2024

Date

SELPA

Fiscal Year

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www.losnietos.k12.ca.us/

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Authorized Signature

Dr. Ramiro Rubalcaba

LEA Superintendent/Chief Administrator

May 8, 2024

Date

SELPA

Fiscal Year

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Authorized Signature

Dr. Gary Gonzales

LEA Superintendent/Chief Administrator

May 8, 2024

Date

SELPA

Fiscal Year

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Authorized Signature

Dr. Brad Mason

LEA Superintendent/Chief Administrator

May 8, 2024

Date

SELPA

Fiscal Year

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Authorized Signature

LEA Superintendent/Chief Administrator

Date

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

SELPA

Fiscal Year

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The Whittier Area Cooperative SELPA , also known as the Whittier Area Cooperative Special Education Program (WACSEP), is a Special Education Local Plan Area (SELPA) of seven contiguous school districts, which have cooperated in the provision of special education services since 1956. The cooperative covers approximately ninety square miles in southeastern Los Angeles County and includes the cities of Whittier, Pico Rivera, Santa Fe Springs, and parts of Norwalk, Downey, and La Mirada, as well as the unincorporated areas of South Whittier and Los Nietos.

The seven participating districts are as follows:

- East Whittier City
- El Rancho Unified
- Little Lake City
- Los Nietos
- South Whittier
- Whittier City
- Whittier Union High School

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 Whittier Area Cooperative SELPA operates under a Joint Powers Agreement (JPA). The JPA may be amended by a two-thirds vote of the Joint Powers Board (JPB) and a two-thirds vote of the Governing Boards.

Joint Powers Board (JPB)

The JPB is composed of one representative and one alternate appointed by each member Governing Board and is the legal body, which meets regularly to take action on policies, rules,

SELPA Whittier Area Cooperative

Fiscal Year 2024-25

regulations and procedures. The JPB shall annually elect a chairperson and vice chairperson.

The superintendents are usually the district representatives of the JPB and in this capacity participate actively in the development of policy and in the decision making process. The JPB meets regularly, minimally eight times per year. The presence of two-thirds of the JPB shall be required in order to constitute a quorum for the conduct or transitions of business. Unless otherwise specified, a vote of the majority of the members of the JPB shall be sufficient to constitute action, provided that a quorum is present, except as otherwise specified. All meetings of the JPB shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act and other applicable laws. Except as otherwise provided or permitted by law, all meetings of the JPB shall be open and public and shall be conducted in such public building or other public place as may be designated by the JPB. The JPB shall keep minutes of its meetings. Minutes of the JPB are distributed to each member of the JPB.

The JPB may appoint and dissolve working committees from its active membership or by contracting for services of others.

The JPB shall designate and evaluate the position of chief executive officer (SELPA Executive Director). The SELPA Executive Director shall not be a member of the JPB, but shall serve as secretary to the JPB.

JPB responsibilities shall include but not be limited to:

1. Taking action to approve or deny SELPA policies, administrative regulations, resolutions, and local interagency agreements for the management and implementation of special education programs and services within the SELPA. Review, approve and monitor all budgets assigned to the SELPA.
2. Recruiting, selecting, evaluating, and supervising of the SELPA Executive Director.
3. Providing direction to the SELPA Executive Director for regionalized and program specialist services.
4. Establishing and promoting a Community Advisory Committee (CAC).
5. Reviewing and considering comments from the CAC.
6. Taking action to approve or deny Annual Service and Budget Plans and revisions to those plans.
7. Reviewing and approving requests for program transfers.
8. Reviewing and approving any changes in the income distribution model for the distribution of federal, state, and local funds allocated for special education programs. Adopting SELPA policies, administrative regulations, procedures.

Each JPB member has one vote and decisions will be made by a majority vote except in circumstances where state or federal mandates require a unanimous vote.

Community Advisory Committee (CAC)

The SELPA CAC serves in an advisory capacity.

The CAC membership includes parents of individuals with exceptional needs enrolled in public schools or private schools, parents of other students enrolled in school, students with disabilities, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. At least a majority of the CAC shall be composed of parents of students enrolled in schools participating in the Local Plan, and at least a majority of such parents shall be parents of individuals with exceptional needs.

CAC members shall be appointed by the Local Educational Agency (LEA) Governing Boards. The SELPA Executive Director serves as the secretary of the CAC and acts as a liaison between the CAC and JPB.

CAC Responsibilities:

1. Advise the policy and administrative entity on the development, amendment, and review of the Local Plan.
2. Assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan.
3. Encourage community involvement in the development of the Local Plan.
4. Support activities on behalf of individuals with exceptional needs.

The CAC shall have regularly scheduled meetings at least five times per year, or as listed in the most current CAC by-laws.

All meetings of the committee shall be held according to federal and state law. Announcements of CAC meetings and activities will be posted at the member school district offices and the SELPA web page.

Special Education Local Plan Area (SELPA) Executive Director

The selection of the candidate for the position shall be the responsibility of the JPB. The JPB shall evaluate the SELPA Executive Director.

The SELPA Executive Director is the chief executive officer of the JPB, ensures equal access to all programs and services in the SELPA and provides advice to members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan, on the availability of established due process and legal service options and procedures. In cooperation with the State Department of Education, the SELPA Executive Director provides information to ensure that all special education students receive due process of law.

