

**ORANGE UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION
LOCAL PLAN AREA
(SELPA)**

**LOCAL PLAN FOR SPECIAL
EDUCATION**



**Orange Unified School District
1401 North Handy Street
Orange, California 92867
(714) 628-5550**

2023-2024

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LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
2023–24 Local Plan Annual Submission

SELPA

Fiscal Year

Contact Information and Certification Requirements

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

☐ *NEW* SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)

☒ Local Plan Section B: Governance and Administration

- Local Plan Section B
- Certifications 1, 3, 4 and 5 are required
- Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan

☒ Local Plan Section D: Annual Budget Plan

☐ Select if this Local Plan Section D submission was revised after June 30th due date

- Local Plan Section D
- Certifications 2, 3, 4 and 5 are required
- Attachments I-V are required
- If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.

☒ Local Plan Section E: Annual Service Plan

☐ Select if this Local Plan Section E submission was revised after June 30th due date

- Local Plan Section E
- Certifications 2, 3, 4 and 5 are required
- Attachments I and VI are required
- If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.

☐ Local Educational Agency Membership Changes

Section A: Contacts and Certifications

SELPA

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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="Orange SELPA"/>		
Street Address	<input type="text" value="1401 N. Handy Street"/>	Zip Code	<input type="text" value="92867"/>
City	<input type="text" value="Orange"/>	County	<input type="text" value="Orange"/>
Mailing Address	<input type="text" value="1401 N. Handy Street"/>		
City	<input type="text" value="Orange"/>	Zip Code	<input type="text" value="92867"/>
Administrator First Name	<input type="text" value="Sue"/>	Administrator Last Name	<input type="text" value="Singh"/>
Administrator Title	<input type="text" value="Chief Executive Officer, Special Education"/>		
Administrator's Email	<input type="text" value="ssingh@orangeusd.org"/>		
Telephone	<input type="text" value="(714) 628-5550"/>	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 Unified"/>		
Street Address	<input type="text" value="1401 N. Handy Street"/>	Zip Code	<input type="text" value="92867"/>

Section A: Contacts and Certifications

SELPA

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City	<input type="text" value="Orange"/>	County	<input type="text" value="Orange"/>
Contact First Name	<input type="text" value="Ernie"/>	Last Name	<input type="text" value="Gonzalez"/>
Contact Title	<input type="text" value="Interim Superintendent"/>		
Email	<input type="text" value="egonzalez@orangeusd.org"/>		
Telephone	<input type="text" value="(714) 628-6171"/>	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

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: 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:

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

Add COE

Delete COE

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).

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
<input type="checkbox"/>	Orange Unified	Dr. Sue Singh	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Orange Unified	Dr. Andrew Granite	Administrator-Spec. Ed.	Multiple
<input type="checkbox"/>	Orange Unified	Kassy Makena	Administrator-Spec. Ed.	Multiple
<input type="checkbox"/>	Orange Unified	Dr. Loren Pazdzior	Administrator-Spec. Ed.	Multiple
<input type="checkbox"/>	Orange Unified	Dr. John Erratt	Administrator-Spec. Ed.	Multiple

Section A: Contacts and Certifications

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Add	Agency	First and Last Name	Title	Section
■	Orange Unified	Dr. Lupe Perales	Administrator-Spec. Ed.	Multiple
■	Orange Unified	Rachele Dale	Administrator-Spec. Ed.	Multiple
■	Orange Unified	Cheri Estrada	Administrator-Spec. Ed.	Multiple
■	Orange Unified	Nancy Cho	Administrator-Spec. Ed.	Multiple
■	Orange Unified	Sarah Dalton	Administrator-Spec. Ed.	Multiple
■	Orange Unified	Michele Gonzalez	Administrator-Spec. Ed.	Multiple
■	Orange Unified	Stacia Abe	Administrator-Spec. Ed.	Multiple
■	Orange Unified	Christa Brinkley	Administrator-Spec. Ed.	Multiple
■	Orange Unified	Juleen Faur	Administrator-Spec. Ed.	Multiple
■	Orange Unified	Sandra Batricevich-Klein	Teacher-Gen. Ed.	Multiple
■	Orange Unified	Nancy Ljunggren	CAC	Multiple
■	Orange Unified	Esmeralda Ramos	Teacher-Spec. Ed.	Multiple
■	Orange Unified	Cristina Rodriguez	Teacher-Spec. Ed.	Multiple
■	Orange Unified	Amy Jaquot	Teacher-Spec. Ed.	Multiple
■	Orange Unified	Jennifer Aguirre	Teacher-Spec. Ed.	Multiple
■	Orange Unified	Racheal Sudakoff	Teacher-Spec. Ed.	Multiple
■	Orange Unified	Janet Maki	CAC	Multiple
■	Orange Unified	Amy Deihl-Pullin	Administrator-Spec. Ed.	Multiple
■	Orange Unified	Craig Abercrombie	Administrator-Gen. Ed.	Multiple
■	Orange Unified	Heriberto Angel	Administrator-Gen. Ed.	Multiple

Section A: Contacts and Certifications

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Orange Unified	Joe Erven	Administrator-Gen. Ed.	Multiple
<input type="checkbox"/>	Orange Unified	Christina Lin	Administrator-Gen. Ed.	Multiple
<input type="checkbox"/>	Orange Unified	Ken Miller	Administrator-Gen. Ed.	Multiple
<input type="checkbox"/>	Orange Unified	Elena Rodriguez	Administrator-Gen. Ed.	Multiple
<input type="checkbox"/>	Orange Unified	Lisa Green	Administrator-Gen. Ed.	Multiple

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

STEP 6: Electronic Signatures

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

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.

