

Special Education Local Plan Area (SELPA) Local Plan

SELPA Panama-Buena Vista USD

Fiscal Year 2024-25

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

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

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

Section A: Contacts and Certifications

SELPA

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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="Panama-Buena Vista USD"/>		
Street Address	<input type="text" value="4200 Ashe Rd."/>	Zip Code	<input type="text" value="93313"/>
City	<input type="text" value="Bakersfield"/>	County	<input type="text" value="Kern"/>
Mailing Address	<input type="text" value="4200 Ashe Rd."/>		
City	<input type="text" value="Bakersfield"/>	Zip Code	<input type="text" value="93313"/>
Administrator First Name	<input type="text" value="Jennifer"/>	Administrator Last Name	<input type="text" value="Adebowale"/>
Administrator Title	<input type="text" value="SELPA Director"/>		
Administrator's Email	<input type="text" value="jadebowale@pbvUSD.k12.ca.us"/>		
Telephone	<input type="text" value="(661) 831-1906"/>	Extension	<input type="text" value="6592"/>

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="Panama-Buena Vista USD Board of Trustees"/>		
Street Address	<input type="text" value="4200 Ashe Rd."/>	Zip Code	<input type="text" value="93313"/>

Section A: Contacts and Certifications

SELPA

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City	<input type="text" value="Bakersfield"/>	County	<input type="text" value="Kern"/>
Contact First Name	<input type="text" value="Denita"/>	Last Name	<input type="text" value="Maughan"/>
Contact Title	<input type="text" value="Assistant Superintendent"/>		
Email	<input type="text" value="dmaughan@pbvUSD.k12.ca.us"/>		
Telephone	<input type="text" value="6618318331"/>	Extension	<input type="text" value="6525"/>

Special Education Local Plan Area Review Requirements

Community Advisory Committee

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

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

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

The Local Plan was submitted to the CAC on:

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

County Office of Education

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

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

Section A: Contacts and Certifications

SELPA

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COE responsible for approving the Local Plan

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

Public Hearing Requirements

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

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

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

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

STEP 2: SELPA Governance Structure

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

Section A: Contacts and Certifications

SELPA

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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
-	P-BVUSD	Jennifer Adebowale	Administrator-Spec. Ed.	All
-	P-BVUSD	Katie Gonzalez	Other	Section D
-	P-BVUSD CAC	Arian Garcia	Parent	All
-	P-BVUSD CAC	Dian Schneider	Other	All
-	P-BVUSD CAC	Steve Walsh	Other	All

Section A: Contacts and Certifications

SELPA

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	P-BVUSD CAC	Patrick Blake	Parent	All
<input type="checkbox"/>	P-BVUSD CAC	Gina Striegel	Parent	All
<input type="checkbox"/>	P-BVUSD CAC	Jennifer Payne	Administrator-Gen. Ed.	All
<input type="checkbox"/>	P-BVUSD CAC	Andrew Pulido	Teacher-Spec. Ed.	All
<input type="checkbox"/>	P-BVUSD CAC	Samantha Bone	Parent	All
<input type="checkbox"/>	P-BVUSD CAC	Simran Brar	Teacher-Gen. Ed.	All
<input type="checkbox"/>	P-BVUSD	Denita Maughan	Administrator-Spec. Ed.	All

STEP 5: Certifications

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

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

STEP 6: Electronic Signatures

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

STEP 7: Final Check

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

Section A: Contacts and Certifications

SELPA

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 1

Local Plan Section B: Governance and Administration

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

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

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

- Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

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

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

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

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

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

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

SELPA Administrator

Date

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2

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

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

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

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

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

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

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

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

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

SELPA

Fiscal Year

Certification 3: County Office of Education

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

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

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

Yes No

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

Yes No

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

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

The COE certifies the SELPA is a:

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

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

SELPA Panama-Buena Vista USD

Fiscal Year 2024-25

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

Single-LEA SELPA

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

Multiple LEA SELPA or COE joined SELPA

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

Yes No

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

Yes No

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

Authorized Signature

John G. Mendiburu

COE Superintendent

6/4/2024

Date

SELPA

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Certification 4: Community Advisory Committee

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

Cert 4-1. Community Advisory Committee Participation

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

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

Cert 4-2. Community Advisory Committee Review Timeline

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

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

Cert 4-3. Community Advisory Committee Comments

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

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

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

Authorized Signature

CAC Chairperson

Date

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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

LEA

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

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

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

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.

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

SELPA Panama-Buena Vista USD

Fiscal Year 2024-25

Cert 5-3. Submission Certification Requirements for LEAs

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

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

Authorized Signature

Katie Russell

LEA Superintendent/Chief Administrator

6/5/2024

Date

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division

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.

I. Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The Panama-Buena Vista Union School District (P-BVUSD) is located in the southwest region of Bakersfield, California. The P-BVUSD is comprised of nineteen elementary schools, one TK-8th school, and five junior high schools and serves over 20,000 students. P-BVUSD is a single district SELPA that offers comprehensive special education services for students with exceptional needs.

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.

Because the P-BVUSD is a single-district SELPA, the Board is the sole policy-making entity for the SELPA. Approval of the Local Plan, adoption of the budget and P-BVUSD policies, and employment of SELPA personnel regularly occur at scheduled and public meetings of the governing board. The oversight and operations of the SELPA will be led by the Assistant Superintendent of Special Services, with support from the SELPA Director, and administrators of the P-BVUSD. The Assistant Superintendent of Special Services and the SELPA Director shall provide regular reports to the Board relating to the operation of the SELPA. The SELPA shall include all school sites located within the P-BVUSD and will serve all eligible individuals with exceptional needs residing within the boundaries of the P-BVUSD, or attending its programs under other authorization, through eighth grade.