Section B: Governance and Administration

SELPA Whittier Area Cooperative

Fiscal Year 2024-25

Under the direction of the JPB, the SELPA Executive Director responsibilities shall include, but are not limited to:

1. Coordinating the implementation of all components of the Local Plan.
2. Preparing and implementing Annual Budget and Service Plans.
3. Developing, implementing, supervising, and evaluating regionalized services.
4. Overseeing the recruitment, supervision, and evaluation of SELPA staff.
5. Developing and implementing policies, procedures, and local agreements that will ensure that all students are provided with a free and appropriate public education (FAPE).
6. Developing and maintaining interagency agreements with Eastern Los Angeles Regional Center, and others as needed to ensure a full range of special education programs and services.
7. Ensuring appropriate use of federal, state, and local funds allocated for special education.
8. Compiling data, and preparing program and fiscal reports required by the LEA, SELPA, and State Department of Education.
9. Developing and implementing a plan for personnel development, including training of staff and parents.
10. Providing technical assistance and consultation to LEAs in all areas of special education, including compliance and due process procedures.
11. Establishing and maintaining a positive relationship with all members of the SELPA.
12. Informing the LEA superintendents of the status of the special education programs.
13. Serving as secretary of the JPB and CAC.

Program Specialists

Program specialists may be employed through the Administrative Unit (AU) and serve the SELPA under the direction of the SELPA Executive Director. The SELPA Executive Director oversees the evaluation of program specialists.

Each program specialist must possess a valid special education credential, clinical services credential, health services credential, or pupil personnel services credential with school psychology authorization. Program specialists shall have advanced training and related experiences in the education of individuals with disabilities and a specialized in-depth knowledge in one or more areas of disabling conditions.

Under the direction of the SELPA Executive Director, Program Specialist responsibilities shall include, but are not limited to:

1. Conducting, observing, consulting with and assisting special and general education staff, administrators, and parents regarding appropriate placement and services for students.

Section B: Governance and Administration

SELPA Whittier Area Cooperative

Fiscal Year 2024-25

2. Participating in program development, primarily in the area of the program specialist's expertise.
3. Coordinating curricular resources and taking leadership in ensuring the use of appropriate instructional methods, strategies, interventions and resources.
4. Facilitating the development and implementation of staff development and parent education activities.

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

The LEA governing boards appoint their superintendent as their designee for the approval and review of all policies, procedures and fiscal decisions in the implementation of the SELPA Local Plan.

The policy development process followed by the WACSEP features flexibility in that the preliminary policy statement may originate from various levels of the Local Plan and from the participating LEAs.

Nothing in this section shall prohibit the adoption, modification, or enrollment of language amending specific provisions of the Local Plan as may be required by law. Such revisions of the Local Plan require submission to local boards of member LEAs.

Local board policy of each member LEA of the SELPA shall indicate that the LEA is responsible for educating students with disabilities in the least restrictive environment. Placement in special education programs or services occurs only when the nature or severity of the disability is such that the student's education, even with the use of modifications of the general educational program or use of supplementary aids or programs, cannot be achieved satisfactorily in the general education setting.

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

The WACSEP shall submit the Local Plan to the Superintendent of the Los Angeles County Office of Education for approval. If the County Superintendent does not approve the plan, the County office shall return the plan with comments and recommendations to the LEA(s). The LEAs participating in the plan may appeal the decision to the Superintendent of Public Instruction (E.C. 56140(b) (2)).

Section B: Governance and Administration

SELPA

Fiscal Year

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 acts as an advisory body on the development, amendment, and review of the Local Plan. The plan for special education shall be updated cooperatively by a committee of representatives of special and general education teachers and administrators selected by the groups they represent and with participation by parent members of the CAC, or parents selected by the CAC.

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)]

To ensure adequate and effective communication, the Local Plan will be developed, revised or updated cooperatively by a committee. The committee will include administrators, staff and parents. The parents will be members of the CAC or selected by the CAC. The SELPA Executive Director or designee will serve as committee chairperson.

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]

The AU for WACSEP is the Whittier Union High School District.

AU Responsibilities:

1. Serve as the employing agency for WACSEP certificated and classified personnel.
2. Receive and maintain accountability for fiscal and accounting records in accordance with federal and state requirements and submitting reports to appropriate authorities.

Section B: Governance and Administration

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3. Distribute funds, in collaboration with WACSEP, to member districts in accordance with the WACSEP distribution plan.
4. Upon recommendation of the JPB, the AU's governing Board shall review and act on SELPA operational items such as contracts or other requisite matters as needed to support the Local Plan.

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

The SELPA shall develop, agree to, and maintain interagency agreements and/or memorandums of understanding necessary to support the implementation of the Local Plan, and as required by legal mandates. They have been developed with agencies such as Regional Center. Other interagency agreements and/or memorandums of understanding will be developed as needed in support of the Local Plan. Copies of these documents can be requested through the SELPA office.

Coordinating Services with Other Public Agencies:

1. The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities.
2. The SELPA Director has the primary responsibility to negotiate agreements with other public agencies.
3. All agreements negotiated with public agencies are to be reviewed by the SELPA Executive Director and submitted to the JPB for approval.

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)]

The governing board of each LEA shall approve its participation in the WACSEP Local Plan.

LEA Governing Board Responsibilities:

1. Approve the Local Plan.
2. Adopt policies and procedures for special education programs and services within their districts.
3. Ensure LEA compliance with all elements of the Local Plan.
4. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency.

