

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

SELPA Bakersfield City School District

Fiscal Year 2026-27

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

Bakersfield City School District is located within the City of Bakersfield. Bakersfield is located in Kern County with a population of approximately 422,853 residents. The Bakersfield City School District (BCSD) was established in 1867 and is located in Kern county and now serves approximately 28,365 students from preschool through 8th grade. The largest elementary school district in Kern County, with 44 schools consisting of ten Junior High and Middle Schools, 33 elementary schools, and one Community School. Schools vary by size in enrollment from the lowest of 32 students serving grades Kindergarten-8th grade (Rafer Johnson School, non comprehensive campus) to over 973 students (Curran). The Bakersfield City School District comprises a community of learners, committed to the highest quality educational experience. The Bakersfield City School District meets the size and scope requirements to operate as a single district Special Education Local Plan Area (SELPA) and serves approximately 4,600 students who receive special education and/or related services. The Governing Board of the District elects to operate as a single district SELPA, and as such, it is the governing board of the Bakersfield City School District SELPA. As a single-district SELPA, the Director of Special Education oversees the work of the SELPA and the Special Education Programs. There are two Assistant Directors who support Program and SELPA Implementation.

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

The Governing Board of the Bakersfield City School District 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.

The Bakersfield City School District is designated as the Administrative Unit (AU) for the SELPA. The SELPA shall include all schools sites located within the district, and will serve all eligible individuals with exceptional needs residing within the boundaries of the District. The Bakersfield City School District Board is comprises of 5 regionally elected Board members. The Superintendent acts as an advisor to the Board of Education. All meetings of the SELPA Governing Board shall be held according to law and shall

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be consistent with Brown Act related regulations. Bakersfield City Elementary SELPA is a single-district SELPA supporting the needs of The Bakersfield City School District. The Bakersfield City School District is governed by a publicly-elected five member Board of Education consisting of community members living within the boundaries of the school district (BCSD Board Policy 0100.21 : Election). Serving at the pleasure of the school board is the Superintendent (Board Policy 0200.03: Appointment of the Superintendent) who directly supervises the Assistant Superintendent who supervises the Executive Director of Instructional Support Services. The SELPA Office and Special Education Department serve under the supervision of the Executive Director of Instructional Support Services.

There is an Assistant Director for SELPA who serves as the SELPA Administrator, and an Assistant Director for Special Education who work collaboratively to ensure the districts programs and services are provided within all legal and compliance standards.

Program Coordinators oversee specialized programs, professional development, and compliance review. The Assistant Directors oversee the work of the Coordinators they are assigned to. Coordinators oversee the work of the Program Specialists, who provide training, specialized support, and community outreach.

The SELPA Administrator is responsible for coordination of the SELPA and implementation of the Local Plan. The Governing Board shall be responsible for administrative functions such as, but not limited to:

- Approval of the Local Plan for special education

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

- Receipt and distribution of special education funds to BCSD accounts for the operation of special education programs and services; (Education Code Section 42122).

- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use; (BCSD Board Policy 0700.01 : Annual District Budget).

- The employment of staff as necessary to support the function of the SELPA. (BCSD Board Policy 0500.01 : Personnel Recruitment, Selection, and Employment).

- Adoption of the District Budget

- Adoption of District Policies relating to special education

- Sets policy for the governing Local Plan for special education

b. Responsibilities of the Governing Body:

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The Bakersfield City School District Board is responsible for special education programs operated within its jurisdiction. The members of the Governing Board are elected public officials. The policymaking responsibilities of the Governing Board pertaining to the SELPA include, but are not limited to, the following actions:

- Approving the SELPA Local Plan
- Approving the Annual Service and Budget Plan
- Coordinating and implementing the Bakersfield City School District SELPA Local Plan through the designated representative, the SELPA Administrator:
- Adopting SELPA policies, administrative regulations, procedures, resolutions and guidelines for the management and implementation of special education programs and services with the SELPA
- Approving appointments to the CAC
- Considers recommendations from the CAC.

c. Responsibilities of the District Superintendent:

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
- Recommending the Annual Budget and staffing for special education services to the Governing Board as part of the district/SELPA's total budget in the service plan.
- Recommending allocation of resources to the SELPA in accordance with the Local Plan
- Participating in the selection and evaluation of the SELPA Executive Director
- Delegating SELPA responsibilities to the SELPA Executive Director and Assistant Superintendent for coordination and monitoring of special educations services in accordance with the SELPA Local Plan.
- Ensuring the district/SELPAs compliance with State and Federal laws and regulations, as they pertain to individuals with exceptional needs, and the provision of due process through the SELPA Administrator. (BCSD Board Policies: 0606.01 : Comprehensive Local Plan for Special Education).