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

- Receipt and distribution of special education funds to P-BVUSD accounts for the operation of special education programs and services
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use
- The employment of necessary staff to support SELPA functions

The Board is the governing body of the P-BVUSD and the SELPA. The members of the Board are elected public officials. The policymaking responsibilities of the Board pertaining to the SELPA include, but are not limited to, the following:

- Approve the SELPA Local Plan

- Approve the annual budget and service plans
- Adopt policies for the SELPA relating to special education
- Appoint members of the Community Advisory Committee
- Ensure compliance with all elements of the Local Plan
- Coordinate and implement the SELPA Local Plan through the designated representative, including the Assistant Superintendent of Special Services and the SELPA Director

The Superintendent is the Chief Executive Officer for the school district. In this capacity, the Superintendent is responsible for coordinating district and regionalized special education programs and services. These responsibilities include the following:

- Recommend to the Governing Board the approval of the SELPA Local Plan
- Recommend to the Governing Board the adoption of district/SELPA policies pertaining to special education
- Recommend the Annual Budget and staff for special education services as part of the district/SELPA's total budget in the service plan
- Recommend allocation of resources to the SELPA in accordance with the Local Plan
- Participate in the selection and evaluation of the Assistant Superintendent of Special Services
- Delegate SELPA responsibilities to the Assistant Superintendent of Special Services for coordination and monitoring of special education services in accordance with the SELPA Local Plan
- Ensure the district/SELPA's compliance with the State and Federal laws and regulations, as they pertain to individuals with exceptional needs, and the provision of due process through the Assistant Superintendent of Special Services

As a single-district SELPA, the Assistant Superintendent of Special Services, the SELPA Director, the Director of Special Education Programs, and the Director of Special Education Assessments oversee the SELPA and the Special Services Division. The Assistant Superintendent of Special Services and the SELPA Director are responsible for implementing the SELPA Local Plan, including the following services and operations:

- Coordinate and oversee the implementation of the SELPA Local Plan
- Maintain and monitor a SELPA system of internal program review, evaluation, and accountability
- Monitor compliance with federal and state laws and regulations to ensure that procedural safeguards are in place and implemented throughout the SELPA
- Oversee compliance with Child Find requirements
- Monitor the collection of data, facilitating transmission of required district, county, state, and federal SELPA reports
- Advise the Superintendent, Cabinet, and Board of Trustees regarding special education laws and legislative changes that will impact the SELPA

- Monitor and oversee CDE reviews, verification reviews, and complaints related to special education programs
- Assist and participate in activities of the Community Advisory Committee
- Monitor the appropriate use and budgeting of federal, state, and local funds allocated for special education programs
- Oversee the development and implementation of the Annual Service and Budget plans
- Provide information to the Superintendent and Assistant Superintendent of Business Services of fiscal requirements and changes regarding the budget for special education programs and the SELPA
- Participate in the development of agreements and contracts with nonpublic school, nonpublic agencies, other SELPAs, and other agencies
- Consult with private schools within the SELPA for provision of services for eligible private school students
- Participate as a liaison between and among the SELPA, the California Department of Education, the Governing Board, the Community Advisory Committee, and the Federal Office of Special Education Programs.

The district employs a Director of Special Education Programs, a Director of Special Education Assessments, and Assistant Directors of Special Education Programs, who are responsible for planning, directing, coordinating, and participating in the development and implementation of special education programs. The Director of Special Education Programs, Director of Special Education Assessments, and Assistant Directors of Special Education Programs ensure that special education programs and services comply with district objectives and state and federal laws and regulations. They are responsible for the following services and operations:

- Establishing vision and the direction of special education programs; create procedures and milestones for implementing plans and monitoring contractual and legal agreements
- Assist with development of, and oversee implementation, monitoring, and assessment of district special education programs and related services
- Review and revise plans, policies, and procedures for special education; review and recommend enhancements to services that integrate special education into general education; apply current research and techniques to the special education area to include but not be limited to diagnostics and service delivery
- Coordinate IEP development processes and provide oversight to IEP implementation and progress
- Organize and direct targeted special education programs such as those in preschool and extended school year environments; coordinate assessments, staffing assignments, and contracted service delivery
- Consult with other professionals, district administrators, and special education staff regarding special education services at sites; provide advice and direction for the efficient and effective use of human resources and funding resources
- Coordinate, facilitate, and designate services to all sites, including, but not limited to, psychological, special education, speech and language, and miscellaneous referrals and evaluations; ensure compliance with Federal and State laws and regulations
- Supervise and evaluate certificated and classified staff and contracted service providers; conduct evaluations, staff development, and ensure training on a continuous basis; conduct advanced staff development on emerging trends, procedures, techniques, and legislation

The district also employs Special Education Program Specialists who serve under the supervision of one of the following positions: the Assistant Superintendent of Special Services, the SELPA Director, the Director of Special Education Programs, and the Director of Special Education Assessments. They provide leadership, staff development and training for instructional and support personnel related to special education programs. Their responsibilities include the following:

- Observe, consult with, and assist special education teachers and designated instruction and service instructors
- Plan programs, coordinate curricular resources and evaluate effectiveness of programs for individuals with exceptional needs
- Participate in staff development, program development, and innovation of special methods and approaches
- Provide coordination, consultation, and program development primarily in one specialized area or areas of his or her expertise
- Be responsible for assuring that pupils have full educational opportunity

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:

The Governing Board of the Panama-Buena Vista Union School District (P-BVUSD) elects to operate as a single district SELPA, and as such, it is the governing body of this plan and is solely responsible for the approval of policies governing this Local Plan for Special Education.

P-BVUSD, pursuant to section 56195 of the California Education Code, has the responsibility to adopt a plan in accordance with California Education Code 56200 to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by the P-BVUSD Special Education Local Plan Area.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative support necessary to coordinate and implement the local plan:

The District receives funding from the State for special education programs and services. The district coordinates and provides services within the district using these funds, local contributions, and Federal funds allocated for special education programs and services. Students eligible for special education services, provided within the region, are defined as students who are physically residing within the geographic boundaries of the district, and students who are granted interdistrict transfers.