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- 5. Provide input on SELPA policies and procedures through the Superintendent of the LEA.
- 6. Appoint individuals to the CAC.
- 7. Other duties as required by federal and state law.

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)]

The superintendent of each district retains responsibility for the administration of programs operated by that district. The superintendent shall provide, as necessary, direct support to that district's staff in planning, establishing, and implementing policy decisions.

LEA Superintendents' Responsibilities:

- 1. Serve as a member of the JPB.
- 2. Assist in the identification of special education program and service needs for WACSEP through participation on the JPB.
- 3. Communicate SELPA information to their LEA governing boards.
- 4. Assure that the provisions of the Local Plan are implemented in the district in compliance with State Education Code and Federal Individuals with Disabilities Education Act (IDEA).
- 5. Assure that appropriate facilities and support services are available to meet the needs of students with disabilities residing in the geographical area covered by the Local Plan.
- 6. Other duties as required by federal and state law.

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)]

The LEA superintendents shall direct activities of the administrators of special education in coordinating the administration of the Local Plan.

Special Education Administrators are employed by their respective LEA and are responsible to their LEA superintendent.

LEA Special Education Administrators Responsibilities:

- 1. Serve in an advisory capacity to the SELPA Executive Director.
- 2. Coordinate special education services and programs within their district and for the implementation of the Local Plan.
- 3. Complete reports required by the SELPA, Federal or State in a timely manner.
- 4. Assign staff as required to assist in the development of regionalized services including, but not limited to, the development of a coordinated child find identification, placement

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- and referral system, personnel, and curriculum development activities, and evaluation and program review/monitoring activities.
5. Make available a free appropriate public education to all children residing in the LEA between the ages of birth through 21 inclusive, including students with disabilities who have been suspended or expelled from school.
 6. Identify and serve students in medical facilities, foster care, or Licensed Childcare Institute (LCI) pursuant to federal and state law.
 7. Develop and provide programs and services for all eligible students residing in the LEA and for students attending private schools.
 8. Organize, administer, and supervise the activities of local Individualized Education Program (IEP) teams and participate in regional IEP teams as required.
 9. Ensure participation in state and LEA-wide assessments.
 10. Operate all special education programs and services in accordance with federal and state laws and regulations.
 11. Organize the activities of the Resource Specialist Program (RSP) and assure that the programs comply with the provisions pursuant to EC 56362.
 12. Ensure equal access to all programs within the SELPA for students with disabilities by:
 - a. Use of common forms and web-based IEP development system
 - b. Acceptance of all students with disabilities appropriately referred to regionalized programs across LEAs
 - c. Assure the availability of programs as needed
 13. Assure that required information, reports and necessary waivers are submitted to the SELPA program administrator in a timely fashion.
 14. Coordinate and conduct LEA special education monitoring and review activities as required.
 15. Implement and monitor any corrective actions findings for all monitoring and review activities.
 16. Respond to compliance and due process complaints and implement required corrective actions if needed.
 17. Other duties as required by federal and state law.

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)]

1. The AU is responsible for the recruitment and hiring of the SELPA Executive Director.

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2. The selection of the candidate for the position shall be the responsibility of the JPB.
3. The JPB shall jointly supervise and evaluate the SELPA Executive Director's performance, including disciplinary action as may be necessary.
4. The SELPA Executive Director oversees the recruitment, supervision and evaluation of SELPA staff.
5. Individual LEAs will provide representation in the interview panel for the hiring of SELPA staff as needed.

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

All federal and state special education funds shall be allocated to the SELPA for distribution to LEAs according to an approved special education funding Allocation Plan. The JPB shall make any changes to the allocation of federal and state special education funds.

The AU shall be responsible for the distribution of the funds, in collaboration with the SELPA, according to an approved Special Education Funding Allocation Plan. The SELPA Director is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The governing boards of the LEAs participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The JPB has been designated the authority to determine the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities.

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

The SELPA provides a full continuum of services to students identified with disabilities, including students in charter schools, alternative education, and students who are not in residence but approved to attend the LEA. Access to services is through each of the LEAs. The referral, assessment, and IEP process is utilized to identify the needs of each individual student with disabilities.

Specific Duties of the AU:

1. The AU shall be responsible for receipt of and distribution of any funds for the operation of special education programs in accordance with the provisions of the Education Code Section 56836.

Specific Duties of the SELPA Executive Director:

1. Coordinate implementation of all components of the Local Plan.
2. Meet with LEA program and business staff regarding special education program needs,

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policies, procedures, agreements, and forms.

3. Provide LEA program staff with a venue for sharing ideas regarding issues such as program/service development, IEP oversight and development and implementation, curriculum scope and sequence, student performance targets, instructional best practices, and day-to-day operations.
4. Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
5. Monitor and ensure appropriate use of federal, state, and local funds allocated for special education operations.
6. Provide technical assistance to LEAs with non-public schools and agencies, including distribution of a master contract template and rate negotiations.

Specific Duties of the Individual LEAs:

1. Coordinate and conduct child find activities.
2. Make available a free appropriate public education to all students residing in the LEA and/or Local Plan geographic area.
3. Develop and provide programs and services for all eligible students residing in the LEA and for students attending private schools.
4. Identify and serve students in medical facilities, foster care, or Licensed Children's Institutions (LCI) pursuant to federal and state law.
5. Ensure participation in state and district-wide assessments.
6. Operate all special education programs and services in accordance with federal and state laws and regulations and in alignment with SELPA policies/procedures.