Section A: Contacts and Certifications

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- 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

SELPA Orange SELPA

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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 Orange SELPA operates as a single district SELPA which has approximately 25,000 pupils. Geographically, the Orange SELPA encompasses all or parts of the cities of Anaheim, Garden Grove, Orange, Santa Ana, and Villa Park. The District offers the full continuum of special education programs and services. The Governing Board of the District elects to operate as a single district SELPA, and as such, it is the governing body of this Plan that is solely responsible for the development and approval of policies governing this Local Plan for special education.

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

The Orange Unified School District SELPA is a single district Special Education Local Plan Area. The District Governing Board is the sole policy making entity for the SELPA. Approval of the Local Plan for Special Education, adoption of the budget and District policies and employment of SELPA personnel occur at regularly scheduled, public meetings of the governing board. The oversight and operations of the Orange SELPA will be shared by administrators of the District. The SELPA Director gives regular reports to the Superintendent/District governing board relating to the operation of the SELPA. The SELPA shall include all school sites located within the District, excluding 4 Charter Schools who elect to operate under El Dorado SELPA. The remaining 36 schools residing in District boundaries will serve all eligible individuals with exceptional needs residing within the District, or attending its programs under some other authorization.

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

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

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special education programs and services;

- Receipt and distribution of special education funds to accounts exclusively designed for SELPA use:

- The employment of necessary staff to support SELPA functions.

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

Policy:

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

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

Changes or amendments to the permanent portion of the Local Plan may be considered during the annual service and budget plan process. Amendments approved in this manner shall become permanent upon subsequent approval by the Orange SELPA Board of Education.

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

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

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

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regionalized services offered outside the District, or to provide other necessary and appropriate services not available in the District.

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

The District has elected to provide some special education services in regionalized settings, for example, for students with significant disabilities requiring more intensive or low incidence services. Regionalized services are those services only provided at selected sites within the District. Transportation is provided for any such student to receive those services who is not on an interdistrict transfer at the parent request, or attending a charter school [BP 3541(a)].

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

In Accordance with EC 56195.5, the Orange County Department of Education provides support to Orange SELPA in the following ways:

- Specialized Programs for Students with Disabilities
- Staff Development
- Legal and Fiscal guidance
- Child Find Support

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.

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

The Community Advisory Committee (CAC) for the Orange SELPA has been established pursuant to EC 56190. The CAC shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other students enrolled in schools, students and adults with disabilities, general and special education teachers, other school personnel, representatives of public and private agencies, and persons concerned with the needs of individuals with exceptional needs [EC 56195.9].

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

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

The CAC shall adopt bylaws, subject to approval by the Superintendent, consistent with legal requirements and the advisory role of the CAC.

CAC procedures are outlined in the Community Advisory Committee Bylaws for the Orange SELPA.

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

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

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

In accordance with EC 56836.01(a)(b), the SELPA Chief Executive Officer shall be responsible to monitor on an annual basis the appropriate use, allocation, and distribution of all funds allocated for special education programs. Final determinations and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process. All Federal and State Funds allocated for special education programs shall be used for services to students with disabilities as outlined by California Education Code and IDEA. The oversight of staff and special education programming shall occur under supervision of the Chief Executive Officer or appointed designee per Education Code 56205(a)(12)(D)(ii). As a single district SELPA, the District is the responsible Administrative Unit (AU). The Orange Board of Education is the governing body of the AU.

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

In addition to providing a board range of programs and services to students within the District attendance area, the SELPA may provide for the education of individual students in special education programs maintained by other districts or counties. The Orange SELPA shall develop written agreements to be entered into by entities participating in the Local Plan, if any. Such agreements need not be submitted to the State Superintendent. The SELPA may develop written agreements including, but not limited to, the agreements listed in Education Code section 56195.7. The Orange SELPA has 4 Charter Schools within its geographic boundaries. These four (4) Charters partner with El Dorado SELPA, and as such, are within the purview of this SELPA's Local Education Plan and are not under the jurisdiction of the Orange SELPA.

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

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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)]

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

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

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

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

In accordance with Education Code 56205(a)(12)(D)(ii)(I), the hiring, supervision, evaluation, and discipline of the SELPA Administrator is conducted by the Superintendent of the District. All other SELPA staff are evaluated and supervised by the SELPA Administrator and/or Special Education Administrators in the District.

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

As a single District SELPA, special education funds are part of the District adopted budget each year. All federal and state funds designated for special education shall be accrued and spent in compliance and accordance with the adopted Annual Budget Plan (ABP) and Annual Service Plan (ASP), adhering to state and federal requirements.

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

The SELPA Chief Executive Officer and special education administrators provide oversight of

Section B: Governance and Administration

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operations of the SELPA special education programs.

The Board of Education approves the Annual Budget and Service Plan in an annual meeting.