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

1. Program options, as appropriate to the student's need, are available at local neighborhood schools
2. The majority of special education programs, to the maximum extent appropriate to the student's needs, are housed on regular school campuses and regionalized throughout the SELPA
3. When scarcity of population or other factors prevent the P-BVUSD SELPA from directly providing required services for its students, the service may be provided by the county office, a school in a nearby SELPA, or by a provider outlined in the P-BVUSD SELPA Service Plan. The concept of regional services is to provide a continuum of options necessary to ensure appropriate special education services to students with disabilities. "Regionalized services" does not mean that every service and placement required for students with disabilities

must be available at each school site. The concept of regionalized service is to ensure that, even for those services which are less frequently needed, the services will be available within the District or region.

The District will coordinate and collaborate with the Kern County Superintendent of Schools (County Office) and other local SELPAs for services for students whose needs cannot be met within the District, and who are served instead in regionally operated programs.

4. The County Office provides services to students with Individual Education Plans (IEP) who are enrolled in County Juvenile Schools. In addition, the county provides Differentiated Assistance and is responsible for the certification of the Local Plan.

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

Yes

No

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

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local Plan:

The P-BVUSD SELPA has established a Community Advisory Committee (CAC) for special education. The CAC is composed of parents of students with disabilities enrolled in public or private schools, parents of other students enrolled in school, students or adults with disabilities, general education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the education of persons with disabilities. At least a majority of the CAC shall be composed of parents of students enrolled in P-BVUSD schools, and at least a majority of such parents shall be parents of individuals with exceptional needs.

The responsibilities of the CAC shall include:

1. Advising the policy and administrative entities of the SELPA regarding the development and review of the Local Plan and board policies, which pertain to Special Education
2. Recommending annual priorities to be addressed by the Local Plan
3. Assisting in the parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan
4. Encouraging community involvement in the development and review of the Local Plan
5. Supporting activities on behalf of individuals with special needs
6. Assisting in increasing parent awareness of the importance of regular school attendance

The Community Advisory Committee shall consist of not less than six (6) members and no more than fifteen (15) members. The term of office for CAC members shall be two years.

7. Describe the SELPA's process for regular consultations regarding the plan development with representatives of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

The Local Plan is developed and updated cooperatively by a committee of representatives of special and general education teachers and administrators, and with participation by parent members of the CAC, or parents selected by the CAC, to ensure adequate and effective participation and communication.

The Local Plan shall be reviewed whenever new legislation, regulations and/or guidelines, or major changes in funding or services indicate the need for possible modification of the Local Plan.

Each fiscal year, the District must notify the CDE, impacted special education local plan areas, and participating county offices of its intent, if any, in order to elect an alternative option from those specified in the Education Code section 56195.1, at least one (1) fiscal year prior to the proposed effective date of the implementation of the alternative plan.

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

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

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

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:

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

- Receipt and allocation of regionalized services, funds, and the provisions of administrative support
- Employment and evaluation of the SELPA staff using District-adopted employment and evaluation procedures. It shall be the responsibility of the Superintendent to evaluate the Assistant Superintendent of Special Services, and it shall be the responsibility of the Assistant Superintendent of Special Services to evaluate the SELPA Director
- Implementation of policies and procedures for special education programs and services provided in the SELPA, according to the Local Plan and the Board's direction. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the Education Code
- Upon the recommendation of the Superintendent, the Board, as the governing board of the RLA, is responsible for approval of the annual service and budget plans. The development of the annual service and budget plans shall coincide with the District budget process

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:

The District will coordinate and collaborate with other agencies, including the Kern County Superintendent of Schools (County Office) for services for students whose needs cannot be met within the District, and who are served instead in regionally operated programs.

Interagency agreements necessary to support the implementation of the Local Plan, and as required by legal mandates, have been developed with the Kern Regional Center. Other interagency agreements will be developed as needed. Copies of these documents can be requested through the SELPA office. The District also contracts with Nonpublic (nonsectarian) Schools (NPS) and Nonpublic (nonsectarian) Agencies (NPA) certified by the CDE, via the appropriate certification process.

The SELPA has the authority to visit, observe, monitor, and report on the educational program provided by any NPS/NPA under contract with the District or involved in a potential placement with the District. Any request for a waiver shall be considered and approved at the discretion of the Assistant Superintendent of Special Services, or their designee.

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

The SELPA will submit NPS Master Contracts to the Governing Board for approval. Each Master Contract is modeled after the State Master Contract and Service Agreement, which contains requirements to allow the SELPA to monitor the placement and services of students in certified nonpublic, nonsectarian schools. The school shall have at least an annual IEP meeting that will facilitate the evaluation of the placement and services to ensure implementation of the IEP. The Master Contract provided by the SELPA contains language requiring reporting from the certified nonpublic, nonsectarian school regarding IEP progress as frequently as required by the District. At each annual IEP meeting, which shall include a representative of the SELPA, the certified non public, nonsectarian school shall provide documentation as to the student's progress towards annual goals and objectives. The annual data provided by the certified non public, nonsectarian schools shall be authentic curriculum based measurements in accordance with state-adopted grade-level standards.

The SELPA's contract with a non-public, nonsectarian school shall evaluate the placement of its student(s) in such schools on an annual basis as part of the annual IEP review. The SELPA shall collaboratively review with the non public, nonsectarian school the evaluations conducted by the school to ensure that they were appropriate and valid for measuring student progress. The SELPA may choose to administer additional assessments as necessary, with parental consent, to determine whether the student is making appropriate educational progress.

In addition to providing a broad range of programs and services to students within the District attendance area, the SELPA may provide for the education of individual students in special education programs maintained by other districts or counties. Students who reside in other districts or counties may be included within the special education programs.

The 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.

