



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

July 25, 2024

Robin Gilligan, Director  
North Orange County Special Education Local Plan Area, Code 3001  
1021 West Bastanchury Road  
Fullerton, CA 92833

Dear SELPA Director Gilligan:

The Focused Monitoring and Technical Assistance Unit V (FMTA V) in the Special Education Division at the California Department of Education (CDE) acknowledges the receipt of the recent submission of the Special Education Local Plan Area (SELPA) Local Plan by the North Orange County SELPA.

At this time, the CDE has determined the status of the items pertaining to the Local Plan submissions as follows:

- Local Plan Section A: **Accepted**
- Local Plan Section B: **Accepted**
- Local Plan Sections D, E: **Accepted**
- Attachments: **Accepted**
- Certifications: **Accepted**

In reference to California *Education Code (EC)* Section 56205.5, the CDE advises the SELPA to notify member LEA's that "(a) The superintendent or other chief administrator of a local educational agency shall post on the Internet Web site of the local educational agency any local plan, annual budget plan, annual service plan, and any updates or revisions to the plans upon approval of the North Orange County SELPA."

The SELPA may post and implement the Local Plan for the 2024–25 fiscal year.

The 2025–26 fiscal year Local Plan submission deadline is June 30, 2025. Local Plan submission materials for 2025–26 will be made available at a later date. Note that any changes to LEA membership will require another submission of Section B.

Robin Gilligan, Director

July 25, 2024

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If you have questions regarding this subject, please contact the Focused Monitoring and Technical Assistance Unit V, by phone at 916-323-2409 or by email at [SELPALocalPlan@cde.ca.gov](mailto:SELPALocalPlan@cde.ca.gov).

Sincerely,

**John Burch, EdD**

John Burch, EdD, Education Administrator  
Special Education Division

JB:kb

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

Section A: Contacts and Certifications

SELPA

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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="North Orange County SELPA"/>		
Street Address	<input type="text" value="1021 W. Bastanchury Road #161"/>	Zip Code	<input type="text" value="92833"/>
City	<input type="text" value="Fullerton"/>	County	<input type="text" value="Orange"/>
Mailing Address	<input type="text" value="1021 W. Bastanchury Road #161"/>		
City	<input type="text" value="Fullerton"/>	Zip Code	<input type="text" value="92833"/>
Administrator First Name	<input type="text" value="Robin"/>	Administrator Last Name	<input type="text" value="Gilligan"/>
Administrator Title	<input type="text" value="Director"/>		
Administrator's Email	<input type="text" value="rgilligan@ocde.us"/>		
Telephone	<input type="text" value="(714) 641-5400"/>	Extension	<input type="text"/>

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="Orange County Department of Education"/>		
Street Address	<input type="text" value="200 Kalmus Drive"/>	Zip Code	<input type="text" value="92626"/>

Section A: Contacts and Certifications

SELPA

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City	<input type="text" value="Costa Mesa"/>	County	<input type="text" value="Orange"/>
Contact First Name	<input type="text" value="Al"/>	Last Name	<input type="text" value="Mijares"/>
Contact Title	<input type="text" value="Superintendent of Schools"/>		
Email	<input type="text" value="amijares@ocde.us"/>		
Telephone	<input type="text" value="(714) 641-4001"/>	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)

County Office of Education

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

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

Section A: Contacts and Certifications

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COE responsible for approving the Local Plan

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

**Public Hearing Requirements**

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

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

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

**Submitting the Local Plan to the California Department of Education**

STEP 1: Contacts and Certifications

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

STEP 2: SELPA Governance Structure

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

Section A: Contacts and Certifications

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- 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).
- Small and Sparse or Isolated: This selection must meet requirements for COE joined SELPAs as described above, and *EC* sections 56211 through 56212.

STEP 3: Prior Submissions

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

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

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

Add	Agency	First and Last Name	Title	Section
-	Buena Park Elementary School District	Julienne Lee, Ed.D.	Administrator-Gen. Ed.	All
-	Fullerton Joint Union High School District	Steve McLaughlin, Ed.D.	Administrator-Gen. Ed.	All
-	Fullerton Elementary School District	Robert Pletka, Ed.D.	Administrator-Gen. Ed.	All
-	La Habra City Elementary School District	Mario Carlos, Ed.D.	Administrator-Gen. Ed.	All



Section A: Contacts and Certifications

SELPA North Orange County SELPA

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<b>Add</b>	<b>Agency</b>	<b>First and Last Name</b>	<b>Title</b>	<b>Section</b>
-	Lowell Joint School District	Jim Coombs	Administrator-Gen. Ed.	All
-	Orange County Department of Education	Ramon Miramontes, Ed.D.	Administrator-Gen. Ed.	All
-	Orange County Department of Education	David Giordano	Administrator-Gen. Ed.	All
-	Orange County Department of Education	Analee Kredel	Administrator-Spec. Ed.	All
-	Buena Park Elementary School District	Julie Linnecke	Administrator-Spec. Ed.	All
-	Fullerton Joint Union High School District	Maureen Cottrell	Administrator-Spec. Ed.	All
-	Fullerton Elementary School District	Julie Brandon, Ed.D.	Administrator-Spec. Ed.	All
-	Fullerton Elementary School District	Tami Cammarata	Administrator-Spec. Ed.	All
-	La Habra City Elementary School District	Cammie Nguyen, Ph.D.	Administrator-Spec. Ed.	All
-	Lowell Joint School District	Kaleo Igarta	Administrator-Spec. Ed.	All
-	Orange County Department of Education	Chris Romanosky	Administrator-Spec. Ed.	All
-	Orange County Department of Education	Kamica Barnes	Administrator-Spec. Ed.	All
-	Orange County Department of Education	Amita Cloke, Psy.D.	Administrator-Spec. Ed.	All
-	Buena Park Elementary School District	Neelam Kakar	Other	All
-	Buena Park Elementary School District	Sandra Poteet	Other	All
-	Fullerton Joint Union High School District	Rami Beshara	Other	All
-	Fullerton Joint Union High School District	Hang Tran	Other	All
-	Fullerton Joint Union High School District	Doris Cristobal	Other	All
-	Fullerton Elementary School District	Damian Ibarra	Other	All
-	La Habra City Elementary School District	Christeen Betz	Other	All

Section A: Contacts and Certifications

SELPA North Orange County SELPA

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Add	Agency	First and Last Name	Title	Section
-	La Habra City Elementary School District	Carrie Aponte	Other	All
-	Lowell Joint School District	David Bennett	Other	All
-	Lowell Joint School District	Chelle Price	Other	All
-	Orange County Department of Education	Patricia Banuelos	Other	All
-	Buena Park Elementary School District	Cherie Hayes	CAC	All
-	Fullerton Joint Union High School District	Miyoko Itokazu	CAC	All
-	Fullerton Elementary School District	Catie Williamson	CAC	All
-	La Habra City Elementary School District	Malia Quezada	CAC	All
-	Lowell Joint School District	Anne Russell	Teacher-Spec. Ed.	All
-	Orange County Department of Education	De'Andre Cooksie	CAC	All
-	Buena Park Elementary School District	Angel Morrison	Parent	All
-	Fullerton Joint Union High School District	Tracy Berkley	Parent	All
-	Fullerton Elementary School District	Cheryl Seitter	Parent	All
-	La Habra City Elementary School District	Chloe Medina	Parent	All
-	Lowell Joint School District	Rosie Singery	Parent	All
-	North Orange County SELPA	Wendy Arteaga	Teacher-Gen. Ed.	All
-	North Orange County SELPA	Ginny Reid	Teacher-Gen. Ed.	All
-	North Orange County SELPA	Louie Interiano	Other	All
-	North Orange County SELPA	Adam Dobkin, Aud.D.	Other	All
-	North Orange County SELPA	Kaylie Dahl	Teacher-Spec. Ed.	All

Section A: Contacts and Certifications

SELPA

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	North Orange County SELPA	Jen Felix	Teacher-Spec. Ed.	All
<input type="checkbox"/>	North Orange County SELPA	Mari Ruiz	Teacher-Spec. Ed.	All
<input type="checkbox"/>	North Orange County SELPA	Tiffany Robinson	Teacher-Spec. Ed.	All
<input type="checkbox"/>	North Orange County SELPA	Robin Wolf	Teacher-Spec. Ed.	All
<input type="checkbox"/>	North Orange County SELPA	Sarah Schmid	Other	All
<input type="checkbox"/>	North Orange County SELPA	Dana Dickson	Other	All
<input type="checkbox"/>	North Orange County SELPA	Mark Moses	Other	All
<input type="checkbox"/>	North Orange County SELPA	Laura Margulieux	Other	All
<input type="checkbox"/>	North Orange County SELPA	Jennifer Park	Other	All
<input type="checkbox"/>	North Orange County SELPA	Kristy Branham	Other	All
<input type="checkbox"/>	North Orange County SELPA	Katie Purnick	Other	All
<input type="checkbox"/>	North Orange County SELPA	Robin Gilligan, Ed.D.	Administrator-Spec. 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

Section A: Contacts and Certifications

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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.

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



California Department of Education  
Special Education Division

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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 North Orange County SELPA's geographic service area is the geographic boundaries of the following school districts: Buena Park School District, Fullerton School District, Fullerton Joint Union High School District, La Habra City School District, Lowell Joint School District, and the Orange County Department of Education.

It is the determination of the Governing Body that the North Orange County SELPA is of sufficient size and scope. This Governing Body submits to the County Superintendent and the State Superintendent of Public Instruction a local plan for the education of all individuals with exceptional needs residing in the following districts in accordance with Education Code § 56205:

Orange County Department of Education  
200 Kalmus Drive Costa Mesa, CA 92626

**Administrative Unit**

Buena Park School District  
6885 Orangethorpe Avenue  
Buena Park, CA 90620

Fullerton School District  
1401 West Valencia Drive  
Fullerton, CA 92833

Fullerton Joint Union High School District  
1051 W. Bastanchury Road  
Fullerton, CA 92833

La Habra City School District  
500 N. Walnut Street  
La Habra, CA 90631

Lowell Joint School District  
11019 Valley Home Avenue  
Whittier, CA 90603

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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**

It shall be the policy that the Governing Body of the North Orange County (NOC) SELPA shall be called the North Orange County Superintendent Cabinet (NOCSC). The NOCSC has the task of initiating, reviewing, and adopting necessary policies for the operation of SELPA activities, including, but not limited to, the implementation of the Local Plan for Special Education.

The NOCSC is composed of a superintendent from each of the six participating local educational agencies (LEAs) within the regional boundaries of the NOC SELPA and the Orange County Department of Education. The Orange County Department of Education Superintendent's designee is the Orange County Department of Education Deputy Superintendent. District Superintendents are the primary representatives on the NOCSC, however a Superintendent can appoint a designee to attend in his/her place if deemed necessary. The designee will have the ability to vote on behalf of the Superintendent.

Four voting members shall constitute a quorum. Four votes are needed to approve any action. The NOCSC will meet at least four (4) times annually during a fiscal year.

**Duties of the Chairperson**

Every two years, the Governing Body shall rotate a superintendent who is a North Orange County Superintendent Cabinet (NOCSC) member to serve as chairperson of the Governing Body. If the NOCSC chairperson is unable to attend a NOCSC meeting, the previous chairperson will serve as Acting Chairperson.

The Chair shall preside at all meetings. He/she shall have the same rights as other members of the Governing Body, in voting, introducing motions and resolutions, and discussion of questions that follow.

He/she shall sign such documents on behalf of the Governing Body as may require his/her signature.

He/she shall represent the Governing Body in deliberations with other boards, districts, or agencies unless another member of the NOCSC is so designated.

He/she shall consult with the NOC SELPA Director in the development of the NOCSC Agenda. All fiscal and program items that require the approval of the NOCSC as described in Item 3 below must first be brought forward as suggested agenda items for discussion at the following NOCSC meeting to determine whether additional information is required prior to approval.

The biennial rotation schedule is as follows:

1. Buena Park School District
2. Fullerton Elementary School District
3. Fullerton Joint Union High School District

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- 4. Lowell Joint School District
- 5. La Habra City School District

If the next Superintendent on the rotation to serve as Chair has been a member of the NOCSC for less than two years, that Superintendent will move to the end of the rotation schedule and the next Superintendent on the schedule will serve as Chair.

In the event that the Chair leaves prior to the end of his/her term, the previous Chair will serve as Interim Chairperson through the end of that term.

Note: As the Administrative Unit (AU), the Orange County Department of Education shall waive its rotation as the Chair of the Governing Body.

**Duties of the Executive Secretary**

The NOC SELPA Director will serve as the Executive Secretary to the Governing Body. The NOC SELPA Director will provide staff assistance to the NOCSC. The Executive Secretary shall not be a voting member of the NOCSC.

**Duties of the NOC SELPA Director**

The Governing Body, also known as the North Orange County Superintendent Cabinet (NOCSC), will direct the AU in the selection, supervision, and evaluation of the NOC SELPA Director. The NOC SELPA Director will be an employee of the AU.

The Governing Body gives authority to the NOC SELPA Director as the administrator of the special education local plan area.

Under the supervision of the NOCSC, the NOC SELPA Director is responsible for:

- 1. Providing regionalized services as described in E.C.56836.23.
- 2. Coordinating the administration and implementation of the North Orange County Special Education Local Plan.
- 3. Coordinating the development and implementation of the SELPA program and student outcomes and the annual accountability procedure for every disability program and service offered within the SELPA.
- 4. Developing forms, handbooks, and guidelines.
- 5. Establishing the NOCSC, North Orange County Directors and Business Officials Council (NOCDBOC), and Community Advisory Committee (CAC) meeting schedules.
- 6. Collaborating with individual NOCSC members as appropriate based on LEA needs.
- 7. Meeting with the NOCDBOC regarding special education program needs, policies, procedures, agreements, and forms.
- 8. Providing guidance and facilitating collaboration, during NOCDBOC meetings, among LEA Program



Section B: Governance and Administration

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Administrators regarding program/service development, IEP oversight, curricular resources, research-based best practices, and programming to meet student performance targets.

9. With the input of the NOCDBOC, making recommendations to the NOCSC.

10. Coordinating the development and implementation of the SELPA program and student outcomes and the annual accountability procedure for every disability program and service offered within the SELPA.

11. Selecting candidates for NOC SELPA staff positions.

12. Overseeing the supervision, evaluation, and discipline of NOC SELPA staff in accordance with bargaining unit agreements.

13. Supervising NOC SELPA itinerant staff in the provision of direct services for special education programming for students within its member LEAs.

14. Preparing the special education Local Plan and federal, state, and local reports as required, with input from the CAC and member LEAs through the NOCSC and the NOCDBOC.

15. Coordinating the provision of services to disabled students with districts and other local public agencies through the development of processes and procedures, negotiation of service contracts, memorandums of understanding, and/or ongoing dialogue.

16. Developing and implementing a plan for providing professional learning opportunities to employees, parents, CAC, and others.

17. Collecting, processing, and reporting program, personnel and fiscal data related to the state assessment of special education as specified in accordance with State and Federal laws and regulations.

18. Monitoring the appropriate use of all funds allocated for special education programs.

19. Consolidating member LEA expenditure data to determine if the NOC SELPA as a whole has met the MOE requirements. This is done through the completion of the required Annual Maintenance of Effort report and the Annual Budget Plan that are submitted to the California Department of Education.

20. Ensuring that all special education funds are distributed in accordance with the approved funding Allocation Plan.

21. Collaborating with member LEAs to ensure that all funds received are expended in accordance with Part B of the IDEA. These funds are to supplement state, local, and other federal funds, and will not be used to reduce the level of local funds expended for the education of students with disabilities unless otherwise provided for in federal law and regulations.

22. Coordinating the maintenance of a Special Education Information Management System to provide required data for federal and state reporting.

23. Providing technical assistance in the development of the required plan for compliance monitoring and

improvement on statewide performance targets.

24. Providing guidance to member LEAs regarding non-public schools and agencies, including the distribution of a master contract template and rate negotiations

25. Coordinating, documenting, and reporting child find activities in public and private schools and public awareness activities for the NOC SELPA as required by State and Federal laws and regulations.

26. Maintaining an inventory, completing required reports, receiving funds, and approving purchases for low incidence pupils utilizing the low incidence funds for equipment and services based on California Department of Education approved guidelines and local policies and procedures.

**Duties of NOC SELPA Staff**

It shall be the provision of the Governing Body that the NOC SELPA shall employ any necessary administrative support to implement the plan. The Governing Body gives authority to the SELPA Director to identify the following administrators and their respective roles:

- SELPA Program Coordinators
- SELPA Coordinator Behavior Specialist
- SELPA Coordinator Assistive Technology/Augmented Assisted Communication

**Member Local Educational Agencies Responsibilities**

It shall be the policy of the Governing Body that the Orange County Department of Education (OCDE) and participating local educational agencies (LEA) governing boards shall have authority over the programs they directly maintain, consistent with the Local plan submitted pursuant to Section 56195.1.

In the case of OCDE, which has more than one Special Education Local Plan Area for which the county office provides services, relevant provisions of contracts between the county office and its employees governing wages, hours, and working conditions shall supersede like provisions contained in a plan submitted under Section 56195.1.

Each member LEA shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. Each member LEA shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, and seek to resolve those complaints in accordance with the procedures set out in this chapter and in accordance with the policies and procedures of the governing board.

Boards of Trustees of each member LEA shall adopt policies and procedures for the special education programs and services provided in the NOC SELPA. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the Education Code.

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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)]

**Duties of the North Orange County Superintendent Cabinet**

The North Orange County Superintendent Cabinet (NOCSC) is responsible for:

1. Setting policy and direction for the NOC SELPA.
2. Approving the Local Plan, Assurances and Procedures.
3. Directing the Administrative Unit (AU) in the selection, supervision, and evaluation of the NOC SELPA Director.
4. Reviewing and approving needed modifications to the evaluation protocol of the NOC SELPA Director.
5. Providing input on the evaluation of the NOC SELPA Director in alignment with the approved evaluation protocol.
6. Approving the NOC SELPA special education funding Allocation Plan and any subsequent modifications to the Plan
7. Approving NOC SELPA financial actions including: distribution of special education funding to local educational agencies that operate special education programs and services, development of cost containment agreements and procedures, and approval of the Regionalized Services budget.
8. Reviewing and approving NOC SELPA guidelines and interagency agreements.
9. Monitoring the appropriate use of local funds allocated for special education programs.
10. Reviewing and approving needed modification of this agreement on behalf of all member LEAs.
11. Adopting amendments to the permanent portion of the Local Plan.
12. Approving the NOC SELPA Annual Service and Annual Budget Plans, and subsequent modifications.
13. Approving other agreements including, but not limited to Inter-SELPA agreements, facility agreements, and bill-back agreements.
14. Reviewing exhibits such as guidelines and agreements to assist in the implementation of the Local Plan. These implementation tools are considered exhibit portions of the Local Plan and shall be consistent with adopted policy.