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

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

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

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

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

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.

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

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

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private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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

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programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and

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district-wide assessment programs described in 20 *USC* Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Policy/Procedure Title:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

Administration of Regionalized Operations and Services

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

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

Document Title:

Document Location:

The SELPA Chief Executive Officer and District's Special Education Administrators/Coordinators assume overall management responsibility for implementation of the Local Plan. Additionally, the SELPA Chief Executive Officer in collaboration with the District's Chief Business

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Description:

Officer develops the annual budget plan and service plan, allocates resources, monitors the use of state, federal, and local funds for special education programs. Other duties, which support implementation of the local plan, include serving as the liaison to the Community Advisory Committee, and monitoring compliance of state and federal law. SELPA Chief Executive Officer and Program Administrators/Coordinators ensure that the local plan is carried out at the District and site levels, and ensure that a full continuum of services are available supporting students with disabilities.

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

It shall be the policy of the Orange SELPA that all children with disabilities, including children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated.

The District recognizes the need to actively seek out and evaluate residents from birth to age 21 within the District who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Special Education Department shall develop a method to ensure that all children residing within the District are currently receiving needed special education and related services. In addition, the Special Education Department shall consult with appropriate representatives of private school children with disabilities on how to identify, locate, and evaluate these children. (20USC 1412(a)(3); 34 CFR 300.451).

The Special Education Department shall establish a means whereby parents/guardians, teachers, appropriate professionals and others may request screening for any child they believe to have a disability that significantly interferes with his/her learning. The Special Education Department shall identify processes to determine when an individual's academic, behavioral or other difficulties may be related to disabilities and shall establish systematic procedures for special education program identification, referral, assessment, planning, implementation, review, and eligibility evaluation/triennial assessment.

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The Special Education Department shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation and review, including the District's procedures for initiating a referral for assessment to identify individuals who need special education services. (EC 56301).

Procedures:

The Orange SELPA actively seeks out children, ages 0 through 21 years, who may be in need of special education services. Public notices are provided in English and Spanish and other primary languages of families in the community as appropriate. Parents and service providers are also encouraged to inform their friends and neighbors of the availability of evaluations and special education services.

A notice regarding the process for referring children with suspected disabilities for evaluation is sent to each private school within the geographic boundaries of the District annually. 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 evaluation through their local schools as appropriate.

In conjunction with Regional Center of Orange County (RCOC), infant education services are well known in the community and Child Find procedures have been developed through active networking with agencies representing education, health (hospitals, public health services, physicians), developmental services, social services, and parent groups.

School-age students are screened upon request from parents, staff, or District personnel through the Student Success Team (SST) process. Vision and hearing screening activities are completed on all students within the District in accordance with state guidelines. District and statewide testing programs may provide information to assist with the school Child Find process. Intervention procedures are also implemented for students not enrolled in public school programs. This process assures that students who may be in need of special education have been located and identified.

Administrators at the district office and school sites are knowledgeable about services available in the public school system. Site administrators are regularly informed of changes in procedures related to special education.

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Description:

Identification and Referral Procedures:

Referral for evaluations 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 evaluation. When a verbal referral is made, staff of the school, Orange SELPA, or county office shall offer assistance if requested. Interpreters are provided to assist parents in the Student Study Team (SST) process to discuss their concerns, possible interventions, and areas of suspected disability to be considered in developing an evaluation plan.

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

Initial referrals for preschool children are processed through a Preschool Intake 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. The process for referring school age students (ages 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 Student Study Team (SST). Forms to request SST consultation are available from site staff. The SST is a general education function and may be composed of the principal or designee, general education staff member, the student's teacher, and other staff. The team may also include relevant special education staff as appropriate. The SST Chair sends notification of SST meetings to the appropriate participants, including parents, and facilitates the meeting. If the SST finds that the student's needs cannot be appropriately met with accommodations, or modification of the general program, a referral to special education evaluation 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 accordance with the same legal timelines as referrals from the public schools. School personnel assist in the preparation of referral forms and

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provide orientation to persons making referrals. A completed referral form includes information regarding the reasons for referral, the results of modifications of the student's general school program, estimates of academic performance, indication of health status and a checklist of student behaviors, 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 evaluation plan. Referrals are processed for all potential special education students in accordance with state-mandated procedures and timelines.

Procedures for utilization of special education:

The SST process is a function of general education, which facilitates implementation of modifications of the general education program before referring students for a special education evaluation. The SST may recommend additional teaching and/or behavioral intervention strategies, utilize other on site resources, provide appropriate services, follow District procedures for Section 504 of the Rehabilitation Act of 1973 and/or make other recommendations. The SST must consider if the student's needs can be met with 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. However, the SST process does not supersede the requirements set forth in California Education Code Section 56043(a). Following a referral, a proposed evaluation plan is shared with parents and evaluations are conducted only after the parent has signed the consent for evaluation form.

3. Coordinated system of procedural safeguards:

Document Title: Procedural Safeguards & Complaints for Special Education

Document Location: District Board Policy: OUSD Website www.orangeusd.org

It shall be the policy of the Orange SELPA that children with disabilities and their parents shall be provided with safeguards throughout the identification, evaluation, placement process, and provision of a free appropriate public education to the child.

Procedures for notification of Procedural Safeguards:

Students with disabilities and their parents/guardians shall be provided

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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 Safeguard 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 evaluation,
2. Each notification of an IEP meeting,
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).

In addition, this notice shall include the procedural safeguards relating to: independent educational evaluation; 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

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expense; mediation; due process hearings; state-level.

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

Document Title: Comprehensive Local Plan for Special Education; BP 4131(a)

Document Location: Orange SELPA Office; District Board Policy: OUSD Website
www.orangeusd.org

Description:

It shall be the policy of the Orange SELPA that it will support and assist the state's efforts and activities to ensure that staff receive professional development opportunities.

Procedures:

Implementation of the Orange SELPA Special Education Local Plan requires ongoing professional development to provide appropriate learning experiences, which promote understanding, increase skills and expertise, and ensure that federal and state law will be followed. Professional development opportunities will:

- a). Provide participants with the necessary information, training, and resources to ensure compliance with special education as required by federal and state law;
- b). Provide the participants with opportunities to engage in activities that enhance personal and professional growth; and
- C. Meet the needs of personnel, school programs, parents and students as they relate to the development and implementation of IEPs for students with disabilities.

Orange SELPA staff development offerings will adhere to the following guidelines:

- a. The Orange SELPA in collaboration with Educational Services is responsible for overall coordination of professional development in accordance with policy approved by the Board of Education;
- b. The Orange SELPA and Educational Services will ensure that appropriate participants are notified and will support the staff's attendance, as appropriate.

It is the responsibility of the SELPA Administrator and/or the designee/ special education administrators/general education administrators to determine which district personnel will participate in specific professional development activities and to make the necessary arrangements within the District for their participation, including release time.

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The SELPA Chief Executive Officer of Special Education/District Program Coordinators/Administrators/Instructional Specialists will gather information, identify needs, and share findings and recommendations with the Educational Services Department staff for discussion and planning.

The Orange SELPA staff and Educational Services pertinent staff will be responsible to District special education staff for personnel development needs that may arise; and, as possible, will provide assistance and resources.

Personnel Development offerings will be evaluated by workshop attendees to assess effectiveness and to determine future offerings.

On an annual basis, the Community Advisory Committee will provide input on the parent and guardian training needs. Orange SELPA will provide regular, ongoing parent trainings on a variety of topics.

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

Document Title: Comprehensive Local Plan for Special Education

Document Location: Orange SELPA Office

Description:

Special Education Department in collaboration with Educational Services division will coordinate the implementation of instructional practices, which ensure that instructional materials, assessments, and supplemental materials are aligned to the core curriculum and accessible to all students. The goals of the Educational Services Department relative to literacy are:

- To increase the effective literacy level of all students
- To help our students learn to love to read
- To increase the participation of students with disabilities in statewide assessments, with or without the use of accommodations based upon IEP decisions
- To increase the percentage of our students who are literate
- To assure that students with disabilities attain the highest possible standards in reading

To facilitate these goals, students with disabilities will have access to all required core curriculum, including state-adopted core curriculum

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textbooks and supplementary textbooks, as well as any other support required to assist students in becoming proficient readers.

Students with disabilities receive instruction in the state academic standard environment, which promotes maximum interaction with typically developing peers. Student Support Services staff coordinate instruction and curriculum with general education specialists.

Performance for all students, including those with IEPs, is measured throughout the school year. Special education teachers receive in-service training with general education staff on curriculum frameworks, state academic standards, and student assessment.

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

Document Title:

Document Location:

Description:

It shall be the policy of the Orange SELPA that the local plan shall be adopted by the local Governing Board of Education and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of Public Law and the provisions of the California Education Code, Part 30.

20 USC 1412 56205(a)(11)

In accordance with AB1808, the Orange SELPA will cooperate with the county office of education to assure that the local plan is compatible with the local control and accountability plans adopted for the school district and the county board of education.

7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

It shall be the policy of this SELPA to provide data or information to the California Department of Education that may be required by regulations.

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8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

Other public agencies are also responsible for the provision of services to some students with disabilities and their families. The Orange SELPA participates with Orange County Department of Education (OCDE) to ensure that eligible special education students receive appropriate related services from designated agencies as outlines in their Individualized Education Programs.

Interagency Agreements outline how students access services, define service delivery, case management and fiscal responsibility. Interagency agreements are developed and maintained when necessary and appropriate.

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the local educational agency in which the hospital or facility is located, per education code 48207.

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

Document Title:

Document Location:

Description:

Special Education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the district in which the foster family home or the licensed children's institution is located, unless based on education code, there is another

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

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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within the District. Transportation is provided for any such student to receive those services who is not on an inter-district transfer at the parent request or attending a charter school.

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

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

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

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education funding.

Document Title: Comprehensive Local Plan for Special Education

Document Location: Orange SELPA Office

Description:

All federal and state special education funds shall be allocated to the SELPA and used pursuant to the annual budget and service plan. Any changes to the allocation of federal and state special education funds shall be made by the Orange SELPA.

Responsibilities for distribution of federal and state funds:

The Orange SELPA shall be responsible for the distribution of the funds according to an approved Special Education Budget Plan. The Deputy Superintendent of Educational Services is responsible for ensuring that the funds are distributed in accordance with the Budget Plan and used to promote FAPE or coordinated early intervention services. The Annual Budget Plan shall be reviewed and approved by the Orange Unified School District Board of Education.

Monitoring the use of special education funds:

The Deputy Superintendent of Educational Services is responsible for monitoring on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process.

Funds allocated for special education programs shall be used for services and placement for students with disabilities, in order to provide them with a FAPE. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.
2. To develop and implement a fully integrated and coordinated services system.

Preparation of program and fiscal reports:

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The Special Education Department in coordination with the Business Office, shall be responsible for preparing all program and fiscal reports required of the SELPA by the California Department of Education.

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

Document Title: Comprehensive Local Plan for Special Education

Document Location: Orange SELPA Office

Description:

District Program Coordinators will gather information, identify needs, and help inform trainings, including instructional support to education specialists and special education staff. Program coordinators, along with Orange SELPA staff, are responsible to District special education staff for personnel development needs that may arise; and, as possible, will provide assistance and resources.

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: Comprehensive Local Plan for Special Education; BP 5148.3(a)

Document Location: Orange SELPA Office; District Board Policy: OUSD Website
www.orangeusd.org

The Orange SELPA has entered into an agreement with RCOC to provide services to infants and toddlers pursuant to California's Early Intervention Services Act (GC 95000 et seq). The agreement also includes procedures for resolving disputes and other components necessary to ensure effective cooperation and coordination between the two agencies. A copy of the Interagency Agreement is available through the Orange SELPA Office.

Infants residing in the Orange SELPA boundaries that have medical or developmental problems and are under three years of age may be eligible for services. There are three primary focuses:

- Home visits include assessment in the home by a multidisciplinary team, parent training to maximize the infant's development, informal

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discussions and support.

- The school program offers group activities in a Parent-Infant classroom focusing on behavior skills and socialization. Parent training includes information on how a baby grows, disability awareness, and strategies and interventions to enhance the child's development.
- The parent support component includes discussion groups, parent in-services, assisting the family to acquire necessary additional services for the child, and connecting the family with other agencies.

Procedures for initiating and processing referrals:

Anyone who has a concern about an infant's growth or development may make a referral to the Orange SELPA. The staff completes an Early Start Program Referral Form and assigns the referral to an intake coordinator. The intake coordinator contacts the parent/guardian to arrange for an initial intake interview in the child's home. This interview consists of basic questions regarding the child's health, developmental history, diagnosis (if any), strengths, weaknesses and needs. Discussion of the family's needs and concerns also occurs at this time. The intake coordinator then determines the team members necessary for evaluation and the assessment segment of the identification process. Parent rights and responsibilities in the Early Start Program are explained and, upon completion of assessment, an Early Start Individualized Family Service Plan (IFSP) is developed.

Part C, transition to preschool policy:

It shall be the policy of the Orange SELPA that children participating in Early Intervention Programs (IDEA, Part C) and who will participate in preschool programs (IDEA, Part B) experience a smooth and effective transition between these programs.

Procedures:

The California Government Code requires transition planning for toddlers served under the Early Intervention Services Act (Part C) who may be eligible for preschool programs under Part B.

For infants previously identified as candidates for special education program services, who may be eligible under Part B, and who have an IFSP, the transition process into a preschool program begins when the child reaches the age of 30 months (2 years, 6 months). The Regional Center of Orange County (RCOC) team will discuss a transition plan

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with the family, update assessment reports as necessary, and forward a copy of the child's IFSP and the assessment report(s) to the Orange SELPA Special Education Preschool staff. The Orange SELPA District Staff will review the child's file, and schedule a joint IEP team meeting with past and potential service providers. Orange SELPA shall begin serving identified students at age 2.6-2.9 for transition into specified program at age 3.

Initial preschool referrals are reviewed in a format similar to the Student Success Team (SST) process. The preschool team obtains information from the child's parent/guardian and from preschool staff (when appropriate). The team meeting provides an opportunity to discuss the child's growth and development relative to the expectations, intervention strategies, and the child's potential need for assessment to determine eligibility for special education program services.

20 USC Section 1412(a)(9), 20 USC 1431

56205(a)(9). 56429, 17CCR 52140

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: Procedural Safeguards and Complaints for Special Education

Document Location: District Board Policy: OUSD Website www.orangeusd.org

Procedural Safeguards and Complaints for Special Education

In order to protect the rights of students with disabilities, the District shall follow all procedural safeguards as set forth in law. Parents/guardians shall receive written notice of their rights in accordance with law, Board Policy, and Administrative Regulations.

The Superintendent or designee shall represent the District in any due process hearing conducted with regard to District students and shall inform the Board about the result of the hearing.

Complaints for Special Education:

Complaints concerning compliance with state or federal law regarding special education shall be addressed in accordance with the District's uniform complaint procedures.

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Description:

Legal Reference:

Education Code:

56000 Education for individuals with exceptional needs

56001 Provision of the special education programs

56020-56035 Definitions

56195.7 Written agreements

56195.8 Adoption of policies for program and services

56300-56385 Identification and referral, assessment

56440-56447.1 Programs for individuals between the ages of three and five years

56500-56509 Procedural safeguards, including due process rights

56600-56606 Evaluation, audits and information

Code of Regulations, Title 5:

3000-3100 Regulations governing special education

4600-4671 Uniform complaint procedures

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:

The Alternative Dispute Resolution (ADR) process is an opportunity for school district staff and parents to come together and review concerns regarding a child's Individualized Education Program (IEP). ADR meetings are not held to determine FAPE. The IEP team must make a

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Description:

FAPE offer prior to referring a student to ADR. Sometimes, parents and staff members have differences of opinion regarding aspects of the child's IEP. If attempts to resolve these differences are unsuccessful at a school site and IEP team meeting level, the ADR process provides a venue to communicate different perspectives and facilitate a resolution. ADR meetings can address topics such as assessment, special education eligibility, special education placement, and related services. ADR meetings are held at the OUSD District Office. The ADR meeting is confidential and includes the student's parent (s), ADR facilitator, district administrator, school administrator, and/or a program coordinator. Parents may bring representation, advocates, or other supports.

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:

Identification and Evaluation of Individuals for Special Education

Document Location:

District Board Policy: OUSD Website www.orangeusd.org

Identification and Evaluation of Individuals for Special Education:

The Board of Education recognizes the need to actively seek out and evaluate District residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Superintendent or designee shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301).

The Superintendent or designee shall establish a method whereby parents/guardians, teachers, appropriate professionals and others may request screening for any child for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program (Education Code 56302).

The Superintendent or designee shall notify parents/guardians in writing of their rights related to identification, referral assessment, instructional planning, implementation and review, including the District's procedures

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Description:

for initiating a referral for assessment to identify individuals who need special education services (Education Code 56301).

Legal Reference:

Education Code:

44265.5 Professional preparation for teachers of impaired students

56000-56001 Special Education Programs

56026 Individuals with Exceptional Needs

56026.5 Low Incidence Disability

56029 Referral for Assessment

56136 Guidelines for Low Disability Areas

56300-56303 Identification of individuals with disabilities

56320-56329 Assessment

56333 Eligibility Criteria for Special Education

56339 Attention Deficit and Hyperactivity Disorders

56340-56347 Instructional Planning for Individualized Education Program

56350-56352 IEP for Visually Impaired Students

56381 Reassessment of Pupils

56425-56431 Early Education for Individuals with Disabilities

56441.11 Eligibility criteria, children 3 to 5 years old

56445 Transition to grade school; Reassessment 56500 Procedural Safeguards

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

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evaluating whether the student is making appropriate educational progress:

Document Title:

Document Location:

Description:

All timelines for annual and re-evaluations are continued while the student is in attendance at the non-public school (NPS). The intent of this placement is to give the student the supports and services necessary to enable him/her to return to the District program as soon as possible. Therefore, at every non-public school meeting, the student's educational progress and readiness to return to the District is discussed and a determination made if the student should return to the District or continue in the non-public school. Any and all changes to the student's educational instruction, services, or placement provided by the non-public school may only be made by revising the student's IEP. The non-public school must ensure that the student has private and confidential communication with at least one of the student's IEP team at the student's discretion. If the placement at the non-public school is not successful, an IEP team meeting is immediately convened to determine if the student is to return to the District or if a placement in a different non-public school is appropriate.

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:

SELPA Orange SELPAFiscal Year 2023-24**Free Appropriate Public Education (FAPE)**

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

Eligible Adults:

Adults who are age 18 through 22 years, who have not graduated with a high school diploma, who at the time they turned 18 years were identified as an individual with exceptional needs and had an individualized education program (IEP) under the IDEA, are also entitled to a FAPE (hereinafter, "eligible adults"). (See 20 U.S.C. 1400 (d)(1)(A), (B),(C); U.S.C. 1412(a)(1)(A); Education Code, 56000, 56040 (b). This applies to adults incarcerated in California adult jails and prisons.

However, an individual aged 18 through 22 years, who, in the educational placement prior to his or her incarceration in an adult correctional facility was not identified as an individual with exceptional needs or did not have an IEP under the IDEA, is not entitled to a FAPE. (20 U.S.C. 1412(a)(1)(B); Education code 56040(b).

Description:**Child Find:**

When a student is placed in an institution by probation, social services, or the juvenile court and enrolled in an ACCESS educational program, the following procedures shall be implemented to identify a student who may have been previously receiving special education services.

The Special Education Records Center (Records Center) shall be responsible for conducting a thorough records search on all newly placed students enrolled in ACCESS Institution Education Programs. The records search shall include the following:

- 1.ACCESS staff in the institutions shall forward the names of all newly placed students to the Records Center.
2. The Special Education Records Center shall initiate the records

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search.

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 these students.

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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.