10. For multi-LEA local plans, specify:

a. The responsibilities of the superintendents of each participating COE and LEA governing board in the policymaking process: N/A: The Panama-Buena Vista Union SELPA is a single-district SELPA

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: N/A: The Panama-Buena Vista Union SELPA is a single-district SELPA

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan: N/A: The Panama-Buena Vista Union SELPA is a single-district SELPA

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:

The Panama-Buena Vista Union School District is a single district SELPA and is therefore governed by the Panama-Buena Vista Union School District's Board of Trustees. Employment and evaluation of the SELPA staff follow the District-adopted employment and evaluation procedures.

b. "The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEA's within the SELPA"

The Superintendent or designee collaborates with the Assistant Superintendent of Special Services in determining budget and funding priorities for students with disabilities.

These budget priorities align with the district's vision, goals and priorities ratified to improve education outcomes with students who have an IEP.

Based upon these priorities, a budget is developed and included in the proposed budget adopted by the Board of Trustees each year.

c. The operation of special education programs:

The Assistant Superintendent of Special Services, the SELPA Director, other district administrators, and the Superintendent's Cabinet ensure the operation of special education programs in accordance with the Local Plan, and state and federal guidelines.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

Both the annual budget and service plan for the District are reviewed, at least annually by the Business Services Division, Assistant Superintendent of Special Services, the SELPA Director, and the Superintendent's Cabinet. All policies implemented in the single district SELPA are developed consistent with the district Administrative Procedures.

12. Describe how specialized equipment and services will be distributed within the

SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

The Panama-Buena Vista Union SELPA provides a full continuum of special education programs and services, including specialized equipment and services, to individuals with exceptional needs to ensure that those students are educated with their typical peers to the maximum extent appropriate. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Funding for and the use and distribution of low-incidence equipment, materials, and services in a manner that minimizes serving students with exceptional needs in isolated sites and maximizes serving those students in the least restrictive environment is coordinated by P-BVUSD.

The SELPA ensures conformity with Sections 1412(a) and 1413(a)(1) of Title 20 United States Code (20 USC), and in accordance with Title 34 Code of Federal Regulations (34 CFR) Section 300.201, that its policies, procedures, and programs are consistent with state laws, regulations, and policies governing each of the requirements established in EC 56205(a)(1)-(22).

II. Policy Identification and Location

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

For each of the following 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; the document title; and the physical location where the policy can be found.

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

Policy/Procedure Number: Chapter 9.1

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

“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

If “NO,” provide a brief description of the SELPA's policy related to the provision of law:

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

Policy/Procedure Number: Chapter 9.2

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;

<https://www.pbvUSD.k12.ca.us/departments/special-services>

“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

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

Policy/Procedure Number: Chapter 9.3

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;

<https://www.pbvUSD.k12.ca.us/departments/special-services>

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

The policy is adopted by the SELPA as stated: Yes

4. Individualized Education Program and Individualized Family Service Plan—20

USC Section 1412(a)(4)

Policy/Procedure Number: Chapter 9.4

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;

<https://www.pbvUSD.k12.ca.us/departments/special-services>

“It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 U.S.C. § 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 U.S.C. § 1414 (d). It shall be the policy of this LEA that 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

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

Policy/Procedure Number: Chapter 9.5

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;

<https://www.pbvUSD.k12.ca.us/departments/special-services>

“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

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

Policy/Procedure Number: Chapter 9.6

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

“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

7. Evaluation—20 USC Section 1412(a)(7)

Policy/Procedure Number: Chapter 9.7

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

“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

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

Policy/Procedure Number: Chapter 9.8

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

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

The policy is adopted by the SELPA as stated: Yes

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

Policy/Procedure Number: Chapter 9.9

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

“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

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

Policy/Procedure Number: Chapter 9.10

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

“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

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

Policy/Procedure Number: Chapter 9.11

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

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

The policy is adopted by the SELPA as stated: Yes

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

Policy/Procedure Number: Chapter 9.12

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

“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

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

Policy/Procedure Number: Chapter 9.13

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

“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

14. Personnel Qualifications

Policy/Procedure Number: Chapter 9.14

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

“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

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

Policy/Procedure Number: Chapter 9.15

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

“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

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

Policy/Procedure Number: Chapter 9.16

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

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

The policy is adopted by the SELPA as stated: Yes

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

Policy/Procedure Number: Chapter 9.17

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

“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

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

Policy/Procedure Number: Chapter 9.18

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

“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

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

Policy/Procedure Number: Chapter 9.19

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

“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

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

Policy/Procedure Number: Chapter 9.20

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

“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

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

Policy/Procedure Number: Chapter 9.21

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

“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

22. Overidentification and Disproportionality—20 USC Section 1412(a)(24)

Policy/Procedure Number: Chapter 9.22

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

"It shall be the policy of this LEA to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities."

The policy is adopted by the SELPA as stated: Yes

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

Policy/Procedure Number: Chapter 9.23

Document Title: Special Services Policy Manual

Document Location: 4200 Ashe Road, Bakersfield, CA 93313;
<https://www.pbvUSD.k12.ca.us/departments/special-services>

"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

III. 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 direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the administrator of the SELPAs, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

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

Reference Number: BP 0430, AR 0430

Document Title: Comprehensive Local Plan For Special Education

Document Location: <https://www.pbvUSD.k12.ca.us/board>

The Board of Trustees desires to provide a free appropriate public education to all individuals with disabilities who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic, nonsectarian school.

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

- The special education local plan area (SELPA) shall administer a local plan and administer the allocation of funds. (Education Code 56195)
- In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, P-BVUSD has chosen to operate as a single-district SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations of this district.

2. Coordinated system of identification and assessment:

Reference Number: BP 6164.4; AR 6164.4

Document Title: Identification of Individuals For Special Education

Document Location: <https://www.pbvUSD.k12.ca.us/board>

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

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

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

3. Coordinated system of procedural safeguards:

Reference Number: BP 6159.1

Document Title: Procedural Safeguards And Complaints For Special Education

Document Location: <https://www.pbvUSD.k12.ca.us/board>

In order to protect the rights of students with disabilities, the district shall follow all procedural safeguards as set forth in state and federal law. The parents/guardians shall receive written notice of their rights in accordance with the law, Board policy, and administrative regulation.