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

The AU will provide consultation and support to the SELPA related to the monitoring of the appropriate use of federal, state and local funds used for special education programs.

The SELPA Executive Director, or designee, shall be responsible to monitor, at a minimum annually, the appropriate use of all funds allocated for special education programs and services. Final determination, monitoring and action regarding the appropriate use of special education funds shall be made through the required Annual Maintenance of Effort reports and Annual Budget Plan submitted to the California Department of Education (CDE).

The individual LEAs, along with the SELPA Executive Director, shall ensure that the funds received from part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local, and other federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of students with disabilities except as provided

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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]

Specialized equipment and services will be provided at the site where the IEP team has determined appropriately provides the program/services in the least restrictive environment. The SELPA and individual LEAs will ensure that specialized equipment is accessible to students and in alignment with federal and state law (e.g., AB 605).
Funds for low incidence equipment, materials, and supplies as well as for low incidence services are restricted to support of students in the following disability categories: hard-of-hearing, deaf, visual impairment, severely orthopedically impaired, and deaf-blind. The funds are administered through the SELPA.

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

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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:

"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

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**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 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

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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:

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:

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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 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

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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:

Document Title:

Document Location:

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

Yes No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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"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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Role of the RLA/AU: The Administrative Unit (AU) receives and

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Description:

maintains accountability for fiscal and accounting records in accordance with federal and state requirements and submits reports to appropriate authorities, as well as distributes funds to member districts in accordance with the Whittier Area Cooperative Special Education Program (WACSEP) distribution plan.

Role of the Administrator of the SELPA: The Special Education Local Plan Area (SELPA) Executive Director will ensure that the Local Plan is implemented and will make recommendations to the JPB when revisions are needed. The Executive Director will also facilitate the development and approval of SELPA policies and procedures necessary to implement the Local Plan.

Role of the individual LEAs: Local Educational Agencies (LEAs) ensure a full continuum of services are available in order to provide a free and appropriate public education (FAPE) to all students with disabilities for whom they are responsible. The individual LEAs, through the representative to the JPB, will approve any policies and procedures needed to implement the Local Plan.

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

Description:

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Executive Director ensures each LEA conducts child find activities. The SELPA will provide technical support to LEAs and guidance to parents, as needed. The SELPA will also participate in child find activities established by the LEAs and ensuring appropriate interagency agreements are in place.

Role of the individual LEAs: Each LEA is responsible for identifying and assessing all students for whom they are responsible.

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

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Description:

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA provides alternate dispute resolution with districts as requested by parents. The SELPA assists parents with filing complaints with the OAH when requested. The SELPA also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, services, and placement. The SELPA will also provide parents with a copy of their procedural safeguards upon request and will maintain a copy on their website.

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

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

Document Title:

Administration of Regionalized Operations and Services Guidelines

Document Location:

Whittier Area Cooperative Special Education Program Office
8036 Ocean View Avenue, Whittier, CA 90602

Description:

Role of the RLA/AU: N/A

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

Role of the individual LEAs: LEAs will determine their staff development and parent and guardian education, based on their local needs. They may seek technical assistance or input from the SELPA.

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

Document Title:

Administration of Regionalized Operations and Services Guidelines

Document Location:

Whittier Area Cooperative Special Education Program Office
8036 Ocean View Avenue, Whittier, CA 90602

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Description:

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator will provide technical assistance and staff development, as requested or determined appropriate for member LEAs.

Role of the individual LEAs: LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs.

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

Document Title:

Administration of Regionalized Operations and Services Guidelines

Document Location:

Whittier Area Cooperative Special Education Program Office
8036 Ocean View Avenue, Whittier, CA 90602

Description:

Role of the RLA/AU: The AU will receive and maintain accountability for fiscal and accounting records in accordance with federal and state requirements and will submit reports to appropriate authorities, including support of the submission of SELPA fiscal accountability reports (e.g., Maintenance of Effort).

Role of the Administrator of the SELPA:

The SELPA will:

1. Review Annual Performance Reports, California School Dashboard, and other data sources with LEA administrators.
2. Review Annual Budget Plan by superintendents, CAC and other interested parents, community or educational groups.
3. Review Annual Service Plan by superintendents, CAC and other interested parents, community or educational groups.
4. Review of the funding Allocation Plan by the superintendents to ensure appropriate distribution of funds.

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

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7. Coordinated system of data collection and management:

Document Title:	Administration of Regionalized Operations and Services Guidelines
Document Location:	Whittier Area Cooperative Special Education Program Office 8036 Ocean View Avenue, Whittier, CA 90602
Description:	<p><i>Role of the RLA/AU: N/A</i></p> <p><i>Role of the Administrator of the SELPA:</i> The SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education (CDE). The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA.</p> <p><i>Role of the individual LEAs:</i> The LEAs are responsible for data entry, quality and integrity. The LEAs will approve the CALPADS submission as required by the CDE.</p>

8. Coordination of interagency agreements:

Document Title:	Administration of Regionalized Operations and Services Guidelines
Document Location:	Whittier Area Cooperative Special Education Program Office 8036 Ocean View Avenue, Whittier, CA 90602
Description:	<p><i>Role of the RLA/AU: N/A</i></p> <p><i>Role of the Administrator of the SELPA:</i> The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed.</p> <p><i>Role of the individual LEAs:</i> Through their representative to the JPB the LEAs will approve and implement interagency agreements as appropriate.</p>