After final action by the NOCSC, a copy of each adopted policy shall be made publicly available with the NOC SELPA office or posted electronically.

**Duties of the North Orange County Directors and Business Officials Council**

The North Orange County Directors and Business Officials Council (NOCDBOC), composed of at least a chief business official, or designee, and at least a special education director, or designee, from each member local educational agency The NOC SELPA Director or designee shall serve as the chairperson of the NOCDBOC. The NOCDBOC will serve as the advisory committee to the NOC SELPA Director and will carry out those functions specified in federal and state law and the local plan. The NOCDBOC is responsible for:

1. Recommending programmatic decisions and decisions regarding the operation of special education in the NOC SELPA.
2. Recommending policies, procedures and financial actions to the NOC SELPA Director.
3. Reviewing the special education funding Allocation Plan and recommending needed modification to the NOC SELPA Director.
4. Reviewing and recommending needed modification of the Local Plan, with input from the Community Advisory Committee, to the NOC SELPA Director.
5. Providing program/services and coordination within the NOC SELPA so as to assure the availability of appropriate special education services to all eligible individuals with disabilities.
6. Reviewing and recommending processes and procedures, manuals, guidelines, and/or handbooks developed for use in the NOC SELPA to the NOC SELPA Director.
7. Recognizing the importance of mutual cooperation and the value of parent input, by actively participating in the Community Advisory Committee.

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]

It shall be the policy of the Governing Body that the Orange County Department of Education (OCDE) shall be considered a local educational agency (LEA) for all purposes of this local plan except where referred to as the Administrative Unit (AU). The AU is responsible for:

1. Receiving and distributing funds.
2. Serving as the employing agency for staff who have responsibilities throughout the NOC SELPA. Such staff will include, but not be limited to, the NOC SELPA Administrator for the Local Plan Area, NOC SELPA Coordinators, and/or NOC SELPA Program Specialists, certificated itinerant staff, and classified staff. Employment of such staff will be in accordance with staff policies and practices of the Orange County Department of Education and procedural employment policies.
3. Ensuring appropriate classified personnel are employed in support of the NOC SELPA certificated staff.

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4. Coordinating suitable office space for both certificated and classified NOC SELPA staff.

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)]

It shall be the policy of the SELPA that each member local educational agency (LEA) participate in the SELPA's established community advisory committee composed of parents of individuals with and without exceptional needs, educators, and community representatives concerned with the needs of individuals with exceptional needs.

Community Advisory Committee (CAC) membership will consist of one appointee of each member local educational agency (LEA), with the exception of the Orange County Department of Education (OCDE), the Special Education Local Plan Area (SELPA) Director, and one appointee of the SELPA Director. The LEA members of the CAC shall be appointed by, and responsible to the Governing Body of the North Orange County SELPA. The process for recommendation of appointment shall be determined by each LEA, and terms of appointment are for at least two years and are recommended to be annually staggered to ensure that no more than one-half of the membership serves the first year of the term in any one year. Upon the decision of the local LEA, a member may be recommended for reappointment for multiple terms.

At least a majority of the CAC shall be composed of parents of school-aged children with exceptional needs. The CAC members shall be appointed by, and responsible to, the Governing Body of the North Orange County SELPA. Parents of students with disabilities participating in OCDE programs shall be determined members of the LEA CAC in which they reside.

Local school districts are responsible for recommending appointed members from their districts. If any vacancies are not filled by December 1 of each school year, the CAC may request that these be filled by appointment by the SELPA Director.

The CAC shall have the authority and fulfill the responsibilities that include, but are not limited to, all the following:

1. Advising the policy and administrative entity of the district, special education local plan area, or county office, regarding the development, amendment, and review of the local plan.
2. Recommending annual priorities to be addressed by the plan.

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3. Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
4. Encouraging community involvement in the development and review of the local plan.
5. Supporting activities on behalf of individuals with exceptional needs.
6. Assisting in parent training and staff development.

The SELPA local plan for special education shall be developed cooperatively with input from the community advisory committee and appropriate representation from special and general education teachers and administrators selected by the groups they represent to ensure effective participation and communication.

Signed verification shall be on file that the plan has been reviewed by the community advisory committee. The CAC shall be provided sufficient time to conduct this review prior to submission of the plan to the Governing Body.

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)]

<b>Date:</b>	<b>Group:</b>	<b>Task:</b>
Oct. - Dec. 2023	Local Plan Workgroup	Prepare CDE Local Plan Sections A and B
01/17/2024	Directors and Business Officials Council	Local Plan First Reading
01/18/2024	Community Advisory Committee	Local Plan First Reading
01/29/2024	Superintendent Cabinet	Local Plan First Reading
02/14/2024	Directors and Business Officials Council	Local Plan Second Reading
03/14/2024	Community Advisory Committee	Local Plan Second Reading
03/28/2024	Superintendent Cabinet	Local Plan Second Reading
04/18/2024	Community Advisory Committee	Approve Sections A, B, D, E, and Attachments
05/24/2024	Superintendent Cabinet	Approve Sections A, B, D, E, and Attachments
05/25-06/29/2024	Orange County Department of Education	Approve Sections A, B, D, E, and Attachments

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The Local Plan Workgroup consists of general education, special education and parent representatives from the NOC SELPA member LEAs.

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]

It shall be the policy of the Governing Body that the Orange County Department of Education (OCDE) shall be considered a local educational agency (LEA) for all purposes of this local plan except where referred to as the Administrative Unit (AU). The AU is responsible for:

1. Receiving and distributing funds.
2. Serving as the employing agency for personnel who have responsibilities throughout the NOC SELPA. Such personnel will include, but not be limited to, the NOC SELPA Administrator for the Local Plan Area, NOC SELPA Coordinators, and/or NOC SELPA Program Specialists, certificated itinerant staff, and classified staff. Employment of such personnel will be in accordance with personnel policies and practices of the Orange County Department of Education and procedural employment policies.
3. Ensuring appropriate classified personnel are employed in support of the NOC SELPA certificated staff.

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

Each district of special education accountability is responsible for the students within their jurisdiction. A determination that a student is in need of a service shall be based on appropriate educational assessment(s). The district is solely responsible for obtaining all services and service providers needed to implement the IEP. The district shall monitor the statutory timelines to ensure that services are provided without delays.

The NOC SELPA shall maintain the following interagency agreements on file:

1. California Children Services
2. Orange County Health Care Agency
3. Parent Infant Education and Support Program
4. Regional Center of Orange County
5. Head Start
6. Eastern Los Angeles Regional Center



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10. For multi-LEA local plans, specify:

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

It shall be the policy of the Governing Body that the Orange County Department of Education (OCDE) and participating local educational agencies (LEA) governing boards shall have authority over the programs they directly maintain consistent with the local plan submitted pursuant to Section 56195.1.

In the case of OCDE, which has more than one Special Education Local Plan Area for which the county office provides services, relevant provisions of contracts between the county office and its employees governing wages, hours, and working conditions shall supersede like provisions contained in a plan submitted under Section 56195.1.

Each LEA shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. Each LEA shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, and seek to resolve those complaints in accordance with the procedures set out in this chapter and in accordance with the policies and procedures of the governing board.

Boards of Trustees of each LEA shall adopt policies and procedures for the special education programs and services provided in the North Orange County Special Education Local Plan Area. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the Education Code.

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

The North Orange County Superintendent Cabinet (NOCSC) is composed of a superintendent from each of the six participating local educational agencies and the Orange County Department of Education. The NOCSC is responsible for:

1. Setting policy and direction for the SELPA.
2. Approving the Local Plan, Assurances and Procedures.
3. Approving NOC SELPA financial actions including: distribution of special education funding to local educational agencies that operate special education programs and services, development of cost containment agreements and procedures, and approval of the Regionalized Services budget.
4. Reviewing and approving NOC SELPA guidelines and interagency agreements.
5. Monitoring the appropriate use of local funds allocated for special education programs.
6. Reviewing and approving needed modification of this agreement on behalf of all member LEAs.



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7. Adopting amendments to the permanent portion of the Local Plan.
8. Approving the NOC SELPA Annual Service and Annual Budget Plans, and subsequent modifications.
9. Approving other agreements including, but not limited to Inter-SELPA agreements, facility agreements, and bill-back agreements.
10. Reviewing exhibits such as guidelines and agreements to assist in the implementation of the Local Plan. These implementation tools are considered exhibit portions of the Local Plan and shall be consistent with adopted policy.

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

- The North Orange County Directors and Business Officials Council (NOCDBOC), composed of at least a chief business official, or designee, and at least a special education director, or designee, from each member local educational agency. The NOCDBOC is responsible for:
1. Recommending programmatic decisions and decisions regarding the operation of special education in the NOC SELPA.
  2. Recommending policies, procedures and financial actions to the NOC SELPA Director.
  3. Reviewing and recommending needed modification of the Local Plan, with input from the Community Advisory Committee, to the NOC SELPA Director.
  4. Providing program/services and coordination within the NOC SELPA so as to assure the availability of appropriate special education services to all eligible individuals with disabilities.
  5. Reviewing and recommending processes and procedures, manuals, guidelines, and/[or handbooks developed for use in the NOC SELPA to the NOC SELPA Director.

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)]

- It shall be the policy of the Governing Body that the Orange County Department of Education (OCDE) shall be considered a local educational agency (LEA) for all purposes of this local plan except where referred to as the Administrative Unit (AU).
1. The AU is responsible for the recruitment and hiring of North Orange County (NOC) SELPA staff, including the NOC SELPA Director.
  2. The AU is responsible for maintaining confidential personnel records for all NOC SELPA staff.

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3. The NOC Superintendent Cabinet (NOCSC) is responsible for the selection of the candidate for the position of NOC SELPA Director.
4. Each Superintendent will participate in interview panels for the position of NOC SELPA Director as needed.
5. The NOCSC shall supervise and evaluate the NOC SELPA Director's performance, including disciplinary action as may be necessary.
6. The NOC SELPA Director is responsible for the selection of the candidates for NOC SELPA staff positions.
7. The NOC SELPA Director oversees the supervision, evaluation, and discipline of NOC SELPA staff.
8. Each member LEA will provide representation in interview panels for the hiring of NOC SELPA staff as needed.

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

It shall be the policy of the Governing Body that the Orange County Department of Education (OCDE) shall be considered a local educational agency (LEA) for all purposes of this local plan except where referred to as the Administrative Unit (AU). All federal and state special education funds shall be allocated to the NOC SELPA for distribution to member LEAs according to an approved special education funding Allocation Plan.

1. The AU is responsible for receiving and distributing federal and state funds to member LEAs in accordance with the approved funding Allocation Plan.
2. The AU, in collaboration with the NOC SELPA Director, is responsible for notifying member LEAs of available funds and the process for funding requests.
3. The NOC Superintendent Cabinet (NOCSC) is responsible for approving the NOC SELPA special education funding Allocation Plan and any subsequent modifications to the Plan.
4. The NOCSC is responsible for any financial actions, including the distribution of special education funding to districts that operate special education programs and services, the development of cost containment agreements and procedures, and the approval of the Regionalized Services budget.
5. The NOC SELPA Director is responsible for monitoring the appropriate use of federal, state, and local funds allocated for special education programs.
6. The NOC SELPA Director is responsible for ensuring that all special education funds are distributed in accordance with the approved funding Allocation Plan.

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

The North Orange County SELPA provides a full range of program options to meet students' educational needs in the least restrictive environment. This includes District programs, County programs, alternative education programs, regionalized services, state schools, and non-public schools. The determination of the least restrictive environment is based on the IEP team's consideration of each individual student's unique needs, including present levels of performance, goals, objectives, and the configuration of special education support required to implement the IEP.

1. The AU is responsible for receiving and distributing federal and state funds to member LEAs for the operation of special education programs in accordance with the provisions of the Education Code Section EC 56836.
2. The NOC SELPA Director is responsible for coordinating the administration and implementation of the NOC SELPA Local Plan.
3. The NOC SELPA Director is responsible for providing regionalized services as described in E.C.56836.23.
4. The NOC SELPA Director is responsible for coordinating the development and implementation of the SELPA program and student outcomes and the annual accountability procedure for every disability program and service offered within the SELPA.
5. The NOC SELPA Director is responsible for meeting with the NOCDBOC regarding special education program needs, policies, procedures, agreements, and forms.
6. The NOC SELPA Director provides guidance and facilitates collaboration, during NOCDBOC meetings, among LEA Program Administrators regarding program/service development, IEP oversight, curricular resources, research-based best practices, and programming to meet student performance targets.
7. The NOC SELPA Director is responsible for supervising NOC SELPA itinerant staff in the provision of direct services for special education programming for students within its member LEAs.
8. The NOC SELPA Director is responsible for coordinating the provision of services to disabled students with districts and other local public agencies through the development of processes and procedures, negotiation of service contracts, memorandums of understanding, and/or ongoing dialogue.
9. The NOC SELPA Director is responsible for monitoring the appropriate use of federal, state, and local funds allocated for special education programs.
10. The NOC SELPA Director provides technical assistance in the development of the required plan for compliance monitoring and improvement on statewide performance targets.
11. The NOC SELPA Director provides guidance to member LEAs regarding non-public schools and agencies, including the distribution of a master contract template and rate negotiations.
12. Each member LEA is responsible for the operation of all special education programs and services in

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accordance with state and federal law and regulations and in alignment with NOC SELPA policies and procedures.

13. Each member LEA is responsible for coordinating and conducting Child Find activities, making available free and appropriate public education to all enrolled students who qualify for special education, and providing programs and services in accordance with agreed-upon IEPs.

14. Each member LEA is responsible for identifying and serving students in medical facilities or Licensed Care Institutions (LCI), pursuant to state and federal law, within its attendance boundaries.

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

It shall be the policy of the Governing Body that the Orange County Department of Education (OCDE) shall serve as the Administrative Unit (AU) for the North Orange County SELPA.

1. The AU is responsible for providing fiscal guidance and support to the NOC SELPA regarding the monitoring of the appropriate use of federal, state, and local funds for special education programs.

2. The NOC SELPA Director, or fiscal administrator designee, shall monitor the appropriate use of all funds allocated for special education programs.

3. The NOC SELPA Director, or fiscal administrator designee, is responsible for consolidating member LEA expenditure data to determine if the NOC SELPA as a whole has met the MOE requirements. This is done through the completion of the required Annual Maintenance of Effort report and the Annual Budget Plan that are submitted to the California Department of Education.

4. Each member LEA, in collaboration with the NOC SELPA Director, is responsible for ensuring that all funds received are expended in accordance with Part B of the IDEA. These funds are to supplement state, local, and other federal funds, and will not be used to reduce the level of local funds expended for the education of students with disabilities unless otherwise provided for in federal law and regulations.

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

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

Students with low incidence disabilities, i.e. deaf, hard of hearing, deaf/blind, visual impairment, and orthopedic impairment, are assessed by trained personnel and identified as eligible for special education services by individualized education program (IEP) teams. Personnel completes a written report that documents the need for specialized services, materials, and equipment for pupils with low incidence disabilities consistent with guidelines established pursuant to Education Code Section 56136. The specialized equipment and service needs for each student to achieve the designated goals and objectives

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and to progress and be involved in the general education curriculum are identified on the IEP document. The students are tracked by the information management system (IMS) of the North Orange County (NOC) SELPA.

Students with print disabilities have access to appropriate materials including Braille materials, large print, and recorded media. Materials are transcribed into Braille as required by the needs of each student.

Large print, Braille, and recorded state-adopted textbooks for students in kindergarten through grade eight are available through the Clearinghouse for Specialized Media and Technology.

These materials are at no cost to the NOC SELPA or to the LEA and need not be subject to a request for low incidence funds. Districts with students with print disabilities may obtain these materials by contacting vision teacher(s), the assistive technology consultant, or the program manager responsible for vision services. High school students may receive alternate texts through the High School Reimbursement Program or through the loan of materials from other SELPAs or school districts in California. This process may be initiated in the same manner as other alternatives to regular print materials.

Each member LEA shall maintain a database of materials purchased with low incidence funds. The database shall be updated each summer.

**Policies, Procedures, and Programs**

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

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

Policy/Procedure Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="NOC SELPA Assurances, Policies, and Procedures"/>
Document Location:	<input type="text" value="NOC SELPA Office; https://ocde.us/SPED/North-OC-SELPA/Pages/default.aspx"/>

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

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as stated:

Yes  No

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**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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

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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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all



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procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

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**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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:



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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

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**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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

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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

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**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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**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)**

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity

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for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**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

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes  No

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**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

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**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:

Description:

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Role of the individual LEAs, including the AU: Ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through the representative to the Superintendent Cabinet, will approve any policies and procedures needed to implement the local plan.

2. Coordinated system of identification and assessment:

Document Title: N/A

Document Location: NOC SELPA Assurances, Policies, and Procedures

Direct Instructional support provided by the program specialist: Observe, consult and assist service providers.

Role of the Administrator of the SELPA: Ensure each LEA conducts child find activities. The SELPA will provide technical support to LEAs and guidance to parents, as needed. The SELPA will also participate in child find activities by establishing policies and procedures for the member LEAs and ensuring appropriate interagency agreements are in place.

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

Referral for assessments may be initiated by a parent/guardian, teacher, administrator, support personnel, outside agency, or individual who has knowledge that a student may need special education services. Referrals will be processed in a systematic manner, held in strict confidence, and include the written Notice of Procedural Safeguards for parents. If parents believe their child has a disability which requires special education services, they may submit a written request for assessment. When a verbal referral is made, staff of the school, North Orange County SELPA, or county office shall offer assistance to the individual in making a request in writing, and provide assistance if requested. Interpreters are provided to assist parents in the Student Success Team/Student Intervention Team/Collaborative Academic Support Team (SST/SIT/CAST) process to discuss their concerns, possible interventions, and areas of suspected disability to be considered in developing an assessment plan.