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

Reference Number: BP 4131, 4231, 4331

Document Title: Staff Development

Document Location: <https://www.pbvusd.k12.ca.us/board>

The Board of Trustees believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development that includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in pedagogy and subject matter.

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district priorities for student achievement, school improvement objectives, the local control, and accountability plan (LCAP), and other district and school plans.

Classified staff shall have opportunities to participate in staff development activities in order to improve job skills, learn best practices, retrain as appropriate in order to meet changing conditions in the district, and/or enhance personal growth.

Staff development for administrative and supervisory personnel shall be designed to guide institutional improvement, build leadership skills, and enhance overall management efficiency.

In accordance with the California Education Code § 56194, the mandated responsibilities of the Community Advisory Committee include assisting in the parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan; encouraging community involvement in the development and review of the Local Plan; and assisting in increasing parent awareness of the importance of regular school attendance.

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

Reference Number: BP 6141

Document Title: Curriculum Development and Evaluation

Document Location: <https://www.pbvusd.k12.ca.us/board>

The Board of Trustees desires to provide a research-based, sequential curriculum which promotes high levels of student achievement and emphasizes the development of basic skills, problem-solving, and decision making. Upon the recommendation of the Superintendent or designee, the Board shall adopt a written district curriculum which describes, for each subject area and grade level, the content objectives which are to be taught in all district schools.

The district's curriculum shall be aligned with the district's vision and goals for student learning, Board policies, academic content standards, state curriculum frameworks, state and district assessments, graduation requirements, school and district improvement plans, and, when necessary, related legal requirements.

The Superintendent or designee shall establish a process for curriculum development, selection, and/or adaptation that utilizes the professional expertise of teachers, principals, and district administrators representing various grade levels, disciplines, special programs, and categories of students as appropriate. The process also may provide opportunities for input from students, parents/guardians, representatives of local businesses and postsecondary institutions, and other community members.

The selection and evaluation of instructional materials shall be coordinated with the curriculum development and evaluation process.

When presenting a recommended curriculum for adoption, the Superintendent or designee shall provide research, data, or other evidence demonstrating the proven effectiveness of the proposed curriculum. He/she also shall present information about the resources that would be necessary to successfully implement the curriculum and describe any modifications or supplementary services that would be needed to make the curriculum accessible to all students.

The Board shall establish a review cycle for regularly evaluating the district's curriculum in order to ensure continued alignment with state and district goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum.

In addition, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or parents/guardians; new research on program effectiveness; or changing student needs.

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

Reference Number: BP 0500

Document Title: Accountability

Document Location: <https://www.pbvUSD.k12.ca.us/board>

The Board of Trustees recognizes its responsibility to ensure accountability to the public for the performance of the district and each district school. The Board shall regularly review the effectiveness of district programs, personnel, and fiscal operations, with a focus on the capacity to improve student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals set forth in the local control and accountability plan (LCAP).

District and school performance shall be annually evaluated based on multiple measures specified in the California Accountability and Continuous Improvement System as reported on the California School Dashboard.

The district and each district school shall demonstrate comparable improvement in academic achievement for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth or homeless students. (Education Code 52052)

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

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

7. Coordinated system of data collection and management:

Reference Number: BP 0500

Document Title: Accountability

Document Location: <https://www.pbvUSD.k12.ca.us/board>

The District shall provide data or information to the California Department of Education that may be required by regulation. Data is reported through the California Longitudinal Pupil Achievement Data System (CALPADS), which is a statewide system that stores individual-level longitudinal data on students and district school certificated staff in California's public schools, to collect, maintain, and report information such as:

- Student enrollment and demographics
- Student English language acquisition status data
- Student program participation data
- Student suspension/expulsion data
- Student absence summary
- Certificated staff demographics
- Teacher assignments

The Assistant Superintendent of Special Services and the SELPA Director shall coordinate with the Director of Assessment, Curriculum, and Technology regarding the district system of data collection and management to analyze data from the Kern Integrated Data System (KIDS) for the improvement of student outcomes.

8. Coordination of interagency agreements:

Reference Number: Chapter 9.12

Document Title: P-BVUSD Special Education Policy Manual

Document Location: <https://www.pbvUSD.k12.ca.us/departments/special-services>

It shall be the responsibility of this SELPA to ensure 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.

9. Coordination of services to medical facilities:

Reference Number: Chapter 3.2.9

Document Title: P-BVUSD Special Education Policy Manual

Document Location: <https://www.pbvUSD.k12.ca.us/departments/special-services>

It shall be the policy of this SELPA to provide Home and Hospital Instruction to eligible students through the IEP process for students whose medical condition such as those related to surgery, accidents, short-term illness or medical treatment for chronic illness prevents the student from attending school.

10. Coordinated service to licensed children's institutions and foster family homes:**Reference Number:** BP 6173.1**Document Title:** Education For Foster Youth**Document Location:** <https://www.pbvUSD.k12.ca.us/board>

The Board of Trustees recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and district academic standards, the Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the

district's local control and accountability plan (LCAP).

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights.

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build a foster youth's feeling of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

11. Preparation and transmission of required special education local plan area reports:**Reference Number:** SELPA Local Plan B-2**Document Title:** Local Plan**Document Location:** <https://www.pbvUSD.k12.ca.us/departments/special-services>

The SELPA shall coordinate the preparation of all required data collection, management, and SELPA reports to ensure compliance with all state and federal requirements.

12. Fiscal and logistical support of the CAC:

Reference Number: BP 1220

Document Title: Citizen Advisory Committees

Document Location: <https://www.pbvusd.k12.ca.us/board>

The Board shall establish citizen advisory committees when required by law, to strengthen the effectiveness of district and school operations, or to enhance student learning. The purpose of any such committees shall be clearly defined and aligned to the district's vision, mission, and goals.

The Board may dissolve any advisory committee not required by law when the committee has fulfilled its duties or at any time the Board deems it necessary.