9. Coordination of services to medical facilities:

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Document Title:	Administration of Regionalized Operations and Services Guidelines
Document Location:	Whittier Area Cooperative Special Education Program Office 8036 Ocean View Avenue, Whittier, CA 90602
Description:	<p><i>Role of the RLA/AU: N/A</i></p> <p><i>Role of the Administrator of the SELPA:</i> The SELPA will facilitate the coordination of these services by the designated LEAs.</p> <p><i>Role of the individual LEAs:</i> Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the LEA in which the hospital or facility is located.</p>

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

Document Title:	Administration of Regionalized Operations and Services Guidel
Document Location:	Whittier Area Cooperative Special Education Program Office 8036 Ocean View Avenue, Whittier, CA 90602
Description:	<p><i>Role of the RLA/AU: N/A</i></p> <p><i>Role of the Administrator of the SELPA:</i> The SELPA will facilitate the coordination of these services by the designated LEAs.</p> <p><i>Role of the individual LEAs:</i> Special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the district in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.</p>

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

Document Title:	Administration of Regionalized Operations and Services Guidelines
Document Location:	Whittier Area Cooperative Special Education Program Office 8036 Ocean View Avenue, Whittier, CA 90602
	<p><i>Role of the RLA/AU:</i> The AU is responsible, in conjunction with the</p>

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Description:

SELPA, for completion of required accountability and fiscal reports on behalf of the SELPA.

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

Role of the individual LEAs: Individual LEAs will submit required data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Document Title:

Administration of Regionalized Operations and Services Guidelines

Document Location:

Whittier Area Cooperative Special Education Program Office
8036 Ocean View Avenue, Whittier, CA 90602

Description:

Role of the RLA/AU: The AU maintains accountability for fiscal and accounting records, including the CAC allotted budget, in accordance with federal and state requirements.

Role of the Administrator of the SELPA: The SELPA will provide fiscal and logistical support to CAC meetings, events, and trainings that are approved by the JPB when required.

Role of the individual LEAs: The LEAs, through their representative to the JPB, will ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. LEA Directors shall facilitate communication between their CAC representative and their LEA.

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

Document Title:

Administration of Regionalized Operations and Services Guidelines

Document Location:

Whittier Area Cooperative Special Education Program Office
8036 Ocean View Avenue, Whittier, CA 90602

Description:

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA will provide technical assistance as requested.

Role of the individual LEAs: Each member LEA is responsible for providing transportation for their students with disabilities as determined

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by their Individualized Education Plan (IEP) teams.

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

Document Title: Administration of Regionalized Operations and Services Guidelines

Document Location: Whittier Area Cooperative Special Education Program Office
8036 Ocean View Avenue, Whittier, CA 90602

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

Role of the Administrator of the SELPA: The SELPA Administrator will provide technical assistance and staff development as needed. The SELPA Administrator will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate, including technical assistance with state and federal grants that support career and vocational education and transition services (e.g., Workability grants).

Role of the individual LEAs: Each LEA will provide appropriate career and vocational education and transition services as required under state and federal law, including providing required elements of state and federal grants as appropriate. LEAs will also coordinate with local agencies (e.g., Regional Center and Department of Rehabilitation).

15. Assurance of full educational opportunity:

Document Title: Administration of Regionalized Operations and Services Guidelines

Document Location: Whittier Area Cooperative Special Education Program Office
8036 Ocean View Avenue, Whittier, CA 90602

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

Role of the Administrator of the SELPA: Through approval of the Annual Services Plan, the SELPA will ensure that the full continuum of services is provided. The SELPA will assist with InterSELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined to be needed by the SELPA to LEAs and/or nonpublic schools.

Role of the individual LEAs: Each LEA, through their representative to the JPB, will determine the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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Description:

- 3. Coordinate curricular resources and take leadership in ensuring the use of appropriate instructional methods, strategies, interventions and resources.
- 4. Facilitate the development and implementation of staff development and parent education activities.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA administrator supervises and evaluates SELPA program specialist(s) and provides training and guidance to the program specialist(s) as needed.

Role of the individual LEAs: SELPA program specialist(s) will provide direct instructional support to LEAs, per the request of LEAs.

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: Special Education Local Plan Area Services Guidelines

Document Location: Whittier Area Cooperative Special Education Program Office
8036 Ocean View Avenue, Whittier, CA 90602

Description:

The Whittier Area Infant-Family Program, a Whittier Area Cooperative Special Education Program (WACSEP) program located in East Whittier City School District, provides early start services on a regional basis for all member Local Educational Agencies (LEAs) who serve birth-3 years of age. Whittier Area Infant-Family Program serves all solely low incidence (visually, hearing, or orthopedically impaired) identified children birth-3 years of age, providing service coordination and special education and related services. The program also "dually serves", with Regional Center, an additional number of children for special education and some related services. The Regional Center remains payor of last resort for those children who are "dually served." The Whittier Area Infant-Family Program is committed to providing procedural safeguards to families of infants and toddlers with disabilities as mandated by state and federal law. Parent rights are given to all families upon initial Individual Family Service Plan (IFSP) meetings.