Families of children under age three with identified or suspected disabilities are referred to Regional Center of Orange County.

Initial referrals for preschool children are processed through the Preschool Child Find Team. Staff obtain information from the child's parent/guardian and, when appropriate, preschool staff. The team meeting provides the opportunity to discuss the child's growth and development relative to expectations, intervention strategies, and the child's potential need for assessments to determine eligibility for special education. The process for referring school age



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Description:

students (age 5 to 18 years old) for special education services begins at the neighborhood school and/or district. An individual with a concern about a student's progress may request consultation with the SST/SIT/CAST. Forms to request SST/SIT/CAST Consultation are available from site staff. The SST/SIT/CAST is a general education function and may be composed of the principal or designee, general education staff member, the student's teacher and other categorical staff. The team may also include special education staff such as the speech pathologist and hearing specialist, resource specialist, and/or psychologist. The SST/SIT/CAST Chair sends notification of SST/SIT/CAST meetings to the appropriate participants, including parents, and facilitates the meeting. If the SST/SIT/CAST finds that the student's needs cannot be appropriately met with accommodations/modifications of the general program, a referral for special education assessment is considered. At the time of referral, parents are given a copy of the Notice of Procedural Safeguards.

Referral procedures are coordinated with other school site programs to ensure that students in all regular and supplemental programs have access to needed special education services. Referrals from private schools, private preschools, and other agencies are processed in the same manner as referrals from the public schools. School personnel assist in the preparation of referral forms and provide orientation to persons making referrals. Private schools must show that accommodations/modifications of their programs have been attempted and the results of those accommodations/modifications. The accommodations/modifications attempted may be verified by assessment team members through personal interviews with private school teachers and parents.

**Annual Plan Reviews**

The North Orange County SELPA procedures for IEP Parent Notification and Participation ensure that the North Orange County SELPA Districts complete annual assessments within required timelines. The student's IEP is scheduled for review by the IEP team at least once a year. Assessments and IEP meetings will take place within 60 calendar days of receipt of the signed assessment plan. In addition, a special review of the placement may be requested at any time by:

- Any staff member who provides services to, or who knows, the student and has a specific concern;
- The student's parent/guardian;
- A student whose due process rights were transferred at the age of 18.

Upon receipt of a written request, the IEP team case manager shall schedule a review meeting within 30 calendar days.

Parents and members of the IEP team must be notified by established notification procedures. The IEP team may:

- Review student progress on goals and objectives.



- Modify the IEP by referring the student to a more intensive or less intensive program.
- Recommend the continuation of the current program.

**Reevaluations**

All reevaluations are conducted within three calendar years of the last assessment or more frequently if requested by the student's parent or teacher. The reevaluation determines if the student continues to have a disability and if he/she continues to require special education services. It also determines how he/she is involved in and progressing in the general education curriculum. Assessment and IEP meetings shall be completed within 60 calendar days upon receipt of the signed assessment plan.

The North Orange County SELPA utilizes a Management Information System which tracks student IEP and three-year reevaluation due dates. A list is then compiled of students whose three-year reevaluations are due in that school year. A completed three-year reevaluation is recorded in the student MIS file to assure continued monitoring. The term "evaluation" is used synonymously with "assessment" to designate the process for identifying children with disabilities and conducting the triennial evaluations.

**Assessment Process**

Evaluations are conducted by competent multi-disciplinary team members, including at least one teacher or specialist knowledgeable in the area of the suspected disability. Attention is given to the student's need for specialized services, materials, and equipment when the low incidence disabilities of visual, hearing and severe orthopedic impairment are suspected. Students assessed for initial and three-year evaluations have a vision and hearing screening unless parental permission is denied. Assessment personnel are competent and appropriately trained to administer and interpret test results and, when necessary, are knowledgeable and understanding of cultural and ethnic backgrounds and competent in both the oral and written skills of English Language Learners. When appropriate, an interpreter is used and reported in the evaluation.

Individuals are assessed in their primary language or other mode of communication unless it is clearly not feasible to do so. All areas of suspected disability are evaluated. Tests and materials used for evaluation are selected and administered so as not to be racially, culturally, or sexually discriminatory and to reflect the individual's skills and aptitude levels. The evaluation process ensures that no single procedure or evaluation is the sole criterion for determining placement. Staff work collaboratively to ensure that a student with a suspected low-incidence disability is assessed by qualified and trained personnel, in all areas related to the suspected disability, consistent with state guidelines.

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3. Coordinated system of procedural safeguards:

Document Title:	<input type="text" value="N/A"/>
Document Location:	<input type="text" value="NOC SELPA Assurances, Policies, and Procedures"/>
Description:	<p>Direct Instructional support provided by the program specialist: The program specialists provide alternate dispute resolution with districts as requested by parents. The program specialist assists parents with filing complaints with the Office of Administrative Hearings when requested. The program specialists also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.</p> <p>Role of the Administrator of the SELPA: The SELPA provides alternate dispute resolution with districts as requested by parents. The SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement. The SELPA will also provide parents with a copy of their procedural safeguards upon request and will maintain a copy on their website.</p> <p>Role of the individual LEAs, including the AU: The LEAs provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.</p> <p>Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights prescribed by Education Code 56341. (Education Code 56341, 56506; 34CFR 300.503)</p> <p>If the native language or other mode of communication of the parent/guardian is other than English, either the notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication, to ensure the parent/guardian understands the contents of the notice.</p> <p><b>Procedural Safeguards Notice</b></p> <p>A procedural safeguards notice shall be made available to parents/guardians of students with a disability annually and upon (20 USC§ 1415 (d))</p> <ol style="list-style-type: none"><li>1. Initial referral for evaluation,</li><li>2. Each notification of an IEP meeting,</li></ol>

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3. Reevaluation of the student, and  
4. Registration of a complaint.

This notice shall include information on the procedures for requesting an informal meeting, a resolution session, a pre-hearing mediation conference, a mediation conference, or a due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each annual IEP meeting. (Education Code 56321, 56321.5)

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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

Role of the Administrator of the SELPA: The SELPA Administrator will provide technical assistance and staff development, as requested or determined

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

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

Document Title: NOC SELPA Assurances, Policies, and Procedures

Document Location: NOC SELPA Office; <https://ocde.us/SPED/North-OC-SELPA/Pages/default.aspx>

Description: 

Direct Instructional support provided by the program specialist: When requested, the program specialist will evaluate effectiveness of programs for students with disabilities.

Role of the Administrator of the SELPA: The SELPA regularly updates the California Department of Education (CDE) with data through the California Longitudinal Pupil Achievement Data System (CALPADS) reporting program to address the performance of children with disabilities related to the key performance indicators.

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

Among activities related to the State Performance Plan are regionalized services to LEA programs for the provision of an ongoing review of programs and data monitoring procedures utilized. These include, but are not limited to:

- Review and analysis of LEA CALPADS Data;
- Participation in the state's Quality Assurance Process (i.e., Disproportionality Reviews, Targeted Reviews, Intensive Reviews, and Data Identified Noncompliance Review) and follow-up;
- Provision of ongoing training and technical assistance regarding compliant special education procedures;
- Collection and examination of data regarding the over/under representation of racially, ethnically, linguistically and culturally diverse students to determine whether an imbalance exists;
- Collection and examination of data regarding IEP and assessment timelines.

7. Coordinated system of data collection and management:

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Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Document Title:

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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:

Document Title:

Document Location:

Description:

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

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: Support staff



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Description:

development, program development, and innovation of special methods and approaches.

Role of the Administrator of the SELPA: The SELPA Administrator will provide technical assistance and staff development as needed. The SELPA Administrator will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate.

Role of the individual LEAs, including the AU: Each LEA will provide appropriate career and vocational education and transition services as required under state and federal law.

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

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

Role of the Administrator of the SELPA: The SELPA Administrator will provide technical assistance and staff development as needed. The SELPA Administrator will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate.

Role of the individual LEAs, including the AU: Each LEA will provide a full educational opportunity as required under state and federal law.

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:

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

Role of the Administrator of the SELPA: The SELPA Administrator will provide technical assistance and staff development as needed. The SELPA



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Description:

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

Document Title:

Document Location: https://ocde.us/SPED/North-OC-SELPA/Pages/default.aspx"/>

Description:

**Special Education Local Plan Area Services**

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

Document Title:

Document Location: https://ocde.us/SPED/North-OC-SELPA/Pages/default.aspx"/>

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Description:

three years.

At the transition conference, the local educational agency (LEA) representative, with the input from the parents and the Individual Family Service Plan (IFSP) transition team, will highlight the needed areas of assessment and the areas of suspected disability on the assessment plan. When the child turns two years and ten months, the LEA assessment team will contact the parents to have the assessment plan signed and to begin the assessment.

The Exit IFSP meeting and Initial IEP meeting are held together prior to the child's third birthday with responsible agencies and potential service providers present. The District of Residence shall attend the IEP meetings. The Regional Center service coordinator reviews the Exit IFSP form with the team and ensures that all areas are discussed and completed. Continued eligibility for Regional Center services for the child is discussed. If appropriate, the LEA administrator or designee reviews the steps of the IEP portion of the meeting. The IEP document is written as the team discusses each section. If the child is eligible for services, program options are discussed with the team, and placement decisions are made.

Initial referrals for preschool children are processed through the Preschool Child Find Team. Staff obtain information from the child's parent/guardian and, when appropriate, preschool staff. The team meeting provides the opportunity to discuss the child's growth and development relative to expectations, intervention strategies, and the child's potential need for evaluations to determine eligibility for special education.

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

Document Title:

Document Location: https://ocde.us/SPED/North-OC-SELPA/Pages/default.aspx"/>

Description:

In accordance with State open meeting laws (Brown Act), the Governing Body shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Governing Body meetings shall provide opportunities for questions and comments by members of the public and shall be conducted in accordance with law and Governing Body procedures.

Members of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan, may address questions or concerns at regularly scheduled meetings according to Brown Act requirements to receive and take action on information or business related to

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

Document Title:

Document Location:

Description:

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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:

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

Document Title:

Document Location:

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Description:

Education Program (IEP) team to be necessary for a student to benefit from education shall be listed on the IEP. A district shall assure that each student with a disability is provided services in accordance with his/her IEP, regardless of which agency or contractor provides the services. If an agency fails to provide the service, the LEA will become the service provider.

A determination that a student is in need of a service shall be based on appropriate educational assessment(s). When the IEP team has determined and included on an IEP a statement that a student is in need of a service provided by another agency, the district or agencies shall provide or pay for the service(s). The district is solely responsible for obtaining all services and service providers needed to implement the IEP. The district shall monitor the statutory timelines to ensure that services are provided without delays.

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:

Description:

Students eligible for special education under the IDEA who are placed in institutional programs have the right to receive special education and related services immediately upon enrollment. Institutional programs include Otto A. Fischer, Rio Contiguo, the Youth Reporting Centers, the Santa Ana Detention Center, and the Accountability Commitment Program. These programs may also include social services settings at William Lyon and Theo Lacy Center for Opportunity, Re-entry, and Education (CORE). The ACCESS site administrators and special education staff at these educational programs are responsible for the identification of students with previously identified disabilities and for ensuring that appropriate special education services are provided to

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## North Orange County SELPA Assurances, Policies, and Procedures

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with 20 *USC* and in accordance with 34 *CFR* Section 300.201 and has in effect policies, procedures, and programs.

### 1. Free Appropriate Public Education—20 *USC* Section 1412(a)(1)

“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.”

#### Procedure

A free appropriate public education occurs within the context of a public education setting. The responsible local educational agency (LEA) makes free appropriate public education available to all eligible children with disabilities, who are between the ages of 3 and 21, inclusive. (See also the North Orange County (NOC) SELPA Annual Service Plan).

A student transferring into any LEA from within the NOC SELPA is immediately placed in a LEA or agency program and provided comparable services with the student's IEP (unless the parent agrees otherwise). For students transferring into the LEA from a LEA not operating special education programs under the same local plan, the IEP shall be implemented for a period not to exceed 30 days before a new IEP is developed (unless the parent agrees otherwise).

The IEP meets the unique needs of each individual in order for the student to benefit from his or her educational opportunities. A variety of related services and other supportive services is provided based on student's needs as required to assist a child with a disability to benefit from special education. Students' placements and services are in accordance with their IEPs. The LEA provides special education and related services in accordance with the child's IEP. Services are provided by appropriately credentialed or qualified staff.

The LEA ensures that children with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations/modifications, as documented in the IEP. Children with disabilities have access to State Board of Education approved instructional materials and course content consistent with instruction provided to students without disabilities.

The length of the instructional day is the same as for age appropriate peers including instructional minutes unless otherwise specified in a student's IEP.

State guidelines for low incidence disabilities are considered in the identification, assessment, planning, and provision of services and program reviews. Students with low

incidence disabilities have the opportunity to receive all or a portion of their instruction in the regular classroom while being enrolled in special classes taught by qualified teachers. Students with hearing impairments who use amplification devices, including hearing aids, are monitored consistently.

To the maximum extent appropriate, children, including preschool children, are educated with children who are not disabled. Special classes, separate schooling and other removal from the regular education environment occur only when the nature or severity of the disability of a child is such that education in regular classes, including preschool classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.



## **2. Full Educational Opportunity—20 USC Section 1412(a)(2)**

“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.”

### **Procedure**

Steps are taken, including placement of classes, to ensure that students with disabilities participate in academic, nonacademic and extracurricular services and activities to promote maximum interaction with the general school population.

Children with disabilities are educated with children who are not disabled. Placement in special classes, separate schooling, or other removal of children with disabilities from the regular 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 child is not removed from age appropriate, regular classrooms solely because of needed accommodations/modifications in the general curriculum.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and other nonacademic activities specified in federal regulations the local educational agency (LEA) ensures that each child with a disability participates with nondisabled children in those services and activities to the maximum extent appropriate to the needs of that child.

Transportation is available when required for students with disabilities, as determined by IEP teams and individual LEA transportation policies.

### **3. Child Find 20 USC Section 1412(a)(3)**

“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, and 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.”

#### **Procedures:**

The North Orange County (NOC) SELPA actively seeks out children, ages 0-21 years, who may be in need of special education services, including children in private, including religious, schools; highly transient individuals with exceptional needs, such as children who are migrant or homeless; children who are advancing from grade to grade even though they are suspected of being an individual with exceptional needs and in need of special education and related services; and children who are wards of the state, and seeks out students who have disabilities and are in need of special education and related services residing in the jurisdiction of the district, special education local plan area, or county office. For more information regarding parentally placed private school children, please see the Private School policy.

Announcements of special education services available in the NOC SELPA shall be made known to the public through information provided to parents of enrolled students and community service providers. Parents and service providers are also encouraged to inform their friends and neighbors of the availability of assessments and special education services.

In addition to the local newspaper announcement, the NOC SELPA sends to each private school annually a notice regarding the process for referring children with suspected disabilities for assessment. The private schools are encouraged to send this notice to parents of children enrolled in their schools. Parents and/or private school representatives refer children for special education assessment through their local school districts as appropriate.

In the NOC SELPA, Child Find procedures for children birth to age three are coordinated between lead agencies, the Regional Center of Orange County and the Orange County Department of Education. Children referred for assessment and services are referred to the lead agencies. If a child has not yet reached his third birthday, the referral is forwarded to Regional Center of Orange County.

Written policies and procedures for a continuous child find system include the following

activities: identification, screening, referral, assessment, planning, implementation, review, and the three-year reassessment. Parents, schools, and serving agencies may contact the residence school district to make a referral for assessment. In the case of parentally placed pupils in private school, the district of service shall be contacted regarding child find and assessment.

The SELPA uses a systematic process for referring potential students for special education assessment that is coordinated with Local Education Agency (LEA) and individual school site procedures.

Each LEA shall identify personnel to oversee and receive the child find referral process. The responsible LEA personnel shall within 15 days work with school site staff to develop an assessment plan, as needed, and notify the parent. All referrals for special education and related services are documented and filed by the LEA. Referrals for preschool children who are not kindergarten eligible are forwarded for processing to the district of residence.

School site staff considers the resources of the regular education program and, when appropriate, utilizes the resources. There is documentation of these attempts to modify the regular instructional program prior to referral for special education services.

When a verbal referral is made, staff of the district offers assistance to the individual in making a request in writing and assists the individual if a request is made for assistance. The LEA provides parents with a written notice that their child is being referred to determine eligibility for special education and the reason for the referral.

### ***Identification and Referral Procedures***

Referral for assessments may be initiated by a parent/guardian, teacher, administrator, support personnel, outside agency, or individual who has knowledge that a student may need special education services. Referrals will be processed in a systematic manner, held in strict confidence, and include the written Notice of Procedural Safeguards for parents. If parents believe their child has a disability which requires special education services, they may submit a written request for assessment. When a verbal referral is made, staff of the school, NOC SELPA, or county office shall offer assistance to the individual in making a request in writing, and provide assistance if requested. Interpreters are provided to assist parents in the Student Success Team/Student Intervention Team/Collaborative Academic Support Team (SST/SIT/CAST) process to discuss their concerns, possible interventions, and areas of suspected disability to be considered in developing an assessment plan.

Families of children under age three with identified or suspected disabilities are referred to Regional Center of Orange County.

Initial referrals for preschool children are processed through the Preschool Child Find

Team. Staff obtain information from the child's parent/guardian and, when appropriate, preschool staff. The team meeting provides the opportunity to discuss the child's growth and development relative to expectations, intervention strategies, and the child's potential need for assessments to determine eligibility for special education. The process for referring school age students (age 5 to 18 years old) for special education services begins at the neighborhood school and/or district. An individual with a concern about a student's progress may request consultation with the SST/SIT/CAST. Forms to request SST/SIT/CAST Consultation are available from site staff. The SST/SIT/CAST is a general education function and may be composed of the principal or designee, general education staff member, the student's teacher and other categorical staff. The team may also include special education staff such as the speech pathologist and hearing specialist, resource specialist, and/or psychologist. The SST/SIT/CAST Chair sends notification of SST/SIT/CAST meetings to the appropriate participants, including parents, and facilitates the meeting. If the SST/SIT/CAST finds that the student's needs cannot be appropriately met with accommodations/modifications of the general program, a referral for special education assessment is considered. At the time of referral, parents are given a copy of the Notice of Procedural Safeguards.