The Superintendent or designee may establish advisory committees which shall report to him/her in accordance with the law, Board policy, and administrative regulation.

Citizen advisory committees shall serve in an advisory capacity; they may make recommendations, but their actions shall not be binding on the Board or Superintendent.

The membership of citizen advisory committees should reflect the diversity of the community and represent a diversity of viewpoints.

The Superintendent or designee shall provide training and information, as necessary, to enable committee members to understand the goals of the committee and to fulfill their role as committee members.

Within budget allocations, the Superintendent or designee may approve requests for committee travel and may reimburse committee members for expenses at the same rates and under the same conditions as those provided for district employees.

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

Reference Number: BP 3541.2; AR 3541.2

Document Title: Transportation for Students With Disabilities

Document Location: <https://www.pbvusd.k12.ca.us/board>

The Board of Trustees shall ensure that appropriate transportation services are provided for students with disabilities as specified in their individualized education program (IEP) or accommodation plan. The district shall make home-to-school transportation available for students at no cost to parents/guardians as specified in the student's IEP.

The Superintendent or designee shall establish criteria and procedures for determining the most appropriate mode of transportation for an individual student based on identified needs as determined in the IEP or accommodation plan.

The Superintendent or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day, except as may be prescribed on an individual basis.

The Superintendent or designee shall establish procedures to ensure compatibility between mobile seating devices and bus securement systems.

Transportation for students with disabilities shall be provided in accordance with a student's Individualized Education Program (IEP) or Section 504 accommodation plan.

If a disabled student is excluded from school bus transportation, the district shall provide alternative transportation at no cost to the student or parent/guardian provided that transportation is specified in the student's IEP.

When contracting with a non public, nonsectarian school or agency to provide special education services, the Superintendent or designee shall ensure that the contract includes general administrative and financial

agreements related to the provision of transportation services if specified in the student's IEP. (Education Code 56366)

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

Reference Number: BP 6143

Document Title: Courses of Study

Document Location: Board Policy

Courses of study for grades 1-6 shall include career awareness exploration. Courses of study for grades 7-8 shall include career technical/vocational-technical education in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students.

15. Assurance of full educational opportunity:

Reference Number: BP 6159

Document Title: Individualized Education Program

Document Location: <https://www.pbvUSD.k12.ca.us/board>

The Board of Trustees desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.

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

Reference Number: SELPA Local Plan B-2

Document Title: Local Plan

Document Location: <https://www.pbvUSD.k12.ca.us/departments/special-services>

The District shall ensure that Part B funds will be expended in accordance with Federal and State law; will be used to supplement State, local, and other Federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and State funds expended for the education of children with disabilities except as provided by Federal law and regulations. This information will be included in the Annual Budget Plan. The Assistant Superintendent of Special Services approves all expenditures of funds used by Special Education.

17. Direct instructional program support that may be provided by program specialists in accordance with EC Section 56836.01

Reference Number: SELPA Local Plan B-2

Document Title: Local Plan

Document Location: <https://www.pbvUSD.k12.ca.us/departments/special-services>

Program Specialists provide the following direct instructional program support:

- Observe, consult with, and assist resource specialists, designated instruction and service instructors, and special education teachers
- Plan programs, coordinate curricular resources, and evaluate the effectiveness of programs for individuals with exceptional needs
- Participate in each school's staff development, program development, and innovation of special methods and approaches
- Provide coordination, consultation, and program development primarily in one specialized area or areas of his or her expertise
- Be responsible for assuring that pupils have full educational opportunity

IV. Special Education Local Plan Area Services

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

Reference Number: Chapter 2.1.13

Document Title: P-BVUSD Special Education Policy Manual

Document Location: <https://www.pbvUSD.k12.ca.us/departments/special-services>

Description:

The Panama-Buena Vista Union SELPA has entered into an agreement with the Kern Regional Center (KRC) 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.

Kern Regional Center shall provide, arrange, or purchase services for eligible infants and toddlers who reside within the P-BVUSD boundaries from birth until age three, for whom a need for early intervention services, as specified in IDEA and applicable regulations, is documented by means of assessment and evaluation as required by law. Infants and toddlers must meet one of the following criteria for eligibility:

- Developmental delay pursuant to 17 C.C.R. Section 52022(a);
- Established risk pursuant to 17 C.C.R. Section 52022(b)(1); or
- High risk for developmental disability pursuant to 17 C.C.R. Section 52022(c).

The Panama-Buena Vista Union SELPA provides services for those infants and toddlers with solely low-incidence disabilities who are not eligible for Kern Regional Center services. Solely low incidence disabilities include hearing, vision, and severe orthopedic impairments, or any combination thereof.

Based upon the above criteria, the Interagency Agreement between the Panama-Buena Vista Union SELPA and the Kern Regional Center specifies each agency's responsibility for pre-referral procedures, referrals for evaluation and assessment, assignment of an assessment/service coordinator, and the development of an Individualized Family Service Plan (IFSP). The Panama-Buena Vista Union SELPA employs service providers and administrators to implement in-home services to children and families per the agreed-upon IFSP.

All children receiving IFSP services are potentially eligible for District special education and related services at age three. Toddlers who are approaching their third birthday will be referred to the Panama-Buena Vista Union SELPA's preschool assessment team for an evaluation.

Upon completion of the evaluation, the District will schedule an IEP meeting, which will include the parent/guardian, service coordinator (at the request of the parent/guardian), and all other appropriate District personnel. The IEP will be developed and implemented upon written parent/guardian consent by the child's third birthday.

Parents of children ages three (3) to five (5) who did not receive services on an IFSP may request an evaluation at the Special Services Center or through the Search and Serve portal available on the district website. The designated Special Education Preschool personnel will consider the request.