For children who receive early start services, both through Regional Center and Whittier Area Infant-Family Program, will be referred to the district of residence for assessment prior to 2 years, 9 months. The

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districts in WACSEP are committed to working with the Regional Center to assure the completion of an Individualized Education Program (IEP) by the child's third birthday.

Referrals for students ages 3, 4, and 5 who are not in transitional kindergarten or kindergarten are made to the child's school district of residence. Referrals for assessment may be received from parents, pediatricians, social workers or other community members.

Preschool special education services are provided to students with IEPs in a variety of ways according to LEA procedures. Transdisciplinary teams share their expertise, working with parents, in addressing the needs of children. LEAs may work collaboratively to provide regionalized preschool services and/or programs within the Special Education Local Plan Area (SELPA). For a listing of programs and/or services for children 3 through 5 years of age, refer to the Annual Service Plan.

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:

Description:

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

Document Title:

Document Location:

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Description:

the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, the dispute resolution process included in the WACSEP Procedural Manual will be followed. This procedure is intended to resolve disagreements in a mutually satisfactory manner and at the lowest level possible in the governance structure outlined in the Local Plan without undermining local authority.

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:

Each LEA shall ensure that a student is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, multi-tiered system of support models, student success teams (or other teams with similar purposes), early literacy programs, and remedial programs.

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:

Document Location:

Nonpublic, nonsectarian school (NPS) means a private, nonsectarian school that enrolls individuals with exceptional needs pursuant to an IEP and is certified by the California Department of Education (CDE). The LEA may contract with an NPS when no public education program is available, as determined by the IEP team.

The LEA, or SELPA on behalf of the LEA, shall oversee and evaluate all placements in nonpublic, nonsectarian schools. The LEA, or SELPA on

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behalf of the LEA, shall do the following:

- Annually verify the NPS has conducted training pursuant to EC 56366.1 (a)(4).
- Conduct one on-site visit to the NPS prior to placement of a student if the LEA does not have any students enrolled at the school at the time of placement.
- Conduct one on-site monitoring visit each school year that the LEA has a student attending and which it maintains a master contract. The monitoring visit shall include:
 - A review of services provided to the student through the individual service agreement between the LEA and NPS.
 - A review of progress the student is making toward the goals in the IEP.
 - A review of progress the student is making toward the goals set forth in the student's behavior intervention plan, should one be included in the IEP.
 - Observation of the student during instruction.
 - Conduct a walk-through of the facility.
 - The on-site monitoring visit shall be documented in a report to be submitted to the CDE within 60 calendar days of the visit.

The IEP team shall consider the on-site monitoring visit report when evaluating whether the student is making appropriate educational progress at the NPS.

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

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

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

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

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Document Location: Whittier Area Cooperative Special Education Program Office
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The obligation to make free appropriate public education (FAPE) available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040)

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

Eligible Adults

Adults who are aged 18 to 21 years, who have not graduated with a high school diploma, who, at the time they turned 18 were identified as an individual with exceptional needs and had an IEP under the Individuals with Disabilities Education Act (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. Educ. 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 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. (20 U.S.C. 1412(a)(1)(B); Cal. Educ. Code, § 56040(b).)

District of Residence

For an eligible adult who, prior to reaching the age of majority, resided within the WACSEP geographic boundaries, the applicable LEA within the SELPA shall ensure the adult student has a FAPE available. If the parent relocates to a new district of residence, the new district of residence shall become the responsible LEA. If the student is

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conserved, the residence of the student's conservator shall be the responsible LEA. (Cal. Educ. Code, 56041)

Child Find

The SELPA shall actively and systematically seek out all eligible adults residing within its boundaries. The LEAs within the SELPA shall ensure that eligible adult students are identified and provided a FAPE consistent with this policy.

Individualized Education Program

Once the LEA is informed that one of its residents is an eligible adult incarcerated at an adult correctional facility, the LEA will review and revise the individual's IEP as necessary, including conducting an annual review, as needed, subject to the cooperation of the correctional facility where the student is located. The LEA will determine whether the qualified individual wishes to receive a FAPE and if so will ensure that FAPE is provided pursuant to the IDEA and California Education Code. To receive special education services while incarcerated, a qualified individual must consent to the receipt of such services.

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

The federal regulations (34 CFR 300.102(a)(2)(ii)) identify two

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exceptions to the above:

- a. Individuals who had been identified as eligible for special education and had received services in accordance with an IEP, but who left school prior to their incarceration.
- b. Individuals who did not have an IEP in their last educational setting, but who had been identified as eligible for special education.

Legal Reference: 20 U.S.C. 1414(d)(7); 34 C.F.R. §§ 300.102, 300.324(d); Cal. Educ. Code, 56040-56041; Cal. Gov. Code, 7579(d); Letter to Yudien, 39 IDELR 270, 103 LRP 37913 (OSEP 2003), (Education Code section 56040(b), 20 U.S.C. section 1412(a) (1) (B) (ii), 34 C.F.R. section 300.102(a) (2).)