Referral procedures are coordinated with other school site programs to ensure that students in all regular and supplemental programs have access to needed special education services. Referrals from private schools, private preschools, and other agencies are processed in the same manner as referrals from the public schools. School personnel assist in the preparation of referral forms and provide orientation to persons making referrals. Private schools must show that accommodations/modifications of their programs have been attempted and the results of those accommodations/modifications. The accommodations/modifications attempted may be verified by assessment team members through personal interviews with private school teachers and parents.

A completed referral form includes information regarding the reasons for the referral, the results of accommodations/modifications of the student's general school program, review of academic performance, indication of health status, which provide the basis for the referral. The data reported at the time of referral by the person(s) making the referral indicate the suspected areas of disability to be considered by the assessment team and is considered in developing the assessment plan. Referrals are processed for all potential special education students in accordance with state-mandated procedures and timelines.

### ***Procedures for Utilization of General Education***

The SST/SIT/CAST process is a function of general education, which facilitates implementation of accommodations/modifications of the general education program before referring students for a special education assessment. The SST/SIT/CAST may recommend additional teaching and/or behavioral intervention strategies, utilize other categorical programs on site, provide appropriate services, follow district procedures for Section 504 of the Rehabilitation Act of 1973 and/or make other recommendations. The SST/SIT/CAST must consider if the student's needs can be met with accommodation(s)/modification(s) to the general education instructional program. A student may be referred for special education instruction and services only after the resources of the general education program have been considered and utilized as appropriate.

Following a referral, a proposed assessment plan is shared with parents and assessments are conducted only after the parent has signed the assessment plan.

Students in need of accommodations/modifications in the general education classroom under Section 504 of the Rehabilitation Act of 1973 may be considered initially by the school district's SST/SIT/CAST and followed by the district's Section 504 coordinator or case manager. Students needing additional assessment may be referred for an appropriate multi-disciplinary assessment.

#### **4. Individualized Education Program and Individualized Family Service Plan—20 U.S.C. § 1436 (d)**

“It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 U.S.C. § 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 U.S.C. § 1414 (d). It shall be the policy of this LEA that a *[review]* of an IEP will be conducted on at least an annual basis to review a student’s progress and make appropriate revisions.”

#### **Procedure**

The North Orange County (NOC) SELPA provides a free appropriate public education (FAPE) in the least restrictive environment (LRE) to all students residing within the NOC SELPA. The NOC SELPA provides a full range of special education programs to facilitate services for students with disabilities in a supportive, cooperative, and mutually respectful environment. The appropriate special education placement in the LRE, for each child with a disability, is determined by an IEP team. The IEP team is comprised of the child's parents, school staff, and other professionals with knowledge or expertise regarding the child.

The IEP team shall consider the educational and nonacademic benefits of placing the student in a regular class and shall determine what support services would be needed in order to support this placement. All placement decisions should promote maximum interaction between students with disabilities and their non-disabled peers, in a manner that is appropriate to the needs of both. Special education services shall be provided outside the regular classroom only when the IEP team determines that the student's individual needs cannot be appropriately met in the general education classroom.

Parents/guardians shall have the right to approve the student's placement in a special education program and written parental consent shall be obtained before any such placement is made unless a due process hearing officer authorizes the placement. Once an IEP team has determined an appropriate placement with parent/guardian consent, that placement remains in effect unless modified through the IEP process, mutual agreement, or a due process hearing officer order.

#### ***Individualized Educational Program (IEP) Procedures***

The District will initiate and conduct meetings for the purpose of developing, reviewing, and/or revising the IEP of each student with a disability. The description of IEP development included in EC Sections 56340-7 and 34 CFR 300.340-350, are hereby included.

### ***IEP Timelines***

An IEP will be developed (a) within 30 days of an interim placement from outside the NOC SELPA, (b) within 60 days [not including days between sessions or terms, or vacation of more than five days in length] of the parent's/ guardian's consent to the Assessment Plan, and (c) at least annually. Timelines for development of an IEP are as follows:

- a. An IEP required as a result of initial assessment shall be developed within 60 calendar days of receipt of the parent's signed consent for assessment not counting days between school sessions or terms, or vacation days in excess of five consecutive days
- b. An IEP shall be developed within 30 days of the beginning of the subsequent school year for each student for whom a referral was made within 20 days of the end of the school year.
- c. A meeting of the IEP team shall be held within 30 days of a parent's written request, not counting days between school sessions or terms, or vacation days in excess of five consecutive days.
- d. The IEP meeting will always include a parent (or surrogate parent) unless the parent is unwilling/unable to attend and the district has maintained a record of attempts to include the parent at a mutually agreeable time and location.
- e. The district encourages meaningful participation of parents at IEP meetings by scheduling meetings at times convenient for parents within reason, providing interpreters for non-English speaking or parents with hearing impairments, encouraging parents to send a representative in their absence, conducting teleconferences when appropriate, etc.

Parents are notified in advance of a need for an IEP team meeting. Every attempt is made to schedule a student's IEP team meeting at a time that is mutually convenient for the parent/guardian and school staff. Staff will utilize a variety of communication modes, offer alternative meeting dates and locations, and/or suggest that the parent sends a representative if he/she is unable to attend. Notification forms include the purpose, time, and location of the meeting and the staff who will attend.

### ***IEP Participants***

- a. The parent(s) of the child;
- b. At least one regular education teacher or general education representative of the child;
- c. At least one special education teacher of the child, or if appropriate, at least one special education service provider of the child;
- d. A representative of the public agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities and who is knowledgeable about the availability of resources in the public agency;
- e. An individual who can interpret the instructional implications of assessment results, who may be a member of the team described in a-d;
- f. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- g. The child, if appropriate.

IDEA '04 allows for amendments to the IEP, which may be made with a District Administrative representative and the parent, so long as all members of the IEP team are notified of any change(s).

As appropriate, representatives of other agencies are invited to participate in IEP meetings that are held to discuss transition services. In addition to written invitations and telephone calls, other efforts are made to encourage their participation. If an agency representative does not attend the IEP meeting where transition services are discussed, a district designee will contact the agency representative if appropriate to coordinate transition services.

### ***Purpose of the IEP Meeting***

The IEP team meets when

- a. The student has received an assessment for special education;
- b. The student's special education placement is to be initiated, changed or terminated;
- c. The student's progress is less than anticipated;
- d. A parent or teacher requests a meeting to develop, review, or revise the IEP;
- e. It has been one year since the previous IEP was developed. The purpose of the IEP annual meeting is to review the student's progress, the appropriateness of the placement, and make any needed changes in the IEP.



### *At the IEP Meeting*

To facilitate the meeting, districts may arrange for interpreters for parents who are hearing impaired or whose primary language is not English. The IEP form serves as a record of the persons attending, and the deliberation, planning, and decisions of the IEP team regarding the special education programs and services for each student. Prior IEP goals and objectives are reviewed to determine to what degree they were met. The discussion of present levels of performance includes not only results of standardized achievement test scores, but also classroom performance, observations, and parent and teacher reports. The IEP process enables the team to develop a completed IEP which shows a direct relationship among the levels of performance and the goals and objectives, and to identify the specific services required to enable the child to advance appropriately toward attaining the annual goals, be involved and progress in the general curriculum, to participate in extracurricular or other nonacademic activities, and to be educated and participate with children with disabilities and non-disabled children in these activities as appropriate.

The IEP team refers to established eligibility standards as set forth in Title 5 CCR 3030 (a-j) as appropriate. Eligibility for special education is written on each IEP developed by the IEP team.

At the IEP meeting, introductions are made, and the purpose and anticipated outcomes of the meeting are described. Each required component of the IEP is discussed by the team and recorded on the forms including:

- a. The strengths, interests, and learning preferences of the student;
- b. The child's present levels of educational and social functioning, including the results of the initial or most recent assessment of the child and/or the results of the child's performance on any general State or district-wide assessment programs as appropriate;
- c. Annual goals and short-term objectives or benchmarks related to meeting the child's needs that result from the disability to enable the child to be involved in and progress in the general curriculum [or appropriate activities for preschool children] or to meet each of the child's other educational needs that result from the disability;
- d. The concerns of the parent relevant to the child's educational progress;
- e. A description of how the child's disability affects involvement and progress in the general curriculum, or for preschoolers, participation in appropriate activities;
- f. An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and extracurricular activities;
- g. A statement of the supplemental aids and services to be provided to or on behalf of the student;
- h. A statement of program accommodations/modifications or supports for school personnel that are required for the child to advance appropriately toward

- attaining the annual goals specified in the IEP;
- i. A determination of the student's need for assistive technology devices and services or low incidence services, equipment, and materials to meet the educational goals and objectives;
  - j. A statement of how the child's progress toward the annual goals will be measured and how the parents will be informed of their child's progress;
  - k. If the child is Limited English Proficient, a description of how his or her level of English proficiency, related to the IEP, will be addressed;
  - l. If the child is Deaf or Hard of Hearing, a description of specialized communication strategies if needed, and opportunities for direct instruction and communication with peers and adults in the student's language and mode of communication;
  - m. If the child's behavior impedes learning, a description of positive behavior interventions, strategies, and supports to address the behavior, including a Behavior Intervention Plan if required;
  - n. By the time a student reaches the age of 16, a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or needed linkages;
  - o. For students age 17 or older, verification that the student has been apprised of his or her rights at the age of majority;
  - p. A statement of the special education and related services to be provided to the child, including the projected date for beginning the services and accommodations/modifications, anticipated frequency, location, and duration of those services and accommodations/modifications;
  - q. Individual accommodations/modifications in the administration of State or district-wide assessments of pupil achievement, or a statement of why that assessment is not appropriate for the child, designating the California Alternate Performance Assessment as the means to measure the student's progress;
  - r. The determination of the need for Extended School Year, participation in Workability, and specialized transportation services;
  - s. A review of the Notification of Procedural Safeguards; and
  - t. Parental consent to all or part of the IEP.

A copy of the completed IEP is provided to the parent(s). Upon request, the IEP will be translated into the primary language of the parent. All staff who are responsible for portions of the student's education are informed of the content of the IEP. Service providers from other agencies who provide instruction or a related service will be provided a copy of the IEP. IEPs are maintained in accordance with state and federal pupil record confidentiality laws.

## **5. Least Restrictive Environment—20 USC Section 1412(a)(5)**

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

### **Procedures**

It is the intent of the North Orange County (NOC) SELPA to serve disabled students 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. The close cooperation of all school personnel is encouraged by district and site administrators to facilitate opportunities for social interaction between individuals with disabilities and non-disabled individuals.

The NOC SELPA provides a full range of program options to meet student's educational needs in the least restrictive environment. This includes District programs, County programs, regionalized services, state schools and non-public schools. The determination of the least restrictive environment is based on the IEP team's consideration of each individual student's unique needs, including present levels of performance, goals and objectives, and the configuration of special education support required to implement the IEP.

Removal of students from regular classes occurs only when the nature of the student's disability is such that education in a regular class with the use of supplementary aides and services cannot be achieved satisfactorily. To the maximum extent possible, individuals with exceptional needs are educated and participate with, non-disabled students in academic, non-academic, and extracurricular services and activities. Students attend the school they would attend if they were not disabled unless their IEP requires other arrangements. If other arrangements are determined necessary, students are served in the nearest appropriate program to their home school.

Special education services and supports will be provided for students with disabilities to ensure maximum interaction with their peers in the regular education environment as appropriate for the student's individual needs. The IEP team will make the decision regarding the least restrictive environment for each child on an annual basis. Individuals with exceptional needs shall have equal access to all activities, programs, and facilities in the general school environment.

Participation in activities will be determined based on the individual needs of the disabled student. The location of special day classes and other special education support programs will be included in decisions regarding housing and facilities planning and allocation. District commitments to ensure appropriate size, configuration and location for special classroom space on regular school campuses will continue in order to avoid frequent or disruptive program relocations. Ramps, handrails, and adapted equipment are provided as necessary to ensure access and safety for students with disabilities.

Continuity in the assignment of appropriate classroom space for the provision of special education services allows students with disabilities the opportunity to develop relationships with non-disabled peers. Appropriate physical location of service facilitates continuing interaction with non-disabled peers and timely access to general education programs.

Programs are available to assist non-disabled students in understanding, supporting, and interacting with children with disabilities. Staff development, collaborative activities, and consultation by special education staff are provided to regular education staff to assist them in addressing the unique needs of students with disabilities.

## **6. Procedural Safeguards—20 USC Section 1412(a)(6)**

“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.”

### **Procedures**

Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights prescribed by Education Code 56341. (Education Code 56341, 56506; 34CFR 300.503)

If the native language or other mode of communication of the parent/guardian is other than English, either the notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication, to ensure the parent/guardian understands the contents of the notice.

### ***Procedural Safeguards Notice:***

A procedural safeguards notice shall be made available to parents/guardians of students with a disability annually and upon (20 USC§ 1415 (d))

1. Initial referral for assessment,
2. Each notification of an IEP meeting,
3. Reassessment of the student, and
4. Registration of a complaint.

This notice shall include information on the procedures for requesting an informal meeting, a resolution session, a pre-hearing mediation conference, a mediation conference, or a due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each annual IEP meeting. (Education Code 56321, 56321.5)

In addition, this notice shall include the procedural safeguards relating to: independent educational assessment; prior written notice; parental consent; access to educational records; opportunity to present complaints; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense; mediation; due process hearings; state-level appeals; civil action; and attorney's fees.

## 7. Assessment—20 USC Section 1412(a)(7)

“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.”

### **Procedures**

The NOC SELPA shall conduct a reassessment of each child with a disability at least once every three years, but not more than once a year unless conditions warrant a reassessment or if the child's parent or teacher requests a reassessment and a new Individualized Education Program (IEP) to be developed.

### ***Annual Assessments***

The NOC SELPA procedures for IEP Parent Notification and Participation ensure that the NOC SELPA Districts complete annual assessments within required timelines. The student's IEP is scheduled for review by the IEP team at least once a year. Assessments and IEP meetings will take place within 60 calendar days of receipt of the signed assessment plan. In addition, a special review of the placement may be requested at any time by:

- Any staff member who provides services to, or who knows, the student and has a specific concern;
- The student's parent/guardian;
- A student whose due process rights were transferred at the age of 18.

Upon receipt of a written request, the IEP team case manager shall schedule a review meeting within 30 calendar days.

Parents and members of the IEP team must be notified by established notification procedures. The IEP team may:

- Review student progress on goals and objectives.
- Modify the IEP by referring the student to a more intensive or less intensive program.
- Recommend the continuation of the current program.

### ***Triennial Assessments***

All reassessments are conducted within three calendar years of the last assessment or more frequently if requested by the student's parent or teacher. The reassessment determines if the student continues to have a disability and if he/she continues to require special education services. It also determines how he/she is involved in and progressing in the general education curriculum. Assessment and IEP meetings shall be completed within 60 calendar days upon receipt of the signed assessment plan.

The NOC SELPA utilizes a Management Information System which tracks student IEP and three-year reassessment due dates. A completed three-year reassessment is recorded in the student MIS file to assure continued monitoring. The term "evaluation" is used synonymously with "assessment" to designate the process for identifying children with disabilities and conducting the triennial assessments.

### ***Assessment Plan***

For all individuals, birth to 21 years of age, referred for special education services, an initial Assessment Plan is developed within 15 days of referral (not counting days between the student's regular school sessions or terms or day of school vacation in excess of five school days from the date of receipt of referral), based on intake interview information, SST/SIT/CAST findings and recommendations, or parent request for assessment. The Notice of Procedural Safeguards is included. An Assessment Plan is developed for all initial and triennial assessments or any time an individual (e.g., psychoeducational) assessment is conducted. The Assessment Plan contains the following:

- a. Reason for the proposed assessment, other options considered, interventions and accommodations/modifications attempted, and description of assessment procedures relevant to the proposed action;
- b. Description of the type of assessment, materials, and procedures;
- c. Assessment personnel identified by title and assessment area;
- d. The student's primary language and English language proficiency status;
- e. A statement that tests and other assessment materials will be provided and administered in the student's primary language or other mode of communication, and if not, the reasons why it is clearly not feasible, including any available independent assessments;
- f. Results of recent assessments, including any available independent assessments;
- g. Information the parent requests to be considered;
- h. The necessity for alternative modes of assessment, if appropriate;
- i. Parent consent and date.

The proposed Assessment Plan is provided in the primary language of the parent/guardian, unless to do so is clearly not feasible, and written in language easily understood by the general population. Written consent of the parent or guardian is obtained prior to conducting the assessment.

The assessment will be completed within 60 days of receipt of the parent's/guardian's written consent (not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days from the date of receipt of referral).

### ***Assessment Process***

Assessments are conducted by competent multi-disciplinary team members, including at least one teacher or specialist knowledgeable in the area of the suspected disability. Attention is given to the student's need for specialized services, materials, and equipment when the low incidence disabilities of visual, hearing and severe orthopedic impairment are suspected. Students assessed for initial and three-year assessments have a vision and hearing screening unless parental permission is denied. Assessment personnel are competent and appropriately trained to administer and interpret test results and, when necessary, are knowledgeable and understanding of cultural and ethnic backgrounds and competent in both the oral and written skills of English Language Learners. When appropriate, an interpreter is used and reported in the assessment.

Individuals are assessed in their primary language or other mode of communication unless it is clearly not feasible to do so. All areas of suspected disability are evaluated. Tests and materials used for assessment are selected and administered so as not to be racially, culturally, or sexually discriminatory and to reflect the individual's skills and aptitude levels. The assessment process ensures that no single procedure or assessment is the sole criterion for determining placement. Staff work collaboratively to ensure that a student with a suspected low-incidence disability is assessed by qualified and trained personnel, in all areas related to the suspected disability, consistent with state guidelines.

### ***Assessment Report***

Assessment personnel prepares (a) written report(s) of the results of each assessment. Each report contains the following required components:

- a. Results of test(s) administered in the primary language of the student by qualified personnel;
- b. A statement regarding the validity of the assessment;
- c. A statement regarding whether the tests are valid for the purpose for which they are used;
- d. Recommendations that support the student's needs in the classroom;
- e. If the student may need special education and related services;
- f. Relevant behavior noted during the observation of the student in an appropriate setting;
- g. The educationally relevant health, developmental, and medical findings, if any;
- h. A determination of the effects of environmental, cultural, or economic disadvantage;
- i. The need for specialized services, materials, and equipment for students with low incidence disabilities.
- j. Consideration of independent assessments; and
- k. The basis for making the determination of eligibility.