For children who have transitioned from Part C-to-B services or are between 3 and 5 years old and have been identified as a student with a disability, P-BVUSD operates regional services at multiple sites. The District also offers speech-language services at all District elementary sites for preschool students when the IEP team determines that placement and service model is the least restrictive environment to meet the student's needs. The District provides Designated Instruction and Services (DIS) with qualified service providers, including but not limited to Speech-Language Services, Occupational Therapy, Adapted Physical Education, and Physical Therapy, to preschool students with an identified area of need.

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:

Reference Number: Not Applicable

Document Title: Not Applicable

Document Location: Not Applicable

Description:

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the school site staff and administration, district-level administration, or to the Governing Board at regularly scheduled board meetings. Additionally, they may also address questions or concerns to the Assistant Superintendent of Special Services, the SELPA Director, or the Special Services Directors and Assistant Directors, or other district administrators by phone, letter, or by scheduling an appointment. They are given the opportunity to participate prior to the adoption of policies and procedures. It shall be the policy of the SELPA to resolve issues at the site level as promptly as possible.

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:

Reference Number: Not Applicable

Document Title: Not Applicable

Document Location: Not Applicable

Description:

Because Panama-Buena Vista Union SELPA is a single-district SELPA, a dispute resolution process related to the distribution of funding is not necessary. This dispute resolution process is needed for multi-district SELPAs. As such, this question is not applicable to Panama-Buena Vista Union SELPA.

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:

Reference Number: AR 6164.4

Document Title: Identification and Evaluation of Individuals for Special Education

Document Location: <https://www.pbvUSD.k12.ca.us/board>

Description:

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

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

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

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

Reference Number: BP 6159.2; AR 6159.2

Document Title: Nonpublic, Nonsectarian School and Agency Services for Special Education

Document Location: <https://www.pbvUSD.k12.ca.us/board>

Description:

The Board of Trustees recognizes its responsibility to provide all district students, including students with disabilities, a free appropriate public education in accordance with the law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency to meet the students' needs.

In selecting nonpublic, nonsectarian schools or agencies with which the district may contract for the placement of any district student with disabilities, the Superintendent or designee shall follow the procedures specified in law and accompanying administrative regulation.

Prior to entering into a contract to place any student in a nonpublic, nonsectarian school or agency, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with disabilities in accordance with Education Code 56366. In addition, the Superintendent or designee shall monitor, on an ongoing basis, the certification of any nonpublic, nonsectarian school with which the district has a contract to ensure that the school or agency's certification has not expired.

No district student shall be placed in a nonpublic, nonsectarian school or agency unless the student's individualized education program (IEP) team has determined that an appropriate public education alternative does not exist and that the nonpublic, nonsectarian school or agency placement is appropriate for the student. In accordance with law, any student with disabilities placed in a nonpublic, nonsectarian school or agency shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, the procedural safeguards, due process rights, and periodic review of his/her IEP. (Education Code 56195.8, 56342.1)

During the period when any student with disabilities is placed in a nonpublic, nonsectarian school or agency, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in his/her IEP.

The IEP team of a student placed in a nonpublic, nonsectarian school or agency shall annually review the student's IEP.

The student's IEP and individual services agreement shall specify the review schedules. (5 CCR 3069)

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)

Reference Number: N/A

Document Title: N/A

Document Location: N/A

Description: As a Pre-K through 8th grade single-district SELPA, this provision is not applicable.

Special Education Local Plan Area (SELPA) Local Plan

SELPA Panama-Buena Vista Union SELPA

Fiscal Year 2024-25

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

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

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

Section D: Annual Budget Plan

SELPA Panama-Buena Vista Union SELPA

Fiscal Year 2024-25

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	17,282,903	29.07%
AB 602 Property Taxes	0	0.00%
Federal IDEA Part B	3,268,409	5.50%
Federal IDEA Part C	25,000	0.04%
State Infant/Toddler	1,379,197	2.32%
State Mental Health	1,280,801	2.15%
Federal Mental Health	209,254	0.35%
Other Projected Revenue	36,007,843	60.56%
Total Projected Revenue:	59,453,407	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)

Local Contribution: \$36,007,843

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.

Section D: Annual Budget Plan

SELPA

Fiscal Year

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="21,018,334"/>	35.35%
Object Code 2000—Classified Salaries	<input type="text" value="12,090,541"/>	20.34%
Object Code 3000—Employee Benefits	<input type="text" value="16,820,904"/>	28.29%
Object Code 4000—Supplies	<input type="text" value="2,556,462"/>	4.30%
Object Code 5000—Services and Operations	<input type="text" value="3,392,340"/>	5.71%
Object Code 6000—Capital Outlay	<input type="text" value="6,867"/>	0.01%
Object Code 7000—Other Outgo and Financing	<input type="text" value="3,567,959"/>	6.00%
Total Projected Expenditures:	59,453,407	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:

Section D: Annual Budget Plan

SELPA

Fiscal Year

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="19,942,901"/>	33.54%
Projected Federal Revenue	<input type="text" value="3,502,663"/>	5.89%
Local Contribution	<input type="text" value="36,007,843"/>	60.56%
Total Revenue from all Sources:	59,453,407	100.00%

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

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

D-9. Special Education Local Plan Area Allocation Plan

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

As a single-district SELPA, P-BVUSD administrators collaborate to determine SELPA revenue sources and ensure that funding is distributed appropriately

- 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.

Section D: Annual Budget Plan

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="21,018,334"/>	35.35%
Object Code 2000—Classified Salaries	<input type="text" value="12,090,541"/>	20.34%
Object Code 3000—Employee Benefits	<input type="text" value="16,820,904"/>	28.29%
Object Code 4000—Supplies	<input type="text" value="2,556,462"/>	4.30%
Object Code 5000—Services and Operations	<input type="text" value="3,392,340"/>	5.71%
Object Code 6000—Capital Outlay	<input type="text" value="6,867"/>	0.01%
Object Code 7000—Other Outgo and Financing	<input type="text" value="3,567,959"/>	6.00%
Total Projected Operating Expenditures:	<input type="text" value="59,453,407"/>	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.

Section D: Annual Budget Plan

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.

Special Education Local Plan Area (SELPA) Local Plan

SELPA Panama-Buena Vista Union SELPA

Fiscal Year 2024-25

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons below. 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: Panama-Buena Vista Union SELPA

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Add or Delete Row	County Code	District Code	School Code	Charter Code (if applicable)	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
1	xx 15	xxxxx 53362	xxxxxxx	xxxx	Panama-Buena Vista USD	Jennifer	Adebowale	(661) 831-1906	jadebowale@pbvu sd.k12.ca.us	Previously Reported

Attachment II

SELPA: Panama-Buena Vista Union SELPA

Fiscal Year: 2024-25

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

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

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

Attachment II

SELPA: Panama-Buena Vista Union SELPA

Fiscal Year: 2024-25

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Panama-Buena Vista USD	17,282,903	0	25,000	3,268,409	1,379,197	1,280,801	209,254	36,007,843	59,453,407
	Totals:	17,282,903	0	25,000	3,268,409	1,379,197	1,280,801	209,254	36,007,843	59,453,407

Attachment III

SELPA: Panama-Buena Vista Union SELPA

Fiscal Year: 2024-25

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Panama-Buena Vista USD	21,018,334	12,090,541	16,820,904	2,556,462	3,392,340	6,867	3,567,959	59,453,407
	Totals:	21,018,334	12,090,541	16,820,904	2,556,462	3,392,340	6,867	3,567,959	59,453,407

Attachment IV

SELPA: Panama-Buena Vista Union SELPA

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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	Panama-Buena Vista USD	19,942,901	100.00%	3,502,663	100.00%	36,007,843	23,445,564
	Totals:	19,942,901	100.00%	3,502,663	100.00%	36,007,843	23,445,564

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	Panama-Buena Vista USD	12,987	359,700
Totals:		12,987	359,700

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

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

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

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Panama-Buena Vista USD		No Change							

DO NOT
DISTRIBUTE

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Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330–Specialized Academic Instruction/
Specially Designed Instruction

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

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

Service is Not Currently Provided

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

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

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

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

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

This service is currently not provided because there isn't a need for the service. If the service is needed in the future, the LEA is able to provide it.

- 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.

This service is currently not provided because there isn't a need for the service. If the service is needed in the future, the LEA is able to provide it.

- 240–Service Coordination (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.

This service is currently not provided because there isn't a need for the service. If the service is needed in the future, the LEA is able to provide it.

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

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

Special instruction includes: the design of learning environments and activities that promote the child’s acquisition of skills in a variety of developmental areas, including cognitive

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

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.

This service is currently not provided because there isn't a need for the service. If the service is needed in the future, the LEA is able to provide it.

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.

This service is currently not provided because there isn't a need for the service. If the service is needed in the future, the LEA is able to provide it.

340–Intensive Individual Instruction

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

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

Service is Not Currently Provided

350–Individual and Small Group Instruction

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

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

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Service is Not Currently Provided

415–Speech and Language

Service is Not Currently Provided

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

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

425–Adapted Physical Education

Service is Not Currently Provided

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

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

435–Health and Nursing: Specialized
Physical Health Care

Service is Not Currently Provided

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

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

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suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

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

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

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

445–Assistive Technology *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.

This service is currently not provided because there isn't a need for the service. If the service is needed in the future, the LEA is able to provide it.

450–Occupational Therapy *Service is Not Currently Provided*

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

Includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services provided based upon recommendation of the IEP team and by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

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460–Physical Therapy

Service is Not Currently Provided

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

These services are provided, based on recommendation of the IEP team, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a)(2)).

510–Individual Counseling

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

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

Service is Not Currently Provided

515–Counseling and Guidance

Service is Not Currently Provided

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

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

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special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).

520–Parent Counseling *Service is Not Currently Provided*

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

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

525–Social Worker *Service is Not Currently Provided*

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

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

530–Psychological *Service is Not Currently Provided*

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

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

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535–Behavior Intervention

Service is Not Currently Provided

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

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

540–Day Treatment

Service is Not Currently Provided

545–Residential Treatment

Service is Not Currently Provided

610–Specialized Service for Low Incidence Disabilities

Service is Not Currently Provided

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

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

710–Specialized Deaf and Hard of Hearing

Service is Not Currently Provided

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

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

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715–Interpreter

Service is Not Currently Provided

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

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16).

720–Audiological

Service is Not Currently Provided

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

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

725–Specialized Vision

Service is Not Currently Provided

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

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

730–Orientation and Mobility

Service is Not Currently Provided

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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.

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.

740–Specialized Orthopedic

Service is Not Currently Provided

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

745–Reading

Service is Not Currently Provided

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

750–Note Taking

Service is Not Currently Provided

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

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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.

This service is currently not provided because there isn't a need for the service. If the service is needed in the future, the LEA is able to provide it.

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.

This service is currently not provided because there isn't a need for the service. If the service is needed in the future, the LEA is able to provide it.

820–College Awareness

Service is Not Currently Provided

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

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

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

Service is Not Currently Provided

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.

This service is currently not provided because there isn't a need for the service. If the service is needed in the future, the LEA is able to provide it.

840–Career Awareness

Service is Not Currently Provided

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

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning,

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and career guidance. There is a need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR-§300.29).

850–Work Experience Education

Service is Not Currently Provided

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.

This service is currently not provided because there isn't a need for the service. If the service is needed in the future, the LEA is able to provide it.

855–Job Coaching

Service is Not Currently Provided

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

This service is currently not provided because there isn't a need for the service. If the service is needed in the future, the LEA is able to provide it.

860–Mentoring

Service is Not Currently Provided

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

This service is currently not provided because there isn't a need for the service. If the service is needed in the future, the LEA is able to provide it.

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.

This service is currently not provided because there isn't a need for the service. If the service is needed in the future, the LEA is able to provide it.

870–Travel and Mobility Training

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.

890–Other Transition Services

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.

900–Other Related Service

Service is Not Currently Provided

Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