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d. Responsibilities of the SELPA Executive Director:

The administrative structure of the Bakersfield City School District will determine to whom the SELPA Administrator reports. The SELPA Administrator shall inform the School Board and Superintendent of legislative changes, proposals, trends and concerns related to the provision of the services for students with exceptional needs. The SELPA Administrator is responsible to implement the SELPA Local Plan, including the following services and operations:

- Providing coordination and overseeing implementation of the SELPA Local Plan
- Maintaining and monitoring of a SELPA system of internal program review, evaluation and accountability
- Monitoring compliance with federal and state laws and regulations to ensure that procedural safeguards are in place and implemented throughout the SELPA
- Overseeing compliance of Child Find requirements
- Monitoring of the collection of data and facilitating transmission of required district, county, state and federal SELPA reports
- Advising the Superintendent Cabinet and Board of Trustees regarding special education laws and legislative changes that will impact the SELPA.
- Monitoring and overseeing CDE reviews, verification reviews and complaints related to special education programs
- Assisting and participating in activities of the CAC
- Monitoring of the appropriate use and budgeting of federal, state and local funds allocated for special education programs
- Participating in the development of the Annual Service and Budget plans
- Providing 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
- Participating in the development of agreements and contracts with non-public school, nonpublic agencies, other SELPAs and other agencies
- Consulting with private schools within the SELPA for provision of services for eligible private school students
- Participating as a liaison between and among the SELPA, the California State Department of Education,

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the Governing Board, the Community Advisory Committee and Federal Office of Special Education Programs (BCSD Board Policy 0606.01 : Comprehensive Local Plan for Special Education).

-Providing technical assistance and consultation to District staff in all areas of special education, including complaint and due process procedures

e. Responsibilities of Special Education Directors, Coordinators and Program Specialists

The District Employees a Special Education Director, Assistant Director, Coordinators, and Program Specialists serve under the direction of the SELPA Executive Director and assist in the management and delivery of all special education programs and services. Responsibilities of Special Education Administrative staff include:

-Observing, consulting with, and assisting special education teachers and support staff

-Planning programs, overseeing programs and designing staff to provide appropriate special education programs

-Coordinating student placements according to student IEPs

-Participating in the development and implementation of SELPA/District forms, policies, and procedures

-Coordinating and providing support for special education staff in implementing core and modified curriculum for special education students

-Sharing in the design and evaluation of special programs

-Supporting school staff in developing and monitoring instructional programs and innovation of special methods and approaches

-Participating in and facilitating IEP team meetings, as necessary

-Assisting in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations, as well as programs and appropriate interventions available throughout the SELPA/district

-Participating in the planning and/or provision of professional development and training for general and special education teachers, administrators, support staff and parents

-Assisting as liaisons to various district committees and community agencies

-Assisting site administrators in hiring, assigning and training teachers and para-educators in collaboration with the Human Resource Department and Educational Services Department

-Supporting the development and implementation, as needed, of the IEP for special education students

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served in the SELPA.

- Assisting with coordination of career and vocational education and transition services, including Workability

- Coordinating, consulting and supporting program development in an area of expertise to support school personnel, parents and other public and private agency personnel

- Participating in the SELPA/district response to CDE reviews, verification reviews and complaints related to special education programs

- Monitoring and participation in the collection of data and for required district, county, state and federal SELPA/district reports.

- 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.

- As a single-district SELPA the Director of Special Education and the SELPA Administrator collaborate and coordinate the delivery of all support and services to students with disabilities

- within the SELPAs jurisdiction.

- (BCSD Board Policy 0606.01 : Comprehensive Local Plan for Special Education).