For a student with a suspected learning disability, the members of the IEP team shall document the determination of eligibility including:

- i) Data obtained from standardized assessment instruments;
- ii) Information provided by the parent;
- iii) Information provided by the pupil's present teacher;
- iv) Evidence of the pupil's performance in the regular and/or special education classroom obtained from observations, work samples, and group test scores;
- v) Consideration of the pupil's age, particularly for young children; and
- vi) Any additional relevant information.
- vii) A severe discrepancy shall not be primarily the result of limited school experience or poor school attendance.

### ***Independent Educational Assessments***

#### ***DEFINITIONS:***

*“Independent Educational Evaluation (IEE)”* means an evaluation conducted by a qualified examiner who is not employed by the District.

*“Public Expense”* means that the District either pays for the full cost of the evaluation or components or ensures that the evaluation or components are otherwise provided at no cost to the parent/guardian.

#### ***PARENT REQUESTS FOR AN IEE:***

A Parent may request an IEE at public expense if they disagree with an assessment conducted by the District. The primary purpose of an IEE is to be able to compare it to the disputed District assessment so that IEP decisions can be made based on a consideration of both assessments. Therefore, a Parent’s request for an IEE at public expense must be made within a reasonable time following the completion of the District’s assessment, generally within one year. The District will not grant any request for an IEE at public expense that is made more than two (2) years following the completion of the District's assessment with which the Parent disagrees.

If a Parent requests an IEE at public expense the District will, without unnecessary delay, either:

- (1) initiate a due process hearing to establish that its assessment is appropriate, or
- (2) ensure that an IEE is provided at public expense.

If a Parent makes a verbal request for an IEE during an IEP team meeting, the request will be included in the notes for the IEP team meeting. If a Parent makes a verbal request for an IEE outside of an IEP team meeting, the appropriate staff person will inform the

Parent that the request should be in writing, and will offer assistance to write the request, if appropriate. When a Parent requests in writing that an IEE be conducted, the school shall notify the District's Director of Special Education, or designee.

In an attempt to resolve the Parent's disagreement with the District's assessment, the District may first propose that additional assessment(s) be conducted by District or SELPA staff, qualified assessors from other public agencies, or private sector providers at District expense. The District may also request that a Parent indicate the reasons for disagreement with the District assessment. However, the Parent is not required to specify the areas of disagreement with the District's assessment as a condition to obtaining an IEE at public expense, and the District may not delay a response to the Parent's request if no further information is provided.

The District does not have an obligation to reimburse a Parent for IEEs that are initiated by the Parent prior to the date that the District's assessment is completed and discussed at an IEP team meeting.

A Parent is only entitled to reimbursement for one IEE at public expense for each assessment completed by the District with which the Parent disagrees.

If the District agrees to provide or fund an IEE, the Parent will be notified in writing whom to contact at the District office and/or by what other means the Parent may start the IEE process. The written notice will be accompanied by the SELPA IEE Policy and Procedures, which includes IEE Definitions and Procedures, IEE Criteria, and Sources of Independent Evaluation by Area of Assessment. While the District will not limit the Parent's time to obtain the IEE, Parents are encouraged to obtain the IEE within a reasonable period of time, in order to allow for a meaningful review of the IEE by the IEP team after review of the District's assessment.

There are two methods for a Parent to obtain a District approved IEE:

- (1) The District contracts directly with the IEE Independent Evaluator, which includes the District contacting the Independent Evaluator directly to develop a contract. Payment will be made directly from the District to the Independent Evaluator.
- (2) The District reimburses the Parent for payment of the IEE, but only when the Parent has received prior approval from the District to utilize this method.

If a Parent requests reimbursement or payment for an IEE which has already been completed, without previously making such a request, the District will either agree to fund the costs of the IEE, or file a request for due process hearing to defend its assessment without unnecessary delay. Under these circumstances, the IEE obtained by the Parent must still comply with the SELPA IEE criteria.

If the Parent chooses to obtain an IEE at their own expense, the IEP team will still fully consider the IEE in making educational decisions for the student.

If the District initiates a due process hearing and the final decision is that the District's assessment is appropriate, the Parent still has the right to obtain an IEE, but not at public expense.

*PARENT SELECTION OF AN INDEPENDENT EVALUATOR:*

The Parent has the right to choose an Independent Evaluator from the SELPA Sources of Independent Evaluation by Area of Assessment list. The District must allow Parents the opportunity to select a qualified evaluator that meets the SELPA IEE criteria for qualified evaluators, even if the evaluator is not on the list of potential evaluators established by SELPA.

If the Parent elects to obtain an IEE by an evaluator not on the SELPA Sources of Independent Evaluation by Area of Assessment, and the District/SELPA determines the evaluator does not meet the SELPA IEE criteria for one or more areas assessed, the District may decline payment for all or part of the costs of the IEE, as appropriate, if there is no justification for selection of an evaluator that does not meet the SELPA IEE criteria. In the event this occurs, the District will file a request for a due process hearing seeking a determination that the IEE does not comply with the SELPA IEE criteria without unnecessary delay.

The Parent has the opportunity to demonstrate that unique circumstances justify the selection of an evaluator that does not meet agency criteria. The Parent must notify the District Director in writing if they feel that unique circumstances justify the selection of an evaluator that does not meet agency criteria.

It is the Parent's responsibility to inform the Independent Evaluator of the SELPA IEE criteria and procedures and it is suggested that the Parent provide the Independent Evaluator with a copy of these procedures (SELPA IEE Policy).

*IEP TEAM CONSIDERATION OF THE IEE:*

IEEs are designed to assist in the determination of the educational needs of students with disabilities. The IEP team is ultimately responsible for determining placements and services. The results of the IEE(s) will be considered in making educational decisions as required by Title 34 of the Federal Code of Regulations and/or Section 504 of the Rehabilitation Act of 1973. However, IEEs will not control the IEP team's determinations regarding eligibility for special education, appropriate goals, and/or placement and services recommendations.

*RELEASE OF INFORMATION AND RESULTS:*

Prior to conducting an IEE, a Release of Information must be completed and signed by the Parent so that the District can share relevant student records and discuss the student's educational performance with the Independent Evaluator. As part of the evaluation, Independent Evaluators must agree to release their assessment information and results, including copies of any and all test protocols utilized in the assessment process as well as written report(s) of results, directly to the District prior to the receipt of payment (or reimbursement to the Parent) for their assessment.

*COST LIMITATIONS:*

The cost of an IEE shall be reasonable and comparable to those costs that the LEA incurs when it uses its own employees or contractors to perform a similar assessment. The cost of the IEE must also be reasonable and consistent with the average costs being charged by comparably qualified evaluators in the areas being assessed. SELPA-wide cost averages are available upon request. The costs charged to the District may also not exceed the fees the evaluator requires of other agencies or Parents for such an assessment, when the components of the evaluation are comparable.

Costs may include observation, record review, administration and scoring of tests, report writing and attendance in person or by phone at an IEP team meeting for the purpose of reviewing the IEE report. Please note that the need for the Independent Evaluator to attend an IEP meeting will be granted based on the District's consideration of the IEE Report and only if it is determined that the District's qualified personnel need assistance in interpreting information within the IEE Report.

*GEOGRAPHIC LIMITATIONS:*

Independent Evaluators must be located in Orange County, or within thirty (30) miles of the District. Travel expenses, whether by Parent or the Independent Evaluator, for any greater distance, shall not be at the cost of the District, unless the Parent can demonstrate why it is not feasible to use a qualified Independent Evaluator within these geographic boundaries. The parent must notify the District Director in writing if they feel that unique circumstances justify the selection of an evaluator that is not within the geographic boundaries.

*PAYMENT FOR COMPLETED IEE:*

Upon completion of the IEE, it is the Parent's responsibility to ensure that the District is provided with the IEE report, test protocols, invoice of costs incurred for services provided, and proof of payment (if applicable). Once the completed IEE and required documentation has been provided to the District, it is the responsibility of the District's Director of Special Education or designee to determine whether the completed IEE meets

the SELPA IEE criteria. Payment may be limited for any test administration or other portion of the assessment conducted beyond the assessor's area(s) of expertise.

If the Parent elected an Independent Evaluator with whom the District has a contractual relationship, as confirmed by the District/SELPA, then payment shall be made directly to the Independent Evaluator upon receipt of report, test protocols, and invoice of cost incurred for services provided. If the Parent elected an Independent Evaluator who does not have a contract with the District, then a contract will be developed between the District and the Independent Evaluator. All contracts must be approved by the District Board, and the District must receive relevant documentation from the Independent Evaluator before a contract can be developed. Accordingly, it may take more than a month to develop a new contract with an Independent Evaluator, and the Independent Evaluator may not begin the IEE until the contract is finalized. In order to avoid this contract development period, the Parent may choose to hire the Independent Evaluator directly, in which case the District will reimburse the Parent for the costs of the IEE in a timely manner.

Reimbursement will be in accordance with the District's policies and procedures and in the amount no greater than the actual cost to the Parent.

*SUMMARY OF PROCESS FOR OBTAINING AN IEE:*

1. Parent request for an IEE is documented in IEP meeting notes and/or put in written format.
2. District Director of Special Education is notified immediately.
3. Without unnecessary delay, the District will either:
  - (1) approve the IEE request, or
  - (2) request a due process hearing to prove the appropriateness of the District's assessment with which the Parent disagrees.
4. If the District approves, then the Parent is provided with a copy of the IEE Definitions and Procedures and Criteria for Independent Educational Evaluations (SELPA IEE Policy).
5. Parent is also provided with a Release of Information so that the District can discuss the student's educational performance with the Independent Evaluator. Please note that a District Assessment Plan IS NOT completed since the District is not conducting the assessment and is not responsible for the timelines and/or results of the IEE assessment.
6. The Parent chooses between Method One, a District and/or SELPA Contract is developed with the Independent Evaluator, or Method Two, the Parent is reimbursed for the cost of the IEE in a timely manner and in accordance with District's policies and procedures and in the amount no greater than the actual cost to the Parent.
7. The District then considers the completed IEE typically through the IEP process.

8. Parent ensures that all assessment information and results, including copies of any and all test protocols utilized in the assessment process as well as written report(s) of results, are provided directly to the District prior to the receipt of payment (or reimbursement to the Parent) for their assessment

*SPECIAL CONSIDERATIONS:*

Consideration shall be given to unique circumstances when necessary to assist a Parent in obtaining an IEE at public expense. Any such request shall be made to the District's Director of Special Education, or designee.

## **8. Confidentiality—20 USC Section 1412(a)(8)**

“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.”

### **Procedure**

"Confidentiality" means the restriction of access to verbal and written communications, including clinical, medical and educational records, to appropriate parties under Section 99.3 of Title 45 of the Code of Federal Regulations, Section 300.560 et seq. of Title 34 of the Code of Federal Regulations, Sections 827, 4514, 5328, and 10850 of the Welfare and Institutions Code, Section 2890 of Title 17 of the California Code of Regulations, and Sections 49060 through 49079 of the Education Code.

### ***Confidentiality***

All information that specifically relates to a child's exceptional needs and/or family is to be kept confidential. Such information is to be shared only with other professionals as they need to know in order to effectively meet the student's educational needs. Any sharing of information outside the school system requires written consent from the parent, except for transference of records in California.

### ***Release of Information for Special Education Students***

It is recommended that all forms used to request a release of information for students receiving special education be compliant with the requirements of the Health Insurance Portability and Accountability Act (HIPAA).

### ***Special Education Records***

It is recommended that all students receiving special education services shall have a complete confidential file located in a centralized location. These records shall contain psychological, speech/language, medical, and academic reports, as well as all other appropriate confidential information. Only persons with official business may enter into a student's confidential file. Any other person or agency requesting access to a student's confidential records must have written permission from the parent/guardian.

### *Amendment of Records*

A parent who believes that information in the education records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of the child may request the participating agency that maintains the information to amend the information. The agency must decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the agency decides to refuse to amend the information in accordance with the request, it must inform the parent of the refusal and advise the parent of the right to a hearing.



## **9. Part C to Part B Transition—20 USC Section 1412(a)(9)**

“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.”

### **Procedure**

For children participating in early intervention programs assisted under Part C of IDEA, a transition conference is held when the child is between two years and six months and two years and nine months of age. At the Transition conference, the team will discuss the child's present levels of development, possible options for the child when he or she turns three years of age that are based on the child's present levels of development, needs of the family during the six-month transition period, assessment needs of the child during the six-month transition period, equipment/program needs the child may have at age three years.

At the transition meeting, the local educational agency (LEA) representative, with the input from the parents and the Individual Family Service Plan (IFSP) transition team, will highlight the needed areas of assessment and the areas of suspected disability on the assessment plan. When the child turns two years and ten months, the LEA assessment team will contact the parents to have the assessment plan signed and to begin the assessment.

The Exit IFSP meeting and Initial IEP meeting are held together prior to the child's third birthday with responsible agencies and potential service providers present. The District of Residence shall attend the IEP meetings. The Regional Center service coordinator reviews the Exit IFSP form with the team and ensures that all areas are discussed and completed. Continued eligibility for Regional Center services for the child is discussed. If appropriate, the LEA administrator or designee reviews the steps of the IEP portion of the meeting. The IEP document is written as the team discusses each section. If the child is eligible for services, program options are discussed with the team, and placement decisions are made.

## **10. Private Schools—20 USC Section 1412(a)(10)**

“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.”

### **Procedure**

The North Orange County (NOC) SELPA policy ensures that the NOC SELPA locates, identifies and evaluates all children who may be eligible for special education and related services. Child-find activities for parentally placed private school children are similar to those activities undertaken for pupils in public schools.

IDEA 2004 determined that the District where the private school is located is responsible for conducting child-find activities for children enrolled by their parents in private schools. All Districts in Orange County have signed a written agreement that states that the District of Residence of the private school student will be responsible for the assessment and determination of eligibility for special education services.

For private school children who are parentally placed, there is no individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school. The District determines the scope and type of services after consultation with private school representatives. A proportionate share of the District's special education federal funds is utilized to provide services to parentally-placed private school students with disabilities.

## **11. Local Compliance Assurances—20 USC Section 1412(a)(11)**

“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 Education Code, Part 30.”

### **Procedure**

Education Code Section 56195.7 requires development of written agreements to be entered into by the entities participating in the Local Plan for Special Education, including regionalized services to local programs for the provision of ongoing review of programs conducted and procedures utilized. This might include, but is not limited to, the following:

- Review and analysis of LEA CALPADS Data;
- Participation in the state's Quality Assurance Process (i.e., Disproportionality Reviews, Targeted Reviews, Intensive Reviews, and Data Identified Noncompliance Review) and follow-up;
- Collection and examination of data regarding the over/under representation of racially, ethnically, linguistically and culturally diverse students to determine whether an imbalance exists;
- Collection and examination of data regarding IEP and assessment timelines.

Corrections of identified problems may include, but are not limited, to the following means:

- Provision of training and technical assistance as necessary to clarify compliant practices with appropriate LEA staff;
- Assistance with correction of non-compliant procedures or practices identified through state and local compliance complaint investigations;
- Regular meetings with district superintendents;
- Individual consultation with LEA administrative staff.

In cases where the identified problem persists following implementation of such steps as outlined above, the LEA superintendent shall be notified regarding the issue.

In addition, the NOC SELPA provides an advisory role to ensure each LEA and the SELPA as a whole will meet all applicable requirements of state and federal laws and regulations. This might include, but is not limited to, the following:

- Advise the LEA superintendent and special education director regarding the

status of special education in their respective districts:

- Advise changes to the SELPA Local Plan, LEA policy, and/or LEA best practices;
- Advise in the development of the annual plan for staff development, including training and technical assistance to ensure compliant practices;
- Monitor each district's adherence to operational procedures established through the governance structure;
- Advise in problem resolutions related to operational procedures.

## **12. Interagency—20 USC Section 1412(a)(12)**

“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.”

### **Procedure**

#### ***Process for Coordinating Services with other Agencies:***

All special education and related services determined by the Individualized Education Program (IEP) team to be necessary for a student to benefit from education shall be listed on the IEP. A district shall assure that each student with a disability is provided services in accordance with his/her IEP, regardless of which agency or contractor provides the services. If an agency fails to provide the service, the LEA will become the service provider.

#### ***Determination of Eligibility or Provision of Services from Other Agencies:***

A determination that a student is in need of a service shall be based on appropriate educational assessment(s). The district is solely responsible for obtaining all services and service providers needed to implement the IEP. The district shall monitor the statutory timelines to ensure that services are provided without delays.

#### ***The SELPA shall maintain the following interagency agreements on file:***

- California Children Services
- Orange County Health Care Agency
- Parent Infant Education and Support Program
- Regional Center of Orange County
- Department of Rehabilitation
- Head Start

### **13. Governance—20 USC Section 1412(a)(13)**

“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”

#### **Procedure:**

#### ***Membership:***

The local educational agencies within North Orange County join together pursuant to Section 56195 of the California Education Code to adopt a plan in accordance with 56205. It shall be the policy of the member LEAs to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the North Orange County (NOC) SELPA Local Plan.

The NOC SELPA is a multi-district SELPA, comprised of 5 local educational agencies and one county office of education as described in Education Code Section 56195.1 (b), which exists for the purpose of providing coordinated general and special education programs and services to students with disabilities residing within the SELPA

The local educational agencies (LEA) Participating Local Educational Agencies participating in the NOC SELPA include:

- Buena Park School District
- Fullerton School District
- Fullerton Joint Union High School District
- La Habra City School District
- Lowell Joint School District
- Orange County Department of Education

## **Governance and Administrative Structure**

### ***Governing Body:***

It shall be the policy that the Governing Body of the North Orange County (NOC) SELPA shall be called the North Orange County Superintendent Cabinet (NOCSC). The NOCSC has the task of initiating, reviewing, and adopting necessary policies for the operation of SELPA activities, including, but not limited to, the implementation of the Local Plan for Special Education.

