

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

**LOCAL PLAN**  
**Section A: Contacts and Certifications**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

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## Contact Information and Certification Requirements

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

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

Section A: Contacts and Certifications

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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 Director Contact Information

Enter address information for the SELPA. Include current SELPA Director contact information. NOTE: SELPA Director position changes do not require amendments to the Local Plan. However, in such cases the new SELPA Director assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="Riverside County SELPA"/>		
Street Address	<input type="text" value="2935 Indian Ave."/>	Zip Code	<input type="text" value="92571"/>
City	<input type="text" value="Perris"/>	County	<input type="text" value="Riverside"/>
Mailing Address	<input type="text" value="Same"/>		
City	<input type="text"/>	Zip Code	<input type="text"/>
Director First Name	<input type="text" value="Leah"/>	Administrator Last Name	<input type="text" value="Davis"/>
Director Title	<input type="text" value="Executive Director"/>		
Director's Email	<input type="text" value="Leah@rcselpa.org"/>		
Telephone	<input type="text" value="(951) 490-0375"/>	Extension	<input type="text" value="10266"/>

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 and must electronically sign Certification 1 and 2.

Administrative Entity Name

Section A: Contacts and Certifications

SELPA  Fiscal Year

Street Address  Zip Code   
City  County   
Contact First Name  Last Name   
Contact Title   
Email   
Telephone  Extension

**Special Education Local Plan Area Review Requirements**

Community Advisory Committee

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

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

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

The Local Plan was submitted to the CAC on:

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

County Office of Education

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

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

Section A: Contacts and Certifications

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COE responsible for approving the Local Plan

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

**Public Hearing Requirements**

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

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

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

STEP 1: Contacts and Certifications

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

STEP 2: SELPA Governance Structure

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

Section A: Contacts and Certifications

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- Single LEA SELPA: This selection includes only one district LEA; or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).
- Small and Sparse or Isolated: This selection must meet requirements for COE joined SELPAs as described above, and *EC* sections 56211 through 56212.

STEP 3: Prior Submissions

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

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

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

Add	Agency	First and Last Name	Title	Section
-	San Jacinto USD	Jennie Kosters-LaBriola	Administrator-Spec. Ed.	All
-	Val Verde USD	Jeff Janis	Administrator-Spec. Ed.	All
-	Beaumont USD	Gaby Toledo	Administrator-Spec. Ed.	All
-	Murrieta Valley USD	Zhanna Preston	Administrator-Spec. Ed.	All

Section A: Contacts and Certifications

SELPA

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<b>Add</b>	<b>Agency</b>	<b>First and Last Name</b>	<b>Title</b>	<b>Section</b>
<input type="checkbox"/>	Palm Springs USD	Jodi Curtis	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Perris Elementary	Tye Allendron	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Alvord USD	Michelle Sebastian	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Palo Verde USD	Janel Carpenter	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Santa Rosa Academy	Anastasia Bradshaw	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Riverside COE	Barbara Sorter	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Jurupa USD	Trent Hansen	Administrator-Gen. Ed.	All
<input type="checkbox"/>	Menifee Union SD	Jennifer Root	Administrator-Gen. Ed.	All
<input type="checkbox"/>	Desert Sands USD	Kelly May-Vollmar	Administrator-Gen. Ed.	All
<input type="checkbox"/>	Riverside COE	Edwin Gomez	Administrator-Gen. Ed.	All
<input type="checkbox"/>	Val Verde USD	Garrick Owen	Administrator-Gen. Ed.	All
<input type="checkbox"/>	Murrieta Valley USD	Ward Andrus	Administrator-Gen. Ed.	All
<input type="checkbox"/>	San Jacinto USD	David Pyle	Administrator-Gen. Ed.	All
<input type="checkbox"/>	Palo Verde USD	April Smith	Administrator-Gen. Ed.	All
<input type="checkbox"/>	Menifee Union SD	Vicky Iqueda	CAC	All
<input type="checkbox"/>	RC SELPA	Leah Davis	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

Section A: Contacts and Certifications

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- Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)

Number Submitted

- Certification 4: CAC (Required for all SELPA Local Plan Sections B)

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

Number Submitted

STEP 6: Electronic Signatures

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

STEP 7: Final Check

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

Section A: Contacts and Certifications

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**Certification 1**

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

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

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

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

Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

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

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

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

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

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

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

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

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

Section A: Contacts and Certifications

SELPA

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

Administrative Entity Signature\*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

\*The responsible individual identified as the Administrative Entity in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA

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## Certification 2

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

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

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

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

Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

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

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

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

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

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

C2-2. Specific web address where the SELPA Local Plan, including all sections, is posted.

Section A: Contacts and Certifications

SELPA

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Administrative Entity Signature\*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

\*The responsible individual identified as the Administrative Entity in Item A4 of Section A must electronically sign here.

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### Certification 3: County Office of Education

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

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

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

Yes  No

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

Yes  No

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

Section B was approved in 2024/25. Sections D and C was approved by Governance Council on 6/18/2025. COE is an LEA of Riverside County SELPA.

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**

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

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

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

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

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

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

Single-LEA SELPA

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

Multiple LEA SELPA or COE joined SELPA

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

Yes  No

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

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

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Yes  No

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

**Authorized Signature**

COE Superintendent

Date

**SELPA**

**Fiscal Year**

### Certification 4: Community Advisory Committee

**IMPORTANT:** Certification 4 is required only for the submission of the Section B: Governance and Administration section of the Local Plan

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

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

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

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

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

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

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

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

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

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

### Authorized Signature

CAC Chairperson

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

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

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

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

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

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

**Cert 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.

**Cert 5-3. Submission Certification Requirements for LEAs**

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

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

**Authorized Signature**

LEA Superintendent/Chief Administrator

Date

**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:

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- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).
  - Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and *EC* sections 56211 through 56212.

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

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

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

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

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**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.

**Cert 5-3. Submission Certification Requirements for LEAs**

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

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

**Authorized Signature**

LEA Superintendent/Chief Administrator

Date

**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

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

**SELPA**

**Fiscal Year**

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Date

**SELPA**

**Fiscal Year**

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**SELPA**

**Fiscal Year**

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**SELPA**

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

**SELPA**

**Fiscal Year**

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**Authorized Signature**

LEA Superintendent/Chief Administrator

Date

**SELPA**

**Fiscal Year**

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**SELPA**

**Fiscal Year**

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Date

SELPA

Fiscal Year

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**SELPA**

**Fiscal Year**

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**SELPA**

**Fiscal Year**

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Date

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

**SELPA**

**Fiscal Year**

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LEA Superintendent/Chief Administrator

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**Fiscal Year**

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

**SELPA**

**Fiscal Year**

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**SELPA**

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

**SELPA**

**Fiscal Year**

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

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**Authorized Signature**

LEA Superintendent/Chief Administrator

Date

**SELPA**

**Fiscal Year**

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Date

**SELPA**

**Fiscal Year**

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

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**Authorized Signature**

LEA Superintendent/Chief Administrator

Date

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

## **LOCAL PLAN**

### **Section B: Governance and Administration**

### **SPECIAL EDUCATION LOCAL PLAN AREA**



**California Department of Education**

**Special Education Division**

Section B: Governance and Administration

SELPA **Riverside County SELPA**

Fiscal Year **2024-25**

**B. Governance and Administration**

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

**Participating Local Educational Agencies**

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

**Special Education Local Plan Area—Local Plan Requirements**

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

The Riverside County SELPA is a large multi-district SELPA in Southern California and serves 23 member local educational agencies (LEAs). Riverside County SELPA provides guidance and support to its member LEAs as it relates to the implementation of the Individuals with Disabilities Education Act (IDEA), California Education Code, and supporting regulations for Special Education. Riverside County SELPA serves as the regionalized liaison between the California Department of Education (CDE) Special Education Division and member LEAs. Member LEAs work collaboratively together and with other public agencies to ensure a full continuum of special education and related services are available and accessible to students with disabilities from birth to age 22. Riverside County SELPA is responsible for ensuring that a continuum of program options and/or services is made available to all students eligible for special education and/or related services residing within the Riverside County SELPA geographical boundaries and to provide technical assistance and administrative support as it relates to the requirements of both Federal and State law.

Riverside County SELPA membership is made up as follows:

School District LEAs (19): Alvord Unified School District, Banning Unified School District, Beaumont Unified School District, Coachella Valley Unified School District, Desert Center Unified School District, Desert Sands Unified School District, Hemet Unified School District, Jurupa Unified School District, Lake Elsinore Unified School District, Menifee Union School District, Murrieta Valley Unified School District, Nuvview Union School District, Palm Springs Unified School District, Palo Verde Unified School District, Perris Elementary School District, Perris Union High School District, Romoland School District, San Jacinto Unified School District, Val Verde Unified School District

Charter School LEAs (3): Leadership Military Academy, SCALE Leadership Academy, Santa Rosa Charter School

County Office LEAs (1): Riverside County Office of Education

Section B: Governance and Administration

SELPA **Riverside County SELPA**

Fiscal Year **2024-25**

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)]

Implementation of the RC SELPA Local Plan requires the full participation of representatives of each of the member LEAs. It is expected that LEA representatives engage in governance and advisory meetings as appropriate to their role and assignment in their LEA. These meetings include, but are not limited to, Governance Council Meetings, Finance Council Meetings, Coordinating Council Meetings, Riverside County SELPA Allocation Committee Meetings, and Community Advisory Meetings and Events. The role of each of the Councils are outlined below.

**Local Policies/Procedures**

**Governing Board**

The 23 local education agencies within Riverside County hereby join together pursuant to California Education Code §56195 to adopt a plan in accordance with California Education Code §56200 to assure equal access to special education and related services for each eligible person with disabilities residing within the geographic area served by these LEAs and hereafter known as Riverside County Special Education Local Plan Area (RC SELPA). The adoption of the Local Plan by the RC SELPA Governance Council, ensures that each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan.