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

All policies of the Bakersfield City Elementary SELPA and Bakersfield City School District are approved by a publicly-elected Board of Education. The SELPA and LEA administrators work collaboratively on all policy making recommendations presented to the Board of Education.

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

The Bakersfield City Elementary SELPA ensures that a full continuum of program options are available as appropriate to the needs of the students and are available at local neighborhood schools to the extent possible. The majority of special education programs, to the maximum

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extent appropriate to students' needs, are provided on comprehensive school campuses and dispersed throughout the district. When a scarcity of population or other factors prevent the Bakersfield City Elementary SELPA from directly providing a required service for its students, the SELPA may coordinate and collaborate with the Kern County Superintendent of Schools for services for children whose service needs cannot be met within the District. The county provides services to student with Individual Education Programs (IEPs) who are enrolled in Special Day Class settings, County Community Day Schools, and County Juvenile Schools as identified in their Annual Service Plan. In addition, the county provides Differentiated Assistance and certifies the Bakersfield City Elementary SELPA 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.

BCSD Board Policy

Section 0300: General Control

Title: Charter Schools

Board Policy Code 300.47

The Governing Board believes that charter schools provide one opportunity to implement school-level reform and to support innovations that improve student learning when such programs are thoughtfully designed to meet local student needs and are professionally governed and delivered by individuals or organizations with expertise in public education. Charter schools shall operate under the provisions of their charters, federal laws and regulations, specified state laws and regulations, District policies, administrative regulations, and the general oversight of the Governing Board.

BCSD Board Policy

Section 0600: Students

Title: Special Education Service to Students Voluntarily Enrolled in a Charter School

Board Policy Code 0606.08

This policy applies to all charter schools granted a charter by the Bakersfield City School District (BCSD). This policy also applies to any charter school petition granted by the State Board of Education in which oversight responsibilities have been assigned to the BCSD/Special Education Local Planning Area (SELPA) (Education Code section 47605.5[k][1]).

If the charter school developer requests to be chartered as a Local Education Agency, the charter school developer must apply to a multi-district SELPA for authorization of the proposed charter.

The governing board of Bakersfield City School District shall not grant a charter unless the charter petition includes assurances that special education instruction and services shall be provided to all eligible disabled students enrolled in the charter school in accordance with the Bakersfield City Elementary SELPA Local Plan.

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Each charter school will comply with all requirements of state and federal laws and regulations regarding the provision of special education and related services. Special Education and related services shall be provided to all eligible individuals within the jurisdiction of the District and Special Education Local Planning Area (SELPA) in accordance with the Local Plan. Students enrolled in a charter school granted by BCSD shall receive services in a manner similar to other students.

If a charter is granted by the BCSD school board the Bakersfield City Elementary SELPA will coordinate with the charter administrative team to ensure support and services are provided to students with disabilities as is appropriate to their Individual Education Plan. (IEP). Currently there are no charter schools within the jurisdiction of the Bakersfield City Elementary SELPA.

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

The Bakersfield City Elementary SELPA Community Advisory Committee worked in collaboration with SELPA administration to develop the local plan pursuant to EC Section 56190. The Local Plan is discussed at monthly CAC meetings giving parents, staff and community stakeholders regular opportunities for feedback to the District special education administrative team. The 2026-2027 Draft Local Plan was presented during SELPA updates at the CAC meeting held on 5/20/2026. A feedback form was provided to attendees to send feedback during the Local Plan Review Window. Parents representing the school site their children attend, teachers, classroom support staff, classified staff, and community partners support in the review of the SELPA Local Plan. The SELPA Local Plan was discussed at the CAC meeting held May 20, 2026. Members were asked for their feedback on the SELPA Local Plan. Recommendations for changes were considered and integrated as appropriate. A final review of the SELPA Local Plan will be available to review at school sites and the district website based on recommendations from the CAC and the SELPA Local Plan Committee. A vote was taken to recommend the Final Draft for approval by the BCSD School Board on June 9, 2026. The CAC voted to recommend for approval (Education Code Section 56190).

- Members are recommended for Board approval by CAC participants who represent the CAC community.
- Composed of at least a majority of members who are parents of pupils enrolled in schools participating in the local plan, and at least a majority of such parents shall be parents of individuals with exceptional needs.
- Members are appointed with terms of at least two years and have terms that are annually staggered.