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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="32,247,406"/>	66.33%
AB 602 Property Taxes	<input type="text" value="2,290,422"/>	4.71%
Federal IDEA Part B	<input type="text" value="9,693,189"/>	19.94%
Federal IDEA Part C	<input type="text" value="87,571"/>	0.18%
State Infant/Toddler	<input type="text" value="1,018,295"/>	2.09%
State Mental Health	<input type="text" value="0"/>	0.00%
Federal Mental Health	<input type="text" value="453,369"/>	0.93%
Other Projected Revenue	<input type="text" value="2,826,666"/>	5.81%
Total Projected Revenue:	48,616,918	100.00%

D-2. "Other Revenue" Source Identification

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

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

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

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TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="54,816,004"/>	36.18%
Object Code 2000—Classified Salaries	<input type="text" value="31,749,172"/>	20.96%
Object Code 3000—Employee Benefits	<input type="text" value="37,870,765"/>	25.00%
Object Code 4000—Supplies	<input type="text" value="563,683"/>	0.37%
Object Code 5000—Services and Operations	<input type="text" value="23,359,518"/>	15.42%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="3,138,193"/>	2.07%
Total Projected Expenditures:	151,497,335	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:

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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="38,367,982"/>	25.33%
Projected Federal Revenue	<input type="text" value="10,248,936"/>	6.77%
Local Contribution	<input type="text" value="102,880,416"/>	67.91%
Total Revenue from all Sources:	151,497,334	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).

For state resources off the top expenditures are taken out first then the remaining funding is allocated to the member districts based on prior year funded P2 ADA. For federal resources, with the exception of resource 33100, the SELPA keeps all the revenue to fund staff and programs used by all member districts. For resource 33100, the SELPA keeps the private school proportionate share and preschool monies to fund staff and programs used by the member districts.

- 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

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Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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TABLE 4

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

D-10. Regionalized Operations Budget

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="5,141,079"/>	37.09%
Object Code 2000—Classified Salaries	<input type="text" value="1,656,671"/>	11.95%
Object Code 3000—Employee Benefits	<input type="text" value="2,814,444"/>	20.31%
Object Code 4000—Supplies	<input type="text" value="199,391"/>	1.44%
Object Code 5000—Services and Operations	<input type="text" value="3,729,193"/>	26.91%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="319,350"/>	2.30%
Total Projected Operating Expenditures:	13,860,128	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.

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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.

Special Education Local Plan Area (SELPA) Local Plan

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Attachment I

SELPA:

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

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

Attachment I

SELPA: Whittier Area SELPA

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Add or Delete Row	List	County Code	District Code	School Code	Charter Code	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	19	64485			East Whittier City School District	Elisa	Clarke	562-907-5930	eclarke@ewcsd.org	Previously Reported
	2	19	64527			El Rancho Unified School District	Dean	Cochran	562-801-7310	dcochran@erUSD.org	Previously Reported
	3	19	64717			Little Lake City School District	Tony	Valencia	562-868-8241	tvalencia@llcsd.net	Previously Reported
	4	19	64758			Los Nietos School District	Raymond	Tan	562-692-0271	raymond_tan@linsd.net	Previously Reported
	5	19	65037			South Whittier School District	Diana	Huizar	562-944-6231	dhuizar@swhittier.net	Previously Reported
	6	19	65110			Whittier City School District	Christine	Becerra-Watts	562-789-3020	cbwatts@whittiercity.net	Previously Reported
	7	19	65128			Whittier Union High School District	Anthony	Truong	562-698-8121	anthony.truong@wuhd.org	Previously Reported
	8					Whittier Area SELPA	Janet	Queneau	562-945-6431	jqeneau@wacse.org	Previously Reported

Attachment II

SELPA: Whittier Area SELPA

Fiscal Year: 2024-25

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

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

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

Attachment II

SELPA: Whittier Area SELPA

Fiscal Year: 2024-25

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	East Whittier City School District	4,445,556	315,752	0	1,626,200	1,018,295	0	91,703	131,898	7,629,405
2	EI Rancho Unified School District	3,911,581	277,826	0	1,571,543	0	0	85,416	91,533	5,937,899
3	Little Lake City School District	1,930,504	137,117	0	810,622	0	0	44,210	46,445	2,968,898
4	Los Nietos School District	1,375,778	97,717	0	281,797	0	0	14,561	13,704	1,783,556
5	South Whittier School District	1,426,606	101,327	0	488,162	0	0	27,032	32,773	2,075,900
6	Whittier City School District	3,381,546	240,180	0	1,144,901	0	0	64,388	81,604	4,912,618
7	Whittier Union High School District	6,525,490	463,483	0	2,170,651	0	0	126,059	162,832	9,448,515
8	Whittier Area SELPA	9,250,346	657,020	87,571	1,599,313	0	0	0	2,265,877	13,860,128
Totals:		32,247,406	2,290,422	87,571	9,693,189	1,018,295	0	453,369	2,826,666	48,616,918

Attachment III

SELPA: Whittier Area SELPA

Fiscal Year: 2024-25

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	East Whittier City School District	9,818,052	6,097,886	6,545,085	78,450	2,989,800	0	0	25,529,273
2	EI Rancho Unified School District	9,006,940	6,308,136	6,825,922	142,000	3,063,144	0	402,000	25,748,142
3	Little Lake City School District	3,640,612	2,081,053	2,400,693	23,800	2,322,375	0	149,824	10,618,357
4	Los Nietos School District	1,831,224	1,286,380	1,368,948	29,448	560,000	0	84,000	5,160,000
5	South Whittier School District	3,881,613	1,609,396	1,942,804	33,265	1,232,031	0	863,974	9,563,083
6	Whittier City School District	7,705,915	4,958,112	5,410,455	17,296	5,314,173	0	515,042	23,920,993
7	Whittier Union High School District	13,790,569	7,751,538	10,562,414	40,033	4,148,802	0	804,003	37,097,359
8	Whittier Area SELPA	5,141,079	1,656,671	2,814,444	199,391	3,729,193	0	319,350	13,860,128
	Totals:	54,816,004	31,749,172	37,870,765	563,683	23,359,518	0	3,138,193	151,497,335