Each member LEA's Governing Board or Board of Trustees accepts responsibility in the policy-making process specific to meeting the needs of individuals with disabilities as demonstrated by being knowledgeable and informed of the Riverside County SELPA Local Plan and the adoption of Board Policy that states the LEA's commitment to participating as a member of the SELPA. The procedures for carrying out this responsibility are locally defined but typically fulfilled by regular communication with the respective superintendent and the administrator responsible for special education. Responsibilities of member LEA's Governing Board or Board of Trustees include, but are not limited to:

Participation in the governance of the RC SELPA by empowering the LEA superintendent to act as their agent in the development, amendment, and approval of SELPA policies and procedures

Ensure compliance with elements of the RC SELPA Local Plan

Cooperate with member LEAs to assure the availability of a full continuum of services to each eligible student residing within the boundaries of Riverside County SELPA

Provide suitable facilities for special education programs maintained by the LEA

Operate local programs consistent with state and federal law and regulations and policies and procedures approved for the SELPA

SELPA **Riverside County SELPA**

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**Continuously review and monitor special education programs and services within the LEA**

**Develop and adopt policies for the operation of the LEA, which are consistent with those of RC SELPA, and which ensure access to appropriate programs and services for each child.**

**Appoint representatives to the Riverside County SELPA Community Advisory Committee (CAC)**

**Governance Council - LEA Superintendents**

**Each member LEA's Superintendent will serve as a member of Riverside County SELPA's Governance Council.**

**The Governance Council consists of each member LEA's superintendent (or designee appointed by the LEA's Governing Board or Board of Trustees) and the Riverside County Superintendent of Schools (RCSS). The superintendents serve as representatives of the district, charter, or county office of education governing boards in overseeing the delivery and effectiveness of special education programs.**

**The officers of the Governance Council include Chair and Vice Chair, with the Vice Chair succeeding the Chair the following year. The SELPA Executive Director serves as Secretary to the Governance Council.**

**The Governance Council operates as a committee of the whole to formulate policies and develop regulations and guidelines for the operation of the SELPA, including the allocation of resources and development of an annual budget. Additionally, the Governance Council will serve to mediate issues that may arise between member LEAs in reference to the operation of the SELPA and/or the administration of contracts. It is the intent of the Governance Council to allocate funds in a manner that mitigates for local contribution of the member LEAs' general fund. The Governance Council shall also serve as the Board for the Joint Powers Agreement (JPA). The term "Governance Council" within the Riverside County SELPA Local Plan shall include both the Governance Council and JPA Board.**

**The Governance Council shall review and adopt the Riverside County Local Plan, in accordance with California Education Code, and at minimum, every three years. Annual approval of components of the Riverside County Local Plan will include the Annual Service Plan and Annual Budget Plan.**

**The Governance Council adopts bylaws to govern meetings and provides for other appropriate requirements as mandated by law. The Governance Council bylaws are incorporated into the Joint Powers Agreement.**

**The Governance Council Steering Committee is a subcommittee of the Governance Council. The Committee develops the agenda for Governance Council meetings and performs other duties and responsibilities as needed. The Governance Council Steering Committee consists of a representative from each zone (selected by the zone members), the RCSS, the Coordinating**

SELPA **Riverside County SELPA**

Fiscal Year **2024-25**

**Council Chair, and the Finance Committee Liaison. The Chair and Vice Chair may also serve as a Zone Representative.**

**The Governance Council Chair appoints a SELPA Personnel Committee with the function of evaluating the Riverside County SELPA Executive Director. The Personnel Committee is composed of the Governance Council Chair representing his/her zone and a Superintendent from each of the other zones. The SELPA Executive Director is supervised by the Governance Council Chair. The SELPA Executive Director is selected and/or dismissed by the Governance Council based on recommendations of the Personnel Committee.**

#### **Coordinating Council - LEA Special Education Directors**

**The Riverside County SELPA Coordinating Council consists of the special education administrator, or designee, from each member LEA who has been empowered by the Superintendent to act on behalf of the LEA in fiscal and program matters related to special education.**

**The Coordinating Council collectively makes decisions specific to program implementation and structure to ensure that all students with disabilities receive appropriate special education and/or related services. Additionally, the Coordinating Council makes recommendations to the Riverside County SELPA Finance Committee and Governance Council as they relate to policy making and allocation of funds.**

**The officers of the Coordinating Council are the Past Chair, Chair and Vice Chair, with the Vice Chair succeeding the Chair the following year. The SELPA Executive Director serves as Secretary to the Coordinating Council. The Coordinating Council operates according to adopted bylaws which are developed, revised, and/or approved formally by the Coordinating Council.**

**The Coordinating Council Steering Committee is a subcommittee of the Coordinating Council. The Committee develops the agenda for Coordinating Council meetings and performs other duties and responsibilities as needed. The Coordinating Council Steering Committee consists of a the Riverside County SELPA Executive Director, a representative from each zone (selected by the zone members), the Riverside County Office of Education Executive Director of Special Education, a Charter School Representative, the Coordinating Council Past Chair, Chair, and Vice Chair, and the Coordinating Council Program Liaison to Finance. The Chair and Vice Chair may also serve as a Zone Representative.**

#### **SELPA Finance Council - Chief Business Officials**

**The Riverside County SELPA Finance Council consists of the chief business official (CBO), or designee, from each member LEA who has been empowered by the Superintendent to act on behalf of the LEA in fiscal matters related to special education.**

**The purpose of the SELPA Finance Council is to analyze all fiscal and related issues and make**

recommendations to the Coordinating Council and Governance Council. The SELPA Finance Council shall support the Governance Council to allocate funds in a manner that mitigates for local contribution of the member LEAs' general fund and supports each student identified as a student eligible for special education and related services and residing within the boundaries of or enrolled in member LEAs. The SELPA Finance Committee operates according to adopted bylaws which are developed, revised, and/or approved formally by the SELPA Finance Council.

The SELPA Finance Council consists of the Chief Business Official (or designee) from each participating LEA, including the Riverside County Office of Education (RCOE), the Fiscal Liaison to the Governance Council, a Program Liaison from Coordinating Council, and the Riverside County SELPA Executive Director. The SELPA Executive Director serves as Secretary to the SELPA Finance Committee.

### **Participating Agency Responsibilities**

The procedures for determining the responsibility of each member LEA to provide special education and assure access to special education and related services for all students with disabilities residing in the geographic area served by the Local Plan are described herein.

Each LEA is responsible to oversee the operation of those special education programs offered by that LEA and assures access to special education and related services for all students with disabilities residing in the area.

Pursuant to California Education Code §56205(a) and 56195.1(b) as well as Government Code §6502, et. Seq., the Riverside County SELPA has operated as a JPA, since July 1, 2006. The purpose of the JPA is to formulate policy and develop regulations and guidelines for the operation of programs and services within the Riverside County SELPA, to allocate resources and develop an annual budget, and to mediate issues arise between member LEAs in reference to the operation of the SELPA and/or the administration of contracts.

Pursuant to California Education Code §56195.1(e), a SELPA-member LEA may contract with another SELPA member LEA for special education programs and/or services. LEAs may contract with the Riverside County Office of Education to operate programs for students with disabilities and/or to provide related services. LEAs shall initiate such contracts directly with Riverside County Office of Education or another SELPA-member LEA in accordance with current guidance and procedures.

The "Intra-SELPA/Inter-SELPA Transfer Agreement" form may be used to assist LEAs and/or SELPAs to document agreements between LEAs and/or SELPAs for the provision of special education services for a resident student in a setting outside of the student's LEA and/or SELPA of residence. The purpose of the "Intra-SELPA/Inter-SELPA Transfer Agreement" form is to (1) document agreement between LEAs, (2) obtain student count data for state reporting; and (3) provide a mechanism to transfer funds, if it is determined to be necessary.

An Intra-SELPA agreement is initiated by a Riverside County SELPA member district for the

transfer of a student with an IEP to a program operated by another LEA that is also a member of the Riverside County SELPA when the student's District of Special Education Accountability does not operate the program necessary to meet the student's needs. An Inter-SELPA agreement is initiated for the transfer of a student with an IEP from an LEA that is not a member of the Riverside County SELPA to a program operated by an LEA that is a member of the Riverside County SELPA or vice versa.

### **Procedures for Changing the Governance Structure**

Any changes in the governance structure of the Riverside County SELPA, including dividing the SELPA into more than one operating entity or changing the designation of and/or responsibilities of the Responsible Local Agency or Administrative Unit (RLA/AU), are subject to specific provisions of EC § 56140, 56195, et seq., 56195.7 et seq., and 56205 et seq.

1. Any LEA which is currently designated as a member LEA of the Riverside County SELPA may elect to pursue an alternative option from those specified in EC §56195.1 by notifying the RCSS and the Riverside County Governance Council at least one year prior to the date the alternative plan would become effective (EC § 56195.3(b)).
2. Any alternative plan of an LEA is subject to the approval by the Governance Council and the RCSS (EC § 56140).
3. Approval of a proposed alternative plan shall be based on the capacity of the LEA(s) to ensure that special education programs and services are provided to all students eligible for special education services and meet the standards for size and scope as presented in EC § 56195.1.
4. The proposed SELPA(s) shall cooperate with the RCSS and other LEAs in the geographic area in order to assure that the SELPA is compatible with the other SELPAs in the county, as required by EC § 56195.3, and shall consider the impact of the formation of the new SELPA on the county as a whole and upon the SELPA or SELPAs from which they are seeking to separate. This includes the "new" SELPA's ability to meet minimum size and scope requirements. Potential adverse programmatic and/or fiscal impacts must be addressed and any potential concerns that the impacted LEAs may have with the criteria and standards for fiscal accountability must be mitigated.
5. If the RCSS and the Riverside County Governance Council do not approve an alternative plan, the RCSS shall return the plan with comments and recommendations to the LEA(s). The LEA(s) participating in the alternative plan may appeal the decision to the Superintendent of Public Instruction (EC § 56140(b) (2)).
6. Any changes in the designation of the RLA/AU for the Riverside County SELPA must conform to the above code provisions and the administrative provisions for approval as specified in the Local Plan.

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7. Should any proposed new SELPA formation not occur within the established time-frame then those LEAs involved in the proposed new SELPA formation shall remain as active members of the Riverside County SELPA until such time the new SELPA is formed. However, this would require a renewal of the one-year notice referenced above in item number one.

A change in governance structure is not the same as program transfers. Any SELPA member LEA intending to withdraw a portion or all of its SH student programs from RCSS operations shall give a written preliminary notice to the Riverside County SELPA and to RCSS. The "Program Transfer Policy and Procedures" document is available through the RC SELPA website.