The members of the CAC shall be appointed by and responsible to the governing board.

- BCSD supports and encourages vast parent, staff, and community participation in the CAC.

Bakersfield City School District SELPA shall establish policies for the operation of the CAC and the state regulations for CAC responsibilities (see Community Advisory Committee By-Laws).

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In order to support the activities of the CAC, the Bakersfield City School District SELPA shall provide guidance and consultation to its members, clerical support, facilities space for the purpose of conducting business meetings and/or parent trainings, support with the planning and development of parent trainings, and support with necessary communication either through district webpage, mail or email, ensure ADA accessibility for meetings and/or trainings, and interpretation for parents as needed. Bakersfield City School District SELPA shall communicate and advise the CAC regarding special education laws and legislative changes that may impact programs and services provided to students with an IEP or 504 plans.

The CAC shall serve in an advisory capacity to the SELPA administration [EC 56190-56193]. The responsibilities of the CAC shall include but not limited to:

- Advise in the development, amendment and review of the Local Plan. The CAC shall have a minimum of thirty days to review the Local Plan prior to submission to the State Board of Education. [5620S(b)(6)].
- Recommend annual priorities to be addressed by the plan.
- Facilitate parent training on special education programs, issues, rights and responsibilities, leadership development, and other issues as identified by parents in the CAC.
- Encourage community involvement in local schools including the review of the local plan.
- Support district-wide and local school activities on behalf of individuals with disabilities.
- Assisting in parent awareness of the importance of regular school attendance.
- Act in a support role to individuals and parents of individuals with exceptional needs.
- Assist in recruiting volunteers who may contribute to parent activities and training.

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

The Local Plan shall be reviewed at least every three years or whenever new state or federal legislation, regulations, and/or guidelines, or major changes in funding or services indicate the need for possible modification of the Local Plan or there is a change to the governance structure, membership or policy making process of the SELPA. Changes or amendments to the permanent portion of the Local Plan may be considered during the Annual Service and Budget Plan process. The process used to amend and review the Local Plan will include the cooperative involvement by representatives of special and regular 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 CAC shall act in an advisory capacity in the Local Plan revision process. Nothing in this section shall modify the requirements

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of Education Code section 56205 requiring an annual budget and annual service plan. Amendments to the Local Plan may be proposed by the SELPA and upon review by the County Office and subsequent approval of the State Superintendent, approved. The DRAFT version of the SELPA Local Plan was presented to the CAC on May 20, 2026 for feedback and discussion based on changes and recommendations from the SELPA Local Plan Committee.
(Education Code Section 56190).

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

As a single-district SELPA the Bakersfield City School District is the Responsible Local Agency (RLA). The Governing Board is the governing body of the RLA. The responsibilities of the RLA include the following:

- Receipt and allocation of funds, and the provisions of administrative support; (Education Code Section 42122).
- Employment and evaluation of the SELPA staff using District-Adopted employment and evaluation procedures; (BCSD Board Policy 0500.01 : Personnel Recruitment, Selection, and Employment; Education Code Sections 44660-44665).
- Implement policies and procedures for special education programs and services provided in the SELPA, according to the Local Plan and the Board's direction. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the Education Code; (BCSD Board Policy 0606.01 : Comprehensive Local Plan for Special Education).
- Upon the recommendation of the Superintendent and the BCSD School 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 (BCSD Board Policy 0606.01 : Comprehensive Local Plan for Special Education).

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

As a Single-District SELPA in a county with 4 SELPA's, the Bakersfield City Elementary SELPA works collaboratively with the Kern County Superintendent of Schools (COE) to ensure regionalized programming for the visually impaired and the deaf and hard of hearing populations. A Memorandum of Understanding is in place to share resources for these programs as necessary. Inter-agency agreements necessary to support the implementation of the SELPA Local Plan, and as required by legal mandate have also been developed with the Kern Regional Center and California Children Services in order to address the unique medically-necessary and/

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or educationally related occupational therapy and physical therapy needs of the students who reside in Bakersfield. Any other Inter-agency agreements necessary to carry out the implementation of the Local Plan are to be developed and approved by the Governing Board. (BCSD Board Policy 0700.02: Expenditures and Purchases.)

