

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

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Contact Information and Certification Requirements

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

- NEW SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- Local Plan Section B: Governance and Administration
- Local Plan Section D: Annual Budget Plan
- Local Plan Section E: Annual Service Plan
- Local Educational Agency Membership Changes

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="Rowland Unified SELPA"/>		
Street Address	<input type="text" value="1830 Nogales Street"/>	Zip Code	<input type="text" value="91748"/>
City	<input type="text" value="Rowland Heights"/>	County	<input type="text" value="Los Angeles"/>
Mailing Address	<input type="text" value="1830 Nogales Street"/>		
City	<input type="text" value="Rowland Heights"/>	Zip Code	<input type="text" value="91748"/>
Administrator First Name	<input type="text" value="Stacy"/>	Administrator Last Name	<input type="text" value="Berrest"/>
Administrator Title	<input type="text" value="Director, Special Education"/>		
Administrator's Email	<input type="text" value="stacy.berrest@rowlandschools.org"/>		

Section A: Contacts and Certifications

SELPA Fiscal Year

Telephone Extension

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="Julie Mitchell, Ph.D"/>		
Street Address	<input type="text" value="1830 Nogales Street"/>	Zip Code	<input type="text" value="91748-2945"/>
City	<input type="text" value="Rowland Heights"/>	County	<input type="text" value="Los Angeles"/>
Contact First Name	<input type="text" value="Julie"/>	Last Name	<input type="text" value="Mitchell"/>
Contact Title	<input type="text" value="Superintendent"/>		
Email	<input type="text" value="jmitchell@rowlandschools.org"/>		
Telephone	<input type="text" value="(626) 965-2541"/>	Extension	<input type="text"/>

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)

Section A: Contacts and Certifications

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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.

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

Section A: Contacts and Certifications

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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:

- 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	<input type="text" value="2021-22"/>
Section D: Annual Budget Plan	<input type="text" value="2023-24"/>
Section E: Annual Service Plan	<input type="text" value="2023-24"/>

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.

Section A: Contacts and Certifications

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	RUSD CAC	Elizabeth Cuevas	CAC	All
<input type="checkbox"/>	RUSD Association of Rowland Educators	Derek Hollingsworth	Teacher-Gen. Ed.	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.
- 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

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Certification 1
Local Plan Section B: Governance and Administration

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

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

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

- Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

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

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

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

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

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

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

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SELPA Administrator

Date

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

Section A: Contacts and Certifications

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Certification 2

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

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

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

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

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

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

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

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

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

Section A: Contacts and Certifications

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*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

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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

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

The COE certifies the SELPA is a:

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

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

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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.

Authorized Signature

COE Superintendent

Date

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

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Certification 4: Community Advisory Committee

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

Local Plan Submission

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

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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).

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.

Local Plan Submission

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

SELPA

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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

LEA Superintendent/Chief Administrator

Date

Special Education Local Plan Area (SELPA) Local Plan

SELPA Rowland Unified SELPA

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LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Section B: Governance and Administration

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B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The geographic service area covered by the Rowland Unified School District SELPA local plan includes the communities of Rowland Heights, Walnut, La Puente, City of Industry and West Covina.

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)]

Governing Body for the Responsible Local Area (RLA)/Local Educational Agency (LEA):

The Rowland Unified School District is a single-district SELPA. As such, the Board is the sole policy-making entity for the SELPA. Approval of the Local Plan, adoption of the budget and District policies and employment of SELPA personnel occur at regularly scheduled, public meetings of the governing board. The oversight and operations of the SELPA will be shared by the designated SELPA Director as well as administrators of the District. The SELPA Director shall provide regular reports to the Board relating to the operation of the SELPA. The SELPA shall include all school sites located within the District, and will serve all eligible individuals with exceptional needs residing within the boundaries of the District, or attending its programs under other authorization, preschool through age twenty-two (22).

The District is designated as its own Administrative Unit (AU) for the SELPA. It shall be responsible for administrative functions including, but not limited to, the following:

- Receipt and distribution of special education funds to District accounts for the operation of special education programs and services.

Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

- The employment of necessary staff to support SELPA functions.
- Upon the recommendation of the Superintendent, the Board, as the governing board of the RLA, is responsible for approval of the annual service and budget plans. The development of the annual service and budget plans

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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 Rowland Unified School District Board of Education is the governing body of the District and the SELPA and is the sole policy-making entity for the SELPA. The Board implements policies and procedures for special education programs and services provided in the SELPA, according to the Local Plan and the Board's direction. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the Education Code. Approval of the Local Plan, adoption of the budget, and District policies and employment of SELPA personnel occur at regularly scheduled, public meetings of the Governing Board.

The members of the Board are elected public officials. The policy-making responsibilities of the Board pertaining to the SELPA include, but are not limited to, the following:

- Approve the annual budget and service plans.
- Adopt District policies relating to special education and set priorities for the Local Plan.
- Appoint members of the Community Advisory Committee.
- Appoint members of the Administrative Advisory Committee.
- Appoint members of the Budget Advisory Committee.
- Ensure compliance with all elements of the Local Plan.
- Approve the Local Plan.
- Approve the annual budget and service plans.
- Adopt District policies relating to special education and set priorities for the Local Plan.
- Appoint members of the Community Advisory Committee.
- Appoint members of the Administrative Advisory Committee.
- Appoint members of the Budget Advisory Committee.
- Ensure compliance with all elements of the Local Plan.

Section B: Governance and Administration

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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 Los Angeles County Office of Education (COE) supports the Rowland Unified School District SELPA within its responsibility to ensure options for students with disabilities in our geographic area through compatibility with other local plans and accountability plans and through review and oversight of the RUSD local plan and instructional support, as applicable.

Other Administrative Supports:

Administrative Advisory Committee. The SELPA shall be responsible for establishing and maintaining an Administrative Advisory Committee in accordance with the Local Plan and the Bylaws of the Administrative Advisory Committee. The duties shall include:

- Review information provided at the State SELPA meetings.
- Upon staff recommendation, propose changes to SELPA and/or District policies and procedures based upon information from State SELPA meetings.
- Make recommendations for any actions or information to present to the SELPA administration.
- Review and discuss any necessary changes in the development or implementation of special education programs based on information from the State SELPA meetings.

Budget Advisory Committee. The SELPA shall be responsible for establishing and maintaining a Budget Advisory Committee in accordance with the Local Plan and the Bylaws of the Budget Advisory Committee. The duties shall include:

- Review and discuss the Annual Budget Plan prior to the required public hearing and approval by the Board.
- As necessary, review, monitor, and recommend revisions to the Annual Budget Plan during the fiscal year.
- Receive and/or provide updates on local, regional, state, and federal special education financial or budgetary matters.
- Discuss and review the financial implications of potential significant changes to District Special Education programs or other District programs that may financially impact the SELPA.
- Discuss and review the financial implications to the SELPA of potential significant changes planned or implemented by other SELPA's and/or other school districts.
- Discuss and review any necessary changes in SELPA and/or District budget policies and

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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 SELPA has established a a Community Advisory Committee (CAC) in accordance with Article 7 (commencing with section 56190) of Chapter 2 of Part 30 of the California Education Code, the Local Plan and the Bylaws of the Community Advisory Committee. The SELPA authorizes the CAC to fulfill the responsibilities that are defined for it in Article 7, the Local Plan and the Bylaws of the CAC. To ensure effective participation and communication, CAC parent representatives have participated with representatives of general and special education teachers and administrators in the development and updating of the local plan. The RUSD SELPA has provided the CAC with 30 days to review and advise on Section B of the local plan prior to submitting the final plan for approval.

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)]

The SELPA Director invites Community Advisory Committee representatives to regularly consult on the development of the local plan. In addition, RUSD administration invites the leadership of the collective bargaining associations, including California School Employees Association and Association of Rowland Educators, as well as special education teacher representatives to participate in developing and/or updating the local plan. Simultaneously, the RUSD Superintendent appoints administrator representatives for the local plan development process. Under the direction of the SELPA Director, the committee convenes to identify tasks and meeting dates.

Section B: Governance and Administration

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

As a single district SELPA, the District is the Responsible Local Agency (RLA). The Board is the governing board of the RLA. The responsibilities of the RLA include the following:

- Receipt and allocation of regionalized services, funds, and the provision of administrative support.
- Employment and evaluation of the SELPA staff using District-adopted employment and evaluation procedures. It shall be the responsibility of the Superintendent to evaluate the SELPA Director.
- Implement policies and procedures for special education programs and services provided in the SELPA, according to the Local Plan and the Board's direction. Such policies and procedures shall include, but not be limited to, all area specified in applicable sections of the Education Code.

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 District contracts with nonpublic, nonsectarian schools (NPS) and nonpublic, nonsectarian agencies (NPA) certified by the CDE, via the appropriate certification process. The SELPA has the authority to visit, observe, monitor and report on the educational program provided by any NPS/NPA under contract with the District or involved in a potential placement with the District. Any request for a waiver shall be considered and approved at the discretion of the SELPA Director.

The SELPA shall consider the needs of the individual student and the recommendations of the IEP team when entering into agreements with nonpublic, nonsectarian schools or agencies. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs, towards the goals identified in each student's IEP.

The SELPA will submit NPS Master Contracts to the Board for approval. Each Master Contract is modeled after the State Master Contract and Service Agreement which contains requirements to allow the SELPA to monitor the placement and services of students in certified nonpublic, nonsectarian schools. The school shall have at least an annual IEP meeting that will facilitate the evaluation of the placement and services to ensure

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implementation of the IEP. The Master Contract provided by the SELPA contains language requiring reporting from the certified nonpublic, nonsectarian school regarding IEP progress as frequently as required by the District at each annual IEP meeting, which shall include a representative of the SELPA, the certified nonpublic, nonsectarian school shall provide documentation as to the student's progress towards annual goals and objectives. The annual data provided by the certified nonpublic, nonsectarian schools shall be authentic curriculum-based measurements, in accordance with state-adopted grade level standards.

The SELPA shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the school to ensure that they were appropriate and valid for measuring student progress. The SELPA may choose to administer additional assessments as necessary, with parental consent, to determine whether the student is making appropriate educational progress.

In addition, the SELPA shall contract with other agencies, as appropriate, to serve students with disabilities. The School Board approves Memoranda of Understanding with each of these agencies, such as with the Regional Center of California which serves eligible infants ages 0 to 3 who do not have low incidence disabilities and the Department of Rehabilitation which provides career preparation services to secondary aged students, including those in the adult transition program.

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)]

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

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

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

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

RLA: The Rowland Unified School District is designated as its own Administrative Unit (AU) for the SELPA. In support of the local plan. It shall be responsible for administrative functions including, but not limited to, the employment and evaluation of the SELPA staff using District-adopted employment and evaluation procedures. It shall be the responsibility of the Superintendent to evaluate the SELPA Director.

SELPA Director: Supervision of other SELPA staff is designated by the Board and Superintendent to administrators in accordance with protocol developed by Human Resources and the SELPA Director.

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)]

As a single district SELPA, the District is the LEA and Responsible Local Agency (RLA/AU). The Board is the governing board of the RLA. The responsibilities of the LEA/RLA/AU are as follows:

Receipt and allocation of regionalized services, funds, and the provision of administrative support.

Receipt and distribution of special education funds to District accounts for the operation of special education programs and services.

Receipt and distribution of special education funds to accounts exclusively designated for SELPA use

SELPA Director: The SELPA Director's role for the distribution of federal and state funds rests within these areas:

Responsibility for the implementation of the Local Plan and in the oversight and operations of the SELPA.

Receipt of all grant award notifications of federal and state funds and coordinating fund allocation with District administration in accordance with provisions of the Local Plan.

Coordinating the activities of the SELPA Budget Committee which reviews SELPA fiscal operations.

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

LEA/RLA/AU: Implement policies and procedures for special education programs and services provided in the SELPA, according to the Local Plan and the Board's direction. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the Education Code.

SELPA Director: Coordinate the development and implementation of the SELPA program and student outcomes, and the annual accountability procedures. The SELPA shall comply with the CDE CALPADS requirements. The SELPA shall maintain a Management Information System.

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

LEA/RLA/AU: The School Board reviews and approves the annual Budget Plan which allocates all funds to support special education programs.

SELPA Director: The SELPA Director prepares the annual budget plan and oversees implementation of all special education programs. Through administrative oversight procedures, the SELPA Director shall approve all special education expenditures and designate budget funding sources.

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]

To support students, specialized equipment will be distributed within the physical location of their current placements, as designated on students' IEPs. It is the policy of the SELPA to serve students with disabilities in the least restrictive environment consistent with their academic and non-academic needs. Students with disabilities shall receive their education in chronologically age-appropriate general education classrooms at neighborhood school sites unless there is a compelling educational reason why this cannot be accomplished. Special classes, separate schooling, or other removal of individuals with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

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

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300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"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:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's 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

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disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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 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)

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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

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

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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)

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:

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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:

"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)

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Policy/Procedure Title:

Document Location:

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

Yes No

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

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:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Document Title:

Document Location:

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Description:

2. Coordinated system of identification and assessment:

Document Title:
Document Location:
Description:

3. Coordinated system of procedural safeguards:

Document Title:
Document Location:
Description:

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

Document Title:

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Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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Description:

7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

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9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

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Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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Description:

RLA/LEA: The Board's policies have affirmed its commitment to FAPE for students with disabilities, including transportation as a service available to students through their IEPs. The Board approves and supports the local plan which establishes the provision of transportation as a related service.

SELPA Director: In order to ensure that FAPE is available to all students with disabilities, the SELPA shall provide the combination of education and related services determined through each student's IEP which meet the unique needs of the student so as to provide benefit from access to educational opportunities. Transportation is a related service which a student receives in accordance with his/her IEP. The SELPA Director ensures that RUSD delivers transportation to students whose IEP has identified it as a required service.

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

Document Title:

Document Location:

Description:

Through the IEP process, the IEP team begins developing transition goals when the student reaches age 16. Schools are required to set clear and specific transition goals beyond secondary school. The student's IEP is to include "appropriate measurable postsecondary goals based on age appropriate transition assessments" and describe the transition services, "including courses of study," needed to reach his or her goals.

The RUSD Transition Partnership Program (TPP) provides enhanced, coordinated vocational services including Department of Rehabilitation Student Services and employment preparation, job development, and short-term support services to successfully transition students with disabilities into meaningful employment. In addition, the RUSD Workability program offers students with an Individualized Education Program (IEP) the opportunity to complete their secondary education while also obtaining marketable job skills. Workability provides secondary students with an understanding of job-seeking and job-keeping skills. The employability of students improves through occupational class training and on-the-job subsidized or unsubsidized work experience.

RLA:/LEA: Ensures compliance with Board policies that provide FAPE for students with disabilities,

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including career/vocational/transition services. The Board monitors these services by its adoption of the SELPA Annual Service Plan.

SELPA Director: In order to ensure that a FAPE is available to all students with disabilities, the SELPA shall provide a combination of education and related services determined through each student's IEP that meets the unique needs of the individual so as to provide benefit from access to educational opportunities. The SELPA Director ensures that career, vocational and transition services are implemented and monitors the provision of these services at secondary schools through his overall supervision capacity and through the Annual Service Plan

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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Description:

SELPA Director: To ensure that a FAPE is available to all students with disabilities, the SELPA Director prepares the annual budget plan and oversees implementation of all special education programs. Through administrative oversight procedures, the SELPA Director approves all special education expenditures and designates budget funding sources. The SELPA Director is responsible to prepare and submit all fiscal/ accounting reports as required by the CDE. In addition, the SELPA Director is responsible for establishing and maintaining a Budget Advisory Committee in accordance with the Local Plan and the Bylaws of the Budget Advisory Committee. The Budget Advisory Committee's duties shall include:

- Review and discuss the Annual Budget Plan prior to the required public hearing and approval by the Board.
- As necessary, review, monitor and recommend revisions to the Annual Budget Plan during the fiscal year.
- Receive and/or provide updates on local, regional, state, and federal special education financial or budgetary matters.
- Discuss and review the financial implications of potential significant changes to District Special Education programs or other District programs that may financially impact SELPA operations or programs for students with disabilities.

RLA/LEA: Through its supervisory duty, the Governing Board and Superintendent ensure that the SELPA Director is accountable for fiscal administration of special education funds.

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

Document Title:

Document Location:

Description:

Program Specialist: Shall provide direct instructional support within all programs for students with disabilities in accordance with their expertise and assignments by the SELPA Director or designee.

Special Education Local Plan Area Services

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

Document Title:

Document Location:

Description:

Early Start Services
Partnership - Early Start services are services for eligible infants and toddlers. [Regional Center of Los Angeles County](#) provides the majority of these services in Los Angeles County. RUSD conducts child find and provides Early Start Services to solely low incidence eligible infants and toddlers. [Regional Center of Los Angeles County](#) and RUSD conduct their own evaluations to determine eligibility for Early Start services.
Services - In accordance with an *Individualized Family Services Plan (IFSP)*, specialized instruction and other services are provided to eligible infants/toddlers and their families in their homes, at center-based programs and community preschool programs, including Early Head Start.
EARLY EDUCATION Services
A preschool child, between ages 3-5 years, qualifies as a child who needs early childhood special education services if the child meets the following criteria: (*EC §56441.11(b)*) Autism, Deaf-blindness, Deafness, and Established Medical Disability
A. Assessment Teams Early Childhood Learning Center (ECLC)
This program serves children from 3-5 years of age with disabilities in the LRE. The IEP Team determines if supplementary support services and/or consultation with special education staff is needed for the child to meaningfully benefit from this educational setting. Curriculum and activities are developmental in nature. All related services, as determined through the IEP, are provided in the general education classroom, through a collaborative approach, using a push-in/pull-out service delivery model or a combination of the above.
B. Early Childhood Speech and Language Clinic (ECLC)
This program is designed to meet the educational needs of children with speech and/or language delays in the LRE. It provides therapy to students that have articulation, oral motor, fluency, voice, language and/or pragmatic delays. A developmentally appropriate pre-academic preschool curriculum is utilized, with an emphasis on speech, language and communication skill development in the areas of identified need. Children participating in this program are typically parent enrolled in a general education community preschool.
SELPA Director: Ensures that services are provided to infants and preschool students with disabilities in accordance with state and federal requirements
RLA/LEA: Allocates administrative and budgetary support to ensure the provision of services for students with disabilities.

2. A description of the method by which members of the public, including parents or guardians of

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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:	<input type="text" value="Rowland Unified SELPA Comprehensive Plan for Special Education"/>
Document Location:	<input type="text" value="RUSD Special Education Office and District website"/>
Description:	<p>In accordance with Board Policy No.19, public hearings and adequate notice of the hearings, and an opportunity for comments are available to the 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. Parents and any member of the public may speak at a School Board meeting within the public comment portion of the School Board meeting.</p> <p>The SELPA Director: attends CAC and School Board meetings where parents may speak directly to the her/him as the Director and to other special education central office administrators who attend the meeting. The SELPA Director and special education staff may also be contacted by email or phone.</p> <p>RLA/LEA: Establishes and administers board policies that promote community access for feedback to the school board and administration.</p>

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:	<input type="text" value="Rowland Unified SELPA Comprehensive Plan for Special Education"/>
Document Location:	<input type="text" value="RUSD Special Education Office and District website"/>
	<p>ALTERNATIVE DISPUTE RESOLUTION</p> <p>Facilitated Alternative Dispute Resolution (ADR) is an opportunity for school teams and parents to meet in a collaborative, safe and confidential setting to discuss how they can move forward concerning any disputes that arose from the IEP.</p> <p>The impartial facilitator will engage the parties in a creative process that increases the effectiveness of the group discussion in a way that allows the group to positively move forward. The facilitator also works to build a positive working relationship for future meetings which allows the group to retain control of the outcome.</p> <p>ALTERNATIVE DISPUTE RESOLUTION</p>

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Facilitated Alternative Dispute Resolution (ADR) is an opportunity for school teams and parents to meet in a collaborative, safe and confidential setting to discuss how they can move forward concerning any disputes that arose from the IEP.

The impartial facilitator will engage the parties in a creative process that increases the effectiveness of the group discussion in a way that allows the group to positively move forward. The facilitator also works to build a positive working relationship for future meetings which allows the group to retain control of the outcome.

ALTERNATIVE DISPUTE RESOLUTION

Facilitated Alternative Dispute Resolution (ADR) is an opportunity for school teams and parents to meet in a collaborative, safe and confidential setting to discuss how they can move forward concerning any disputes that arose from the IEP.

The impartial facilitator will engage the parties in a creative process that increases the effectiveness of the group discussion in a way that allows the group to positively move forward. The facilitator also works to build a positive working relationship for future meetings which allows the group to retain control of the outcome.

ALTERNATIVE DISPUTE RESOLUTION

Facilitated Alternative Dispute Resolution (ADR) is an opportunity for school teams and parents to meet in a collaborative, safe and confidential setting to discuss how they can move forward concerning any disputes that arose from the IEP.

The impartial facilitator will engage the parties in a creative process that increases the effectiveness of the group discussion in a way that allows the group to positively move forward. The facilitator also works to build a positive working relationship for future meetings which allows the group to retain control of the outcome.

Facilitated Alternative Dispute Resolution (ADR) is an opportunity for school teams and parents to meet in a collaborative, safe and confidential setting to discuss how they can move forward concerning any disputes that arose

Description:

from the IEP.

The impartial facilitator will engage the parties in a creative process that increases the effectiveness of the group discussion in a way that allows the group to positively move forward. The facilitator also works to build a positive working relationship for future meetings which allows the group to retain control of the outcome.

The meeting may result with a proposal to return to the IEP process, a settlement agreement or other proposed actions.

There are many benefits to an ADR, including:

- SATISFYING AND COLLABORATIVE
- The ADR process gives the parties an opportunity to come together in a confidential, open and safe space where a collaborative relationship is encouraged and supported while working toward a mutually agreeable outcome.
- RESULTS ORIENTATED
- ADRs focus on the interests of both parties and look at how they can move forward together in a positive manner. An ADR often results in a mutually agreeable agreement.
- TIMELY RESOLUTION
- Disagreements are often resolved in a timely manner, often after one ADR meeting and follow-up emails. Due Process filings, on the other hand, can take a minimum of 45 days and are often much longer.
- COST EFFECTIVE
- ADRs have no cost for the Parent or school team, while Due Process filings can be costly for both.

DUE PROCESS

If the parents elect not to participate in the Alternative Dispute Resolution process, they may file a due process complaint with the Office of Administrative Hearings. Occasionally the district may also initiate a due process request.

A resolution session will be scheduled within fifteen (15) days of the district receiving notice of the parents' due process hearing request. If the issue is

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not resolved at the resolution session, a voluntary mediation can be scheduled to develop a mutually agreed upon resolution to the issue.

Any issues not resolved at the mediation will be the subject for a due process hearing. A due process hearing is a formal administrative process wherein a hearing office will render a decision based on the evidence presented by both parties. Both Parents and the District generally have representation by an attorney, although the Parents are allowed to represent themselves if they choose to do so.

SELPA DIRECTOR - Actively monitors cases involving parent requests at the Facilitated IEP level; coordinates the ADR process while monitoring the process and providing expertise to resolve any issues.

RAU/LEA: Actively supports and provides resources for the ADR process.

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

Document Title:

Document Location:

Description:

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assessments will be administered and an IEP meeting will be held to determine student eligibility for special education services.
SELPA DIRECTOR - Actively monitors the MTSS process for effectiveness and coordinates with other administrators who directly oversee MTSS procedures.

RLA/LEA: Supports the development of an effective MTSS process and allocates resources as appropriate.

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: Rowland Unified SELPA Comprehensive Plan for Special Education

Document Location: RUSD Special Education Office and District website

Description:

The SELPA shall consider the needs of the individual student and the recommendations of the IEP team when entering into agreements with nonpublic, nonsectarian programs toward the goals identified in each student's IEP. At each annual IEP meeting, which shall include a representative of the SELPA, the certified nonpublic, nonsectarian school, shall provide documentation as to the student's progress toward annual goals and objectives. The annual data provided by the certified nonpublic, nonsectarian school shall be authentic curriculum-based and/or standardized measurements, in accordance with state-adopted grade level standards. The SELPA's contract with a nonpublic, nonsectarian school shall evaluate the placement of its students in such schools on an annual basis as a part of the annual IEP review. The SELPA shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the school to ensure that they were appropriate and valid for measuring student progress. The SELPA may choose to administer additional assessments as necessary with parental consent to determine whether the student is making appropriate educational progress.

SELPA DIRECTOR - establishes and monitors a process of review for IEPs of students in non-public placements.

RAU/LEA: Allocates resources for students whose IEPs have

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

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

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

Document Title:

Document Location:

Once the Rowland Unified School District SELPA is informed that one of its residents is an eligible adult incarcerated at an adult correctional facility, the SELPA 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 SELPA will determine whether the qualified individual wishes to receive a FAPE and if so, will ensure through appropriate measures, such as contracting with other agencies, 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.

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

- a. 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

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Description:

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.

b. 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.

c. 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, not withstanding the 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.

d. The federal regulations (34 CFR 300.102(a)(2)(ii)) identify two exceptions to the above:

- 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.
- 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).)

SELPA DIRECTOR - Coordinates with the County to identify any students for whom RUSD bears responsibility and monitors to ensure appropriate District follow up.
RAU/LEA: Ensures the provision of appropriate resources. process.

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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="9,966,232"/>	63.63%
AB 602 Property Taxes	<input type="text" value="713,671"/>	4.56%
Federal IDEA Part B	<input type="text" value="3,190,494"/>	20.37%
Federal IDEA Part C	<input type="text" value="60,582"/>	0.39%
State Infant/Toddler	<input type="text" value="82,922"/>	0.53%
State Mental Health	<input type="text" value="877,373"/>	5.60%
Federal Mental Health	<input type="text" value="149,147"/>	0.95%
Other Projected Revenue	<input type="text" value="622,963"/>	3.98%
Total Projected Revenue:	15,663,384	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="16,475,890"/>	42.16%
Object Code 2000—Classified Salaries	<input type="text" value="6,655,749"/>	17.03%
Object Code 3000—Employee Benefits	<input type="text" value="9,003,559"/>	23.04%
Object Code 4000—Supplies	<input type="text" value="399,044"/>	1.02%
Object Code 5000—Services and Operations	<input type="text" value="4,566,325"/>	11.68%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="1,980,570"/>	5.07%
Total Projected Expenditures:	39,081,137	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="12,405,192"/>	32.74%
Projected Federal Revenue	<input type="text" value="3,498,952"/>	9.23%
Local Contribution	<input type="text" value="21,990,566"/>	58.03%
Total Revenue from all Sources:	37,894,710	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).

As a single district SELPA, this does not apply.

- b. YES NO

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

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TABLE 4

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

D-10. Regionalized Operations Budget

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="65,208"/>	65.38%
Object Code 2000—Classified Salaries	<input type="text" value="24,521"/>	24.59%
Object Code 3000—Employee Benefits	<input type="text" value="10,010"/>	10.04%
Object Code 4000—Supplies	<input type="text"/>	0.00%
Object Code 5000—Services and Operations	<input type="text"/>	0.00%
Object Code 6000—Capital Outlay	<input type="text"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text"/>	0.00%
Total Projected Operating Expenditures:	99739	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.

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

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

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

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

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

- 330–Specialized Academic Instruction/
Specially Designed Instruction

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

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3)).
<https://acrobat.adobe.com/id/urn:aaid:sc:US:21a7dfa2-1c98-4aee-9b66-d518aa77de96>

Service is Not Currently Provided

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

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

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

- 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.

Although this service is a part of the SELPA's continuum of service, the IFSP TEAM has not recommended it. When recommended by an IFSP team for an infant, the SELPA will arrange for implementation.

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

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

Although this service is a part of the SELPA's continuum of service, the IFSP TEAM has not recommended it. When recommended by an IFSP team for an infant, the SELPA will arrange for implementation.

- 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*

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.

The IFSP TEAM has not recommended the service. It will be provided when recommended.

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

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

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

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

340--Intensive Individual Instruction

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

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.

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

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

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

- 435–Health and Nursing: Specialized Physical Health Care *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.

Although this service is a part of the SELPA's continuum of service, no IEP TEAM has recommended it. When recommended by an IEP team , the SELPA will arrange for implementation.

- 436–Health and Nursing: Other *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.

Although this service is a part of the SELPA's continuum of service, no IEP TEAM has recommended it. When recommended by an IEP team , the SELPA will arrange for implementation.

- 445–Assistive Technology *Service is Not Currently Provided*

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

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

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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

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

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on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling.

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).7/1/1990
N/A

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

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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

610–Specialized Service for Low Incidence Disabilities

Service is Not Currently Provided

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

Although this service is a part of the SELPA's continuum of service, no IEP TEAM has recommended it. When recommended by an IEP team , the SELPA will arrange for implementation.

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.

Although this service is a part of the SELPA's continuum of service, no IEP TEAM has recommended it. When recommended by an IEP team , the SELPA will arrange for implementation.

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).

725–Specialized Vision *Service is Not Currently Provided*

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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.

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

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.

Although this service is a part of the SELPA's continuum of service, no IEP TEAM has recommended it. When recommended by an IEP team, the SELPA will arrange for implementation.

Section E: Annual Service Plan

SELPA:

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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.

Although this service is a part of the SELPA's continuum of service, no IEP TEAM has recommended it. When recommended by an IEP team , the SELPA will arrange for implementation.

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.

Although this service is a part of the SELPA's continuum of service, no IEP TEAM has recommended it. When recommended by an IEP team , the SELPA will arrange for implementation.

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.

Although this service is a part of the SELPA's continuum of service, no IEP TEAM has recommended it. When recommended by an IEP team , the SELPA will arrange for implementation.

760–Recreation Service, Including
Therapeutic Recreation

Service is Not Currently Provided

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

Although this service is a part of the SELPA's continuum of service, no IEP TEAM has recommended it. When recommended by an IEP team , the SELPA will arrange for implementation.

820–College Awareness

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.

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

- 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*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

860–Mentoring

Service is Not Currently Provided

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

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

865–Agency Linkages (referral and placement)

Service is Not Currently Provided

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

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR §613).

870–Travel and Mobility Training

Service is Not Currently Provided

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

Orientation and mobility services-- (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.

890–Other Transition Services

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

900–Other Related Service

Service is Not Currently Provided

Description of the “Other Related Service”

Qualifications of the Provider Delivering “Other Related Service”

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
Local Plan Annual Submission

Attachment I

SELPA:

Fiscal Year:

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:

Fiscal Year:

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxx	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	73452	0		Rowland Unified School District	Stacy	Berrest	626 935-8210	stacy.berrest@rowlandschools.org	<input type="text" value="Previously Reported"/>

Attachment II

SELPA: Rowland Unified 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:

Fiscal Year:

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Rowland Unified School District	9,966,232	713,671	60,582	3,190,494	82,922	877,373	149,147	622,963	15,663,384
	Totals:	9,966,232	713,671	60,582	3,190,494	82,922	877,373	149,147	622,963	15,663,384

Attachment III

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000	2000	3000	4000	5000	6000	7000	Subtotal
		Certificated Salaries	Classified Salaries	Employee Benefits	Supplies	Services and Operations	Capital Outlay	Other Outgo and Financing	
1	Rowland Unified School District	16,475,890	6,655,749	9,003,559	399,044	4,566,325	0	1,980,570	39,081,137
Totals:		16,475,890	6,655,749	9,003,559	399,044	4,566,325	0	1,980,570	39,081,137

Attachment IV

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Rowland Unified School District	3,498,952	100.00%	12,405,192	100.00%	21,990,566	15,904,144
	Totals:	3,498,952	100.00%	12,405,192	100.00%	21,990,566	15,904,144

Attachment V

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Rowland Unified School District	18,085	417,254
	Totals:	18,085	417,254

Attachment VI

SELPA: Rowland Unified SELPA

Fiscal Year: 2024-25

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

Attachment VII

SELPA:

Fiscal Year:

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

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

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

DO NOT
DISTRIBUTE