The NOCSC is composed of a superintendent from each of the five participating local education agencies (LEAs) within the regional boundaries of the NOC SELPA and the Orange County Department of Education. The Orange County Department of Education Superintendent's designee is the Orange County Department of Education Deputy Superintendent. District Superintendents are the primary representatives on the NOCSC, however a Superintendent can appoint a designee to attend in his/her place if deemed necessary. The designee will have the ability to vote on behalf of the Superintendent.

Four voting members shall constitute a quorum. Four votes are needed to approve any action. The NOCSC will meet at least four (4) times annually during a fiscal year.

The NOCSC is responsible for:

1. Setting policy and direction for the NOC SELPA.
2. Approving the Local Plan, Assurances and Procedures.
3. Directing the Administrative Unit (AU) in the selection, supervision, and evaluation of the NOC SELPA Director.
4. Reviewing and approving needed modifications to the evaluation protocol of the NOC SELPA Director.
5. Providing input on the evaluation of the NOC SELPA Director in alignment with the approved evaluation protocol.
6. Approving the NOC SELPA special education funding Allocation Plan and any subsequent modifications to the Plan
7. Approving NOC SELPA financial actions including: distribution of special education funding to local educational agencies that operate special education programs and services, development of cost containment agreements and procedures, and approval of the Regionalized Services budget.

8. Reviewing and approving NOC SELPA guidelines and interagency agreements.
9. Monitoring the appropriate use of local funds allocated for special education programs.
10. Reviewing and approving needed modification of this agreement on behalf of all member LEAs.
11. Adopting amendments to the permanent portion of the Local Plan.
12. Approving the NOC SELPA Annual Service and Annual Budget Plans, and subsequent modifications.
13. Approving other agreements including, but not limited to Inter-SELPA agreements, facility agreements, and bill-back agreements.
14. Reviewing exhibits such as guidelines and agreements to assist in the implementation of the Local Plan. These implementation tools are considered exhibit portions of the Local Plan and shall be consistent with adopted policy.

After final action by the NOCSC, a copy of each adopted policy shall be made publicly available with the NOC SELPA office or posted electronically.

***Duties of the Chairperson:***

Every two years, the Governing Body shall rotate a superintendent who is a North Orange County Superintendent Cabinet (NOCSC) member to serve as chairperson of the Governing Body. If the NOCSC chairperson is unable to attend a NOCSC meeting, the Governing Body will elect an acting chairperson for the meeting.

The Chair shall preside at all meetings. He/she shall have the same rights as other members of the Governing Body, in voting, introducing motions and resolutions, and discussion of questions that follow.

He/she shall sign such documents on behalf of the Governing Body as may require his/her signature.

He/she shall represent the Governing Body in deliberations with other boards, districts, or agencies unless another member of the NOCSC is so designated.

He/she shall consult with the SELPA Director in the development of the NOCSC Agenda. The yearly rotation schedule is as follows:



1. Buena Park School District
2. Fullerton Joint Union High School District
3. Lowell Joint School District
4. Fullerton Elementary School District
5. La Habra City School District

Note: As the Responsible Administrative Unit (RAU), the Orange County Department of Education shall waive its rotation as the Chair of the Governing Body.

***Duties of the Executive Secretary:***

The NOC SELPA Director will serve as the Executive Secretary to the Governing Body. The NOC SELPA Director will provide staff assistance to the NOCSC. The Executive Secretary shall not be a voting member of the NOCSC.

***Duties of the NOC SELPA Director:***

The Governing Body, also known as the North Orange County Superintendent Cabinet (NOCSC), will direct the AU in the selection, supervision, and evaluation of the NOC SELPA Director. The NOC SELPA Director will be an employee of the AU.

The Governing Body gives authority to the NOC SELPA director as the administrator of the special education local plan area.

Under the supervision of the NOCSC, the NOC SELPA Director is responsible for:

1. Providing regionalized services as described in E.C.56836.23.
2. Coordinating the administration and implementation of the North Orange County Special Education Local Plan.
3. Coordinating the development and implementation of the SELPA program and student outcomes and the annual accountability procedure for every disability program and service offered within the SELPA.
4. Developing forms, handbooks, and guidelines.
5. Establishing the NOCSC, North Orange County Directors and Business Officials Council (NOCDBOC), and Community Advisory Committee (CAC) meeting schedules.
6. Meeting with the NOCDBOC regarding special education program needs, policies, procedures, agreements, and forms.

7. Providing guidance and facilitating collaboration, during NOCDBOC meetings, among LEA Program Administrators regarding program/service development, IEP oversight, curricular resources, research-based best practices, and programming to meet student performance targets.
8. With the input of the NOCDBOC, making recommendations to the NOCSC.
9. Coordinating the development and implementation of the SELPA program and student outcomes and the annual accountability procedure for every disability program and service offered within the SELPA.
10. Selecting candidates for NOC SELPA staff positions.
11. Overseeing the supervision, evaluation, and discipline of NOC SELPA staff in accordance with bargaining unit agreements.
12. Supervising NOC SELPA itinerant staff in the provision of direct services for special education programming for students within its member LEAs.
13. Preparing the special education Local Plan and federal, state, and local reports as required, with input from the CAC and member LEAs through the NOCSC and the NOCDBOC.
14. Coordinating the provision of services to disabled students with districts and other local public agencies through the development of processes and procedures, negotiation of service contracts, memorandums of understanding, and/or ongoing dialogue.
15. Developing and implementing a plan for providing professional learning opportunities to employees, parents, CAC, and others.
16. Collecting, processing, and reporting program, personnel and fiscal data related to the state assessment of special education as specified in accordance with State and Federal laws and regulations.
17. Monitoring the appropriate use of all funds allocated for special education programs.
18. Consolidating member LEA expenditure data to determine if the NOC SELPA as a whole has met the MOE requirements. This is done through the completion of the required Annual Maintenance of Effort report and the Annual Budget Plan that are submitted to the California Department of Education.

19. Ensuring that all special education funds are distributed in accordance with the approved funding Allocation Plan.
20. Collaborating with member LEAs to ensure that all funds received are expended in accordance with Part B of the IDEA. These funds are to supplement state, local, and other federal funds, and will not be used to reduce the level of local funds expended for the education of students with disabilities unless otherwise provided for in federal law and regulations.
21. Coordinating the maintenance of a Special Education Information Management System to provide required data for federal and state reporting.
22. Providing technical assistance in the development of the required plan for compliance monitoring and improvement on statewide performance targets.
23. Providing guidance to member LEAs regarding non-public schools and agencies, including the distribution of a master contract template and rate negotiations.
24. Coordinating, documenting, and reporting child find activities in public and private schools and public awareness activities for the NOC SELPA as required by State and Federal laws and regulations.
25. Maintaining an inventory, completing required reports, receiving funds, and approving purchases for low incidence pupils utilizing the low incidence funds for equipment and services based on California Department of Education approved guidelines and local policies and procedures.

***Duties of NOC SELPA Staff:***

It shall be the provision of the Governing Body that the SELPA shall employ any necessary administrative support to implement the plan. The Governing Body gives authority to the SELPA Director to identify the following administrators and their respective roles:

SELPA Program Coordinators

SELPA Coordinator Behavior Specialist

SELPA Coordinator Assistive Technology/Augmented Assisted Communication

***Duties of the NOC SELPA Directors and Business Officials Council:***

There shall be a North Orange County Directors and Business Officials Council (NOCDBOC) composed of at least a chief business official, or designee, and a special education director, or designee from each member local educational agency. The NOC SELPA Director or designee shall serve as the chairperson of the NOCDBOC. The

NOCDBOC will serve as the advisory committee to the NOC SELPA Director and will carry out those functions specified in federal and state law and the local plan. The NOCDBOC is responsible for:

1. Recommending programmatic decisions and decisions regarding the operation of special education in the NOC SELPA.
2. Recommending policies, procedures and financial actions to the NOC SELPA Director.
3. Reviewing the special education funding Allocation Plan and recommending needed modification to the NOC SELPA Director.
4. Reviewing and recommending needed modification of the Local Plan, with input from the Community Advisory Committee, to the NOC SELPA Director.
5. Providing program/services and coordination within the NOC SELPA so as to assure the availability of appropriate special education services to all eligible individuals with disabilities.
6. Reviewing and recommending processes and procedures, manuals, guidelines, and/[or handbooks developed for use in the NOC SELPA to the NOC SELPA Director.
7. Recognizing the importance of mutual cooperation and the value of parent input, by actively participating in the Community Advisory Committee.

***Administrative Unit:***

It shall be the policy of the Governing Body that the Orange County Department of Education (OCDE) shall be considered a local educational agency (LEA) for all purposes except where referred to as the Administrative Unit (AU). The AU is responsible for:

1. Receiving and distributing funds.
2. Serving as the employing agency for staff who have responsibilities throughout the NOC SELPA. Such staff will include, but not be limited to, the NOC SELPA Administrator for the Local Plan Area, NOC SELPA Coordinators, and/or NOC SELPA Program Specialists, certificated itinerant staff, and classified staff. Employment of such staff will be in accordance with staff policies and practices of the Orange County Department of Education and procedural employment policies.
3. Ensuring appropriate classified personnel are employed in support of the NOC SELPA certificated staff

4. Coordinating suitable office space for both certificated and classified NOC SELPA staff.

***Member Local Educational Agencies Responsibilities:***

It shall be the policy of the Governing Body that the Orange County Department of Education (OCDE) and participating local education agencies (LEA) governing boards shall have authority over the programs they directly maintain, consistent with the local plan submitted pursuant to Section 56195.1.

In the case of OCDE, which has more than one Special Education Local Plan Area for which the county office provides services, relevant provisions of contracts between the county office and its employees governing wages, hours, and working conditions shall supersede like provisions contained in a plan submitted under Section 56195.1.

Each member LEA shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. Each member LEA shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, and seek to resolve those complaints in accordance with the procedures set out in this chapter and in accordance with the policies and procedures of the governing board.

Boards of Trustees of each member LEA shall adopt policies and procedures for the special education programs and services provided in the NOC SELPA. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the Education Code.

**Inter-SELPA Transfer Agreement:**

It shall be the policy of this SELPA to oversee and approve all Inter-SELPA attendance agreements. An Inter-SELPA transfer agreement may be initiated by the local education agency (LEA) of residence when the LEA of residence has determined that an appropriate educational program is not available within the district. The transfer agreement should not be initiated until an informal agreement has been given by the district and SELPA of proposed attendance and until the terms and conditions of the Inter-SELPA Transfer Agreement have been agreed upon by the districts.

This agreement is not the same, and does not override any Parents' requests for an inter-district transfer outside the IEP process; hence, those requests are subject to the requested district's inter-district transfer policy.

**Procedure:**

The Inter-SELPA Transfer Agreement shall be signed by the local education agency (LEA) of residence's authorized agent and forwarded to the SELPA of residence's administrator for signature. The Inter-SELPA Agreement shall then be forwarded to the LEA of attendance along with appropriate referral material.

If the pupil is to be admitted, the Inter-SELPA Agreement shall be signed by the LEA of attendance's administrator. When this signature has been obtained, the Inter-SELPA Agreement form shall then be sent to the SELPA of attendance's administrator for next steps.

After initial sending signatures have been obtained, the LEA of possible attendance will arrange an IEP meeting and invite the LEA of residence. Upon agreement of placement per the IEP team, the SELPA administrator will be responsible for authorizing and distributing final copies of the Inter-SELPA Agreement.

Please note, the Inter-SELPA Agreement shall not be deemed effective until the IEP has been agreed upon by the parent or adult student, the LEA of residence, and the LEA of attendance, and the Inter-SELPA Agreement has been signed and authorized by the SELPA of attendance.

The LEAs involved are responsible for entering into a Memorandum of Understanding Between School Districts if any additional costs are to be borne by the LEA of residence. It is recommended, but not necessary that this agreement be entered into prior to holding any IEP meetings to secure placement.

The agreement covers all days of attendance from the time of acceptance, until the end of Extended School Year (ESY) during the fiscal year the transfer agreement was initiated unless revoked in writing by either LEA.

### **Inter-SELPA Billing Policy**

It shall be the policy of the SELPA that any local educational agency (LEA) operating programs that accept students outside of their district of residence on an Inter-SELPA Agreement may invoice participating LEAs on an annual basis. The SELPA shall not have any jurisdiction or oversight over the approval or disputes that occur with an Inter- or an Intra-SELPA Attendance Agreement.

Billing under this policy is not the same as a student attending a program under an inter-district permit and does not override any Parents' requests for an inter-district transfer outside the IEP process; hence, those requests are subject to the requested district's inter-district transfer policy and are not billable.

### **Transfer of Programs:**

It shall be the policy of this SELPA to adhere to all California Education Code requirements when requesting a program transfer.

Any request to divide or add to the SELPA will follow the size and scope analysis for each member LEA and affected SELPA based on the State Board of Education's regulation in effect at the time of division per 30 ED 56207. The one-year notice requirement to the State Board of Education shall not be waived.

### **Community Advisory Committee:**

It shall be the policy of the NOC SELPA, that each member local education agency (LEA) participate in the NOC SELPA's established community advisory committee composed of parents of individuals with and without exceptional needs, educators, and community representatives concerned with the needs of individuals with exceptional needs.

Community Advisory Committee (CAC) membership will consist of one appointee of each member local educational agency (LEA), with the exception of the Orange County Department of Education (OCDE), the Special Education Local Plan Area (SELPA) Director, and one appointee of the SELPA Director. The LEA members of the CAC shall be appointed by, and responsible to the Governing Body of the North Orange County SELPA. The process for recommendation of appointment shall be determined by each LEA, and terms of appointment are for at least two years and are recommended to be annually staggered to ensure that no more than one-half of the membership serves the first year of the term in any one year. Upon the decision of the local LEA, a member may be recommended for reappointment for multiple terms.

At least a majority of the CAC shall be composed of parents of school-aged children with

exceptional needs. The CAC members shall be appointed by, and responsible to, the Governing Body of the North Orange County SELPA. Parents of students with disabilities participating in OCDE programs shall be determined members of the LEA CAC in which they reside.

Local school districts are responsible for recommending appointed members from their districts. If any vacancies are not filled by December 1 of each school year, the CAC may request that these be filled by appointment by the SELPA Director.

The CAC shall have the authority and fulfill the responsibilities that include, but are not limited to, all the following:

1. Advising the policy and administrative entity of the district, special education local plan area, or county office, regarding the development, amendment, and review of the local plan.
2. Recommending annual priorities to be addressed by the plan.
3. Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
4. Encouraging community involvement in the development and review of the local plan.
5. Supporting activities on behalf of individuals with exceptional needs.
6. Assisting in parent training and staff development.

The SELPA local plan for special education shall be developed cooperatively with input from the community advisory committee and appropriate representation from special and general education teachers and administrators selected by the groups they represent to ensure effective participation and communication.

Signed verification shall be on file that the plan has been reviewed by the community advisory committee. The CAC shall be provided sufficient time to conduct this review prior to submission of the plan to the Governing Body.



## **Policy Adoption**

The Governing Body, also known as the North Orange County Superintendent Cabinet (NOCSC), has the primary function of providing policies to guide the actions of those to whom it delegates authority. These policies shall be recorded in writing.

The formulation and adoption of these written policies shall constitute one method by which the NOCSC shall exercise its leadership in the operation of the local plan.

In formulating policies, the Governing Body shall adopt general principles and statements of intent. The North Orange County (NOC) SELPA Director and appropriate NOC SELPA staff shall take action on the directives. Application of such policies to individual problems and tasks is an administrative function to be performed by the NOC SELPA Director. The NOC SELPA Director shall, in turn, when necessary, or when directed by the NOCSC, prepare written guidelines to ensure the implementation of the Governing Body policy. The NOC SELPA Director, in cooperation with staff and the Governing Body, shall recommend policies for adoption and recommend revision of existing policies. Policies and/or revisions may be proposed by any member of the NOCSC, by any lay group or organization, or by any citizen.

Specific policy proposals and suggested amendments to or revisions of existing policies shall be submitted to all members of the Governing Body in writing prior to a regularly scheduled NOCSC Meeting. No policy or amendment or revision shall be adopted unless it has been discussed at a meeting prior to adoption unless a majority of the Governing Body votes otherwise.

It shall be the duty of the Governing Body to reappraise its policies periodically in view of the changing needs of the community and schools.

### ***Suspension of Policy and Regulations:***

Policies require frequent updating. The Governing Body should not be forced into a position of strict adherence to policies that need revision or are out of compliance. By allowing the suspension of policy on the rare occasions when necessary, this policy ensures that the Governing Body's capacity to govern will not be limited by out-of-date policies. The suspension is a temporary measure to give the Governing Body adequate time to study changing legislation or changing circumstances within the community.

Governing Body adopted Policies and Assurances shall be subject to suspension for a specified purpose and limited time by majority vote of all members of the Governing Body.

The NOC SELPA Director may suspend all or part of any policy or administrative regulation when it conflicts with state or federal law or regulations. The NOC SELPA

Director shall report the suspension to the Governing Body. The suspension shall be valid until the policy or administrative regulation is rescinded, amended or reaffirmed.

***Parliamentary Procedure:***

Meetings of the Governing Body, also known as the North Orange County Superintendent Cabinet (NOCSC), will be conducted according to accepted parliamentary procedure and all business will be transacted by the Governing Board's action as a committee of the whole. Meetings shall be conducted in accordance with the procedures set down in Robert's Rules of Order, Newly Revised (RONR).

***Public Meetings:***

In accordance with state open meeting laws (Brown Act), the Governing Body shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Governing Body meetings shall provide opportunities for questions and comments by members of the public and shall be conducted in accordance with law and Governing Body procedures.

***Closed Sessions:***

The Governing Body may hold closed sessions only for purposes identified in the law. The Governing Body may hold a Closed Session at any time during a regular or special meeting and during emergency meetings in accordance with law. The agenda shall contain a brief general description of all closed session items to be discussed. The Governing Body shall disclose in open meeting the items to be discussed in closed session. In the closed session, the Governing Body may consider only those matters covered in its statement

The Board may hold Closed Sessions to consider personnel matters; consider employment or dismissal of an employee; give direction to its designated representative in negotiations; hear complaints or charges against any employee; or consider the expulsion, suspension, or disciplinary actions, or any other action, in connection with any pupil of the NOC SELPA, if a public hearing would lead to giving out of information concerning the pupil; and to consider legal matters within the attorney/client privilege. Discussion of the subject matters listed above, or any other matters authorized by law or Closed Session, shall be kept confidential except to the extent they are expressed in Governing Body Minutes.

***Special Meetings:***

Special Meetings may be called at any time by the presiding Chair of the Governing Body or by a majority of members of the Governing Body.

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting.

Any Governing Body member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the Executive Secretary of the Governing Body or by being present at the meeting at the time it convenes.

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Governing Body concerning any item that has been described in the meeting notice, before or during the item's consideration.

***Dispute Resolution:***

In the event of a disagreement among local education agencies, Administrative Unit (AU), and/or the NOC SELPA regarding the distribution of funding, responsibility for service provision or any other governance activities specified in the Local Plan, it is the intent of the Governing Body that issues be resolved at the lowest level possible. The NOCSC is to be the last resort. This policy is intended to resolve disagreements within a period of 45 days but is not intended to undermine local authority.

If a local education agency disagrees with a decision or practice of another agency or the NOC SELPA, that local education agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the assistance of the NOC SELPA Director, or his/her designee, or the Chair of the NOCSC. If this process fails, the parties may pursue a hearing on the issues and resolution with the Governing Body.

If either party disagrees with the recommendation of the Governing Body, and the dispute relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan, the parties agree to submit the dispute to mediation. The parties will make a good faith effort to mutually agree to a mediator with expertise related to the dispute. If the parties cannot agree on a mediator, the parties will submit the dispute to mediation administered by the American Arbitration Association under its Commercial Mediation rules.

Any dispute unresolved in mediation, aside from a dispute that relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan, shall be settled by arbitration administered by the American Arbitration Association in accordance with its Commercial Arbitration Rules, and

judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction thereof. If the parties agree, a mediator involved in the parties' mediation may be asked to serve as the arbitrator.

Each party shall bear its own costs and expenses; and in addition to, an equal share of the mediator's and/or arbitrator's administrative fees of arbitration.

***Civility:***

This policy is intended to promote mutual respect, civility, and orderly conduct among all employees of member local education agencies (LEA) within the NOC SELPA.

It is required that all employees conduct themselves in a professional manner and treat parents and members of the general public with dignity, respect and expect the same in return. Each member local education agency is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/LEA grounds.

This policy is not intended to deprive any person of their right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff.

Presenting a positive and professional demeanor to our children and community is encouraged and required by all employees of NOC SELPA member local education agencies.

Volatile, hostile or aggressive actions are discouraged and considered unacceptable behavior. Each NOC SELPA member LEA seeks public cooperation with this endeavor.

***Disruptions:***

Any individual who disrupts or threatens to disrupt school/office operations; threatens the health and safety of students or staff; willfully causes property damage; uses loud and/or offensive language which could provoke a violent reaction; harasses staff with frequent and abusive communications; or who has otherwise established a continued pattern of unauthorized entry on school district property, will be directed to leave school or school district property promptly by the Superintendent, principal or designee.

If any member of the public uses obscenities or speaks in a demanding, loud, insulting and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If corrective action is not taken by the abusing party, the district employee will verbally notify the abusing party that his/her participation in the meeting, conference or telephone

conversation is terminated and, if the meeting or conference is on district premises, the offending person will be directed to leave promptly.

When an individual is directed to leave under the above circumstances, the Superintendent, principal or designee shall inform the person that he/she will be guilty of a misdemeanor in accordance with Californian Education Code 4481 I and Penal Codes 415.5 and 626.7 if he/she reenters any district facility within 30 days after being directed to leave, or within seven days if the person is a parent/guardian of a student attending that school. If an individual refuses to leave upon request or returns before the applicable period of time, the Superintendent, principal or designee may notify law enforcement officials.

***Safety and Security:***

When violence is directed against an employee, or theft against property, employees shall promptly report the occurrence to their principal or supervisor and complete an Incident Report. An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian.

***Documentation:***

When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy, including applicable code provisions, at the time of occurrence.

Following any violation of the provisions of this policy, the employee will immediately notify his/her supervisor and provide a written report of the incident.

## 14. Personnel Qualifications

“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.”

### **Procedures**

With the serious shortage of teachers and specialists, the Commission on Teacher Credentialing (CTC) after two years of in-depth studies and public input, adopted a new credentialing structure for special education credentials in California, which is now being implemented. All prior issued credentials continue in force, but new candidates are now required to obtain one or more of the following credentials:

- Education Specialist Instruction Credential
- Mild/Moderate Disabilities (M/M)
- Moderate/Severe Disabilities (M/S)
- Deaf and Hard of Hearing (DHH)
- Visual Impairments (VI)
- Physical and Health Impairments (PHI)
- Early Childhood Special Education (ECSE)
- Language and Academic Development (LAD)

### ***Resource Specialist Caseload:***

It shall be the policy of the NOC SELPA that for those local education agencies (LEA) that wish to implement a resource specialist program, they shall adhere to and provide all services listed in 30 EC 56362.

No resource specialist shall have a caseload which exceeds 28 pupils. The NOC SELPA shall not require the implementation of a resource specialist program. If an LEA wishes to implement programs other than a resource specialist program, caseloads shall be determined by individual LEA collective bargaining agreements and local board policy.

***Speech/Language Pathologist Caseload:***

The maximum caseload for a speech and language specialist providing services exclusively to individuals with exceptional needs, between the ages of three and five years, inclusive, as defined in Section 5644I .11 or 56026, shall not exceed a count of 40. 30 EC 56441.7 (a)

The average caseload for language, speech, and hearing specialists in special education local plan areas shall not exceed 55 cases, unless the local plan specifies a higher average caseload and the reasons for the greater average caseload. 30 EC 56363.3

Individual member local education agencies (LEA) may collectively bargain other averages with its bargaining units, so long as the maximum number does not exceed the previously stated counts for the NOC SELPA.

## **15. Performance Goals and Indicators—20 USC Section 1412(a)(15)**

“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.”

### **Procedure:**

The North Orange County (NOC) SELPA believes that all students need to meet high standards of academic knowledge and skills. In addition, they must have the ability to apply their skills to the workplace, where they will be required to adapt to emerging technologies and changing societal needs. The NOC SELPA recognizes that content and performance standards are necessary to clarify for students, parents/guardians and staff what students are expected to know and be able to do at each grade level and in each area of study. Student goals and objectives on their individual IEPs shall be based on the state content standards whenever appropriate.

The SELPA regularly updates the California Department of Education (CDE) with data through the California Longitudinal Pupil Achievement Data System (CALPADS) reporting program to address the performance of children with disabilities related to the key performance indicators.

Among activities related to the State Performance Plan are regionalized services to LEA programs for the provision of an ongoing review of programs and data monitoring procedures utilized. These include, but not limited to:

- Review and analysis of LEA CALPADS Data;
- Participation in the state's Quality Assurance Process (i.e., Disproportionality Reviews, Targeted Reviews, Intensive Reviews, and Data Identified Noncompliance Review) and follow-up;
- Provision of ongoing training and technical assistance regarding compliant special education procedures;
- Collection and examination of data regarding the over/under representation of racially, ethnically, linguistically and culturally diverse students to determine whether an imbalance exists;
- Collection and examination of data regarding IEP and assessment timelines.



## **16. Participation in Assessments—20 USC Section 1412(a)(16)**

“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 IEPs.”

### **Procedures**

Students with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations or modifications, where necessary. Each student's IEP team shall determine, at least on an annual basis, the individual accommodations/modifications in the administration of state or district-wide assessments necessary to minimize the impact of the student's disability on test performance. If the IEP team determines that the child will not participate in a particular State or district-wide assessment of student achievement, or part of an assessment, the IEP shall include a statement of why that assessment is not appropriate for the child and how the child will be assessed.

Students with significant cognitive disabilities should participate in the state alternate assessment system, in accordance with state guidelines for determination of appropriate assessment participation.

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

“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.”

Section 613(f)(1) of the IDEA permits LEAs to use IDEA funds for Coordinated Early Intervening Services (CEIS) for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. See also 34 CFR §300.226(a).

Up to 15% may be used for coordinated pre-referral interventions.

## **18. Maintenance of Effort—20 USC Section 1412(a)(18)**

“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.”

### **Procedure**

The state is the "grantor" of federal funds and the North Orange County (NOC) SELPA is the recipient of the grants. MOE on the part of the SELPA is monitored by the California Department of Education (CDE) aka the state. The expenditure data of the participating districts within the NOC SELPA will be consolidated to determine if the NOC SELPA as a whole has met the MOE requirements.

As long as the NOC SELPA passes the MOE tests, failure by an individual LEA within the NOC SELPA to pass the MOE test by itself will not result in sanctions to the NOC SELPA from the State. If the NOC SELPA does not pass the budget-to-actual test, none of the participating members will be eligible to receive Part B funding.

As the grantor of IDEA Part B funds to individual districts within the multidistrict NOC SELPA, it is the NOC SELPA's responsibility to determine the eligibility of each district for IDEA funds.

### ***Local Penalties Assessment Process for a LEA not Meeting MOE:***

When a local educational agency (LEA) does not pass the MOE tests, but the NOC SELPA as a whole has met the MOE requirements, then the matter is brought to the Governing Body for resolution. If a LEA does not meet the MOE requirements due to a redistribution of federal funds within the NOC SELPA, there will be no penalty applied to that LEA.

When a LEA does not pass the second MOE test and the NOC SELPA as a whole does not meet the MOE requirement, the NOC SELPA will be billed for repayment of federal funds equal to the amount by which state and local spending was reduced. The LEA which did not meet the MOE and caused the NOC SELPA not to meet MOE will be assessed the amount of repayment of federal funds on a proportionate basis.

When CDE determines the NOC SELPA has not met MOE by comparing budgeted expenditures of the current fiscal year to unaudited actual expenditures of the prior fiscal year (October 15 data submission), the SELPA will not be eligible to receive federal special education funding.

At this point, the NOC SELPA would determine which LEA is responsible for not meeting SELPA-wide MOE. The LEA AB602 funding allocation will be reduced by the

amount by which the district did not meet its MOE as approved by the Governing Body.

***Three Part MOE Test Process:***

Test 1:

SELPA Test: The SELPA's state and local special education budget is at least equal to that which was spent in the prior year, either in total or on a per-capita basis

Test 2:

SELPA Test: The SELPA can treat up to 20% of its increase in Federal Part B IDEA funds as local funds, which may result in meeting the MOE requirement.

Test 3:

LEA Test: The SELPA can determine if the reduction in budgeted expenditures, as determined from Tests 1 and 2, was due to any of the following events.

Amounts associated with these will be offset against the budget reduction (either on combined state and local expenditures or on local expenditures only) to determine if the reduction is exempted, in full or in part, due to these causes.

1. Voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel, who are replaced by qualified, lower-salaried staff.
2. A decrease in the enrollment of children with disabilities.
3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the CDE, because the child:
  - Has left the jurisdiction of the agency;
  - Has reached the age at which the obligation of the agency to provide free, appropriate public education (FAPE); or
  - No longer needs the program of special education
4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

## **19. Public Participation—20 USC Section 1412(a)(19)**

“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.”

### **Procedure**

Members of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan, may address questions or concerns at regularly scheduled meetings according to Brown Act requirements to receive and take action on information or business related to special education and the administration of the North Orange County SELPA.

## **20. Suspension and Expulsion—20 USC Section 1412(a)(22)**

“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.”

### **Procedures**

California has an extensive law with regard to suspension and expulsion. Educational opportunities are provided to all expelled students. The principal of each school is responsible for keeping detailed records and reporting each incident to the district and board of education. The district, in turn, is responsible for reporting annually to the Department of Education data on the numbers of students recommended for expulsion, the grounds for the recommendation, the action taken, the type of referral for education, and the disposition of the pupil at the end of the expulsion period. The Department of Education analyzes the data to determine if a LEA has a significant discrepancy from state averages. Failure to submit a timely report requires the state superintendent to withhold further apportionment of funds to the LEA. The California Code of Regulations requires LEAs to report annually to the Department all events requiring an "emergency behavioral report" indicating a student with a disability has had an event of serious behavior the nature of which could be grounds for suspension or expulsion. The Department is required annually to provide the data from these reports to the Commission on Special Education. The Special Education Division is organized into geographic regions for providing focused monitoring and technical assistance and for the purpose of maintaining a close relationship with the LEAs and the performance of their students with disabilities. A database of indicators is kept and analysis is made on an ongoing basis to provide assistance whenever indicators indicate a potential problem. In this mode, excessive suspension and expulsion rates will trigger an action for Department and North Orange County (NOC) SELPA staff to work to determine the basis for and a resolution to the problem. Such an indicator may also target the LEA for an on-site review if a timely and satisfactory resolution has not been implemented.

In accordance with federal requirements: 20 USC 14121 (a) 22, it shall be the policy of the NOC SELPA that the state prescribed data rates on suspension and expulsion will be collected on the District's CALPADS system. The data will be reported to the State Department of Education as directed by State guidelines.

## **21. Access to Instructional Materials—20 USC Section 1412(a)(23)**

“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.”

### **Procedure:**

Students with low incidence disabilities, i.e. deaf, hard of hearing, deaf/blind, visual impairment, and orthopedic impairment, are assessed by trained personnel and identified as eligible for special education services by individualized education program (IEP) teams. Personnel completes a written report that documents the need for specialized services, materials, and equipment for pupils with low incidence disabilities consistent with guidelines established pursuant to Education Code Section 56136. The specialized equipment and service needs for each student to achieve the designated goals and objectives and to progress and be involved in the general education curriculum are identified on the IEP document. The students are tracked by the management information system (MIS) of the North Orange County (NOC) SELPA.

Students with print disabilities have access to appropriate materials including Braille materials, large print, and recorded media. Materials are transcribed into Braille as required by the needs of each student.

Large print, Braille, and recorded state-adopted textbooks for students in kindergarten through grade eight are available through the Clearinghouse for Specialized Media and Technology.

These materials are at no cost to the NOC SELPA or to the LEA and need not be subject to a request for low incidence funds. Districts with students with print disabilities may obtain these materials by contacting vision teacher(s), the assistive technology consultant, or the program manager responsible for vision services. High school students may receive alternate texts through the High School Reimbursement Program or through the loan of materials from other SELPAs or school districts in California. This process may be initiated in the same manner as other alternates to regular print materials.

Each member LEA shall maintain a database of materials purchased with low incidence funds. The database shall be updated each summer.

## **22. Over-identification and Disproportionality—20 USC Section 1412(a)(24)**

"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."

### **Procedure**

Collaborative and technical support provided by the North Orange County (NOC) Special Education Local Plan Area (SELPA) includes, but is not limited to the review and analysis of individual local educational agency (LEA) CALPADS Data, including the collection and examination of data regarding the over/under representation of racially, ethnically, linguistically and culturally diverse students to determine whether an imbalance exists within the LEA.

Correction of these problems may be carried out through, but is not limited to the following means:

1. Provision of training and technical assistance as necessary to clarify compliant practices with appropriate LEA staff;
2. Assistance with correction of non-compliant procedures or practices identified through state and local compliance complaint investigations;
3. Regular meetings with district superintendents and special education directors;
4. Individual consultation with LEA administrative staff.

In cases where the identified problem persists following implementation of such steps as outlined above, the LEA superintendent and special education director shall be notified regarding the issue.



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

“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.”

## **24. Participation of Charter Schools—EC 56207.5**

This regulation applies to all charter schools that are chartered by North Orange County (NOC) SELPA member districts or the Orange County Department of Education (OCDE), or granted a charter on appeal by the Orange County Board of Education or the State Board of Education in which oversight responsibilities have been assigned to a district within the NOC SELPA. This regulation does not extend to a charter school that was chartered by, or assigned to, an entity that is not a member of the NOC SELPA. As students enrolled in charter schools are entitled to special education services provided in the same manner to students enrolled in other public schools, charter schools within the NOC SELPA shall comply with all requirements of state and federal law regarding provision of special education services (Education Code § 56000 et seq., Individuals with Disabilities Education Act 20 U.S.C. Chapter 1400). A charter school shall not discriminate against any pupil in its admission criteria on the basis of disability. Students enrolled in charter schools chartered by member entities shall receive the same services as students enrolled in other public schools within the NOC SELPA. Funding for special education services, participation in governance structures and responsibility for the provision of services shall be based on the categorization of the charter school.

Charter schools must delineate in their petition or a memorandum of understanding (MOU) the entity responsible for providing special education instruction and services. This document must reference any anticipated transfer of special education funds between the granting entity and the charter school and any provisions for sharing deficits and/or proration factors in funding. This document must affirm, in writing, that the district where the student resides, if different than the chartering entity, is not responsible for providing special education services to students that are enrolled in the charter school. That is, the charter school will acknowledge in its petition or MOU that the district where the student resides is not responsible for special education once the child leaves the district.

The written agreement must also state that prior to final approval of a request to be deemed a local educational agency (LEA), the charter school will be deemed a public school within the chartering entity. The charter school is deemed a public school when first granted a petition and cannot be deemed a LEA in this NOC SELPA until the charter school has complied with all procedures outlined in this policy.

### **NOC SELPA Involvement with Approval & Renewal of Charters:**

Prior to approval of a new charter school, or renewal of an existing charter school, the petitioner shall consult with both the superintendent or designee of the chartering entity and the NOC SELPA Director to ensure that the charter school responds to the district and NOC SELPA guidelines and timelines as they relate to special education. The petition presented must provide assurances that all eligible students enrolled in the charter school will receive appropriate special education services in accordance with state and federal law and the NOC SELPA Local Plan for Special Education (Local Plan). The petition shall provide that no

student otherwise eligible to enroll in the charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. The petitioner must confirm in writing that they will not discriminate due to disability. Each charter petition must contain a reasonably comprehensive description of the charter school's educational program, as it relates to the provision of special education services, including the following:

1. The specialized instruction and services available at the charter school;
2. The procedures for ensuring that students are referred, assessed and served in a timely manner;
3. Assurances that staff members providing special education services are appropriately credentialed;
4. Assurances that the facility used by the charter school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program; affirming charter school responsibilities under Section 504 of the Rehabilitation Act of 1973 (34 CFR104) hereinafter "504."
5. Disenrollment, suspension and expulsion policies and procedures must ensure that the protections of federal and state law are afforded to special education and 504 eligible students; and
6. Dispute resolution procedures that will apply to any disputes between educational entities, including the NOC SELPA, regarding the provision of special education services in the charter school.