The SELPA shall consider the needs of the individual student and the recommendations of the IEP team when entering into agreements with nonpublic, nonsectarian schools, or agencies. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic and nonsectarian programs towards the goals identified in each student's IEP. (Education Code Sections 56195.8 and 56342.1). The SELPA will submit a Non-Public School (NPS) Master Contract 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 and 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 nonpublic, nonsectarian school shall provide documentation as to the student's progress towards annual goals and objectives. The annual data provided by the certified nonpublic, nonsectarian schools shall be authentic curriculum based measurements in accordance with state adopted grade-level standards. (Education Code Section 56365 and Section 56366; Title 5 California Code of Regulations Section 3062 and Section 3070).

10. For multi-LEA local plans, specify:

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

N/A BCSD SELPA is a single district SELPA, this section is not applicable.

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

N/A BCSD SELPA is a single district SELPA, this section is not applicable.

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

N/A BCSD SELPA is a single district SELPA, this section is not applicable.

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

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

The Superintendent or designee is responsible for the selection, direction, monitoring, discipline and annual evaluation of the SELPA Administrator. The SELPA Administrator is responsible for the daily operations of the District's special education staff, programs and services. The SELPA Administrator shall use an employee selection system that includes representation from District administration staff including general education and special education, classified and certificated panels as appropriate. The Executive Director of the SELPA or designee, shall assign, supervise, and evaluate SELPA staff as needed.

Education Code Section 35020, Section 35035; BCSD Board Policy 0500.01 : Personnel Recruitment, Selection, and Employment).

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

All federal and state special education funds shall be allocated to the SELPA and used pursuant to the annual budget and service plan. The BCSD SELPA shall be responsible for the distribution of the funds according to an approved Special Education Budget Plan. The Assistant Superintendent of Fiscal Services is responsible to ensure that the funds are distributed in accordance with the Budget Plan and used to promote FAPE or coordinated early intervention services. The Annual Budget Plan shall be reviewed and approved by the BCSD Board of Education. Grant Award Notifications are received by the SELPA administrator who presents them to the superintendent. The superintendent signs in receipt of each grant awarded and the SELPA administrator delivers each signed grant award notification to the BCSD Fiscal Department. The BCSD Fiscal Department and the SELPA Administrator collaborate on the the budgeting and use of each grant received to ensure support and services for students is fully funded.

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

The Director for the SELPA and Special Education Administrative staff shall conduct ongoing reviews of district Special Education programs by conducting site visits, conducting walkthroughs, reviewing files, and participating in Individual Education Plan meetings. Stakeholder input shall be considered including feedback from the Educational Advisory Committee (staff) as well Community Advisory Committee (parents). The BCSD SELPA administrative staff shall meet on a regular basis to discuss data/observations and to identify concerns related to student evaluation, placement, and/or achievement progress. The Director of the SELPA will be responsible for disseminating information to the District regarding any required changes to Special Education programming, services and supports based on information from the State SELPA meetings, new legislation, regulations and/or guidelines.

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

The Director of the SELPA in collaboration with the Assistant Superintendent of Fiscal Services, or designee, are responsible for the monitoring, on an annual basis, the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process. Funds allocated for Special Education programs shall be used for services and placement for students with disabilities, in order to provide them FAPE. Federal funds under Part B of the IDEA may be used for the following activities:

- For the costs of Special Education and Related Services and Supplementary Aids and services provided in a general education class or other education -related setting to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services.
- To develop and implement a fully integrated and coordinated services system.

The Director, the Assistant Director, and Coordinators of Special Education oversee the operation of special education programs in collaboration with school site administration. (BCSD Board Policy 0606.01 : Comprehensive Local Plan for Special Education).

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

Low incidence funds provided by the State allow for the purchase of specialized books, materials, and equipment which are necessary due to the adverse educational impact of a low incidence disability on access to instruction and learning. "Low incidence disability" means a severe disabling condition with an expected incidence rate of less than one (1) percent of the total statewide enrollment in kindergarten through grade twelve (12). For purposes of this definition, severe disabling conditions are hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof. The SELPA is responsible for ensuring that each student who has been identified as a student with a "low incidence" disability receives the required instructional support as indicated on the IEP. The SELPA Director is responsible for ensuring that all eligibility requirements are met prior to approving any expenditure of these funds. These guidelines are keeping with the legal requirements specified in California Education Code (EC 56136; EC 56320(9); EC 56345(a)(7) for each low incidence disability.