Attachment IV

SELPA: Whittier Area SELPA

Fiscal Year: 2024-25

Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	East Whittier City School District	1,717,903	16.76%	5,911,501	15.41%	17,899,868	7,629,405
2	EI Rancho Unified School District	1,656,959	16.17%	4,280,940	11.16%	19,810,243	5,937,899
3	Little Lake City School District	854,832	8.34%	2,114,065	5.51%	7,649,459	2,968,898
4	Los Nietos School District	296,358	2.89%	1,487,198	3.88%	3,376,444	1,783,556
5	South Whittier School District	515,194	5.03%	1,560,706	4.07%	7,487,183	2,075,900
6	Whittier City School District	1,209,289	11.80%	3,703,330	9.65%	19,008,375	4,912,618
7	Whittier Union High School District	2,296,710	22.41%	7,151,806	18.64%	27,648,844	9,448,515
8	Whittier Area SELPA	1,701,691	16.60%	12,158,436	31.69%	0	13,860,127
Totals:		10,248,936	100.00%	38,367,982	100.00%	102,880,416	48,616,918

SELPA: Whittier Area SELPA

Fiscal Year: 2024-25

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	East Whittier City School District	0	8,000
2	El Rancho Unified School District	0	0
3	Little Lake City School District	0	0
4	Los Nietos School District	594,649	0
5	South Whittier School District	0	0
6	Whittier City School District	0	0
7	Whittier Union High School District	30,000	30,000
8	Whittier Area SELPA	0	726,000
Totals:		624,649	764,000

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

Attachment VII

SELPA:

Fiscal Year:

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

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

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

DO NOT
DISTRIBUTE

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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



California Department of Education

Special Education Division

Local Plan Annual Submission

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330–Specialized Academic Instruction/
Specially Designed Instruction

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

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

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 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.

- 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.

Services are not required under the current IEP's/IFSP's at this time

- 230–Nutrition (Ages 0-2 only) *Service is Not Currently Provided*

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

These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.

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

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

This service includes the coordination of special education and related services.

- 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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

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

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

340–Intensive Individual Instruction

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

Service is Not Currently Provided

350–Individual and Small Group Instruction *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.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

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

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

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

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

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

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

445–Assistive Technology *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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. (34 CFR Part 300.6).

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. 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 provided based upon recommendation of the IEP team and by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

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, based on recommendation of the IEP team, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5)

Section E: Annual Service Plan

SELPA:

Fiscal Year:

510–Individual Counseling

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

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

Service is Not Currently Provided

515–Counseling and Guidance

Service is Not Currently Provided

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

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

520–Parent Counseling

Service is Not Currently Provided

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

Individual or group counseling provided by a qualified individual pursuant to an Individualized Education Program (IEP) to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).

Section E: Annual Service Plan

SELPA:

Fiscal Year:

525–Social Worker

Service is Not Currently Provided

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

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

530–Psychological

Service is Not Currently Provided

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

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

535–Behavior Intervention

Service is Not Currently Provided

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

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

540–Day Treatment

Service is Not Currently Provided

545–Residential Treatment

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

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

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

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

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

- 715—Interpreter *Service is Not Currently Provided*

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.

Services are not required under the current IEP's/IFSP's at this time

- 720—Audiological *Service is Not Currently Provided*

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

725–Specialized Vision

Service is Not Currently Provided

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

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

730–Orientation and Mobility

Service is Not Currently Provided

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

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

735–Braille Transcription

Service is Not Currently Provided

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

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

740–Specialized Orthopedic

Service is Not Currently Provided

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

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment. (CAC Title 5, §3030(e) & 3051.16).

Section E: Annual Service Plan

SELPA:

Fiscal Year:

745–Reading

Service is Not Currently Provided

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

750–Note Taking

Service is Not Currently Provided

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

755–Transcription

Service is Not Currently Provided

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

760–Recreation Service, Including
Therapeutic Recreation

Service is Not Currently Provided

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

820–College Awareness

Service is Not Currently Provided

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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 student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 §3051.14).

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 schools will be able to access vocational education funds. (34 CFR-§300.29).

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

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.

Services are not required under the current IEP's/IFSP's at this time

860–Mentoring

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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.

865–Agency Linkages (referral and placement)

Service is Not Currently Provided

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

870–Travel and Mobility Training

Service is Not Currently Provided

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

890–Other Transition Services

Service is Not Currently Provided

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"

Section E: Annual Service Plan

SELPA: Whittier Area SELPA

Fiscal Year: 2024-25

Qualifications of the Provider Delivering “Other Related Service”

CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxxx-xxxxxxx)	Charter Number (if applicable) (xxxx)	330	210	220	230	240	250	260	270	340	350	415	425	435	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900		
Whittier Union High School District	The Upward Bound School	WASNPSA6166748		X																	X	X																						X		X						
Whittier Union High School District	Whittier High	19651281939701		X								X		X	X	X	X		X		X	X			X					X		X										X	X	X	X			X		X		