### **Categories of Charter Schools:**

For the purposes of the provision of special education services, charter schools shall be deemed either a public school within the chartering district or a LEA that receives funds and provides services independent of the chartering entity. All approved charter schools will be deemed public schools within the chartering entity until the charter school has been deemed a LEA following this policy and decision-making process outlined in the Governance of the Local Plan. The categorization as a separate LEA will become effective on the first day of the fiscal year (July 1), following final approval by the NOC SELPA Governing Body known as the North Orange County Superintendent Cabinet (NOCSC).

#### **A. Public School Within a School District or Orange County Department of Education**

Charter schools that are deemed to be public schools within the chartering entity will participate in state and federal funding in the same manner as other schools or programs within the chartering entity. The chartering entity will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and related services in a manner that is consistent with all applicable provisions of state and federal law. The chartering entity will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students enrolled in other schools or programs administered by the chartering

entity.

The chartering entity will:

1. Receive all applicable special education funds as specified in the NOC SELPA Assembly Bill (AB) 602 Funding Allocation Plan. If chartered by a district, the allocation for the charter school will be based on the MOU and will be no less than that received by schools and programs within the chartering entity. If the chartering entity is OCDE, the allocation for the official ADA count in the charter school will be equal to the average allocation per ADA of member districts within the NOC SELPA. For example, a Charter distance learning center may receive an adjusted ADA for funding, which is not its actual ADA.
2. Represent the needs of the charter school in the NOC SELPA governance structure;
3. Be responsible for ensuring that all eligible students enrolled in the charter school are appropriately referred, assessed and served in a timely manner, no matter where the child may live;
4. Be responsible for procuring and funding appropriate special education services, wherever the student may reside; and
5. Provide necessary special education services or contract for these services with public or private educational agencies.

The chartering entity and the charter school may enter into business agreements or contracts whereby the charter school agrees to pay for the excess costs associated with providing special education services to identified students, including the administration of special education programs.

When the chartering entity is a district, the charter school will be held fiscally responsible for a fair share of any encroachment on district general funds that is created by the provision of special education services throughout the district contributing an equitable share of its charter school block grant funding. The district may waive this charge but will document such waiver with a memorandum of understanding between the district and the charter school.

## **B. Charter School as A LEA Within The NOC SELPA**

A charter school that was chartered by or assigned to a NOC SELPA member LEA may apply to the Governance Body of the NOC SELPA to become a LEA for the provision of special education services. The application must be made to the NOC SELPA on or before February 1 of the school year preceding the school year in which the charter school anticipates operating as a LEA within the NOC SELPA. LEA status will not become effective prior to July 1 of the year in which final approval was granted. Once granted LEA status, a charter school will participate on an equal basis with other members in the governance of the NOC SELPA.

The LEA charter school will choose a representative to the North Orange County Superintendent Cabinet (NOCSC) and a representative to the North Orange County Directors and Business Officials Council (NOCBOC). The representative to the Governing Body must be the chief executive officer pursuant to the governance bylaws. The representative to the NOCDBOC must be an administrator or other assigned individual that is responsible for special education representation pursuant to the NOC SELPA Bylaws. Both of these individuals must be employees of the charter school.

The applicant charter school will be deemed a LEA if the NOC SELPA Governing Body determines that the charter school has met all requirements to be included as a member LEA of the SELPA as specified in this policy and the Local Plan. These requirements include:

1. Providing assurances that all individuals with exceptional needs (ages birth to 22) shall have access to appropriate special education programs and services;
2. Providing assurances that each certificated employee is appropriately credentialed to serve in his/her assignment;
3. Providing necessary staff as required to meet federal and state mandates;
4. Following all NOC SELPA policies and procedures;
5. Utilizing NOC SELPA-approved forms;
6. Placing special education students in programs administered by other NOC SELPA members only with the expressed consent of the receiving entity and reimburse the LEA for cost of services to the same extent that the receiving entity might charge another district;
7. Providing for transportation as indicated on the student's IEP; and
8. Indemnifying and holding harmless each of the member entities.

Once deemed a LEA, the charter school shall:

1. Participate in governance of the NOC SELPA by naming one representative to the NOCSC and a representative to the NOCDBOC;
2. Contribute to, participate in, and receive the benefits of reimbursement from the NOC SELPA Extraordinary Costs Pool in the same manner as other members, and for the same costs as may be agreed to by the Governing Body.
3. Receive state and federal funding for special education in accordance with the NOC SELPA AB 602 Funding Allocation Plan. The LEA charter school will be entitled to special education allocations that are based on the school's ADA at the average rate received by member districts.
4. Be responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, services, transportation, nonpublic school/agency placements, inter/intra-SELPA placements, due process proceedings, complaints and attorney fees; and
5. Document that all State and Federal special education funds apportioned to the charter school are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities

Special education apportionment must be used solely for the purpose of providing special education instruction and/or services to identified students with disabilities. Any apportionment not used for provision of special education will be reviewed by the Governing Body for potential recapture and/or reallocation of funds.

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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="0"/>	0.00%
AB 602 Property Taxes	<input type="text" value="36,974,904"/>	79.34%
Federal IDEA Part B	<input type="text" value="8,953,260"/>	19.21%
Federal IDEA Part C	<input type="text" value="475,737"/>	1.02%
State Infant/Toddler	<input type="text" value="0"/>	0.00%
State Mental Health	<input type="text" value="0"/>	0.00%
Federal Mental Health	<input type="text" value="0"/>	0.00%
Other Projected Revenue	<input type="text" value="199,090"/>	0.43%
<b>Total Projected Revenue:</b>	<b>46,602,991</b>	<b>100.00%</b>

**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.

<b>Object Code</b>	<b>Amount</b>	<b>Percentage of Total Expenditures</b>
Object Code 1000—Certificated Salaries	<input type="text" value="56,890,398"/>	34.67%
Object Code 2000—Classified Salaries	<input type="text" value="33,775,826"/>	20.58%
Object Code 3000—Employee Benefits	<input type="text" value="42,813,578"/>	26.09%
Object Code 4000—Supplies	<input type="text" value="3,622,465"/>	2.21%
Object Code 5000—Services and Operations	<input type="text" value="21,700,648"/>	13.22%
Object Code 6000—Capital Outlay	<input type="text" value="29,498"/>	0.02%
Object Code 7000—Other Outgo and Financing	<input type="text" value="5,256,677"/>	3.20%
<b>Total Projected Expenditures:</b>	164,089,090	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="199,090"/>	0.43%
Projected Federal Revenue	<input type="text" value="9,428,997"/>	20.23%
Local Contribution	<input type="text" value="36,974,904"/>	79.34%
<b>Total Revenue from all Sources:</b>	46,602,991	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).

The Orange County Department of Education (OCDE) shall be considered a local educational agency (LEA) for all purposes of this local plan except where referred to as the Administrative Unit (AU). All federal and state special education funds shall be allocated to the NOC SELPA for distribution to member LEAs according to an approved special education funding Allocation Plan.

1. The AU is responsible for receiving and distributing federal and state funds to member LEAs in accordance with the approved funding Allocation Plan.
2. The AU, in collaboration with the NOC SELPA Director, is responsible for notifying member LEAs of available funds and the process for funding requests.
3. The NOC Superintendent Cabinet (NOCSC) is responsible for approving the NOC SELPA special education funding Allocation Plan and any subsequent modifications to the Plan.

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4. The NOC SELPA Director is responsible for ensuring that all special education funds are distributed in accordance with the approved funding Allocation Plan.

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="241,342"/>	22.34%
Object Code 2000—Classified Salaries	<input type="text" value="215,759"/>	19.98%
Object Code 3000—Employee Benefits	<input type="text" value="190,920"/>	17.68%
Object Code 4000—Supplies	<input type="text" value="38,900"/>	3.60%
Object Code 5000—Services and Operations	<input type="text" value="308,504"/>	28.56%
Object Code 6000—Capital Outlay	<input type="text" value="10,000"/>	0.93%
Object Code 7000—Other Outgo and Financing	<input type="text" value="74,657"/>	6.91%
<b>Total Projected Operating Expenditures:</b>	1,080,082	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

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

**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)).

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

- 220–Medical (Ages 0-2 only)  *Service is Not Currently Provided*

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

Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.

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

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

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

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

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

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

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

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

Special instruction includes: the design of learning environments and activities that promote the child’s acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of

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personnel, materials, and time and space, that leads to achieving the outcomes in the child's Individual Family Service Plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.

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

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

Paraprofessionals that provide instructional support, which may include the following special education services:

- (1) assist with classroom management, such as organizing instructional and other materials
- (2) conduct parental involvement activities
- (3) act as a translator
- (4) provide instructional support services under the direct supervision of a teacher

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

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

Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability.

340—Intensive Individual Instruction

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

IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

*Service is Not Currently Provided*

350—Individual and Small Group Instruction

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

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

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*Service is Not Currently Provided*

415–Speech and Language

*Service is Not Currently Provided*

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

Services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included.

Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.

425–Adapted Physical Education

*Service is Not Currently Provided*

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

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

435–Health and Nursing: Specialized Physical Health Care

*Service is Not Currently Provided*

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

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

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

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

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

445–Assistive Technology  *Service is Not Currently Provided*

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

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

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460–Physical Therapy

*Service is Not Currently Provided*

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

These services are provided, 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 on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR § 300.24(b)(2), (CCR Title 5 §3051.9).

*Service is Not Currently Provided*

515–Counseling and Guidance

*Service is Not Currently Provided*

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

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

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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).

525–Social Worker

*Service is Not Currently Provided*

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

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

530–Psychological

*Service is Not Currently Provided*

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

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

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

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

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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

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

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

*Service is Not Currently Provided*

545–Residential Treatment

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

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

*Service is Not Currently Provided*

610–Specialized Service for Low Incidence Disabilities

*Service is Not Currently Provided*

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

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



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

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

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

715—Interpreter  *Service is Not Currently Provided*

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

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter.

This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16).

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*

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.



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SELPA:

Fiscal Year:

It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1).

730–Orientation and Mobility

*Service is Not Currently Provided*

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

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

735–Braille Transcription

*Service is Not Currently Provided*

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

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

740–Specialized Orthopedic

*Service is Not Currently Provided*

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

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

745–Reading

*Service is Not Currently Provided*

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

750–Note Taking

*Service is Not Currently Provided*

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

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

755–Transcription

*Service is Not Currently Provided*

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

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

760–Recreation Service, Including  
Therapeutic Recreation

*Service is Not Currently Provided*

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

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs. (CAC Title 5, §3051.15; 20 USC 1401(26(A)(1)) (34 CFR 300.24).

820–College Awareness

*Service is Not Currently Provided*

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*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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*

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*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

865–Agency Linkages (referral and placement)

*Service is Not Currently Provided*

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

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

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

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

900–Other Related Service

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

*Service is Not Currently Provided*



Description of the "Other Related Service"

Music therapy services are provided by a music therapist who employs a systematic process of intervention, wherein music events and the subsequent relationships that develop through them are used as a dynamic force for addressing non-music outcomes.

Qualifications of the Provider Delivering "Other Related Service"

Music therapy services are provided by a music therapist meeting all educational and training standards for clinical practice in music therapy including involvement in the America Music Therapy Association (AMTA) and Board Certification with the Certification Board for Music Therapists (CBMT). The music therapist is specifically trained to use music as its own format for assessment, intervention, and evaluation.

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

**INTENTIONALLY  
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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) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	30	66456	0		Buena Park Elementary	Julie	Linnecke	(714) 736-4257	jlinnecke@bpsd.us	<b>Previously Reported</b>
	2	30	66514	0		Fullerton Joint Union High	Maureen	Cottrell	(714) 870-2870	mcottrell@fjuhsd.org	<b>Previously Reported</b>
	3	30	66506	0		Fullerton Elementary	Julie	Brandon, Ed.D.	(714) 447-7500	julie_brandon@myfsd.org	<b>Previously Reported</b>
	4	30	66563	0		La Habra City Elementary	Cammie	Nguyen, Ph.D.	(562) 690-2336	cnguyen@lahabra schools.org	<b>Previously Reported</b>
	5	30	64766	0		Lowell Joint	Kaleo	Igarta	(562) 902-4279	kigarta@ljsd.org	<b>Previously Reported</b>
	6	30	10306	0		Orange County Department of Education	Analee	Kredel	(714) 966-4129	akredel@ocde.us	<b>Previously Reported</b>

Attachment II

SELPA:

Fiscal Year:

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	Buena Park Elementary	0	3,216,107	0	977,664	0	0	0	25,783	4,219,554
2	Fullerton Joint Union High	0	10,286,216	0	2,419,845	0	0	0	0	12,706,061
3	Fullerton Elementary	0	9,694,007	0	2,574,125	0	0	0	75,543	12,343,675
4	La Habra City Elementary	0	3,336,373	0	1,187,284	0	0	0	35,322	4,558,979
5	Lowell Joint	0	2,610,894	0	747,922	0	0	0	20,368	3,379,184
6	Orange County Department of Education	0	7,831,307	475,737	1,046,420	0	0	0	42,074	9,395,538
Totals:		0	36,974,904	475,737	8,953,260	0	0	0	199,090	46,602,991

Attachment III

SELPA: North Orange County SELPA

Fiscal Year: 2024-25

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Buena Park Elementary	4,900,043	1,840,335	2,722,647	110,500	1,255,050	0	0	10,828,575
2	Fullerton Joint Union High	11,908,474	6,301,037	8,113,727	560,560	5,284,590	0	12,500	32,180,888
3	Fullerton Elementary	12,635,962	6,947,111	10,272,878	137,731	5,051,366	0	145,271	35,190,319
4	La Habra City Elementary	5,450,504	3,045,389	3,426,169	116,500	654,590	0	114,412	12,807,564
5	Lowell Joint	3,082,724	1,668,063	1,771,951	25,000	267,941	0	0	6,815,679
6	Orange County Department of Education	18,912,691	13,973,891	16,506,206	2,672,174	9,187,111	29,498	4,984,494	66,266,065
<b>Totals:</b>		56,890,398	33,775,826	42,813,578	3,622,465	21,700,648	29,498	5,256,677	164,089,090

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	Buena Park Elementary	977,664	10.37%	25,783	12.95%	3,216,107	1,003,447
2	Fullerton Joint Union High	2,419,845	25.66%	0	0.00%	10,286,216	2,419,845
3	Fullerton Elementary	2,574,125	27.30%	75,543	37.94%	9,694,007	2,649,668
4	La Habra City Elementary	1,187,284	12.59%	35,322	17.74%	3,336,373	1,222,606
5	Lowell Joint	747,922	7.93%	20,368	10.23%	2,610,894	768,290
6	Orange County Department of Education	1,522,157	16.14%	42,074	21.13%	7,831,307	1,564,231
<b>Totals:</b>		<b>9,428,997</b>	<b>100.00%</b>	<b>199,090</b>	<b>100.00%</b>	<b>36,974,904</b>	<b>9,628,087</b>

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	Buena Park Elementary	0	0
2	Fullerton Joint Union High	0	0
3	Fullerton Elementary	0	0
4	La Habra City Elementary	0	0
5	Lowell Joint	0	0
6	Orange County Department of Education	48,708,129	1,359,349
Totals:		48,708,129	1,359,349

**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
Buena Park Elementary		No Change							<input type="text"/>

DO NOT  
DISTRIBUTE

Section A: Contacts and Certifications

SELPA

Fiscal Year

**Certification 1**

**Local Plan Section B: Governance and Administration**

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

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

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

Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

**For a multiple LEA SELPA or a COE joined SELPA**

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

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

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

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

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

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

Administrative Entity\*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

## Certification 2

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

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

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

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

Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

#### For a multiple LEA SELPA or a COE joined SELPA

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

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

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

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

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

Administrative Entity\*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

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

**SELPA**

**Fiscal Year**

### Certification 3: County Office of Education

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

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

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

Yes  No

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

Yes  No

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

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

The COE certifies the SELPA is a:

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



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

**SELPA**

**Fiscal Year**

Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and *EC* sections 56211 through 56212.

**For a multiple LEA SELPA or a COE joined SELPA**

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

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

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

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.

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

**SELPA**

**Fiscal Year**

Yes  No

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

**Authorized Signature**

COE Superintendent

Date

**SELPA**

**Fiscal Year**

### Certification 4: Community Advisory Committee

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

#### Cert 4-1. Community Advisory Committee Participation

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

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

#### Cert 4-2. Community Advisory Committee Review Timeline

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

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

#### Cert 4-3. Community Advisory Committee Comments

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

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

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

### Authorized Signature

CAC Chairperson

Date

**SELPA**

**Fiscal Year**

### Certification 5: Local Educational Agency

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

**SELPA** North Orange County SELPA

**Fiscal Year** 2024-25

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**Authorized Signature**

**Julienne Lee, Ed.D.**

LEA Superintendent/Chief Administrator

**May 24, 2024**

Date

**SELPA**

**Fiscal Year**

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

**SELPA** North Orange County SELPA

**Fiscal Year** 2024-25

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**Authorized Signature**

**Steve McLaughlin, Ed.D.**

LEA Superintendent/Chief Administrator

**05/24/2024**

Date

**SELPA**

**Fiscal Year**

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

**SELPA** North Orange County SELPA

**Fiscal Year** 2024-25

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**Authorized Signature**

**Robert Pletka, Ed.D.**

LEA Superintendent/Chief Administrator

**05/24/2024**

Date

**SELPA**

**Fiscal Year**

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

**SELPA** North Orange County SELPA

**Fiscal Year** 2024-25

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**Authorized Signature**

**Mario Carlos, Ed.D.**

LEA Superintendent/Chief Administrator

**05/24/2024**

Date

**SELPA**

**Fiscal Year**

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

**SELPA** North Orange County SELPA

**Fiscal Year** 2024-25

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**Authorized Signature**

**Jim Coombs**

LEA Superintendent/Chief Administrator

**05/24/2024**

Date

**SELPA**

**Fiscal Year**

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

**SELPA** North Orange County SELPA

**Fiscal Year** 2024-25

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**Authorized Signature**

**Ramon Miramontes, Ed.D.**

LEA Superintendent/Chief Administrator

**05/24/2024**

Date