The Bakersfield City Elementary SELPA also hires and maintains Designated Instruction Service (DIS) providers who work at multiple school sites as necessary to ensure students receive those services in the Least Restrictive Environment according to each students' Individualized Education Plan.

(BCSD Board Policy 0606.09: Individualized Education Program).

Policies, Procedures, and Programs

Pursuant to EC sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with

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reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

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Policy/Procedure Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

Administration of Regionalized Operations and Services

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

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

Document Title:

Document Location:

Description:

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Local Plan Section B item 2.(Education Code Section 56195)

2. Coordinated system of identification and assessment:

Document Title:

0606.12 Identification and Evaluation of Individuals for Special Education

Document Location:

BCSD Board Policies

Description:

The BCSD School Board recognizes its legal obligation 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. (Education Code Section 56301).
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 Section 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 Section 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 Section 56301).

3. Coordinated system of procedural safeguards:

Document Title:

0606.04 I Procedural Safeguards and Complaints for Special Education

Document Location:

BCSD Board Policies

In order to protect the rights of students with disabilities, the district shall follow all procedural safeguards as set forth in law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation. (Education Code Sections

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Description:

56500-56509).

Whenever there is a dispute between the District and the parent/guardian of a student with disabilities regarding the identification, assessment, or educational placement of the student or the provision of FAPE to the student, the Superintendent or designee shall encourage the early, informal resolution of the dispute at the school level to the greatest extent possible. The District or parent/guardian may also request mediation and/or a due process hearing in accordance with law, Board policy, and administrative regulation. (Education Code Sections 56500-56509).

The Superintendent or designee shall represent the District in any due process hearing conducted with regard to district students.

Any complaint alleging the District's noncompliance with federal or state laws or regulations related to the provision of a free appropriate public education to students with disabilities shall be filed in accordance with Title 5, California Code of Regulations Sections 3200-3205.

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

Document Title:

0606.05 Special Education Staff

Document Location:

BCSD Board Policies

Description:

The Bakersfield City School District recognizes that a key to educational success and professional growth is a productive staff development program. The District supports the fundamental concept that the organization must assist its employees in the constant changing and improvement of skills. Accordingly, staff development is viewed as both an opportunity for personal growth and as a necessity for organizational success.

The BCSD SELPA supports the Community Advisory Committee with planning and identifying appropriate parent trainings to respond to the specific interests of this parent and community group. In addition, the Board of Education promotes active parent and family engagement to support overall student well-being. Involving parents and families as partners in supporting the success of our students and the continuous improvement of our schools is a key tenet of the Bakersfield City School District. The Board of Education believes that active parent and family engagement is vital to student learning and success. Students achieve more if they receive the continued support of parents, families and other significant adults. 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.

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(Education Code Section 52060).

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,

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

Document Title: 0400.03 Selection and Evaluation of Instructional Materials

Document Location: BCSD Board Policies

Description:

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints , reflect the ethnic and cultural diversity of our society, and enhance the use of multiple teaching strategies and technologies. The Board's adoption of instructional materials shall be based on a determination that such materials meet criteria specified in law and are an effective learning resource to help students acquire knowledge, skills, opinions and to develop cognitive processes.

To ensure that instructional materials effectively support the district's adopted courses of study and meet current curricular goals, the selection of textbooks, technology-based materials, other educational materials and tests shall be coordinated with the overall development and evaluation of the district's curriculum.

The superintendent or designee shall insure that a procedure is established by which instructional materials shall be reviewed for recommendation to the Board. This procedure(s) shall provide for substantial teacher involvement and encourage the participation of parents/guardians and other members of the community.

Individuals who participate in selecting and evaluating instructional materials shall have no financial interest in the materials being reviewed , recommended or approved. Incompatible activities and conflicts of interest related to the selection and evaluation of instructional materials shall be clearly identified in administrative regulations.