SELPA Fiscal Year **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="21,912,559"/>	70.72%
AB 602 Property Taxes	<input type="text" value="0"/>	0.00%
Federal IDEA Part B	<input type="text" value="6,722,979"/>	21.70%
Federal IDEA Part C	<input type="text" value="86,305"/>	0.28%
State Infant/Toddler	<input type="text" value="0"/>	0.00%
State Mental Health	<input type="text" value="1,669,340"/>	5.39%
Federal Mental Health	<input type="text" value="278,797"/>	0.90%
Other Projected Revenue	<input type="text" value="314,625"/>	1.02%
Total Projected Revenue:	30,984,605	100.00%

D-2. "Other Revenue" Source Identification

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

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

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

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TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="21,946,701"/>	34.48%
Object Code 2000—Classified Salaries	<input type="text" value="12,474,124"/>	19.60%
Object Code 3000—Employee Benefits	<input type="text" value="16,359,611"/>	25.70%
Object Code 4000—Supplies	<input type="text" value="3,542,403"/>	5.56%
Object Code 5000—Services and Operations	<input type="text" value="6,301,177"/>	9.90%
Object Code 6000—Capital Outlay	<input type="text" value="88,193"/>	0.14%
Object Code 7000—Other Outgo and Financing	<input type="text" value="2,946,609"/>	4.63%
Total Projected Expenditures:	63,658,818	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="23,896,524"/>	37.54%
Projected Federal Revenue	<input type="text" value="7,088,081"/>	11.13%
Local Contribution	<input type="text" value="32,674,213"/>	51.33%
Total Revenue from all Sources:	63,658,818	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

- 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 Unified School District is a single district SELPA servicing the students with disabilities who reside within the boundaries of the Orange USD or attend a school within the Orange USD on an inter-district permit. As a single district SELPA, all special education funds received by the Orange USD SELPA are utilized by the SELPA to operate the special education programs of the district in adherence with the requirements and restrictions of federal and state special education funding sources.

The SELPA Executive Director, Chief Business Officer of Orange USD shall be responsible to monitor on an annual basis the appropriate use, allocation and distribution of all funds allocated for special education programs. Final determinations and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process. All Federal and State Funds allocated for special education programs shall be used for services to students with disabilities as outlined by California Education Code and IDEA. As a single district SELPA, the

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District is the responsible Administrative Unit (AU). The Orange Board of Education is the governing body of the AU.

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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SELPA Fiscal Year **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="782,327"/>	48.54%
Object Code 2000—Classified Salaries	<input type="text" value="313,756"/>	19.47%
Object Code 3000—Employee Benefits	<input type="text" value="413,909"/>	25.68%
Object Code 4000—Supplies	<input type="text" value="63,213"/>	3.92%
Object Code 5000—Services and Operations	<input type="text" value="38,394"/>	2.38%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="0"/>	0.00%
Total Projected Operating Expenditures:	1,611,599	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.

SELPA Fiscal Year **TABLE 5****Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)**

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

D-12. Defined Goals for Students with LI Disabilities

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

☒ YES ☐ NO

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

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

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

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

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

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

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

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

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

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

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

- ☒ 330—Specialized Academic Instruction/
Specially Designed Instruction

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

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

☐ 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*

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

Services not currently being utilized per IEP.

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

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

Services not currently being utilized per IEP.

- ☒ 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.

Service coordinators arrange for Early Start services and assist families, service providers, regional centers, local educational agencies (LEAs), and other public or private agencies. Service coordinators facilitate the development of child and family outcomes with the individualized family service plan (IFSP) team, including the family. Service coordination is an ongoing activity. The service coordinator monitors and documents adherence to timelines, progress toward achieving outcomes, and family satisfaction with supports and services throughout a child and family's Early Start experience.

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

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

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

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

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

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

☒ 340—Intensive Individual Instruction

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

☐ *Service is Not Currently Provided*

☒ 350—Individual and Small Group Instruction

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

☐ *Service is Not Currently Provided*

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☒ 415–Speech and Language

☐ *Service is Not Currently Provided*

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

Language and speech 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, and 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.

☒ 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.

Specialized physical health care services means those health services prescribed by the child's licensed physician and 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 (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.

☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

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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 services. 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.

☒ 450–Occupational Therapy

☐ *Service is Not Currently Provided*

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

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaption and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.

☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

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

These services are provided, pursuant to an IEP, by a registered physical therapist, or

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physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

☒ 510–Individual Counseling

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

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.

☐ *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 such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intra personal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.

☒ 520–Parent Counseling

☐ *Service is Not Currently Provided*

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

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's

Section E: Annual Service Plan

SELPA:

Fiscal Year:

needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.

☒ 525–Social Worker ☐ *Service is Not Currently Provided*

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

Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.

☒ 530–Psychological ☐ *Service is Not Currently Provided*

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

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.

☒ 535–Behavior Intervention ☐ *Service is Not Currently Provided*

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

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

☐ 540–Day Treatment ☒ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

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☐ 545–Residential Treatment

☒ *Service is Not Currently Provided*

☐ 610–Specialized Service for Low Incidence Disabilities

☒ *Service is Not Currently Provided*

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

☒ 710–Specialized Deaf and Hard of Hearing

☐ *Service is Not Currently Provided*

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

☐ 715–Interpreter

☒ *Service is Not Currently Provided*

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

☒ 720–Audiological

☐ *Service is Not Currently Provided*

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

☒ 725–Specialized Vision

☐ *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.

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; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

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

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

☐ 735–Braille Transcription

☒ *Service is Not Currently Provided*

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

Service not currently being utilized per IEP.

☐ 740–Specialized Orthopedic

☒ *Service is Not Currently Provided*

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

Service not currently being utilized per IEP.