**Responsible Local Agency/Administrative Unit (RLA/AU)**

The Governance Council designated the Val Verde Unified School District (VVUSD), effective July 1, 2006, to serve as the RLAAU as provided for in EC §56030. As such, the duties include, but are not limited to:

- Receive and distribute regionalized services funds in accordance with the approved budget;
- Provide administrative support and employ personnel to support SELPA functions;
- Provide appropriate facilities and equipment to allow RC SELPA to support member LEA;
- Coordinate the implementation of the Riverside County SELPA Local Plan.

The RLAAU is entitled to the funds generated from the indirect cost rate applied to regional income and as outlined in the "Agreement for Service – Administrative Unit".

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(l)(j)(1)(2)]

The Riverside County SELPA's regional policy making process is conducted through the Coordinating Council, Finance Council, and the Governance Council. Policies and procedures are presented to the Coordinating Council and Finance Council for review. Coordinating Council and Finance Council make a recommendation for approval to the Governance Council. Upon approval by the Governance Council, each member LEA will present the policy to its respective Governing Board or Board of Trustees to be adopted.

Governance Council, Finance Council, and Coordinating Council are defined above in Section 2 of this document that outlines the description of the SELPA regional governance and administrative structure of the local plan.

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 Riverside County Office of Education (RCOE) is a member LEA of the Riverside County SELPA. Riverside COE is represented as a participating member in the Governance Council, Finance Council, and as a Standing Member of the Coordinating Council.**

**Special Education and Related Services**

**As a member LEA of the RC SELPA, RCOE operates special education programs and related services for students with disabilities as a regionalized service provider within Riverside County and adheres to the policies and procedures set forth in this local plan for implementation of special education supports and services.**

**Pursuant to California EC §56195.1(e), a SELPA-member LEA may contract with another SELPA-member LEA for special education programs and/or services. LEAs may contract with the Riverside County Office of Education to operate programs for students with disabilities and/or to provide related services. LEAs shall initiate such contracts directly with Riverside County Office of Education or another SELPA-member LEA in accordance with current guidance and procedures.**

**Through the annual service plan, RCOE provides a description of services to be provided by the COE, including the nature of the services and the physical location at which the services will be provided, including alternative schools, charter schools, opportunity schools and classes, community day schools, and juvenile court schools. This description shall demonstrate that all students with disabilities shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.**

**Infant Services**

**Special education provided through Part C infant services are available through RCOE and the Palo Verde Unified School District (PVUSD). Districts other than PVUSD begin serving identified students at age 2.6 – 2.9 for transition into an appropriate program at age 3.**

**The following special education services may be provided to an infant with a disability:**

**Family Training, Counseling, and Home Visits**

**Medical Services (For Evaluation Only)**

**Nutrition Services**

**Service Coordination**

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**Special Instruction**

**Special Education Aide In Regular Development Class, Child Care Center or Family Child Care Home**

**Respite Care Services**

**Infant services may be provided by the same providers, in similar settings/locations, and in similar frequency as listed in the previous section.**

**Program Description: Riverside COE operates the Early Start Infant CIRCLE (Concern for Infants in Riverside County Learning Enrichment) Program, the LEA component of Early Intervention Services. Infants residing in Riverside County SELPA (excluding Palo Verde USD) who have a solely low incidence disability are eligible. Infants with medical or developmental problems who are under three years of age may be eligible for services. The Infant CIRCLE Program has two primary focuses:**

**Training to and empowerment of parents to support the child's growth and development within the natural environment and**

**Prevention of secondary disabilities.**

**Anyone who has a concern about an infant's growth or development may make a referral to an Early Start Program. Children with a solely low incidence disability should be referred to the RCOE Infant CIRCLE Program. All other referrals should be sent to the Inland Regional Center Part C Coordinator. If a referral is received less than 45 days before the child turns 3.0 years old, the referral should be sent to the child's district of residence. For more specific information, see the Riverside County SELPA Policies and Procedures for Students with Disabilities Birth to Three.**

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

Yes       No

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

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

**The Community Advisory Committee (CAC) serves the SELPA in an advisory capacity, in accordance with California Education Code §56190-56194 and legislation related thereto.**

**The members of the CAC shall be appointed by, and responsible to, the governing board of each SELPA member local education agency (LEA). Appointment must be in accordance with the following selection procedure.**

**LEA identifies a minimum of one person who is willing to serve as the LEA representative to the Riverside County SELPA CAC.**

**The person's name and position is taken forward as an action item to the LEA Board of Education for official appointment to the CAC.**

**A copy of the Board minutes and the person's contact information is provided to the SELPA.**

**SELPA will update the CAC membership database and send the new person a SELPA CAC New Member Packet.**

**The majority of the membership of the CAC shall be composed of parents of students enrolled in LEAs within the Riverside County SELPA; and, of these members, the majority will be parents of children with disabilities. Members of local PTAs, special education teachers, general education classroom teachers, other school personnel, students with disabilities, representatives of related public and private agencies, and other persons concerned with the needs of children with disabilities may also be appointed to serve as a CAC member.**

**The CAC has the authority to fulfill the responsibilities that are defined for it in the Local Plan. These responsibilities include, but need not be limited to, all of the following:**

- 1) Advising the policy and administrative entity of the SELPA regarding the development, amendment, and review of the Local Plan.**
- 2) Recommending annual priorities to be addressed.**
- 3) Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.**
- 4) Encouraging community involvement in the development and review of the local plan.**
- 5) Supporting activities on behalf of students with disabilities.**

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**6) Assisting in parent awareness of the importance of regular school attendance.**

The CAC operates according to adopted bylaws which are developed and/or revised by the CAC through a committee process. The CAC bylaws are approved by both the CAC and the Governance Council. The CAC bylaws are available at the Riverside County SELPA Office.

**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)]**

Proposed amendments or changes to the permanent portion of the Local Plan will be developed cooperatively by a committee of representatives of special and regular teachers and administrators selected by the groups they represent and with participation by parent members of the community advisory committee, or parents selected by the community advisory committee, to ensure adequate and effective participation and communication (EC § 56195.9).

Revisions to Riverside County SELPA Local Plan are made through consultation with local educational partners. Collaborative meetings are structured to ensure representation of all applicable representatives, including but not limited to special education and regular education teachers, administrators, parent members of the community advisory committee and parents/ community members.

Educational Partners are selected by each LEA to provide input to the amended Local Plan. Additionally, educational partners are recruited through the Riverside County SELPA CAC. Revisions to the Riverside County SELPA Local Plan are shared with Governance Council, Finance Committee, Coordinating Council, and Community Advisory Committee to elicit additional input. An opportunity for review of the revised Riverside County SELPA Local Plan is provided to each of these respective committees.

**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]**

Val Verde Unified School District (VVUSD) functions as the Administrative Unit (AU) for the RCSELPA. As noted previously the AU receives and distributes regionalized services funds, provides administrative support, and coordinates the implementation of the RC SELPA Local Plan. Specific details regarding the role of VVUSD as the AU may be found in the RC SELPA administrative policy titled "Agreement for Service – Administrative Unit" found on the RC

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SELPA website ([www.rcselpa.org](http://www.rcselpa.org)).

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

The Riverside County SELPA maintains several participation agreements and memoranda of understanding and participation with agencies within the region, which may include, but are not limited to, Riverside University Behavioral Health, California Children's Services, Inland Regional Center, and Riverside County Office of Education (RCOE). These agreements outline how the member LEAs may interact with each other and with said agencies in the identification and provision of special education and related services to students within Riverside County. Copies of agreements may be found in Appendix C of the Local Plan.

The procedures for determining the responsibility of each participating LEA to provide special education and assure access to special education and related services for all students with disabilities residing in the geographic area served by the Local Plan are described herein.

Each LEA is responsible to oversee the operation of those special education programs offered by that LEA and assures access to special education and related services for all students with disabilities residing in the area.

Pursuant to California EC §56195.1(e), a SELPA-member LEA may contract with another Riverside County SELPA member LEA for special education programs/services. The districts may contract with the RCOE to operate programs for students with severe disabilities and/or to provide related services (e.g., Special Day Class, Deaf/Hard of Hearing Itinerant, and/or Visually Impaired Itinerant Programs). The mechanism to initiate such contracts includes the approval of the "Referral/Interim Placement" form and completion of the Local Contract, "Riverside County Superintendent of Schools Agreement for Intra-SELPA Educational Services." Home/hospital instruction and/or Special Circumstance Instructional Aide support is available via a Memorandum of Understanding.

The "Intra-SELPA/Inter-SELPA Transfer Agreement" form was developed to assist LEAs and/or SELPAs to document agreements between LEAs and/or SELPAs for the provision of special education services for a resident student in a setting outside of the student's LEA and/or SELPA of residence. The purpose of the Agreement form is to (1) document agreement between LEAs, (2) obtain student count data for state reporting; and (3) provide a mechanism to transfer funds, if it is determined to be necessary.

Both state and federal law provide that students with disabilities are entitled to a free, appropriate public education (FAPE) that includes special education and related services to meet their unique needs in the least restrictive environment (LRE). Each LEA must ensure that all children residing within their jurisdiction who have disabilities, regardless of the severity of their disability, and who are in need of special education and related services, are

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identified, located, and evaluated. The LEA must establish a goal of providing full educational opportunity to all students with disabilities, aged birth through 22.

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)]

Each participating Local Education Agency (LEA), including Riverside County Office of Education, Governing Board accepts responsibility in the policy-making process as demonstrated by approval of the Local Plan for the Riverside County SELPA. The procedures for carrying out that responsibility are locally defined but typically fulfilled by regular communication with the respective superintendent and the administrator responsible for special education. Board Policy shall be adopted by each LEA member to specify the following:

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district participates as a member of the Special Education Local Plan Area (SELPA).

As the representative of the LEA Governing Board, the Superintendent or designee shall extend the district's full cooperation to the SELPA. The LEA Superintendent will represent the LEA Governing Board by serving as an active member of Governance Council and will fully participate in RC SELPA meetings and workgroups as appropriate. The policies and procedures of the SELPA shall be applied as policies and regulations of this district, with the exception of those that apply to complaints, unless the SELPA local plan specifically authorizes the district to operate under its own policies and regulations.

- 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)]

Each Superintendent (or designee appointed by the LEA's Governing Board or Board of Trustees) shall serve as a member of the RC SELPA Governance Council and will fully participate in scheduled Governance Council Meetings. In such, each LEA will maintain a single vote (with the exception of multi-charter systems which will hold a single vote for the charter system). This structure maintains the focus on shared risk and encourages transparency, effective communication, and sustainability over time. The Governance Council interacts and acts collaboratively while maintaining a student-centered focus.

Members of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan, may address questions or concerns to the governing body at scheduled meetings of the SELPA Governance Council. The Governance Council

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agenda provides opportunities for the public to address the Council/JPA Board regarding agenda and non-agenda items at each meeting.

- 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)]

Administrators of the Riverside County Office of Education (RCOE) and all member districts (including charter schools) will serve as active members of Riverside County SELPA's council meetings, including, but not limited to, Governance Council, Finance Council, and Coordinating Council and will extend full cooperation in coordinating the administration of Riverside County SELPA Local Plan.

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)]

Pursuant to EC §56205(a)(12)(D)(ii)(I), the Local Plan must identify the respective roles of the administrative unit and the administrator of the SELPA and the individual LEA members within the SELPA in relation to the hiring, supervision, evaluation, and discipline of the administrator of the SELPA and staff employed by the administrative unit in support of the local plan. The SELPA Executive Director is selected and/or dismissed by Governance Council but is an employee of the WVUSD. The WVUSD is an equal opportunity employer. All standard county personnel requirements and procedures shall be employed. The SELPA Executive Director is supervised and evaluated by the Personnel Committee who is appointed by the Governance Council Chair. The SELPA Executive Director is responsible for coordinating the selection of the SELPA staff members, who are also employees of the WVUSD.

- 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)]

The governing board of each participating school district has elected to submit to the Superintendent this Local Plan in accordance with EC § 56205. The Governance Council designated the Val Verde Unified School District (VWUSD), effective July 1, 2006, to serve as the RLA/AU as provided for in EC § 56030. As such, the duties include, but are not limited to, receiving and distributing regionalized services funds in accordance with the approved budget, providing administrative support, and coordinating the implementation of the Plan.

The Riverside County SELPA Funding Allocation Plan outlines how revenues will be allocated to member LEAs. The distribution and monitoring of funds as outlined in the Riverside County SELPA Funding Allocation Plan has been approved by the Governance Council. The Allocation

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Plan has been and will continue to be amended by Governance Council as needed with the input and recommendation of both Coordinating Council and Finance Council through the engagement of the Allocation Plan Committee. Governance Council will take action during regularly scheduled or special Governance Council meetings when amendments to the Allocation Plan are necessary. The most current copy of the Riverside County SELPA AB 602 Allocation Plan is available on the RC SELPA website ([www.rcselpa.org](http://www.rcselpa.org)).

Additional budgets and fiscal reports shall be prepared and submitted to the appropriate entities as required. Budgets/reports shall be prepared and presented to the SELPA Finance Committee and Governance Council pursuant to federal, state, and RLA/AU timelines for action.

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

Each LEA with membership in the Riverside County SELPA is responsible to oversee the operation of those special education programs offered by that LEA and assures access to special education and related services for all students with disabilities residing in the area, as stipulated in the policies and procedures of the SELPA and discussed previously in the RC SELPA Local Plan.

The Riverside County SELPA ensures that a continuum of special education and related services program options is available to meet the needs of students with disabilities. The IEP team's determination of appropriate program placement, related services needed, and curriculum options to be offered is based upon the unique needs of the student with the disability rather than the label describing the disabling condition or the availability of the program.

Within the Riverside County SELPA, each child with a disability shall have the right to an educational program designed to meet his/her individual needs. Service options offered by LEAs within the Riverside County SELPA include:

- 1) Specialized Academic Instruction
- 2) Intensive Individual Services
- 3) Individual and Small Group Instruction (3.0-5 years only)

A student with an identified disability may be provided with Related Services (RS) while participating in the general education and/or special education environment. Related Services are defined as developmental, corrective and other services as may be required to assist an individual with exceptional needs to benefit from special education (EC §56363(a)).

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

**An Annual Budget Plan is prepared and presented to the SELPA Finance Committee and Governance Council annually and is submitted to the California Department of Education following action taken by the Governance Council.**

**Pursuant to EC §56205(b), each local plan submitted to the superintendent under this part shall also contain all the following:**

**(1) An annual budget plan that shall be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the local plan area at least 15 days prior to the hearing. The annual budget plan may be revised during any fiscal year according to the policymaking process established pursuant to subparagraph (D) and (E) of paragraph (12) of subdivision (a) and consistent with subdivision (f) of §56001 and §56195.9. The annual budget plan shall identify expected expenditures for all items required by this part which shall include, but not be limited to, the following:**

**The annual budget plan is utilized to outline the appropriate use and monitoring of funds apportioned to each member LEA for special education expenditures. An Annual Budget Plan is prepared and presented to the SELPA Finance Committee and Governance Council annually and is submitted to the California Department of Education following action taken by the Governance Council.**

**Additionally Riverside County SELPA will provide member LEAs with fiscal oversight and monitoring throughout the school year by creating and sharing interim budget reports, regular updates on maintenance of effort (MOE) and local contribution and overall special education funding.**

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

**The Riverside County SELPA endorses and promotes the California State Department of Education "Policy Statement of Least Restrictive Environment." The state policy is based on the principle that students with disabilities should receive their education and specialized services/equipment in chronologically age appropriate environments with their peers without disabilities to the maximum extent possible. The principle maintains that both children identified with and without disabilities are most successfully educated in a shared environment where qualities of understanding, cooperation and mutual respect are nurtured. Children with disabilities are removed from the regular education environment only when the nature or severity of the disability is such that education in the regular education environment**

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with supplementary aids, assistive technology, or services cannot be achieved satisfactorily.

The Riverside County SELPA provides a full range of program options designed to meet the educational service needs of students with disabilities in the least restrictive environment (LRE). The determination of LRE for students with disabilities is based on IEP team consideration of where the goals/objectives can be implemented most successfully. The SELPA LRE policy states that:

Special education programs and services under its jurisdiction shall be provided in the LRE to students with disabilities. Special assistance shall be offered to these students in a setting which promotes maximum interaction with the general school population and which is appropriate to both. The goal shall be maintained to provide the maximum opportunity for interaction with peers without disabilities, regardless of educational setting.

The Riverside County SELPA has a strong commitment to creating inclusive service delivery models for all students. The SELPA acknowledges the need to expand multi-tiered intervention strategies to maintain students in general education. It also recognizes its obligation to provide supports to staff and students to promote services in the least restrictive environment. This requires the provision of professional development, parent training, supplementary aids and services, assistive technology, and/or special education services to support students with disabilities. To this end, the Riverside County SELPA supports LEAs in developing programs that offer flexible service delivery, thereby ensuring a full continuum of quality special education program options in various locations.

**Policies, Procedures, and Programs**

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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"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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

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Policy/Procedure Number:

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Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

**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

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of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes  No

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**15. Performance Goals and Indicators: 20 USC Section 1412(a)(18); EC 56205(a)(14)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

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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:

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:

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"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:

Local Education Agencies (LEAs) within Riverside County have joined together pursuant to California Education Code (CEC) § 56195 to adopt a plan in accordance with CEC § 56200 to assure equal access to special education and related services for all students with disabilities and who are eligible for special education and/or related services within the geographic boundaries served by these agencies. In adopting the Riverside County SELPA Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan.

Program specialist dollars are distributed to each RC SELPA member LEA to conduct services as defined in California Education Code. Program specialists are hired by the local LEA and hold a valid special education credential or a school psychologist authorization and have advanced training and related experience in the education of students with disabilities and have specialized in-depth knowledge in specified areas of special education.

Program specialist activities include, but are not limited to: 1) Observe, consult with, and provide guidance to teachers and related service providers; 2) Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for students with disabilities; 3)

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Description:

Participate in each school's professional development, program development and implementation, and innovation of special methods and approaches; 4) Provide coordination, consultation and program development primarily in areas of their expertise; 5) Assuring that students have equitable access to a FAPE in the LRE and to full educational opportunity.

The Administrative Unit (AU) for the Riverside County SELPA is Val Verde USD. By accepting regionalized services and program specialist (RSPS) funds, the AU accepts the responsibilities outlined in the Local Plan and agrees to fund the operations of the Riverside County SELPA in accordance with direction of the RC SELPA Governance Council.

The RC SELPA Executive Director is responsible for ensuring that the Local Plan is implemented fully and is responsible for making recommendations to the RC SELPA Governance Council for related to necessary revisions; including accompanying RC SELPA Policies and Procedures.

The member LEAs of RC SELPA ensure a full continuum of services are available to provide a free appropriate public education (FAPE) in the least restrictive environment (LRE) to students within their geographic boundaries who are eligible for special education and/or related services.

2. Coordinated system of identification and assessment:

Document Title: **Riverside County SELPA Coordination and Implementation Policy - 2.2**

Document Location: **[www.rcselpa.org](http://www.rcselpa.org)**

Description:

Program specialist dollars are distributed to each RC SELPA member LEA to conduct services as defined in California Education Code including, but not limited to, the coordination of child find activities within the LEA.

The Administrative Unit (AU) for the Riverside County SELPA is Val Verde USD. By accepting regionalized services and program specialist (RSPS) funds, the AU accepts the responsibilities outlined in the Local Plan and agrees to fund the operations of the Riverside County SELPA in accordance with direction of the RC SELPA Governance Council.

The RC SELPA Executive Director is responsible for ensuring that each LEA conducts appropriate child find activities and coordinating support

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and guidance for member LEAs specific to these activities.

The member LEAs of RC SELPA are responsible for identifying and assessing all students who may present with a disability and/or may require special education and/or related services to receive educational benefit.

**3. Coordinated system of procedural safeguards:**

**Document Title:** **Riverside County SELPA Coordination and Implementation Policy - 2.3**

**Document Location:** **www.rcselpa.org**

**Description:**

Program specialist dollars are distributed to each RC SELPA member LEA to conduct services as defined in California Education Code including, but not limited to, the coordination, notification, and implementation of procedural safeguards.

The Administrative Unit (AU) for the Riverside County SELPA is Val Verde USD. By accepting regionalized services and program specialist (RSPS) funds, the AU accepts the responsibilities outlined in the Local Plan and agrees to fund the operations of the Riverside County SELPA in accordance with direction of the RC SELPA Governance Council.

The RC SELPA Executive Director is responsible for ensuring that procedural safeguards are current and made available to all member LEAs and families of students.

The member LEAs of RC SELPA are responsible for ensuring families are provided a copy of Riverside County SELPA Procedural Safeguards in accordance with California Education Code and no less than annually.

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

**Document Title:** **Riverside County SELPA Coordination and Implementation Policy - 2.4**

**Document Location:** **www.rcselpa.org**

Program specialist dollars are distributed to each RC SELPA member LEA to conduct services as defined in California Education Code including, but not limited to, the development and delivery of staff development and parent and guardian education.

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Description:

The Administrative Unit (AU) for the Riverside County SELPA is Val Verde USD. By accepting regionalized services and program specialist (RSPS) funds, the AU accepts the responsibilities outlined in the Local Plan and agrees to fund the operations of the Riverside County SELPA in accordance with the direction of the RC SELPA Governance Council.

The RC SELPA Executive Director is responsible for ensuring that professional learning and development and parent and guardian education is designed in a manner that is relevant, timely, and accessible to all member LEAs and families of students.

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

Document Title:

**Riverside County SELPA Coordination and Implementation Policy - 2.5**

Document Location:

[www.rcselpa.org](http://www.rcselpa.org)

Description:

Program specialist dollars are distributed to each RC SELPA member LEA to conduct services as defined in California Education Code including, but not limited to, the coordination, development, and implementation of curriculum for students with disabilities that is standards-based and aligned to the LEA's adopted core curriculum.

The Administrative Unit (AU) for the Riverside County SELPA is Val Verde USD. By accepting regionalized services and program specialist (RSPS) funds, the AU accepts the responsibilities outlined in the Local Plan and agrees to fund the operations of the Riverside County SELPA in accordance with the direction of the RC SELPA Governance Council.

The RC SELPA Executive Director provides technical assistance and professional learning and development to support the coordinated system of curriculum development and alignment with the LEA's adopted core curriculum.

The member LEAs of RC SELPA are responsible for determining curriculum needs in alignment with core curriculum and based on local need.

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

Document Title:

**Riverside County SELPA Coordination and Implementation Policy - 2.6**

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Document Location:

[www.rcselpa.org](http://www.rcselpa.org)

Description:

Program specialist dollars are distributed to each RC SELPA member LEA to conduct services as defined in California Education Code including, but not limited to, the evaluation of the effectiveness of and implementation of the RC SELPA Local Plan

The Administrative Unit (AU) for the Riverside County SELPA is Val Verde USD. By accepting regionalized services and program specialist (RSPS) funds, the AU accepts the responsibilities outlined in the Local Plan and agrees to fund the operations of the Riverside County SELPA in accordance with direction of the RC SELPA Governance Council.

The RC SELPA Executive Director ensures the Local Plan is reviewed and evaluated regularly to determine effectiveness of its implementation. The RC SELPA Executive Director ensures annual submission of components of the Local Plan in accordance with expectations of the CDE. Additional responsibilities include providing technical assistance to LEAs specific to compliance data, due process and alternative dispute resolution, program and service development and the provision of FAPE, as well as compliance and performance monitoring, specifically State Performance Plan Indicators (SPPI) and California Dashboard indicators.

The member LEAs of RC SELPA are responsible for planning and facilitating professional learning and development opportunities for employees of the member LEA to ensure that teachers and related service providers are competent in providing students with disabilities equal access to educational benefit, a FAPE, and to ensure compliance with all relevant federal and state regulations. The member LEAs of RC SELPA will also ensure timely engagement and full participation in all required monitoring activities as required by the CDE.

7. Coordinated system of data collection and management:

Document Title:

**Riverside County SELPA Coordination and Implementation Policy - 2.7**

Document Location:

[www.rcselpa.org](http://www.rcselpa.org)

Program specialist dollars are distributed to each RC SELPA member LEA to conduct services as defined in California Education Code including, but not limited to, oversight of a coordinated system of data collection and management.

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Description:

The Administrative Unit (AU) for the Riverside County SELPA is Val Verde USD. By accepting regionalized services and program specialist (RSPS) funds, the AU accepts the responsibilities outlined in the Local Plan and agrees to fund the operations of the Riverside County SELPA in accordance with the direction of the RC SELPA Governance Council.

The RC SELPA Executive Director ensures that the SELPA maintains a coordinated system of data collection and management that provides for accurate and timely data submissions. The RC SELPA Executive Director oversees the facilitation of technical assistance to member LEAs as it relates to data quality, governance, and use. The RC SELPA Executive Director ensures that all necessary data is collected in a manner that meets CDE data reporting requirements. Additionally, the RC SELPA Executive Director ensures that a web-based IEP system is in place for all member LEAs and provides technical assistance specific to the use of chosen web-based IEP system.

The member LEAs of RC SELPA are responsible for collecting accurate data and timely reporting at the local level including, but not limited to, data entry, governance, system development and maintenance, and data integrity and use. The member LEAs of RC SELPA approve and certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the CDE. The Member LEAs also maintain and oversee integration between LEA Student Information System (SIS), SELPA provided web-based IEP system, and CALPADS.

8. Coordination of interagency agreements:

Document Title: **Riverside County SELPA Coordination and Implementation Policy - 2.8**

Document Location: **[www.rcselpa.org](http://www.rcselpa.org)**

Description:

Program specialist dollars are distributed to each RC SELPA member LEA to conduct services as defined in California Education Code including, but not limited to, the coordination of interagency agreements and memorandum of understandings (MOUs)

The Administrative Unit (AU) for the Riverside County SELPA is Val Verde USD. By accepting regionalized services and program specialist (RSPS) funds, the AU accepts the responsibilities outlined in the Local Plan and agrees to fund the operations of the Riverside County SELPA in accordance with the direction of the RC SELPA Governance Council. The RC SELPA Executive Director ensures that interagency agreements

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and MOUs are in place as required by California Education Code and that relevant documents are reviewed, revised, and updated as necessary.

The member LEAs of RC SELPA are responsible for approving and implementing interagency agreements as appropriate as well as maintaining any agreements or MOU that is specific to the LEA's local context.

**9. Coordination of services to medical facilities:**

**Document Title:** Riverside County SELPA Coordination and Implementation Policy - 2.9

**Document Location:** [www.rcselpa.org](http://www.rcselpa.org)

**Description:**

Program specialist dollars are distributed to each RC SELPA member LEA to conduct services as defined in California Education Code including, but not limited to, ensuring that students who reside within the LEA have equal access to a FAPE in the LRE, including as necessary, access to educationally related and necessary medical facilities.

The Administrative Unit (AU) for the Riverside County SELPA is Val Verde USD. By accepting regionalized services and program specialist (RSPS) funds, the AU accepts the responsibilities outlined in the Local Plan and agrees to fund the operations of the Riverside County SELPA in accordance with direction of the RC SELPA Governance Council.

The RC SELPA Executive Director may support member LEAs in the facilitation and coordination of access to educationally related and medical facilities.

The member LEAs of RC SELPA are responsible for the provision of FAPE for individual with disabilities who are eligible for special education and/or related services and are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility that is located within the member LEA's geographical boundaries.

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

**Document Title:** Riverside County SELPA Coordination and Implementation Policy - 2.10

**Document Location:** [www.rcselpa.org](http://www.rcselpa.org)

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Description:

Program specialist dollars are distributed to each RC SELPA member LEA to conduct services as defined in California Education Code including, but not limited to, ensuring that students who reside within the LEA have equal access to a FAPE in the LRE, including students who reside in licensed children's institutions and foster family homes.

The Administrative Unit (AU) for the Riverside County SELPA is Val Verde USD. By accepting regionalized services and program specialist (RSPS) funds, the AU accepts the responsibilities outlined in the Local Plan and agrees to fund the operations of the Riverside County SELPA in accordance with the direction of the RC SELPA Governance Council.

The RC SELPA Executive Director may support member LEAs in the facilitation and coordination of services to students who reside in licensed children's institutions and foster family homes. Additionally, the SELPA Executive Director oversees the allocation of Out of Home Care (OOHC) funds to member LEAs in accordance with the RC SELPA Allocation Plan.

The member LEAs of RC SELPA are responsible for the provision of FAPE for individuals with disabilities who are eligible for special education and/or related services and reside in a licensed children's institute or foster family home within the member LEA's geographical boundaries.

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

Document Title: **Riverside County SELPA Coordination and Implementation Policy - 2.11**

Document Location: **[www.rcselpa.org](http://www.rcselpa.org)**

Description:

Program specialist dollars are distributed to each RC SELPA member LEA to conduct services as defined in California Education Code including, but not limited to, oversight of data collection and information relevant to the preparation and transmission of required SELPA reports.

The Administrative Unit (AU) for the Riverside County SELPA is Val Verde USD. By accepting regionalized services and program specialist (RSPS) funds, the AU accepts the responsibilities outlined in the Local Plan and agrees to fund the operations of the Riverside County SELPA in accordance with the direction of the RC SELPA Governance Council.

The RC SELPA Executive Director ensures that the SELPA maintains a

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coordinated system of data collection and management that provides for accurate and timely data submissions including the transmission of required reports. The RC SELPA Executive Director oversees the facilitation of technical assistance to member LEAs as it relates to data quality, governance, and use as well as the development and submission of required reports.

The member LEAs of RC SELPA are responsible for the submission of required data in a manner that allows the RC SELPA to submit accurate and timely reports.

12. Fiscal and logistical support of the CAC:

Document Title: **Riverside County SELPA Coordination and Implementation Policy - 2.12**

Document Location: **www.rcselpa.org**

Description:

Program specialist dollars are distributed to each RC SELPA member LEA to conduct services as defined in California Education Code including, but not limited to, providing support and guidance to the LEA's CAC representatives.

The Administrative Unit (AU) for the Riverside County SELPA is Val Verde USD. By accepting regionalized services and program specialist (RSPS) funds, the AU accepts the responsibilities outlined in the Local Plan and agrees to fund the operations of the Riverside County SELPA in accordance with the direction of the RC SELPA Governance Council.

The RC SELPA Executive Director ensures fiscal and logistical support to the RC SELPA Community Advisory Committee (CAC) for CAC meeting, events, and parent workshops.

The member LEAs of RC SELPA are responsible for providing support and guidance to the LEA's CAC members regarding the CAC members' role and responsibilities, priorities, and local level commitments.

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

Document Title: **Riverside County SELPA Coordination and Implementation Policy - 2.13**

Document Location: **www.rcselpa.org**

Program specialist dollars are distributed to each RC SELPA member

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Description:

**LEA to conduct services as defined in California Education Code including, but not limited to, coordination of transportation services as necessary for students to be afforded a FAPE in the LRE.**

**The Administrative Unit (AU) for the Riverside County SELPA is Val Verde USD. By accepting regionalized services and program specialist (RSPS) funds, the AU accepts the responsibilities outlined in the Local Plan and agrees to fund the operations of the Riverside County SELPA in accordance with the direction of the RC SELPA Governance Council.**

**The RC SELPA Executive Director ensures that the member LEAs make available transportation services as necessary for students with disabilities to be afforded a FAPE in the LRE. The RC SELPA Executive Director may provide technical assistance specific to the provision of transportation services**

**The member LEAs of RC SELPA are responsible for securing access to and providing transportation services as necessary to students with disabilities to be afforded a FAPE in the LRE and in accordance with students' IEPs.**

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

Document Title: **Riverside County SELPA Coordination and Implementation Policy - 2.14**

Document Location: **[www.rcselpa.org](http://www.rcselpa.org)**

Description:

**Program specialist dollars are distributed to each RC SELPA member LEA to conduct services as defined in California Education Code including, but not limited to, ensuring career and vocational education and transition services are provided to students with disabilities to be afforded a FAPE in the LRE.**

**The Administrative Unit (AU) for the Riverside County SELPA is Val Verde USD. By accepting regionalized services and program specialist (RSPS) funds, the AU accepts the responsibilities outlined in the Local Plan and agrees to fund the operations of the Riverside County SELPA in accordance with the direction of the RC SELPA Governance Council.**

**The RC SELPA Executive Director ensures that the member LEAs make available career and vocational education and transition services as necessary for students with disabilities to be afforded a FAPE in the LRE. The RC SELPA Executive Director may provide technical assistance specific to the provision of career and vocational education**

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and transition services.

The member LEAs of RC SELPA are responsible for securing access to and providing career and vocational education and transition services as necessary to students with disabilities to be afforded a FAPE in the LRE and in accordance with students' IEPs.

15. Assurance of full educational opportunity:

Document Title: **Riverside County SELPA Coordination and Implementation Policy - 2.15**

Document Location: **www.rcselpa.org**

Program specialist dollars are distributed to each RC SELPA member LEA to conduct services as defined in California Education Code including, but not limited to, ensuring students with disabilities are provided full education opportunity and are afforded a FAPE in the LRE that is reasonably calculated to provide the student with educational benefit.

Description:

The Administrative Unit (AU) for the Riverside County SELPA is Val Verde USD. By accepting regionalized services and program specialist (RSPS) funds, the AU accepts the responsibilities outlined in the Local Plan and agrees to fund the operations of the Riverside County SELPA in accordance with the direction of the RC SELPA Governance Council.

The RC SELPA Executive Director ensures that the member LEAs make available to students with disabilities a full education opportunity and a FAPE in the LRE that is reasonably calculated to provide the student with educational benefit. The RC SELPA Executive Director may provide guidance and technical assistance specific to program and service development and access.

The member LEAs of RC SELPA are responsible for ensuring students with disabilities are afforded a FAPE in the LRE that is reasonably calculated to provide the student with educational benefit.

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: **Riverside County SELPA Coordination and Implementation Policy - 2.16**

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Document Location: **www.rcselpa.org**

Description:

**Program specialist dollars are distributed to each RC SELPA member LEA to conduct services as defined in California Education Code including, but not limited to, coordination of local special education budgets and processes.**

**The Administrative Unit (AU) for the Riverside County SELPA is Val Verde USD. By accepting regionalized services and program specialist (RSPS) funds, the AU accepts the responsibilities outlined in the Local Plan and agrees to fund the operations of the Riverside County SELPA in accordance with the direction of the RC SELPA Governance Council. The AU is responsible for the distribution of state and federal funds in accordance with the Riverside County SELPA Allocation Plan.**

**The RC SELPA Executive Director facilitates the development and implementation of the Riverside County SELPA Allocation Plan and including necessary revisions. Additionally, the RC SELPA Executive Director oversees the distribution of state and federal funds to member LEAs in accordance with the Riverside County SELPA Allocation Plan. The RC SELPA Executive Director also facilitates the development, presentation, and approval of the Annual Budget Plan.**

**The member LEAs of RC SELPA are responsible for approving the RC SELPA Allocation Plan, including revisions and Annual Budget Plan. The member LEAs are responsible for local budgeting and expenditures of state and federal special education funds as well as the timely submission of fiscal reports to RC SELPA.**

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

Document Title: **Riverside County SELPA Coordination and Implementation Policy - 2.17**

Document Location: **www.rcselpa.org**

**Program specialist dollars are distributed to each RC SELPA member LEA to conduct services as defined in California Education Code including, but not limited to, direct instructional program support.**

**The Administrative Unit (AU) for the Riverside County SELPA is Val**

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**Description:** **Verde USD. By accepting regionalized services and program specialist (RSPS) funds, the AU accepts the responsibilities outlined in the Local Plan and agrees to fund the operations of the Riverside County SELPA in accordance with the direction of the RC SELPA Governance Council.**

**The RC SELPA Executive Director facilitates technical assistance and professional learning opportunities specific to member LEA program specialists' needs. The member LEAs of RC SELPA are responsible for ensuring the local needs of their instructional programs are met and accessing technical assistance and support as needed.**

**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:** **Policies and Procedures for Students with Disabilities Birth - Three & Policies and Procedures for Students with Disabilities Preschool - Kindergarten**

**Document Location:** **[www.rcselpa.org](http://www.rcselpa.org)**

**Description:** **Special education and/or related services will be provided to eligible students birth through five years of age in accordance with the Riverside County SELPA Local Plan. Services may be provided thorough: LEA preschool programs and services; Interagency agreements with IRC and RCOE for infant and early start services; LEA infant program and services (Palo Verde USD only).**

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:** **Riverside County SELPA Local Plan and Governance Committee Bylaws**

**Document Location:** **[www.rcselpa.org](http://www.rcselpa.org) and Riverside County SELPA Office**

**Members of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan, may address questions or concerns to the governing body at scheduled**

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Description: **meetings of the SELPA Governance Council. The Governance Council agenda provides opportunities for the public to address the Council regarding agenda and non-agenda items at each meeting.**

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: **Riverside County SELPA Local Plan**

Document Location: **www.rcselpa.org**

Description: **Should disputes arise concerning special education related matters or related to the interpretation of this Local Plan between or among the LEAs, the disputing LEAs shall first attempt to arrive at a settlement. If settlement is not reached at the LEA level, the Riverside County SELPA Executive Director shall mediate the dispute. Any dispute regarding program issues not successfully resolved by the SELPA Executive Director shall be referred to the Coordinating Council. Any dispute regarding fiscal issues not successfully resolved by the SELPA Executive Director shall be referred to the SELPA Finance Committee. Any dispute regarding Governance issues shall be directed to the Governance Council for resolution. The Coordinating Council and/or Finance Committee will discuss issues, conflicts, or proposed changes until a common recommendation to the Governance Council can be made. The Governance Council may adopt a position by a majority vote or refer the issue back to the Coordinating Council and Finance Committee with input so as to assist these two bodies in developing a consensus recommendation. The Governance Council shall hear the facts of the dispute and shall render a written decision on the matter, which shall be binding on the parties.**

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: **RC SELPA Policy: Coordinated System for Referrals**

Document Location: **www.rcselpa.org**

Description: **Should disputes arise concerning special education related matters or related to the interpretation of this Local Plan between or among the LEAs, the disputing LEAs shall first attempt to arrive at a settlement. If**

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settlement is not reached at the LEA level, the Riverside County SELPA Executive Director shall mediate the dispute. Any dispute regarding program issues not successfully resolved by the SELPA Executive Director shall be referred to the Coordinating Council. Any dispute regarding fiscal issues not successfully resolved by the SELPA Executive Director shall be referred to the SELPA Finance Committee. Any dispute regarding Governance issues shall be directed to the Governance Council for resolution. The Coordinating Council and/or Finance Committee will discuss issues, conflicts, or proposed changes until a common recommendation to the Governance Council can be made. The Governance Council may adopt a position by a majority vote or refer the issue back to the Coordinating Council and Finance Committee with input so as to assist these two bodies in developing a consensus recommendation. The Governance Council shall hear the facts of the dispute and shall render a written decision on the matter, which shall be binding on the parties.

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

**Document Title:**

**Document Location:**

**Description:**

The Riverside County SELPA has assumed responsibility under AB 1172 for components of oversight and monitoring of non-public schools (NPSs) where students of member LEAs are placed. Riverside County SELPA incorporates the following requirements into ongoing oversight and monitoring: 1) conducting on-site (and virtual) visit to NPSs utilized by RC SELPA member LEAs for the purpose of ensuring compliance and reporting findings; 2) participating in on-site reviews conducted by the California Department of Education; and 3) providing professional learning and development to NPS personnel to assist the NPS in maintaining compliance and providing a FAPE to identified students.

**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,

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age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040)

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

Document Title:

Document Location:

Description:

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### Section D: Annual Budget Plan

#### SPECIAL EDUCATION LOCAL PLAN AREA



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

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

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

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**TABLE 1**

**Special Education Projected Revenue Reporting (Items D-1 to D-3)**

**D-1. Special Education Revenue by Source**

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="179,041,898"/>	60.34%
AB 602 Property Taxes	<input type="text" value="59,486,313"/>	20.05%
Federal IDEA Part B	<input type="text" value="55,532,279"/>	18.72%
Federal IDEA Part C	<input type="text" value="182,285"/>	0.06%
State Infant/Toddler	<input type="text" value="2,469,193"/>	0.83%
State Mental Health	<input type="text" value="0"/>	0.00%
Federal Mental Health	<input type="text" value="0"/>	0.00%
Other Projected Revenue	<input type="text" value="0"/>	0.00%
<b>Total Projected Revenue:</b>	<b>296,711,968</b>	<b>100.00%</b>

**D-2. "Other Revenue" Source Identification**

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

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

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

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**TABLE 2**

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

**D-4. Total Projected Budget by Object Code**

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

<b>Object Code</b>	<b>Amount</b>	<b>Percentage of Total Expenditures</b>
Object Code 1000—Certificated Salaries	<input type="text" value="339,325,680"/>	36.29%
Object Code 2000—Classified Salaries	<input type="text" value="209,369,880"/>	22.39%
Object Code 3000—Employee Benefits	<input type="text" value="259,980,427"/>	27.80%
Object Code 4000—Supplies	<input type="text" value="10,038,734"/>	1.07%
Object Code 5000—Services and Operations	<input type="text" value="102,415,789"/>	10.95%
Object Code 6000—Capital Outlay	<input type="text" value="1,832,316"/>	0.20%
Object Code 7000—Other Outgo and Financing	<input type="text" value="12,162,585"/>	1.30%
<b>Total Projected Expenditures:</b>	935,125,411.47	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:

Expenditures include State Special School costs and indirect costs for special education administrative program support

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**TABLE 3**

**Federal, State, and Local Revenue Summary (Items D-7 to D-8)**

**D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding**

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="240,997,404"/>	25.77%
Projected Federal Revenue	<input type="text" value="55,714,564"/>	5.96%
Local Contribution	<input type="text" value="638,413,443"/>	68.27%
<b>Total Revenue from all Sources:</b>	935,125,411.47	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).

Riverside County SELPA distributes funding to member LEAs in accordance with the current Riverside County SELPA Allocation Plan which is reviewed and amended annually. Based on the current allocation plan, funding is distributed to member LEAs in the manner it is received (based on ADA or pupil count). Riverside County SELPA maintains a portion of the regionalized service dollars to fund SELPA salaries and benefits; professional learning and development; and other statutorily required SELPA activities (e.g., Community Advisory Committee) as outlined in the Riverside County SELPA Allocation Plan.

- b.  YES  NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking

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process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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**TABLE 4**

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

**D-10. Regionalized Operations Budget**

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="1,916,657"/>	27.35%
Object Code 2000—Classified Salaries	<input type="text" value="1,484,263"/>	21.18%
Object Code 3000—Employee Benefits	<input type="text" value="1,282,038"/>	18.29%
Object Code 4000—Supplies	<input type="text" value="140,050"/>	2.00%
Object Code 5000—Services and Operations	<input type="text" value="1,967,324"/>	28.07%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="218,172"/>	3.11%
<b>Total Projected Operating Expenditures:</b>	<b>7,008,504</b>	<b>100.00%</b>

**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.

Indirect costs are charged by Val Verde Unified School District, the SELPA's administrative unit (AU), to cover administrative program support for the California System of Support Special Education Resource Lead Grant (System Improvement Lead Project) and the California Special Education Technical Assistance Network (CaTAN) Grant. No indirect costs are charged to the SELPA for other funding sources.

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**TABLE 5**

**Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)**

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

**D-12. Defined Goals for Students with LI Disabilities**

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

YES     NO

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

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

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

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

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

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

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**LOCAL PLAN**  
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Attachment I

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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 bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

#### **LEA Membership Changes:**

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

#### **SELPA County/District/School Codes**

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	33	69777			Alvord Unified School District	Michelle	Sebastian	(951) 509-5037	michelle.sebastian@alvordschools.org	<b>Previously Reported</b>
	2	33	66985			Banning Unified School District	Timothy	Worthington	(951) 922-0224	tworthington@banning.k12.ca.us	<b>Previously Reported</b>
	3	33	66993			Beaumont Unified School District	Gaby	Toledo	(951) 797-5379	gtoledo@beaumont.k12.ca.us	<b>Previously Reported</b>
	4	33	73676			Coachella Valley Unified School District	Robert	Nichols	(760) 848-1200	robert.nichols@cvusd.us	<b>Previously Reported</b>
	5	33	67041			Desert Center Unified School District	Gregory	Sackos	(760) 413-2646	gregsackos@eaglemtnschool.com	<b>Previously Reported</b>
	6	33	67058			Desert Sands Unified School District	Jason	Mills	(760) 771-8651	jason.mills@desertsands.us	<b>Previously Reported</b>
	7	33	67082			Hemet Unified School District	Larena	Hitt	(951) 765-5100	lhitt@hemetUSD.org	<b>Previously Reported</b>
	8	33	67090			Jurupa Unified School District	Sylvia	Bottom	(951) 360-4144	sylvia.bottom@jurupa.k12.ca.us	<b>Previously Reported</b>
	9	33	75176			Lake Elsinore Unified School District	Donna	Wolter	(951) 253-7135	donna.wolter@leusd.k12.ca.us	<b>Previously Reported</b>
	10	33	10330	125237	1366	Leadership Military Academy Charter School	Santo	Campos	(951) 421-845	scampos@lmaschools.org	<b>Previously Reported</b>
	11	33	67116			Menifee Union Elementary School District	Amil	Alzubaidi	(951) 672-1851	amil.alzubaidi@menifeeusd.org	<b>Previously Reported</b>
	12	33	75200			Murrieta Valley Unified School District	Zhanna	Preston	(951) 696-1600	zpreston@murrietav.k12.ca.us	<b>Previously Reported</b>

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	33	67157			Nuview Union Elementary School District	Anny	lacono	(951) 928-9171	aiacono@nuviewusd.org	<b>Previously Reported</b>
	14	33	67173			Palm Springs Unified School District	Jodi	Curtis	(760) 883-2703	jcurtis@psusd.us	<b>Previously Reported</b>
	15	33	67181			Palo Verde Unified School District	Edward	Singh	(760) 922-4164	edward.singh@pvusd.us	<b>Previously Reported</b>
	16	33	67199			Perris Elementary School District	Tye	Allenbrand	(951) 940-4942	tye.allenbrand@perrisusd.org	<b>Previously Reported</b>
	17	33	67207			Perris Union High School District	Kellie	Kaukani	(951) 943-6369	kellie.kaukani@puhsd.org	<b>Previously Reported</b>
	18	33	10330			Riverside County Office of Education	Barbara	Sorter	(951) 826-6476	bsorter@rcoe.us	<b>Previously Reported</b>
	19	33	67231			Romoland Elementary School District	Candace	Boulais	(951) 926-9244	cboulais@romoland.net	<b>Previously Reported</b>
	20	33	67249			San Jacinto Unified School District	Jennie	Kosters-LaBriola	(951) 929-7700	Jennie.kosters-labriola@sanjacinto.k12.ca.us	<b>Previously Reported</b>
	21	33	67116	109843	730	Santa Rosa Academy Charter School	Anastasia	Bradshaw	(951) 672-2400	abradshaw@sra.mn	<b>Previously Reported</b>
	22	33	67181	138610	2019	Scale Leadership Academy Charter School	Zaira	Espinoza	(888) 315-4660	zaira.espinoza@scaleacademy.org	<b>Previously Reported</b>
	23	33	75242			Val Verde Unified School District	Jeff	Janis	(951) 940-6100	jjanis@valverde.edu	<b>Previously Reported</b>

Attachment II

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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.)

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**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	Alvord Unified School District	7,235,219	0	0	3,616,311	0	0	0	0	10,851,530
2	Banning Unified School District	4,097,087	0	0	1,028,644	0	0	0	0	5,125,731
3	Beaumont Unified School District	9,457,069	0	0	2,886,935	0	0	0	0	12,344,004
4	Coachella Valley Unified School District	9,492,894	0	0	3,165,575	0	0	0	0	12,658,469
5	Desert Center Unified School District	23,485	0	0	5,429	0	0	0	0	28,914
6	Desert Sands Unified School District	22,709,444	0	0	4,751,412	0	0	0	0	27,460,856
7	Hemet Unified School District	20,211,453	0	0	5,568,605	0	0	0	0	25,780,058
8	Jurupa Unified School District	8,370,080	0	0	3,600,538	0	0	0	0	11,970,618

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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
9	Lake Elsinore Unified School District	17,719,740	0	0	4,617,355	0	0	0	0	22,337,095
10	Leadership Military Academy Charter School	113,529	0	0	35,288	0	0	0	0	148,817
11	Menifee Union Elementary School District	10,266,309	0		2,837,975	0	0	0	0	13,104,284
12	Murrieta Valley Unified School District	19,964,443	0	0	5,968,661	0	0	0	0	25,933,104
13	Nuview Union Elementary School District	786,331	0	0	398,700	0	0	0	0	1,185,031
14	Palm Springs Unified School District	18,093,129	0	0	3,702,944	0	0	0	0	21,796,073
15	Palo Verde Unified School District	2,048,317	0	0	589,740	151,487	0	0	0	2,789,544
16	Perris Elementary School District	(2,965,192)	0	0	1,107,291	0	0	0	0	-1,857,901
17	Perris Union High School District	8,559,680	0	0	2,523,119	0	0	0	0	11,082,799
18	Riverside County Office of Education	(11,060,349)	59,486,313	182,285	1,229,280	2,317,706	0	0	0	52,155,235

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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
19	Romoland Elementary School District	2,705,326	0	0	1,070,288	0	0	0	0	3,775,614
20	San Jacinto Unified School District	10,631,811	0	0	2,670,128	0	0	0	0	13,301,939
21	Santa Rosa Academy Charter School	1,572,698	0	0	251,116	0	0	0	0	1,823,814
22	Scale Leadership Academy Charter School	1,256,456	0	0	111,320	0	0	0	0	1,367,776
23	Val Verde Unified School District	17,752,939	0	0	3,795,625	0	0	0	0	21,548,564
<b>Totals:</b>		179,041,898	59,486,313	182,285	55,532,279	2,469,193	0	0	0	296,711,968

Attachment III

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**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	Alvord Unified School District	21,696,850	10,963,060	15,159,298	730,746	9,643,059	0	3,050	58,196,063
2	Banning Unified School District	5,454,118	3,048,480	4,074,630	236,835	1,552,269	91,000	664,814	15,122,146
3	Beaumont Unified School District	18,459,390	10,074,165	13,153,017	631,026	2,889,558	6,500	2,559,155	47,772,811
4	Coachella Valley Unified School District	19,500,569	15,859,396	22,978,872	1,457,474	7,019,803	161,000	243,106	67,220,220
5	Desert Center Unified School District	0	15,905	10,226	98	6,003	0	0	32,232
6	Desert Sands Unified School District	27,739,234	21,885,530	30,231,137	702,168	3,851,856	600,165	1,531,000	86,541,090
7	Hemet Unified School District	32,548,572	17,980,824	21,578,842	438,145	10,467,978	879,605	461,012	84,354,978
8	Jurupa Unified School District	17,872,334	8,147,063	10,921,716	170,000	7,443,015	0	0	44,554,128
9	Lake Elsinore Unified School District	24,240,577	14,752,044	16,652,578	1,305,558	8,666,412	14,500	0	65,631,669

Attachment III

SELPA:

Fiscal Year:

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
10	Leadership Military Academy Charter School	131,380	0	22,251	20,126	43,900	0	0	217,657
11	Menifee Union Elementary School District	18,957,969	12,385,348	12,096,438	762,897	5,098,698	11,952	140,188	49,453,490
12	Murrieta Valley Unified School District	33,677,304	22,669,365	22,915,817	825,401	5,590,732	0	119,770	85,798,389
13	Nuview Union Elementary School District	1,516,361	859,577	988,135	66,533	(169,477)	0	41,200	3,302,329
14	Palm Springs Unified School District	26,228,746	15,780,622	24,311,848	300,749	9,721,416	0	22,697	76,366,078
15	Palo Verde Unified School District	2,859,579	1,699,442	2,751,731	159,773	216,043	0	352,600	8,039,168
16	Perris Elementary School District	6,528,702	1,345,834	3,485,948	130,586	2,542,470	0	0	14,033,540
17	Perris Union High School District	15,434,222	9,186,535	11,399,069	216,487	7,188,862	20,000	1,987,804	45,432,979
18	Riverside County Office of Education	20,485,178	15,960,127	16,808,514	1,006,687	6,777,288	47,594	3,808,298	64,893,686
19	Romoland Elementary School District	4,935,633	3,602,213	3,821,302	246,778	1,824,942	0	78,554	14,509,422
20	San Jacinto Unified School District	16,289,227	9,234,564	11,844,830	337,861	5,472,646	0	0	43,179,128

Attachment III

SELPA:

Fiscal Year:

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
21	Santa Rosa Academy Charter School	1,071,218	400,264	623,894	20,747	160,677	0	0	2,276,800
22	Scale Leadership Academy Charter School	503,580	42,983	131,808	23,432	536,546	0	0	1,238,349
23	Val Verde Unified School District	23,194,937	13,476,539	14,018,526	248,627	5,871,093	0	149,337	56,959,059
<b>Totals:</b>		339,325,680	209,369,880	259,980,427	10,038,734	102,415,789	1,832,316	12,162,585	935,125,411

Attachment IV

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Alvord Unified School District	3,616,311	6.51%	7,235,219	4.04%	47,344,533	10,851,530
2	Banning Unified School District	1,028,644	1.85%	4,097,087	2.29%	9,996,415	5,125,731
3	Beaumont Unified School District	2,886,935	5.20%	9,457,069	5.28%	35,428,807	12,344,004
4	Coachella Valley Unified School District	3,165,575	5.70%	9,492,894	5.30%	54,561,751	12,658,469
5	Desert Center Unified School District	5,429	0.01%	23,485	0.01%	3,318	28,914
6	Desert Sands Unified School District	4,751,412	8.56%	22,709,444	12.68%	59,080,234	27,460,856
7	Hemet Unified School District	5,568,605	10.03%	20,211,453	11.29%	58,574,920	25,780,058
8	Jurupa Unified School District	3,600,538	6.48%	8,370,080	4.67%	32,583,510	11,970,618
9	Lake Elsinore Unified School District	4,617,355	8.31%	17,719,740	9.90%	43,294,574	22,337,095

Attachment IV

SELPA:

Fiscal Year:

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
10	Leadership Military Academy Charter School	35,288	0.06%	113,529	0.06%	68,840	148,817
11	Menifee Union Elementary School District	2,837,975	5.11%	10,266,309	5.73%	36,349,206	13,104,284
12	Murrieta Valley Unified School District	5,968,661	10.75%	19,964,443	11.15%	59,865,285	25,933,104
13	Nuview Union Elementary School District	398,700	0.72%	786,331	0.44%	2,117,298	1,185,031
14	Palm Springs Unified School District	3,702,944	6.67%	18,093,129	10.11%	54,570,005	21,796,073
15	Palo Verde Unified School District	589,740	1.06%	2,048,317	1.14%	5,401,111	2,638,057
16	Perris Elementary School District	1,107,291	1.99%	(2,965,192)	-1.66%	15,891,441	-1,857,901
17	Perris Union High School District	2,523,119	4.54%	8,559,680	4.78%	34,350,180	11,082,799
18	Riverside County Office of Education	1,229,280	2.21%	(11,060,349)	-6.18%	74,724,755	-9,831,069
19	Romoland Elementary School District	1,070,288	1.93%	2,705,326	1.51%	10,733,808	3,775,614
20	San Jacinto Unified School District	2,670,128	4.81%	10,631,811	5.94%	29,877,189	13,301,939

Attachment IV

SELPA:

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List	LEA Official Name (District, Charter, COE, JPA, <i>and</i> SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
21	Santa Rosa Academy Charter School	251,116	0.45%	1,572,698	0.88%	452,986	1,823,814
22	Scale Leadership Academy Charter School	111,320	0.20%	1,256,456	0.70%	(129,427)	1,367,776
23	Val Verde Unified School District	3,795,625	6.83%	17,752,939	9.92%	35,410,495	21,548,564
<b>Totals:</b>		<b>55,532,279</b>	<b>100.00%</b>	<b>179,041,898</b>	<b>100.00%</b>	<b>700,551,234</b>	<b>234,574,177</b>

Attachment V

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Alvord Unified School District	0	477,951
2	Banning Unified School District	42,048	114,550
3	Beaumont Unified School District	0	335,751
4	Coachella Valley Unified School District	0	280,451
5	Desert Center Unified School District	0	0
6	Desert Sands Unified School District	2,037,509	608,301
7	Hemet Unified School District	59,664	675,451
8	Jurupa Unified School District	870,662	442,401
9	Lake Elsinore Unified School District	3,170	438,451

Attachment V

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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
10	Leadership Military Academy Charter School	0	0
11	Menifee Union Elementary School District	7,817,840	213,300
12	Murrieta Valley Unified School District	359,604	450,301
13	Nuview Union Elementary School District	12,565	19,750
14	Palm Springs Unified School District	333,618	442,401
15	Palo Verde Unified School District	21,245	35,550
16	Perris Elementary School District	0	165,900
17	Perris Union High School District	14,697,753	398,951
18	Riverside County Office of Education	457,926	1,101,242
19	Romoland Elementary School District	880,201	90,850
20	San Jacinto Unified School District	0	300,201

Attachment V

SELPA:

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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
21	Santa Rosa Academy Charter School	0	23,700
22	Scale Leadership Academy Charter School	0	15,800
23	Val Verde Unified School District	2,650	402,901
Totals:		27,596,455	7,034,154

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

Attachment VII

SELPA:

Fiscal Year:

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

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

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

DO NOT  
DISTRIBUTE

Special Education Local Plan Area (SELPA) Local Plan

SELPA 3301 - Riverside County SELPA

Fiscal Year 2025-26

**LOCAL PLAN**  
**Section E: Annual Service Plan**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

Local Plan Annual Submission

## 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

Section E: Annual Service Plan

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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.

Service is not required by students at this time.  
Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.

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

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

Service is not required by students at this time.  
These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.

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

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

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

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

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

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's 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.

Service is not required by students at this time.

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

- (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher
- (2) assist with classroom management, such as organizing instructional and other materials
- (3) provide instructional assistance in a computer laboratory
- (4) conduct parental involvement activities
- (5) provide support in a library or media center
- (6) act as a translator
- (7) provide instructional support services under the direct supervision of a teacher

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.

Service is not required by students at this time.

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

340—Intensive Individual Service

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

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

*Service is Not Currently Provided*

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.

Is the SELPA's average SLP caseload >55?

Yes

No

The average caseload for speech, language, and hearing specialists in the SELPA shall not exceed 55 cases, unless the SELPA Local Plan specifies a higher average caseload and the reasons for the greater average caseload. *EC 56363.3*

SELPA Average SLP Caseload:

Reasons for greater than 55 average caseload

425—Adapted Physical Education

*Service is Not Currently Provided*

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

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

- 435—Health and Nursing: Specialized Physical Health Care  *Service is Not Currently Provided*

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

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

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

Any specialized training or technical support for the incorporation of assistive devices, adapted

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computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6).

450—Occupational Therapy

*Service is Not Currently Provided*

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

Includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities.

Both direct and indirect 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 are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

460—Physical Therapy

*Service is Not Currently Provided*

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

These services are provided, pursuant to an IEP, 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

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

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

*Service is Not Currently Provided*

515—Counseling and Guidance

*Service is Not Currently Provided*

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

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

*Service is Not Currently Provided*

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

Services provided pursuant to an 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 Services  Service is Not Currently Provided

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

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

535—Behavior Intervention Services  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 Services

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

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

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*Service is Not Currently Provided*

545—Residential Treatment

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

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

*Service is Not Currently Provided*

610—Specialized Service for Low Incidence Disabilities

*Service is Not Currently Provided*

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

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing/hearing impairment (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 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 Services

*Service is Not Currently Provided*

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

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

715—Interpreter Services

*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.

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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 Services

*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, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the 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 Services

*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*

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

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

735—Braille Transcription

*Service is Not Currently Provided*

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

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

740—Specialized Orthopedic Services       *Service is Not Currently Provided*

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

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

745—Reader 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.

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

750—Note Taking 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.

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

755—Transcription Services       *Service is Not Currently Provided*

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

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

- 760—Recreation Service, Including Therapeutic Recreation  *Service is Not Currently Provided*

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

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

- 820—College Awareness Preparation  *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*

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment.

This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 §3051.14).

- 840—Career Awareness  *Service is Not Currently Provided*

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

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

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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*

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26)

855—Job Coaching  *Service is Not Currently Provided*

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

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

860—Mentoring  *Service is Not Currently Provided*

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

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

865—Agency Linkages (referral and placement)  *Service is Not Currently Provided*

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

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

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(Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR §613).

870—Travel and Mobility Training  *Service is Not Currently Provided*

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

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

890—Other Transition Services  *Service is Not Currently Provided*

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

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

900—Other Related Service

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

*Service is Not Currently Provided*

Description of the "Other Related Service"

Transportation

Qualifications of the Provider Delivering "Other Related Service"

Staff must meet employment requirements of local LEAs including correct vehicle licensing.