All recommended instructional materials shall be available for public inspection at the district office. Complaints concerning instructional materials shall be handled in accordance with Board policy and administrative regulation.

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

Document Title: 0606.01 Comprehensive Local Plan for Special Education

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Document Location: BCSD Board Policies

Description:

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 Section 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:

Document Title: 0606.01

Document Location: BCSD Special Education Office and District website

The BCSD SELPA regularly updates the California Department of Education (COE) with data through the California Longitudinal Pupil Achievement Data System (CALPADS) reporting program to address

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Description: the performance of children with disabilities related to the key performance indicators. Please refer to Irvine SELPA Local Plan Section B item 2 and BCSD SELPA Local Plan Assurances: Policies, Procedures & Programs item 11, 15 & 22 for information regarding coordinated system of data collection and management.

8. Coordination of interagency agreements:

Document Title: BCSD SELPA Local Plan Section B item 3, 4 & 9

Document Location: BCSD Special Education Office and District website

Description: Participating agencies may enter into additional contractual arrangements with Bakersfield City School District to meet the requirements of applicable federal and state law. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in Bakersfield City School District programs. Such cooperation ensures that a range of program options is available throughout the Bakersfield City School District Special Education Local Plan Area. Please refer to BCSD SELPA Local Plan Sections B item #'s 3,4 & 9 for information regarding coordination of interagency agreements.

9. Coordination of services to medical facilities:

Document Title: BCSD SELPA Local Plan Assurances: Policies, Procedures & Programs item 1-4, BCSD SELPA Local Plan Section B item 3 & 9 and BCSD Home and Hospital Instruction Manual

Document Location: BCSD Special Education Office and District website

Description: All students who have been found eligible are entitled to receive special education and related services as well as the protections given by the IDEA and related State law. This is true for students who have been found eligible for special education and related services, however are not able to attend school in person due to a medical condition. In the event that a student is unable to attend in person, due to a medical condition, BCSD considers home instruction and/or coordination of educational services with other agencies including Residential Treatment Centers and medical providers. Please refer to Irvine SELPA Assurance Document item #1-4 Local Plan, BCSD SELPA Local Plan Section B 3 & 9, and BCSD Home and Hospital Instruction Manual for more information regarding serving students with medical needs.

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

Document Title:	BCSD SELPA Local Plan Assurances: Policies, Procedures & Programs item 1-4
Document Location:	BCSD Special Education Office and District website
Description:	All students who have been found eligible are entitled to receive special education and related services as well as the protections given by the IDEA and related State law. This is true for disabled youth placed in foster family homes, licensed children's institutions, and correctional facilities. Please refer to BCSD SELPA Local Plan Assurances: Policies, Procedures & Programs item 1-4 for district processes related to FAPE, full education opportunity, child find, and Individual Education Plan information.

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

Document Title:	BCSD SELPA Local Plan Section B item 2, 8, 11b & 11d
Document Location:	BCSD Special Education Office and District website
Description:	Please refer to BCSD SELPA Local Plan Sections B item 2,8, 11 b & 11 d for information regarding preparation and transmission of required special education local plan area reports.

12. Fiscal and logistical support of the CAC:

Document Title:	BCSD SELPA Local Plan Section B item 6
Document Location:	BCSD Special Education Office and District website
Description:	In order to support the activities of the CAC, the BCSD SELPA shall provide clerical support, facilities space for the purpose of conducting business meetings and/or parent trainings, and support with necessary communication either through the district webpage, mail or email. Please refer to BCSD SELPA Local Plan Sections B item 6 for information regarding fiscal and logistical support of the CAC.

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

Document Title:	BCSD SELPA Local Plan Assurances: Policies, Procedures & Programs item 1
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Document Location: BCSD Special Education Office and District website

Description: As part of a student's FAPE, an IEP team may determine that a student needs to be served at a school that is not that student's school of residence. In those cases, the district transports the student to their assigned school. Any other transportation of students who are served through their IEP is determined through the IEP process and based solely on student need. Please refer to BCSD SELPA Local Plan Assurances: Policies, Procedures & Programs item 1 for information regarding Coordination of transportation services for individuals with exceptional needs.