☐ 745–Reading

☒ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

☐ 750–Note Taking

☒ *Service is Not Currently Provided*

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

☐ 755–Transcription

☒ *Service is Not Currently Provided*

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

☐ 760–Recreation Service, Including
Therapeutic Recreation

☒ *Service is Not Currently Provided*

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

☒ 820–College Awareness

☐ *Service is Not Currently Provided*

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

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

☐ *Service is Not Currently Provided*

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 a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

☒ 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 for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

☒ 850–Work Experience Education

☐ *Service is Not Currently Provided*

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

Work experience education means 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.

☒ 855–Job Coaching

☐ *Service is Not Currently Provided*

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

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

☒ 860–Mentoring

☐ *Service is Not Currently Provided*

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

Mentoring is a sustained coaching relationship between a student and teacher through

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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*

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

Service not currently being utilized per IEP.

☒ 870–Travel and Mobility Training

☐ *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.

☒ 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

☐ *Service is Not Currently Provided*

☒ ☐ Description of the “Other Related Service”

N/A

Qualifications of the Provider Delivering “Other Related Service”

N/A

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2023–24 Local Plan Submission

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Attachment I

SELPA:

Orange Unified

Fiscal Year: 2023–24

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, <i>and</i> SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	30	66621	0		Orange Unified	Sue	Singh	(714) 628-5550	ssingh@orangeusd.org	<div>Previously Reported</div>

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:

Orange Unified

Fiscal Year:

2023–24

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	Orange Unified	21,912,559	0	86,305	6,722,979	0	1,669,340	278,797	314,625	30,984,605
Totals:		21,912,559	0	86,305	6,722,979	0	1,669,340	278,797	314,625	30,984,605

Attachment III

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Orange Unified	21,946,701	12,474,124	16,359,611	3,542,403	6,301,177	88,193	2,946,609	63,658,818
Totals:		21,946,701	12,474,124	16,359,611	3,542,403	6,301,177	88,193	2,946,609	63,658,818

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	Orange Unified	7,088,081	100.00%	23,896,524	100.00%	32,674,213	30,984,605
Totals:		7,088,081	100.00%	23,896,524	100.00%	32,674,213	30,984,605

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	Orange Unified	5,926,545	427,060
Totals:		5,926,545	427,060

Attachment VI—Specialized Academic Instruction (SAI)/Specialty Designed Instruction (SDI) and Related Services

Enter all special education Services provided by the SELPA's LEA membership and location (site) where they are provided. If code 900 is selected, the specific special education service must be defined in Local Plan Section E: Annual Service Plan. Licensing, certification, and provider qualifications for each identified service must be in accordance with law (see the Local Plan Guidance Document for more information). Attachment VI must be included with each Local Plan Section E: Annual Service Plan submission to the California Department of Education (CDE).

DATE: 3/20/2023

FISCAL YEAR: 2023-24

SELPA NAME: Orange Unified

For each LEA school/site name identified in "Column A," place an "X" in the corresponding instructional and/or related

CDE Code	School or Site Name	County/LEA/CDE	Charter	330	210	220	230	240	250	260	270	340	350	415	425	435	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730	735	740	745	750	755	760	820	830	840	850	855	860	865	870	880	890	900																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
Orange Unified	Anaheim Hills Elementary	30-66621-6097364		Y								Y	Y	Y					Y	Y		Y				Y				Y																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
Orange Unified	Beacon Day	30-66621-6130520		Y								Y	Y	Y					Y	Y	Y																						Y	Y	Y																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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Orange Unified	Cambridge Elementary	30-66621-6029755		Y								Y	Y	Y					Y	Y	Y	Y		Y					Y																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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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	Special Education	Disability Category or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Orange Unified		Delete This Row							<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

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

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

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

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

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



Administrative Entity*

Date



SELPA Governance Council or Responsible Individual

Date


Section A: Contacts and Certifications

SELPA

Orange SELPA

Fiscal Year

2023–24


SELPA Administrator

5/18/23
Date

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2

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

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

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

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

☒ Single LEA SELPA ☐ Multiple LEA SELPA ☐ COE Joined SELPA

C2-2. 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.)

C2-3. 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.)

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



Administrative Entity*

Date



Date

SELPA Governance Council or Responsible Individual


Section A: Contacts and Certifications

SELPA

Orange SELPA

Fiscal Year

2023–24



SELPA Administrator

5-18-23

Date

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

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

SELPA Orange Unified

Fiscal Year 2023–24

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 Orange Unified

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

Single-LEA SELPA

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

Multiple LEA SELPA or COE joined SELPA

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

<https://www.orangeusd.org/departments/educational-services/special-education>

Authorized Signature

Al Mijares, Ph.D

COE Superintendent

5/10/23

Date

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

SELPA Orange Unified

Fiscal Year 2023-24

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/or 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.)

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.)


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.)

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

04/21/23

Date

Local Plan Submission

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

SELPA Orange Unified

Fiscal Year 2023–24

Certification 5: Local Educational Agency

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

LEA Orange Unified School District

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

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

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

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

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

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

<https://www.orangeusd.org/departments/educational-services/special-education>

Local Plan Submission

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

SELPA Orange Unified

Fiscal Year 2023–24

Cert 5-3. Submission Certification Requirements for LEAs

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

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2022–23, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature



LEA Superintendent/Chief Administrator

06/20/23

Date

Local Plan Submission