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

Document Title: BCSD Secondary Transition Handbook

Document Location: BCSD Special Education Office and District website

Description: Please refer to BCSD Secondary Transition Handbook for information regarding Coordination of career and vocational education and transition services.

15. Assurance of full educational opportunity:

Document Title: BCSD SELPA Local Plan Assurances: Policies, Procedures & Programs item 2

Document Location: BCSD Special Education Office and District website

Description: Children with disabilities are educated with children who are not disabled. Placement in special classes, separate schooling, or other removal of children with disabilities from their regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Please refer to the BCSD SELPA Local Plan Assurances: Policies, Procedures & Programs item 2 for information regarding assurance of full educational opportunity.

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

Document Title: BCSD SELPA Local Plan Section B item 8, 11b & 11d

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Document Location: BCSD Special Education Office and District website

Description: Please refer to BCSD SELPA Local Plan Sections B item 8, 11 b & 11d for information regarding fiscal administration and the allocation of state and federal funds pursuant to EC Section 56836.01 and the SELPA Administrator 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.

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

Document Title: BCSD SELPA Local Plan Section B item 2e & 11c

Document Location: BCSD Special Education Office and District website

Description: Please refer to BCSD SELPA Local Plan Section B item 2e & 11 c for information regarding direct instructional program support that may be provided by program specialists in accordance with EC Section 56368.

Special Education Local Plan Area Services

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

Document Title: Preschool Referral and Placement Procedures Document

Document Location: BCSD Special Education Office and District website

Description: Please refer to BCSD Preschool Referral and Placement Procedures Document for information regarding a description of programs for early childhood special education from birth through five years of age.

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

Document Title: N/A

Document Location: www.bcsd.com

Members of the public, including parents/guardians of students with exceptional needs, may address questions or concerns to the Governing Board at regularly scheduled board meetings or at the CAC meetings.

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Description: Additionally, they may address questions or concerns to the SELPA Administrator by phone, email, letter, or by scheduling an appointment. Community members are provided with the opportunity to participate prior to the adoption of policies and procedures.

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

Document Title: N/A

Document Location: N/A

Description: As a single district SELPA, BCSD SELPA does not require a dispute resolution process related to distribution of funds, the responsibility of service provisions, and other governance activities specified within a local plan. The requirement described above is needed for multidistrict SELPA's

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

Document Title: BCSD SELPA Local Plan Assurances: Policies, Procedures & Programs item 3

Document Location: BCSD Special Education Office and District website

Description:

Prior to referral to Special Education, general education students who are not making expected academic progress based on their grade levels supports are supported through the district's Multi-Tiered System of Supports (MTSS) activities which are available at every school in the district. MTSS in Bakersfield City School District is a systematic process that helps schools align resources, programs, and supports to meet the needs of all students. Through a systematic process based on assessment and data, students are matched to increasingly intensive supports. If a student does not make expected progress given the interventions that have been recommended, the student may then be referred to the Student Study Team (SST).

The TSS process is a function of general education, which facilitates implementation of accommodations for the general education program before referring students for a special education evaluation. The TSS may recommend additional teaching and/or behavioral intervention

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strategies, utilize other categorical programs on site, provide appropriate services, follow district procedures for Section 504 of the Rehabilitation Act of 1973 and/or make recommendations. The TSS must consider if the student's needs can be met with modification(s) to the general education instructional program. A student may be referred for special education instruction and services only after the resources of the general education program have been considered. Please refer to Irvine SELPA Local Plan Assurances: Policies, Procedures & Programs item 3 for information regarding the process being used to ensure a student is referred for special education instruction only after the resources of the regular education program have been considered and, where appropriate, utilized.

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

Document Title:

BCSD SELPA Local Plan Section B item 2 & 9 and BCSD Local Plan Assurances: Policies, Procedures & Programs item 1, 4 & 5

Document Location:

BCSD Special Education Office and District website

Description:

BCSD SELPA Local Plan Section B item 2 & 9 and BCSD SELPA Local Plan Assurances: Policies, Procedures & Programs item 1,4 & 5 for the process being used to oversee and evaluate placements in non-public, nonsectarian schools and the method of ensuring that all requirements of each student's IEP are being met.

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

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

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

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

Document Title:

Document Location:

Description: