

Irvine USD SELPA

2021-22 Local Plan

**2021-22 Annual Budget
Plan**

**2021-22 Annual Service
Plan**

**2021-22 Local Plan
Attachments**

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

2021-22 Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

A3. SELPA Administrator Contact Information

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

SELPA Name	<input type="text" value="Irvine USD"/>		
Street Address	<input type="text" value="5050 Barranca Parkway"/>	Zip Code	<input type="text" value="92604-4652"/>
City	<input type="text" value="Irvine"/>	County	<input type="text" value="Orange"/>
Mailing Address	<input type="text" value="5050 Barranca Parkway"/>		
City	<input type="text" value="Irvine"/>	Zip Code	<input type="text" value="92604"/>
Administrator First Name	<input type="text" value="Melanie"/>	Administrator Last Name	<input type="text" value="Hertig"/>
Administrator Title	<input type="text" value="Executive Director"/>		
Administrator's Email	<input type="text" value="melaniehertig@iusd.org"/>		
Telephone	<input type="text" value="(949) 936-5234"/>	Extension	<input type="text"/>

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name	<input type="text" value="Irvine USD"/>		
Street Address	<input type="text" value="5050 Barranca Parkway"/>	Zip Code	<input type="text" value="92604"/>

Section A: Contacts and Certifications

SELPA Fiscal Year

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

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

The Local Plan was submitted to the CAC on:

County Office of Education

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

COE responsible for approving the Local Plan

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

Add COE

Delete COE

Public Hearing Requirements

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

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

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

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

STEP 2: SELPA Governance Structure

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

STEP 3: Prior Submissions

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

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

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

Add	Agency	First and Last Name	Title	Section
-	Irvine CAC	Bernadette Ah-Hing	CAC	Multiple
-	Irvine USD	Tammy Blakely	Administrator-Gen. Ed.	Section B
-	Irvine USD	Becky Myers	Other	Section D
-	Irvine USD	Melanie Hertig	Administrator-Spec. Ed.	All
-	Irvine USD	Jennifer O'Malley	Administrator-Spec. Ed.	All

Section A: Contacts and Certifications

SELPA

Fiscal Year

STEP 5: Certifications

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

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

STEP 6: Electronic Signatures

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

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- 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 2021-22 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 1
Local Plan Section B: Governance and Administration

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

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

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

- Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

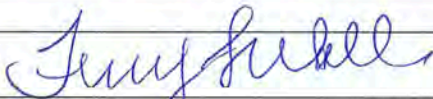
C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

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

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

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


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

Terry Walker 

Administrative Entity*

Jun 22, 2021

Date

Paul Bakota 

SELPA Governance Council or Responsible Individual

Jun 22, 2021

Date

Section A: Contacts and Certifications

SELPA

Irvine USD

Fiscal Year

2021-22

Melanie Hertig



Jun 22, 2021

SELPA Administrator

Date

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2
Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

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

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

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

- Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

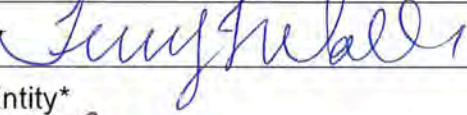
C2-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

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

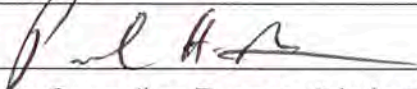
C2-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

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

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

Terry Walker 
Administrative Entity*

Jun 22, 2021
Date

Paul Bakota 
SELPA Governance Council or Responsible Individual

Jun 22, 2021
Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

Melanie Hertig 

Jun 22, 2021

SELPA Administrator

Date

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

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

SELPA

Fiscal Year

Certification 3: County Superintendent

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 element(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.

C3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

Yes No

C3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to *EC* Section 56140(b).

Yes No

C3-3. The county superintendent 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).

C3-4. A written agreement must be entered into between the LEA and SELPA for implementation of services including, but not limited to *EC* Section 56195.7. The county superintendent ensures the Local Plan, including amendments, is posted on the COE web site, or includes a link to the Local Plan.

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

SELPA

Fiscal Year

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



County Superintendent

Date

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

SELPA

Irvine USD

Fiscal Year

2020-21

Certification 4: Community Advisory Committee

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

C4-1. The Community Advisory Committee (CAC), advised the SELPA during the development, amendment, and review of the Local Plan pursuant to California *Education Code* Section 56194.

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

C4-2. 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.)

Comments

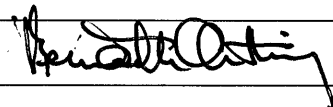
The Orange County Office of Education (OCDE) requested to review the Irvine USD Local Plan prior to the term of the CAC 30 day review. OCDE approved the Irvine Local Plan based on element requirements set forth by CDE. If there were substantive changes to the Irvine Local Plan, based on CAC input, Irvine SELPA would resubmit to OCDE for a second review. The CAC did have more than 30 days to review the Local Plan prior to submission to the CDE.

C4-3. 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.

Bernadette Ah-Hing



CAC Chairperson

10.22.2021

Date

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

SELPA

Fiscal Year

Certification 5: Participating 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

C5-1. 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).

C5-2. 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.

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

- a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or

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

SELPA

Irvine USD

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2020-21

Section E: Annual Service Plan submitted during fiscal year 2021-22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).

- b. 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.

Terry Walker



LEA Superintendent/Chief Administrator

Jun 22, 2021

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

January 2020

SELPA

Fiscal Year

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:

Irvine Unified School District is located within the City of Irvine. Irvine is a master planned metropolitan area located in Orange County with a population of approximately 277,000 residents. The Irvine Unified School District was founded in 1972, serves a 59.94 square mile area, which covers all of the city of Irvine and a small section of the city of Tustin.

The Irvine Unified School District comprises a community of learners, committed to the highest quality educational experience. Irvine Unified School District educates a diverse population of 36,000 students in 24 elementary schools, 1 early childhood learning center, 4 K-8 schools, 6 middle schools, 5 comprehensive high schools, 1 alternative high school and 1 adult transition campus. The Irvine Unified School District meets the size and scope requirements to operate as a single district Special Education Local Plan Area (SELPA). The Governing Board of the District elects to operate as a single district SELPA, and as such, it is the governing body of the Irvine SELPA.

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:

a. Governance Structure

The Governing Board of the Irvine Unified School District elects to operate as a single district SELPA, and as such, it is the governing body of this plan and is solely responsible for the approval of policies governing this Local Plan for Special Education. The Irvine Unified School District is designated as the Administrative Unit (AU) for the SELPA. The SELPA shall include all schools sites located within the district, and will serve all eligible individuals with exceptional needs residing within the boundaries of the District. The Irvine Unified School District Board is comprised of 5 regionally elected Board members. The Superintendent acts as an advisor to the Board of Education. All meetings of the SELPA Governing Board shall be held according to law and shall be consistent with Brown Act related regulations. The SELPA Executive Director is responsible for coordination of the SELPA and implementation of the local plan. The Governing

Section B: Governance and Administration

SELPA

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Board shall be responsible for administrative functions such as, but not limited to:

- Approval of the Local Plan for Special Education
- Adoption of the District Budget
- Adoption of District Policies relating to Special Education
- Sets policy for the governing local plan for special education
- Employment of Special Education Local Plan Area's personnel

b. Responsibilities of the Governing Body:

The Irvine Governing Board is responsible for the special education programs operated within its jurisdiction. The policy-making responsibilities of the Board include:

- Approving the SELPA Local Plan
- Approving the Annual Service and Budget Plan
- Coordinating and implementing the Irvine SELPA Local Plan through the designated representative, the SELPA Executive Director
- Adopting SELPA policies, administrative regulations, procedures, resolutions and guidelines for the management and implementations of special education programs and services within the SELPA.
- Approving appointments to the CAC and considering recommendations from the CAC

c. Responsibilities of the District Superintendent

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

- Recommending to the Governing Board the approval of the SELPA Local Plan
- Recommending to the Governing Board adoption of district/SELPA policies pertaining to special education.
- Recommending the Annual Budget and staffing for special education services to the Governing Board as part of the district/SELPA's total budget in the service plan.

Section B: Governance and Administration

SELPA

Fiscal Year

- Recommending allocation of resources to the SELPA in accordance with the Local Plan
- Participating in the selection and evaluation of the SELPA Executive Director
- Delegating SELPA responsibilities to the SELPA Executive Director and Assistant Superintendent for coordination and monitoring of special education services in accordance with the SELPA Local Plan
- Ensuring the district's/SELPA's compliance with State and Federal laws and regulations, as they pertain to individuals with exceptional needs, and the provision of due process through the SELPA Executive Director.

d. Responsibilities of the SELPA Executive Director:

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

- Providing coordination and overseeing implementation of the SELPA Local Plan
- Maintaining and monitoring of a SELPA system of internal program review, evaluation and accountability
- Monitoring compliance with federal and state laws and regulations to ensure that procedural safeguards are in place and implemented throughout the SELPA
- Overseeing compliance of Child Find requirements
- Monitoring of the collection of data and facilitating transmission of required district, county, state and federal SELPA reports
- Advising the Superintendent, Cabinet, and Board of Trustees regarding special education laws and legislative changes that will impact the SELPA
- Monitoring and overseeing CDE reviews, verification reviews and complaints related to special education programs
- Assisting and participating in activities of the CAC
- Monitoring of the appropriate use and budgeting of federal, state and local funds allocated for special education programs

Section B: Governance and Administration

SELPA

Fiscal Year

- Participating in the development of the Annual Service and Budget plans
- Providing information to the Superintendent and Chief Financial Officer of fiscal requirements and changes regarding the budget for special education programs and the SELPA
- Participating in the development of agreements and contracts with non-public school, non-public agencies, other SELPAs and other agencies
- Consulting with private schools within the SELPA for provision of services for eligible private school students
- Participating as a liaison between and among the SELPA, the California State Department of Education, the Governing Board, the Community Advisory Committee and Federal Office of Special Education Programs
- Providing technical assistance and consultation to District staff in all areas of special education, including complaint and due process procedures

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

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

- Observing, consulting with, and assisting special education teachers and support staff
- Planning programs, overseeing programs and designating staff to provide appropriate special education programs
- Coordinating student placements according to student IEPs
- Participating in the development and implementation of SELPA/District forms, policies, and procedures
- Coordinating and providing support for special education staff in implementing core and modified curriculum for special education students
- Sharing in the design and evaluation of special education programs
- Supporting school staff in developing and monitoring instructional programs and innovation of special methods and approaches including inclusive practices.
- Participating in and facilitating IEP team meetings, as necessary

Section B: Governance and Administration

SELPA

Irvine

Fiscal Year

2021-22

- Assisting in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations, as well as programs and appropriate interventions available throughout the SELPA/district
- Participating in the planning and/or provision of professional development and training for general and special education teachers, administrators, support staff and parents
- Assisting as liaisons to various district committees and community agencies
- Assisting site administrators in hiring, assigning and training teachers and para-educators in collaboration with the Human Resource Department and Educational Services Department
- Supporting the development and implementation, as needed, of the IEP for special education students served in the SELPA.
- Assisting with coordination of career and vocational education and transition services, including Workability
- Coordinating, consulting and supporting program development in an area of expertise to support school personnel, parents and other public and private agency personnel
- Participating in the SELPA/district response to CDE reviews, verification reviews and complaints related to special education programs
- Monitoring and participation in the collection of data and for required district, county, state and federal SELPA/district reports

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:

Irvine USD is responsible for implementing those services identified in the Annual Service Plan and provided for in the Annual Budget Plan. Students eligible for special education services provided within the region are defined as those students physically residing within the geographic boundaries of the District, students who are granted interdistrict transfers, and students attending a charter school sponsored by the District where Irvine USD has been identified as the SELPA for the charter. However, when Irvine USD is unable to provide an appropriate program for an individual student, it shall arrange for an appropriate placement, through an Individualized Education Team meeting with other agencies as required to meet the needs of the student.

Participating agencies may enter into additional contractual arrangements with Irvine USD to meet the requirements of applicable federal and state law. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the

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plan. Each agency shall provide special education and services to all eligible students, including students attending charter schools where Irvine USD has granted that charter and the Irvine USD is the SELPA for the charter school. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in Irvine USD programs. Such cooperation ensures that a range of program options is available throughout the Irvine USD Special Education Local Plan Area.

The concept of regional services is to provide a continuum of options necessary to ensure appropriate special education services to students with disabilities are available. The District will coordinate with the Orange County Office of Education as well as other Orange County School Districts for those students who require regionalized services offered outside the District, or to provide other necessary and appropriate services not available in the District.

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

The District has elected to provide some special education services in regionalized settings. For example, for students with autism or other severe disabilities requiring more intensive or low incidence services, regionalized services are those services only provided at selected sites within the District. The District intentionally makes program location decisions with the intent for students to be served as close to their home schools as feasibly possible. When opportunities arise to open an additional specialized program in a region, the District prioritizes this option. Transportation is provided for any such student to receive those services who is not on an interdistrict transfer at the parent request.

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:

The Irvine USD/SELPA ensures that a full continuum of program options are available and has determined that:

Program options, as appropriate to the student's needs, are available at local neighborhood schools to the extent possible. The majority of special education programs, to the maximum extent appropriate to student's needs, are housed on regular school campuses and dispersed throughout the district. When a scarcity of population or other factors prevent the Irvine USD/SELPA from directly providing a required service for its students, the District may coordinate and collaborate with the Orange County Department of Education for services for children whose service needs cannot be met within the District.

The county provides services to student with Individual Education Programs (IEPs) who are enrolled in Special Day Class settings, County Community Day Schools, County Juvenile

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Schools and Adult Detention facilities as identified in the Annual Service Plan. In addition, the county provides Differentiated Assistance and certified the Local Plan.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

Approval of a new charter school, or renewal of an existing charter school is the responsibility of the Governing Board of the District. The Governing Board of the District, or designee, ensures that the charter school responds to District and SELPA guidelines and timelines as they relate to special education. The Superintendent, Assistant Superintendent of Educational Services, or designee shall review all proposed charter petitions, including petitions for renewal, and advise the Governing Board on whether the petition contains reasonable assurances that all eligible students enrolled in the charter school will receive appropriate special education services in accordance with state and federal law and the SELPA Local Plan for Special Education.

All students enrolled in charter schools are entitled to special education services provided in a similar manner to students enrolled in other public schools. The chartering entity will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instruction and services in a manner that is consistent with all applicable provisions of state and federal law. Charter schools within the SELPA shall not discriminate against any pupil in its admission criteria on the basis of disability.

Charter petitioners must delineate in their petition or in a memorandum of understanding (MOU), the entity responsible for providing special education instruction and services. This document must reference any anticipated sharing of deficits in funding. This document must affirm, in writing, that the district where the students reside, if different from the chartering entity, is not responsible for providing special services to students that are enrolled in the charter schools.

Children with disabilities and their parents shall retain all rights under the IDEA. Each charter petition must contain a comprehensive description of the charter school's education program, including identification, assessment and provision of special education services as identified in the Irvine Unified School District SELPA Local Plan.

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:

Irvine SELPA has established a community advisory committee for special education.

The Irvine SELPA Community Advisory Committee (CAC) is comprised of parents of persons with disabilities enrolled in public or non-public schools within the Irvine SELPA and may include students and adults with disabilities, general education teachers, special education providers,

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and other school personnel within the Irvine SELPA, representatives of other public and non-public agencies, and persons concerned with the education of persons with disabilities. The Irvine School Board shall approve officers to the CAC who have been nominated by the CAC membership for a chair position. Irvine SELPA shall establish policies for the operation of the CAC and the state regulations for CAC responsibilities (see Community Advisory Committee By-Laws).

In order to support the activities of the CAC, the Irvine SELPA shall provide clerical support, facility space for the purpose of conducting business meetings and/or parent trainings, and support with necessary communication either through district mail or email.

The majority of voting members shall be parents of students with disabilities. The CAC shall serve in an advisory capacity to the SELPA administration [EC 56190-56193]. The responsibilities of the CAC shall include but not limited to:

- Advise in the development, amendment and review of the Local Plan. The CAC shall have a minimum of thirty days to review the Local Plan prior to submission to the State Board of Education. [56205(b)(6)]
- Recommend priorities to be addressed by the plan
- Facilitate parent training on special education programs, issues, rights and responsibilities, leadership development, and other issues as identified by parents in the CAC
- Encourage community involvement in local schools
- Support district-wide and local school activities on behalf of individuals with disabilities
- Assisting in parent awareness of the importance of regular school attendance
- Act in a support role to individuals and parents of individuals with exceptional needs
- Assist in recruiting volunteers who may contribute to parent activities and training

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

LOCAL PLAN DEVELOPMENT

The Local Plan shall be reviewed at least every three years or whenever new state or federal legislation, regulations, and/or guidelines, or major changes in funding or services indicate the need for possible modification of the Local Plan or there is a change to the governance structure, membership or policy making process of the SELPA. Changes or amendments to the permanent portion of the Local Plan may be considered during the Annual Service and Budget

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Plan process.

The process used to amend and review the Local Plan will include the cooperative involvement by representatives of special and regular education teachers and administrators and with participation by parent members of the CAC, or parents selected by the CAC, to ensure adequate and effective participation and communication. The CAC shall act in an advisory capacity in the Local Plan revision process. Nothing in this section shall modify the requirements of Education Code section 56205 requiring an annual budget and annual service plan. Amendments to the Local Plan may be proposed by the SELPA and upon review by the County Office and subsequent approval of the State Superintendent, approved.

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:

The SELPA Executive Director shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determinations and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process. Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities: For the costs of special education, related services, supplementary aides and services provided in a general education class or other education-related setting, to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services and to develop and implement a fully integrated and coordinated services system.

The SELPA Executive Director, with the assistance of the Director of fiscal or designee, shall be responsible to prepare all program and fiscal reports required of the SELPA by the state.

As a single district SELPA, Irvine USD is the Responsible Local Agency (RLA) and acts as the Administrative Unit. The Board is the governing board of the RLA. The responsibilities of the RLA include the following:

- Receipt and allocation of regionalized services, funds, and the provision of administrative support.
- Employment and evaluation of the SELPA staff using District-adopted employment and evaluation procedures. It shall be the responsibility of the Superintendent or their designee, to evaluate the SELPA Executive Director.
- Implement policies and procedures for special education programs and services provided in the SELPA, according to the Local Plan and the Board's direction. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the

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Education Code.

- Upon the recommendation of the Superintendent, the Board, as the governing board of the RLA, is responsible for approval of the annual service and budget plans. The development of the annual service and budget plans shall coincide with the District budget process.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

The Irvine SELPA shall consider the needs of the individual student and the recommendations of the IEP team when entering into agreements with other Districts, County Office of Education, Non-Public Agencies, Non-Public Schools, or other entities. Irvine USD shall remain accountable for monitoring the progress of students placed in other programs towards the goals identified in each student's IEP. The Irvine SELPA will enter into either an Interagency Agreement or Master Contract with the alternative service providers.

The Irvine SELPA will annually submit a Non-Public Agency/Non-Public School Master Contract to the Board for approval. The Master Contract Service Agreement contains requirements to allow the Irvine SELPA to monitor the placement and services of students in certified Non-Public Agency and Non-Public Schools. The agencies and schools shall have at least an annual IEP meeting that will facilitate the evaluation of the placement and services to ensure implementation of the IEP. The Master Contract contains language requiring reporting from the certified Non-Public Agency/Non-Public Schools regarding IEP progress as frequently as required by the District. At each annual IEP meeting, which shall include a representative of the Irvine SELPA, the certified Non-Public Agency/Non-Public School shall provide documentation as to the student's progress towards annual goals and objectives. The annual data provided by the certified Non-Public Agency/Non-Public School shall be authentic curriculum-based measurements, in accordance with state-adopted grade level standards.

Irvine SELPA collaborates on a regular basis with the Regional Center of Orange County (RCOC) to locate infants and toddlers who are residents of Irvine and may be eligible for early intervention services. The Irvine SELPA also collaborates with California Children's Services (CCS) to discuss the mutual clients/students that both agencies serve in order to address the unique medically-necessary and/or educationally related occupational therapy and physical therapy needs of the students who reside in Irvine.

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10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

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

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

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

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

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

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

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

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

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

All federal and state special education funds shall be allocated to the SELPA and used pursuant to the annual budget and service plan. The Irvine SELPA shall be responsible for the distribution of the funds according to an approved Special Education Budget Plan. The Assistant Superintendent of Fiscal Services is responsible to ensure that the funds are distributed in accordance with the Budget Plan and used to promote FAPE or coordinated early intervention services. The Annual Budget Plan shall be reviewed and approved by the Irvine

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c. The operation of special education programs:

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

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

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

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

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:

Low incidence funds provided by the State allow for the purchase of specialized books, materials, and equipment which are necessary due to the adverse educational impact of a low incidence disability on access to instruction and learning. "Low incidence disability"

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

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; the document title; and the physical location where the policy can be found.

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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:

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Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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)

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

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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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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-

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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)

Policy/Procedure Number:

Document Title:

Document Location:

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"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)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Reference Number:

Document Title:

Document Location:

Description:

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2. Coordinated system of identification and assessment:

Reference Number:	Irvine SELPA Local Assurances Document items 3-7
Document Title:	Irvine SELPA Local Plan Assurances Document
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	Please refer to Irvine SELPA Local Plan Assurances Document items 3-7 for information regarding coordinated systems for identification, assessment and program placement.

3. Coordinated system of procedural safeguards:

Reference Number:	Irvine SELPA Local Assurances Document item 6
Document Title:	Irvine SELPA Local Plan Assurances Document
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	Please refer to Irvine SELPA Local Plan Assurances Document item 6 for information regarding coordinated systems for procedural safeguards.

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

Reference Number:	Irvine USD Board Policy 4131 & 6020 and Irvine SELPA Local Plan Section B6.
Document Title:	Irvine USD Staff Development BP 4131, Irvine USD Parent and Family Engagement BP 6020, and Irvine SELPA Local Plan
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	The Irvine USD recognizes that a key to educational success and professional growth is a productive staff development program. The District supports the fundamental concept that the organization must assist its employees in the constant changing and improvement of skills. Accordingly, staff development is viewed as both an opportunity for personal growth and as a necessity for organizational success.

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Description:

The Irvine SELPA supports the Community Advisory Committee with planning and identifying appropriate parent trainings to respond to the specific interests of this parent and community group. In addition, the Board of Education promotes active parent and family engagement to support overall student well-being. Involving parents and families as partners in supporting the success of our students and the continuous improvement of our schools is a key tenet of the Irvine USD. The Board of Education believes that active parent and family engagement is vital to student learning and success. Students achieve more if they receive the continued support of parents, families and other significant adults. Please refer to the Irvine USD Staff Development BP 4131, Irvine USD Parent and Family Engagement BP 6020, and Irvine SELPA Local Plan Section B6 for more information.

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

Reference Number:

Irvine USD Board Policy 6141 and Irvine SELPA Local Plan Assurances Document item 21

Document Title:

Irvine USD Curriculum Development & Evaluation BP 6141 and Irvine SELPA Local Plan Assurances Document

Document Location:

Irvine USD District Office and Irvine USD Website

Description:

Please refer to the Irvine USD Curriculum Development & Evaluation BP 6141 and Irvine SELPA Local Plan Assurances Document item 21 for information regarding coordinated systems of curriculum development and alignment with the core curriculum.

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

Reference Number:

Irvine SELPA Local Plan Section B item 2, 7 & 8

Document Title:

Irvine SELPA Local Plan

Document Location:

Irvine USD District Office and Irvine USD Website

Description:

Please refer to Irvine SELPA Local Plan Section B item 2, 7 & 8 for information regarding coordinated systems internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system.

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7. Coordinated system of data collection and management:

Reference Number:	Irvine SELPA Local Plan Section B item 2 and Irvine SELPA Local Plan Assurances Document item 11, 15 & 22
Document Title:	Irvine SELPA Local Plan and Irvine SELPA Local Plan Assurances Document
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	The Irvine SELPA regularly updates the California Department of Education (CDE) with data through the California Longitudinal Pupil Achievement Data System (CALPADS) reporting program to address the performance of children with disabilities related to the key performance indicators. Please refer to Irvine SELPA Local Plan Section B item 2 and Irvine SELPA Local Plan Assurances Document item 11, 15 & 22 for information regarding coordinated system of data collection and management.

8. Coordination of interagency agreements:

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

9. Coordination of services to medical facilities:

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

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

Reference Number:	Irvine SELPA Local Plan Assurances Document items 1-4
Document Title:	Irvine SELPA Local Plan Assurances Document
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	All students who have been found eligible are entitled to receive special education and related services as well as the protections given by the IDEA and related State law. This is true for disabled youth placed in foster family homes, licensed children's institutions, and correctional facilities and, with exceptions explained below, also for disabled adults (18-22 years old) in correctional facilities. Please refer to Irvine SELPA Local Assurances Document items 1-4 for district processes related to FAPE, full education opportunity, child find, and Individual Education Plan information.

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

Reference Number:	Irvine SELPA Local Plan Section B item 2, 8, 11b & 11d
Document Title:	Irvine SELPA Local Plan
Document Location:	Irvine USD District Office and Irvine USD Website
	Please refer to Irvine SELPA Local Plan Section B item 2, 8, 11b & 11d

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Description:

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

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Document Location:

Description:

Special Education Local Plan Area Services

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

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provision, and the other governance activities specified within the local plan:

Reference Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="N/A"/>
Document Location:	<input type="text" value="N/A"/>
Description:	As a single district SELPA, Irvine SELPA does not require a dispute resolution process related to distribution of funds, the responsibility of service provisions, and other governance activities specified within a local plan. The requirement described above is needed for multi-district SELPA's.

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

Reference Number:	<input type="text" value="Irvine SELPA Local Plan Assurances Document item 3"/>
Document Title:	<input type="text" value="Irvine SELPA Local Plan Assurances Document"/>
Document Location:	<input type="text" value="Irvine USD District Office and Irvine USD Website"/>
Description:	<p>Prior to referral to Special Education, general education students who are not making expected academic progress based on their grade levels supports are supported through the district's Multi-Tiered System of Supports (MTSS) activities which are available at every school in the district. MTSS in Irvine USD is a systematic process that helps schools align resources, programs, and supports to meet the needs of all students. Through a systematic process based on assessment and data, students are matched to increasingly intensive supports. If a student does not make expected progress given the interventions that have been recommended, the student may then be referred to the Student Study Team (SST).</p> <p>The SST process is a function of general education, which facilitates implementation of accommodations for the general education program before referring students for a special education evaluation. The SST may recommend additional teaching and/or behavioral intervention strategies, utilize other categorical programs on site, provide appropriate services, follow district procedures for Section 504 of the Rehabilitation Act of 1973 and/or make recommendations. The SST must consider if the student's needs can be met with modification(s) to the general</p>

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education instructional program. A student may be referred for special education instruction and services only after the resources of the general education program have been considered. Please refer to Irvine SELPA Local Plan Assurances Document item 3 for information regarding the process being used to ensure a student is referred for special education instruction only after the resources of the regular education program have been considered and, where appropriate, utilized.

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

Reference Number:	Irvine SELPA Local Plan Section B item 2 & 9 and Irvine SELPA Local Plan Assurances Document item 1, 4 & 5
Document Title:	Irvine SELPA Local Plan and Irvine SELPA Local Plan Assurances Document
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	Please refer to Irvine SELPA Local Plan Section B item 2 & 9 and Irvine SELPA Local Plan Assurances Document item 1, 4 & 5 for the process being used to oversee and evaluate placements in non-public, nonsectarian schools and the method of ensuring that all requirements of each student's IEP are being met.

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

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

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

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Reference Number:	Irvine SELPA Local Plan Section B item 4 and Irvine SELPA Local Plan Assurances Document item 1
Document Title:	Irvine SELPA Local Plan and Irvine SELPA Local Plan Assurances Document
Document Location:	Irvine USD District Office and Irvine USD Website
Description:	The Irvine SELPA will collaborate with local education authorities, including the Orange County Department of Education, to provide required special education and related services to all eligible students including those who are ages 18-21 (or pursuant to education Code 56026 (c)(4)) incarcerated in the Orange County Jail during their incarceration. Please refer to Irvine SELPA Local Plan Section B item 4 and Irvine SELPA Local Plan Assurances Document item 1 for information related to serving students who are ages 18-21, and are eligible for special education and/or related services, however are incarcerated in the Orange County Jail system.

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California Department of Education

Special Education Division

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Local Plan Section D: Annual Budget Plan

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

IMPORTANT: Pursuant to California *Education Code (EC)* Section 56048, 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.

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 Revenue by Source

D1. Using the fields below, identify the special education revenues by funding source. The total 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	22,002,856	23.35%
AB 602 Property Taxes	1,932,907	2.05%
Federal IDEA Part B	5,973,657	6.34%
Federal IDEA Part C	159,881	0.17%
State Infant/Toddler	0	0.00%
State Mental Health	2,202,011	2.34%
Federal Mental Health	399,224	0.42%
Other Revenue*	61,571,790	65.33%
Total Revenue	94,242,326	100.00%

D2. Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

D3. *Include a description of the revenue identified the "Other Revenue" category

Revenue from Transition Partnership/Workability, General Fund Contribution, and Transportation Principal Apportionment/Local

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Table 2: Total Budget by Object Codes

D4. Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="32,566,487"/>	34.56%
Object Code 2000—Classified Salaries	<input type="text" value="22,140,692"/>	23.49%
Object Code 3000—Employee Benefits	<input type="text" value="21,700,124"/>	23.03%
Object Code 4000—Supplies	<input type="text" value="688,075"/>	0.73%
Object Code 5000—Services and Operations	<input type="text" value="13,199,709"/>	14.01%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing*	<input type="text" value="3,947,239"/>	4.19%
Total Expenditures	<input type="text" value="94,242,326"/>	100.00%

D5. Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D6. *Include a description of the expenditures identified under object code 7000:

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Table 3: Federal, State, and Local Revenue Summary

D7. Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	26,137,774	27.73%
Federal Revenue	6,532,762	6.93%
Local Contribution	61,571,790	65.33%
Total Revenue From All Sources	94,242,326	100.00%

D8. Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

D9. Describe the basic premise of the SELPA Allocation Plan.

Irvine USD is a single district SELPA, therefore, all revenues are distributed for Irvine USD expenses associated with serving students with IEP's within our district.

D10. Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

Irvine USD is a single district SELPA, therefore, all revenues are distributed to Irvine USA as the only LEA.

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Table 4: Special Education Local Plan Area Operating Expenditures

D11. Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses. NOTE: For 2021-22 fiscal year, this table optional for single LEA SELPAs.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	32,566,487	34.56%
Object Code 2000—Classified Salaries	22,140,692	23.49%
Object Code 3000—Employee Benefits	21,700,124	23.03%
Object Code 4000—Supplies	688,075	0.73%
Object Code 5000—Services and Operations	13,199,709	14.01%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing*	3,947,239	4.19%
Total Operating Expenditures	94,242,326	100.00%

D12. *Include a description of the expenditures identified under object code 7000:

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Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with Low Incidence Disabilities

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5–22 Severely Disabled." Students with a low-incidence 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.

D13. 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

D14. Enter the total projected expenditures for supplemental aids and services (SAS) for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence (LI) disabilities.

Total Projected Expenditures for SAS in the Regular Classroom Provided to Students with Disabilities

Total Projected Expenditures for Students with LI Disabilities

D15. Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state expenditures by LEAs participating in the SELPA.

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California Department of Education
Special Education Division
2021-22 Local Plan Annual Submission

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Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330—Specialized Academic Instruction

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.

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

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

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.

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

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

Service is not currently provided based on IFSP needs. If needed, services will be provided.

- 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 currently provided based on IFSP needs. If needed, services will be provided.

- 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.

Activities carried out by a service coordinator to assist and enable an eligible child and the eligible child's family to receive rights, procedural safeguards, and services that are authorized to be provided under the early intervention program.

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

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

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

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personnel, materials, and time and space, that leads to achieving the outcomes in the child's 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 currently provided based on IFSP needs. If needed, services will be provided.

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 currently provided based on IFSP needs. If needed, services will be provided.

340--Intensive Individual Instruction

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

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

350--Individual and Small Group Instruction

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

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

415--Speech and Language *Service is Not Currently Provided*

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

Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability);

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abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, 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. They may be direct or indirect including the use of a speech consultant.

- 425-Adapted Physical Education *Service is Not Currently Provided*

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

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

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

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

Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12(b)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing.

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

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

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445–Assistive Technology *Service is Not Currently Provided*

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

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

450–Occupational Therapy *Service is Not Currently Provided*

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

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental 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.

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.

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510–Individual Counseling

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

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as 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.

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. 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.

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.

525–Social Worker *Service is Not Currently Provided*

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

Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living

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situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.

530—Psychological

Service is Not Currently Provided

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

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

535—Behavior Intervention

Service is Not Currently Provided

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

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

540—Day Treatment

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.

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.

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- 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 who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an 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.

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

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

These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.

- 715—Interpreter *Service is Not Currently Provided*

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

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

- 720—Audiological *Service is Not Currently Provided*

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

These services include measurements of acuity, monitoring amplification, 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.

- 725—Specialized Vision *Service is Not Currently Provided*

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

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

730—Orientation and Mobility

Service is Not Currently Provided

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

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

735—Braille Transcription

Service is Not Currently Provided

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

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

740—Specialized Orthopedic

Service is Not Currently Provided

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

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.

745—Reading

Service is Not Currently Provided

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

Reading intervention based on a student's IEP.

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750–Note Taking

Service is Not Currently Provided

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

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

755–Transcription

Service is Not Currently Provided

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

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

760–Recreation Service, Including
Therapeutic Recreation

Service is Not Currently Provided

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

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.

820–College Awareness

Service is Not Currently Provided

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

College awareness is 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

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

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

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

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

- 850–Work Experience Education *Service is Not Currently Provided*

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

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

- 855–Job Coaching *Service is Not Currently Provided*

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

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

- 860–Mentoring *Service is Not Currently Provided*

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

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

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

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

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

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

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

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

Specialized instruction for individuals in orientation and mobility techniques. Consultative services to other educators and parents regarding instructional planning and implementation of the IEP relative to the development of orientation and mobility skills and independent living skills.

- 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.

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+ - Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021-22 Local Plan Submission

Attachment I

SELPA:

Fiscal Year:

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons below. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2020–21 or 2021–22 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

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

Attachment I

SELPA:

Fiscal Year:

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	30	73650	116061		Irvine Unified School District	Melanie	Hertig	(949)936-5234	MelanieHertig@iusd.org	<input type="text" value="Previously Reported"/>

Attachment II

SELPA:

Fiscal Year:

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

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

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

Attachment II

SELPA:

Fiscal Year:

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Irvine Unified School District	22,002,856	1,932,907	159,881	5,973,657	0	2,202,011	399,224	61,571,790	94,242,326
Totals:		22,002,856	1,932,907	159,881	5,973,657	0	2,202,011	399,224	61,571,790	94,242,326

Attachment III

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Irvine Unified School District	32,566,487	22,140,692	21,700,124	688,075	13,199,709	0	3,947,239	94,242,326
Totals:		32,566,487	22,140,692	21,700,124	688,075	13,199,709	0	3,947,239	94,242,326

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	Irvine Unified School District	6,532,762	100.00%	26,137,774	100.00%	61,571,790	32,670,536
	Totals:	6,532,762	100.00%	26,137,774	100.00%	61,571,790	32,670,536

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	Irvine Unified School District	4,884,821	32,032,986
Totals:		4,884,821	32,032,986

Attachment VI

SELPA: Irvine Unified School District

Fiscal Year: 2021-22

**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
Irvine Unified School District		Delete This Row							<input type="text"/>

DO NOT
DISTRIBUTE



Assurances: Policies, Procedures, & Programs

Policy, Procedures and Programs

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

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

In order to ensure that a free, appropriate, public education (FAPE) is available to all children with disabilities in the Irvine SELPA, the district shall provide a combination of specialized academic instruction and/or related services which will be determined through each child’s Individual Education Program (IEP). The IEP shall be developed and reviewed in order to meet the unique needs of the individual in such a way as to benefit from access to educational opportunities and to prepare them for employment and independent living. FAPE is defined as special education and related services provided at public expense, under public supervision and directions; that meet the standards of the State of California and of federal law. This includes eligible infant, preschool, elementary school, secondary school, and adult transition education between the ages of 0 and 21 and is provided in conformity with the IEP.

A student transferring into Irvine SELPA from another SELPA or from out of state is immediately placed into Irvine SELPA or other agency program and provided comparable services with the student's IEP (unless the parent agrees otherwise). Services are provided by appropriately credentialed or qualified staff. The length of the instructional day is the same as for age appropriate peers including instructional minutes unless otherwise specified in a student's IEP.

The Irvine SELPA ensures that children with disabilities are included in general State and district- wide assessment programs, with appropriate accommodations/modifications, as documented in the IEP. Children with disabilities have access to State Board of Education approved instructional materials and course content consistent with instruction provided to students without disabilities. State guidelines for low incidence disabilities are considered in the identification, assessment, planning, and provision of services and program reviews.

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

As part of a student’s FAPE, an IEP team may determine that a student needs to be served at a school that is not that student’s school of residence. In those cases, the district transports the student to their assigned school. Any other transportation of students who are served through their IEP is determined through the IEP process and based solely on student need.

Policy, Procedures and Programs

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

“It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.”

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

Children with disabilities are educated with children who are not disabled. Placement in special classes, separate schooling, or other removal of children with disabilities from their regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The child is not removed from age appropriate, regular classrooms solely because of needed accommodations/modifications in the general curriculum.

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

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

Policy, Procedures and Programs

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

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, 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."

It shall be the policy of the Irvine SELPA to actively seek out children, ages 0-21 years, including children in private or religious schools, highly transient individuals with exceptional needs, and children who are wards of the state who may have disabilities and are in need of special education and related services residing in the jurisdiction of the district.

The Irvine SELPA shall establish a process, such as a Student Study Team (SST) meeting, whereby parents/guardians, teachers, appropriate professionals and others may request screening for any child they believe to have a disability that significantly interferes with the student's learning. The Special Education Department shall identify screening processes to determine when an individual's academic, behavioral or other difficulties, may be related to disabilities and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review and triennial assessment. Referrals will be processed in a systematic manner, held in strict confidence, and include the written Notice of Procedural Safeguards for parents. If parents believe their child has a disability which requires special education services, they may submit a written request for assessment. When a verbal referral is made, staff of the school or Irvine SELPA, shall offer assistance to the individual in making a request in writing, and provide assistance if requested. Interpreters are also provided when requested to assist parents in the Student Study Team (SST) process to discuss their concerns, possible interventions, and areas of suspected disability to be considered in developing an assessment plan.

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

For students who live within the City of Irvine boundaries, however do not attend an Irvine USD school, an annual announcement regarding child find will be made in a local newspaper. In addition, the Irvine SELPA annually sends to each private school a notice regarding the process for referring children with suspected disabilities for assessment. The private schools are encouraged to send this notice to parents of children enrolled in their schools. Parents and/or private school representatives refer children for special education assessment through Irvine SELPA.

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

Policy, Procedures and Programs

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

“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.”

It shall be the policy of the Irvine SELPA that an Individual Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program.

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

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

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

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

Policy, Procedures and Programs

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

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

Special education programs, appropriate to students' needs, are housed on regular school campuses and dispersed throughout the Irvine SELPA, to ensure to the maximum extent possible, that individuals with disabilities are served in their neighborhood schools, or in schools as close to their homes as possible. Students with special needs receive services in their neighborhood schools unless their IEP documents require that placement in alternative settings is appropriate. Inherent in any decision to relocate programs is sensitive to the need to minimize frequent and disruptive moves.

The Special Education Department considers and recommends program location in the context of complementary pairings of special and regular education programs for the purpose of maximizing opportunities for appropriate interaction among students and access to age-appropriate activities for students with disabilities. The Irvine SELPA shall ensure that the physical location of the special education programs is selected to facilitate continuing social interaction with non-disabled students. Program location decisions within the district and on a SELPA-wide basis are driven by a commitment to produce continuing social interaction among regular and special education students. To maximize social interaction with non-disabled peers, students with disabilities will be placed in facilities that provide access to all school extracurricular activities unless their IEP document requires an alternative placement location.

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

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

District commitments to ensure appropriate size, configuration and location for special classroom space on regular school campuses will continue in order to avoid frequent or disruptive program relocations. Ramps, handrails, and adapted equipment are provided as necessary to ensure access and safety for students with disabilities including playground equipment and facilities.

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

Policy, Procedures and Programs

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

“It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations.”

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

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

Procedural Safeguards Notice:

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

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

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

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

Policy, Procedures and Programs

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

“It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate.”

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

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

The proposed Assessment Plan is provided in the primary language of the parent/guardian, unless to do so is clearly not feasible, and written in language easily understood by the general population. Written consent of the parent or guardian is obtained prior to conducting the assessment. The assessment will be completed within 60 days of receipt of the parent's/guardian's written consent (not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days from the date of receipt of referral).

Assessment Process

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

Individuals are assessed in their primary language or other mode of communication unless it is clearly not

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

Assessment Report

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

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

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

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

Annual Assessments

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

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

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

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

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

Triennial Assessments

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

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

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

Independent Educational Assessments

Independent Educational Evaluation (IEE) is an evaluation conducted by a qualified examiner who is not employed by the District. The term "Public Expense" means that the District either pays for the full cost of the evaluation or components or ensures that the evaluation or components are otherwise provided at no cost to the parent/guardian.

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

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

- Initiate a due process hearing to establish that its assessment is appropriate, or
- ensure that an IEE is provided at public expense

If a Parent makes a verbal request for an IEE during an IEP team meeting, the request will be included in the notes for the IEP team meeting. If a Parent makes a verbal request for an IEE outside of an IEP team meeting, the appropriate staff person will inform the Parent that the request should be in writing, and will offer assistance to write the request, if appropriate. When a Parent requests in writing that an IEE be conducted, the school shall notify the District's Director of Special Education, or designee.

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

The District does not have an obligation to reimburse a Parent for IEEs that are initiated by the Parent prior to the date that the District's assessment is completed and discussed at an IEP team meeting. A Parent is only entitled to reimbursement for one IEE at public expense for each assessment completed by the District with which the Parent disagrees.

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

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

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

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

If the Parent chooses to obtain an IEE at their own expense, the IEP team will still fully consider the IEE in making educational decisions for the student. If the District initiates a due process hearing and the final decision is that the District's assessment is appropriate, the Parent still has the right to obtain an IEE, but not at public expense.

Parent Selection of an Independent Evaluator:

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

If the Parent elects to obtain an IEE by an evaluator not on the Irvine SELPA's assessor list, and the Irvine SELPA determines the evaluator does not meet the Irvine SELPA IEE criteria for one or more areas assessed, the District may decline payment for all or part of the costs of the IEE, as appropriate, if there is no justification for selection of an evaluator that does not meet the Irvine SELPA IEE criteria.

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

It is the Parent's responsibility to inform the Independent Evaluator of the Irvine SELPA IEE criteria and procedures and it is suggested that the Parent provide the Independent Evaluator with a copy of these procedures provided in the Irvine SELPA "IEE Guidelines" document.

IEP Team Consideration of the IEE:

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

Observation:

If the District observed the student in conducting the evaluation with which the parents disagree or if its assessment procedures allow in-class observations, the independent examiner, whether publicly or privately obtained, will be provided with an equivalent opportunity to observe the student in the current educational setting and to observe the District's proposed setting, if any.

To prevent unnecessary disruption in the classroom and to protect the privacy interests of other students but provide an independent examiner an equivalent opportunity to observe the student, observations are subject to reasonable restrictions outlined in District policy or practice. Reasonable restrictions include, but are not limited to, the following: (1) scheduling the observation at least 48 hours in advance; (2) identifying reasonable time limitations; (3) identifying District personnel to accompany the independent evaluator during the observation; and (4) outlining reasonable restrictions on interacting with the student and teacher during classroom instruction.

Release of Information and Results:

As part of the evaluation, independent evaluators must agree to release their assessment information and results, including copies of any and all test protocols utilized in the assessment process as well as written report(s) of results, directly to the District prior to the receipt of payment (or reimbursement to parent) for their assessment.

Cost Limitations:

The District will pay a fee that is routine and reasonable for the IEE, similar to those performed by qualified professionals in the local area. A "routine and reasonable fee" is based on an average of random sampling of fees charged by professionals providing the service in the District's area. Should the District deem the fee to be excessive, the parents will be allowed the opportunity to demonstrate to the District that unique circumstances

justify the proposed IEE costs. Included in the total cost of the evaluation are classroom observation, record review, administration and scoring of tests, report writing, copy of the assessment report and protocols, and attendance (including mileage) in person or by phone at an IEP team meeting for a reasonable length of time to review the assessment results. When insurance will cover all or part of the costs of the independent evaluation, the District will request that the parents voluntarily have their insurance pay the independent evaluation costs covered by their insurance. However, parents will not be asked to have insurance cover independent evaluation costs if such action would result in a financial burden to the parents.

Location Limitations for Evaluators:

Evaluators should be located within the Greater Orange County area or within sixty (60) miles of the District. Evaluators outside of this area will be approved only on an exceptional basis if the parents can demonstrate the necessity of using personnel outside the specified area. Parents are responsible for all personal costs associated with the independent evaluation (e.g., food, lodging, transportation, etc.).

Conflict of Interest:

To ensure the independence of the evaluation and any recommendations therein, the District will not contract with an independent evaluator who is providing current ongoing services to the student or who is sought to provide future services to the student. Likewise, if the independent evaluator recommends a particular service and the IEP team agrees to the service, in its discretion, the District may not fund the service through the independent evaluator.

Payment For Completed IEE's

Upon completion of the IEE, it is the Parent's responsibility to ensure that the District is provided with the IEE report, test protocols, invoice of costs incurred for services provided, and proof of payment (if applicable). Once the completed IEE and required documentation has been provided to the District, it is the responsibility of the District's Director of Special Education or designee to determine whether the completed IEE meets the SELPA IEE criteria. Payment may be limited for any test administration or other portion of the assessment conducted beyond the assessor's area(s) of expertise. If the Parent elected an Independent Evaluator with whom the District has a contractual relationship, as confirmed by the Irvine SELPA, then payment shall be made directly to the Independent Evaluator upon receipt of report, test protocols, and invoice of cost incurred for services provided. If the Parent elected an Independent Evaluator who does not have a contract with the District, then a contract will be developed between the District and the Independent Evaluator. All contracts must be approved by the District Board, and the District must receive relevant documentation from the Independent Evaluator before a contract can be developed. Accordingly, it may take more than a month to develop a new contract with an Independent Evaluator, and the Independent Evaluator may not begin the IEE until the contract is finalized. In order to avoid this contract development period, the Parent may choose to hire the Independent Evaluator directly, who meets the SELPA criteria, in which case the District will reimburse the Parent for the costs of the IEE in a timely manner.

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

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

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

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

Release of information for Special Education Students

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

Special Education Records

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

Amendment of Records

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

Policy, Procedures and Programs

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

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

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

At the transition meeting, an Irvine SELPA representative, with the input from the parents and the Individual Family Service Plan (IFSP) transition team, will highlight the needed areas of assessment and the areas of suspected disability on the assessment plan. Around the time that the child turns two years and nine months, the LEA assessment team will contact the parents to have the assessment plan signed and to begin the assessment.

The Exit IFSP meeting and Initial IEP meeting should be held together prior to the child's third birthday with responsible agencies and potential service providers present. If the child is a client of Orange County Regional Center (OCRC) a service coordinator from OCRC will review the Exit IFSP form with the team and ensures that all areas are discussed and completed. Continued eligibility for Regional Center services for the child is discussed. If appropriate, the Irvine SELPA administrator or designee reviews the steps of the IEP portion of the meeting. The IEP document is written as the team discusses each section. If the child is eligible for services, program options are discussed with the team, and placement decisions are made.

Policy, Procedures and Programs

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

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

The Irvine SELPA engages in activities to support the location, identification, and evaluation of all children who may be eligible for special education and related services who reside within Irvine USD's district boundaries. Child-find activities for parentally placed private school children are similar to those activities undertaken for pupils in public schools.

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

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

Policy, Procedures and Programs

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

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

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

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

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

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

Policy, Procedures and Programs

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

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

Process for Coordinating Services with other Agencies

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

Determination of Eligibility or Provision of Services from Other Agencies

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

Policy, Procedures and Programs

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

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

The Governing Board of the Irvine Unified School District elects to operate as a single district SELPA, and as such, it is the governing body of this plan and is solely responsible for the approval of policies governing this Local Plan for Special Education. The Irvine Unified School District is designated as the Administrative Unit (AU) for the SELPA. The SELPA shall include all schools sites located within the district, and will serve all eligible individuals with exceptional needs residing within the boundaries of the District. The Irvine Unified School District Board is comprised of 5 regionally elected Board members. The Superintendent acts as an advisor to the Board of Education. All meetings of the SELPA Governing Board shall be held according to law and shall be consistent with Brown Act related regulations. The SELPA Executive Director is responsible for coordination of the SELPA and implementation of the local plan.

Policy, Procedures and Programs

14. Personnel Qualifications

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

The Irvine SELPA is committed to employing suitable, qualified individuals to carry out the district's mission to provide high quality education to its students and to ensure the efficiency of district operations. The Superintendent or designee shall develop fair, open, and transparent recruitment and selection processes and procedures which ensure that individuals are selected based on demonstrated knowledge, skills, and competence and not any bias, personal preference, or unlawful discrimination. (Board Policy 4111)

Policy, Procedures and Programs

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

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

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

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

Among activities related to the State Performance Plan are data monitoring procedures utilized. These include, but not limited to:

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

Policy, Procedures and Programs

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

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

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

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

Policy, Procedures and Programs

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

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

It shall be the policy of the Irvine SELPA to include the contribution of State, Local, and Federal funds in the Annual Budget Plan (ABP).

Section 613(f)(1) of the IDEA permits LEAs to use IDEA funds for Coordinated Early Intervening Services (CEIS) for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. See also 34 CFR §300.226(a). Up to 15% may be used for coordinated pre-referral interventions.

Policy, Procedures and Programs

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

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

Maintenance of Effort (MOE) refers to the requirement placed upon many federally funded grant programs that the State Education Agency (SEA) and Local Education Agencies (LEA) to demonstrate that the level of local and state funding remains relatively constant from year to year.

The state is the "grantor" of federal funds and the Irvine SELPA is the recipient of the grants. MOE on the part of the Irvine SELPA is monitored by the California Department of Education (CDE) aka the state.

Local Penalties Assessment Process for a LEA not Meeting MOE

When a SELPA does not pass the MOE test the SELPA will be billed for repayment of federal funds equal to the amount by which state and local spending was reduced. When the County Office of Education (COE) determines the SELPA has not met MOE by comparing budgeted expenditures of the current fiscal year to unaudited actual expenditures of the prior fiscal year (October 15 data submission), the SELPA will not be eligible to receive federal special education funding.

Three Part MOE Test Process

Test 1: SELPA Test: The SELPA's state and local special education budget is at least equal to that which was spent in the prior year, either in total or on a per-capita basis

Test 2: SELPA Test: The SELPA can treat up to 20% of its increase in Federal Part B IDEA funds as local funds, which may result in meeting the MOE requirement.

Test 3: LEA Test: The SELPA can determine if the reduction in budgeted expenditures, as determined from Tests 1 and 2, was due to any of the following events.

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

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

Policy, Procedures and Programs

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

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

Members of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan, may address questions or concerns at regularly scheduled meetings according to Brown Act requirements to receive and take action on information or business related to special education and the administration of the Irvine SELPA. In addition, the Irvine SELPA encourages parental and community participation in the Special Education Community Advisory Committee (CAC).

Policy, Procedures and Programs

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

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

California has an extensive law with regard to suspension and expulsion. Educational opportunities are provided to all expelled students. The principal of each school is responsible for keeping detailed records and reporting each incident to the district and board of education. The district, in turn, is responsible for reporting annually to the Department of Education data on the numbers of students recommended for expulsion, the grounds for the recommendation, the action taken, the type of referral for education, and the disposition of the pupil at the end of the expulsion period. The Department of Education analyzes the data to determine if a LEA has a significant discrepancy from state averages. Failure to submit a timely report requires the state superintendent to withhold further apportionment of funds to the LEA.

The California Code of Regulations requires LEAs to report annually to the Department all events requiring an "emergency behavioral report" indicating a student with a disability has had an event of serious behavior the nature of which could be grounds for suspension or expulsion. The Department is required annually to provide the data from these reports to the Commission on Special Education. The Special Education Division is organized into geographic regions for providing focused monitoring and technical assistance and for the purpose of maintaining a close relationship with the LEAs and the performance of their students with disabilities. A database of indicators is kept and analysis is made on an ongoing basis to provide assistance whenever indicators indicate a potential problem.

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

Policy, Procedures and Programs

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

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

Students with IEPs shall have access to State approved, standards based, grade level and/or instructional level appropriate District adopted instructional materials. The Superintendent has established a process for curriculum development, selection, and adoption which utilizes the professional expertise of teachers, principals, and district administration representing various grade levels, disciplines, special programs, and categories of students.

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

Students with print disabilities have access to appropriate materials including Braille materials, large print, and recorded media. Materials are transcribed into Braille as required by the needs of each student. The Irvine SELPA shall maintain a database of materials purchased with low incidence funds.

Policy, Procedures and Programs

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

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

The Irvine SELPA will on, an annual basis, review and analyze CALPADS Data, including the collection and examination of data regarding the over/under representation of racially, ethnically, linguistically and culturally diverse students to determine whether an imbalance exists within the district in the areas of eligibility, discipline and placement.

Overidentification in a particular category may be addressed through training with both general education and general education staff.

Policy, Procedures and Programs

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

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

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.

Irvine Unified School District

Preschool Referral and Placement Procedures



PRESCHOOL REFERRAL REQUIREMENTS

Every student transitioning from early intervention services under Part C must have an IEP developed and implemented by the student's third birthday. IUSD provides preschool services to those children 3 – 4 years 11 months who qualify. The referral requirements are as follows:

At the Neighborhood School

- Send home the current Health and Developmental form to be completed and returned **prior to the parent interview/pre-referral form.**
- Collect two complete residency documents, birth certificate, and immunizations **prior to the parent interview/pre-referral form.** **NOTE:** Complete residency documents require an unpaid bill that has the payment stub still attached.

Speech and Language Referrals

- Please complete the ECLC Pre-referral interview form with parents via a phone call indicating your recommendation.
- If the child's errors are developmental in nature or may be a result of limited opportunities to develop English language, provide the family with resources as appropriate. Inform parents that if their concerns persist after 6 months, it may be appropriate to have the child rescreened.

Behavior Referrals

- If there are concerns with behavior, both the Speech and Language Pathologist and the School Psychologist will need to conduct the parent interview to determine the need to refer for further preschool assessment.

Timelines

NOTE: Once a parent interview is complete, the 15-day timeline to present a proposed assessment plan begins. Send via email or return hard copies of the referrals to the Coordinator of Early Childhood Special Education at ECLC within 1-2 days of the intake. If you are unable to send within the first two days, E-mail if further testing is being recommended.

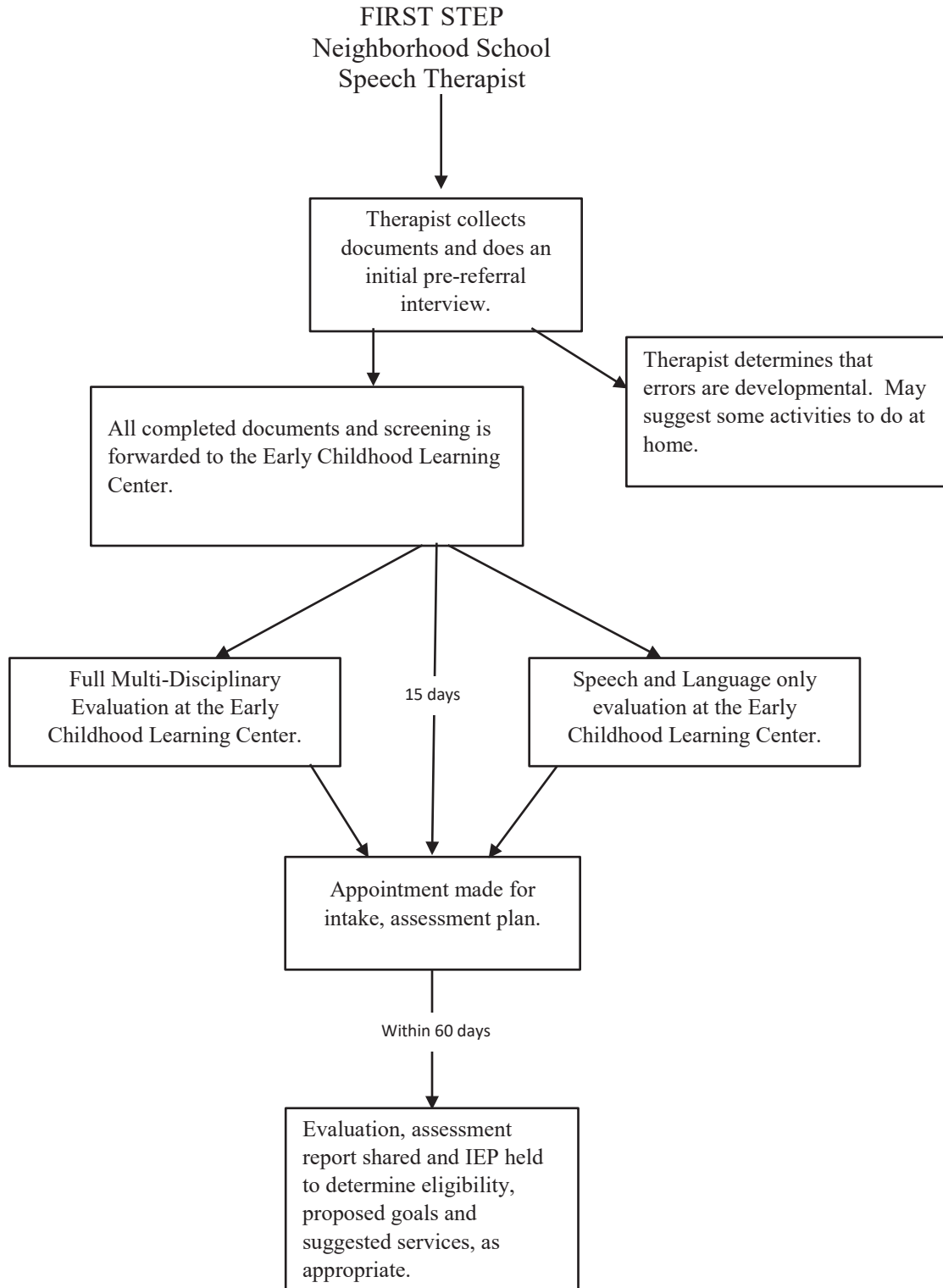
End of the School Year

- Parents must be informed that the timelines for referrals for assessment received within the last month of school are different than during the school year due to the summer break. Depending on the time of screening, the Preschool may or may not conduct a transition meeting to present an assessment plan prior to the end of the school year. In either case, the assessments will be conducted within the 60 day timeline from the date of signature excluding breaks greater than 5 days.

Students Transition to K in the Fall

- Students transferring from pre-school to kindergarten are facilitated through the IUSD transition procedures that are implemented in the spring prior to the fall transition.

PRESCHOOL REFERRAL PROCESS



Irvine Unified School District

Secondary Transition Handbook



Irvine Unified

Secondary Transition Planning

IEP Requirements Specific to the Individual Transition Plan:

IDEA 2004 has changed the Individual Transition Plan (ITP) development timeline from 14 years to 16 years of age. Transition planning which focuses on courses of study must begin by age 16 and transition planning which describes specific transition services must begin by age 16. [20 U.S.C. Sec. 1414(d)(1)(A)(vii); 34 C.F.R. Sec. 300.374(b).] The development of effective ITPs is a process that embraces best practices and the law. IEP teams are encouraged to begin this planning earlier, with best practice suggesting that this process begin formally at the middle school level.

Transition planning can occur at a combined Individualized Education Program (IEP) and an Individualized Transition Plan (ITP) meeting, or an ITP can be developed in a separate meeting. When a combined ITP/IEP meeting is held, ideally, transition planning should occur first in order to incorporate the agreed upon transition goals into the academic program (IEP). Whichever way transition planning is implemented, transition objectives, goals and activities should be identified and included in the student's IEP or a separate ITP can be attached to the IEP form. All of the IEP procedural guidelines must be followed.

The Individual Transition Plan (ITP) is a term used to describe the written plan designed to help prepare students for passage from school to post-school life. [See Cal. Ed. Code Sec. 56462; see also Cal. Ed. Code Sec. 56345.1 and 20 U.S.C. Sec. 1401(30).]

The ITP must be based on the student's needs, preferences and interests and it must reflect the student's own goals. Objectives, timeliness, and responsible parties for meeting the objectives should be written into both the IEP and the ITP.

The Individual Transition Plan (ITP) will help drive services today, and goals for the future. A collaborative effort among students, parents, school staff and adult service providers is essential to effective transition programming. Beginning not later than the first IEP, to be in effect when the child turns 16 and then updated annually thereafter.

1-Student Invited- Check "Yes" in this box as the student must always be invited to the IEP meeting.

2-If Appropriate, an agreed upon, agencies invited- Check "Yes" or "Not Applicable" if agencies are involved.

3-Describe how the student participated in the process- Check “Yes” as the student must be assessed and interviewed as part of this process.

4-Age-Appropriate transition assessments/instruments were used- Check “Yes” as the assessment tools utilized must be age-appropriate.

5-Student’s Post Secondary Goal Training or Education (Required)

Education and Training:

- Determining academic and functional skills
- Matching academic and functional skills with career goals
- Determining the needed accommodations to be successful in school and work
- Matching career goals to appropriate postsecondary setting

6- Upon completion of school I will- complete the sentence by indicating what the student’s goal is in the area of education after either graduating from high school or being issued a certificate of completion. Example (Mild/Mod student): Upon completion of school I will enroll in a two year college. Example (Mod/Severe student): Upon completion of school I will apply for a part-time job.

7-Linked to Annual Goal#- Indicated which IEP annual goal was written directly related to this specific area of interest for the student.

8-Person/Agency Responsible: Indicate “student” and “staff” in this section as it is the responsibility of the school to implement the goal.

9- Transition Service Code as appropriate-

Transition services needed to assist the child in reaching those goals, including courses of study. The definition of “transition services” has been changed to emphasize that the services must be designed “within a results-oriented process,” which is “focused on improving the academic and functional achievement” of the student. “Vocational education” has been added to the list of potential services and the student’s “strengths” are to be taken into account as well as his or her preferences and interests when considering the student’s transition needs.

Transition Services:

- Be based on the student’s desired outcomes and outline a program of services for the student’s school, including community activities
- Include courses of study that may include required, elective, advanced placement, modified, or specially-designed courses
- Directly relate to how the student is functioning and what he or she wants to do after high school
- Identify if the proposed course of study leads to a regular diploma or Certificate of Educational Achievement or Completion

10- Activities/Instruction

The student is required to complete classes in specific areas, to succeed in the general curriculum, and to gain needed skills.

11-Community experiences outside the classroom setting

The student benefits greatly from exploring and knowing about the larger community. Examples of community experiences could include community-based instruction or work experience; training in how to explore a community, bank, shop, or travel; and instruction in where to find counseling services and recreational activities.

12- Related services

The student may need services from other service providers in order to achieve his or her educational goals, such as speech therapy, occupational therapy, career guidance, transportation, or family counseling to assist the student transition into adulthood.

13- Student's Post Secondary Goal Employment (Required)- Complete same as above.

Job Training/Employment:

- Determining career interests
- Matching career goals to strengths, talents, and interests
- Work skills
- Identifying the level of supervision needed
- Identifying the student's ability to ask for help
- Task completion
- Initiation
- Interview skills
- Work experience

14-Student's Post Secondary Independent Living (As appropriate)-

Independent Living:

- Selecting a lifestyle and future living situations and developing skills to live as independently as possible
- Money management
- Nutrition
- Personal grooming
- Health care/sexuality
- Cooking/cleaning
- Mobility, travel skills, driver's license
- Community participation

- Accessing community resources including people, places, and activities
- Accessing community resources such as the Department of Rehabilitation (DR), Employment Development Department (EDD), regional centers, mental health, or Social Security
- Identifying community resources to match interests (sports, hobbies, movies)

Employment and other post-school objectives

These may include activities that give the student the opportunity to find out what is possible and prepare for post-school vocational training or college or for competitive or supported employment after high school.

Daily living skills-

The student may require practice in performing activities that adults do every day, such as preparing meals, shopping, budgeting, maintaining a home, paying bills, and grooming.

Functional evaluation-

This evaluation provides an assessment process that offers practical information about job or career interests, aptitudes, and skills. Information may be gathered through situational assessment, observation, or formal measures.

15-District Graduation Requirements- A course of study is a schedule of classes that leads to certain types of diplomas, certificates and/or requirements for post-secondary education. To determine a high school course of study, it is important that an educational outcome be identified. There are two high school educational outcomes for students with IEPs in the Irvine Unified School District.

- High School Diploma
- Certificate of Completion

16-CAHSEE (High School Exit Exam)- Check

17-Age of Majority- Beginning not later than one year before the child reaches the age of majority under state law, a statement that the child has been informed of the child's rights under this title, if any, that will transfer to the child on reaching the age of majority under Section 615(m)[614(d)(1)(A)VIII].

18-The student's IEP includes appropriate measurable postsecondary goal or goals that cover the education or training, employment, and as needed independent living?- The IDEA 2004 mandates the inclusion of age-appropriate transition assessments related to training/education, employment, and, where appropriate, independent living skills:

Each student's needs with regards to Transition Assessment are individualized. This information should be kept in a student file or portfolio. Transition assessment should be an ongoing process started no later than the first IEP to be in effect when the student is 16 and utilized for post secondary planning and programming after graduation. Check "Yes" in this box.

19-Is (are) the postsecondary goal(s) updated annually?- The development of the measurable annual IEP goals should support the student's expressed post-school goals and should be based on the student's present levels of academic achievement, functional performance and transition assessment. The annual goals should support the attainment of post-secondary goals.

20-Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?- Check

21-Is (are) there annual IEP goal(s) related to the student's transition services needs?-

Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and independent living skills, where appropriate Schools are required to set clear and specific transition goals beyond secondary school. The student's IEP is to include "appropriate measurable postsecondary goals based on age appropriate transition assessments" and describe the transition services, "including courses of study," needed to reach his or her goals.

Irvine Unified School District

Home Instruction Handbook



Introduction

Irvine Unified School District's Home Instruction program is an instructional service provided to students through the 504 or IEP team process.

A home instruction teacher provides instructional support in accordance with a students' 504 or IEP in the subjects/courses correlated with the student's school program to the greatest extent possible. The purpose of Home Instruction I is to help students maintain a continuity of instruction and to meet IEP goals and 504 accommodations.

Eligibility

The IEP or 504 team determines a student's eligibility for home instruction services through a 504 or IEP team meeting.

Exceptions

- A home instruction teaching assignment cannot risk exposing the home teacher to any contagious disease (i.e., measles, chicken pox, mononucleosis, tuberculosis, etc.).
- A change of venue may be necessary should it be determined that safety or health conditions exist, preventing instruction from taking place in the home.

Process for Requesting Home Instruction

- 1) The IEP team lead (program specialist or school psychologist) contacts the Director of Alternative Education prior to an IEP team meeting (to the greatest extent possible) to discuss possible referral to home instruction. The program specialist **MUST** review request for home instruction services.
- 2) IEP team meeting is held and offer of FAPE includes home instruction
- 3) **Program specialist or school psychologist** completes Home Instruction referral form, gathers appropriate signatures and provides this to the Director of Alternative Education.
- 4) A Home Instruction teacher will be assigned as soon as possible to ensure no delay in implementation

Course of Study, Instruction, and Grading

The student will remain enrolled in his/her school of attendance and courses with grades, work and credits being issued by the teacher of record at their school of attendance. The student's case manager will remain in place.

Parent Responsibilities

It is the desire of Irvine Unified School District to provide a positive and meaningful educational experience for every student while they are in the Home Instruction Teaching Program.

In order to provide the best possible instructional program during this time, we request the parent participate in the following ways:

1. **A responsible adult (18 years of age or older) must be present throughout the duration of the teaching session.** No instruction can take place and will not be made up without an adult present.
2. Provide an environment for study that is quiet, well lit and free from interruptions. Pets should be secured in an area away from the student/teacher study area.
3. No siblings should be present in the room during lesson time. If other arrangements need to be made, please discuss this with the home teacher.
4. Books and supplies should be on the table and ready to use when the home teacher arrives to begin instruction.
5. The student should be rested and ready for instruction.
6. The Home Instruction teacher shall be in charge when instruction begins.
7. **If your student is unable to make a scheduled instruction time and/or the student does not show up to the scheduled instructional time, the session will not be made up.**
8. Meet and confer regularly with the H/I teacher to discuss your student's progress.

The Home Teacher Responsibilities

- 1) The Home Instruction teacher is responsible for gathering and providing student with instructional materials from his/her school of attendance and teachers.
- 2) The Home Instruction teacher will connect directly with the identified attending school contact person. Returning of instructional materials back to the school of attendance is also the responsibility of the assigned home teacher.
- 3) Arrive promptly for Home Instruction teaching sessions.
- 4) Maintain an effective and working relationship with the student's school of attendance classroom teacher(s) in order to obtain instructional materials (e.g., textbooks, worksheets, tests, and course objectives) that provide for a program as consistent as possible with the program available in the school setting.
- 5) Be prepared with appropriate lessons for each Home Instruction teaching session.
- 6) The Home Instruction teacher will maintain all attendance records for each student. The Home Instruction teacher will also maintain a log of Home Hospital activities conducted at each session.
- 7) The assigned Home Instruction teacher will complete and submit to the Home Instruction Office the completed Home Instruction Teacher Report form as well as Time Sheet and Monthly Mileage Report.

Termination of Home Instruction

Home Instruction will end based upon a student's IEP or Section 504 plan. The Home Instruction office will work in collaboration with the IEP or Section 504 team to transition the student.

**Irvine Unified School District
Home Instruction Teaching Program
Parent Agreement Form**

1. An adult must be present and on the premises during the home teaching session.
 - a. If an adult is not present, or is unavailable, the session will be terminated and cannot be rescheduled.
2. Home Instruction teacher will schedule appointments with the parent one week prior to the session.
3. If your student is unable to make a scheduled instruction time and/or the student does not show up to the scheduled instructional time, the session will not be made up.
4. All sessions canceled by the Home Instruction teacher will be rescheduled.
5. I have been given a copy of the Home Instruction Handbook, and I understand the policies and procedures of the Irvine Unified School District Home Instruction Program.

Parent Signature

Date



Irvine Unified School District
REQUEST FOR HOME INSTRUCTION TEACHING SERVICES

3387 Barranca Parkway, Irvine, CA 92606 Office: (949) 936-7403 Fax (949) 936-7409



Name of Student: _____ Grade: _____

School of Attendance: _____ Case Carrier: _____

Program Specialist: _____

School Psychologist: _____

Home Instruction Start Date: _____

Home Instruction End Date: _____

Home Instruction Hours per Week: _____

Will the student be attending his/her school of attendance at all during this time? _____

If so, how many hours/periods per day? _____

Student's Address for Home Instruction: _____

Parent Best Contact Number: _____

Parent Email: _____

Program Specialist: _____ Date: _____
(Signature)

School Psychologist: _____ Date: _____
(Signature)

Case Carrier: _____ Date: _____
(Signature)

Parent: _____ Date: _____
(Signature)

Office use only

Director of Alternative Education Signature



Irvine Unified School District
REQUEST FOR IN-HOME & HOSPITAL (H/H) TEACHING SERVICES

3387 Barranca Parkway, Irvine, CA 92606 Office: (949) 936-7403 Fax (949) 936-7409



(Section 1: Completed by the Parent/Guardian)

Name of Student: _____ Home Phone: (____) _____ Birth date: _____

Grade: _____ School of Attendance: _____ Counselor (HS only): _____

X _____
 Parent/Guardian's Signature Relationship Date

As the parent or legal guardian of the above named student and by my signature above, I authorize the Irvine Unified School District and the physician(s) identified below to release and exchange medical information relative to the above named student so eligibility for home/hospital (H/H) teaching services can be determined. I certify I am aware that I request to review any requested records and may receive a copy of any materials exchanged.

(Section 2: Completed by the Attending Physician)

Practioner's Name and Title: _____

I understand the information received will be used only to assist the Irvine Unified School District in determining eligibility for home/hospital (H/H) teaching services for the above named student. It will not be copied for transmission to others without parent or guardian authorization.

Current Diagnosis: _____ **Date of Diagnosis:** _____

What is the primary functional impairment restricting school attendance for this student? _____

Is the student able to attend school on a modified schedule? NO YES @ Hours/Day: _____

Length of absence (60 days): Start Date _____ End Date _____

- o Is the student contagious? Yes No If yes, specify why/how: _____
- o Are there any precautions needed when teaching this student? _____
- o If student is pregnant, what is the estimated date of delivery? _____ (H/H may be received for up to 6 weeks post-partum)

Do you feel the student will be able to return to school after the total days listed above? Yes No Uncertain

At this time, is this diagnosis Short Term/Acute Re-Occurring, or Long Term/Chronic?

Mental Health Treatment Plan (Must be completed):

- Medications (name): _____ Dosage: _____
- What is the functional impairment restricting school attendance: _____
- Treatment Goals: _____
- Counseling/Therapy: NO YES Frequency of Visits: _____ Date of Last Visit: _____

Therapist's Name: _____ Phone: _____

 Physician's Signature License # Date Signed

 Telephone Number Email Address



Irvine Unified School District
RELEASE FROM HOME TEACHING SERVICES

3387 Barranca Parkway, Irvine, CA 92606 Office: (949) 936-7403 Fax (949) 936-7409



(Section 1: Completed by the Parent/Guardian)

Name of Student: _____ **Home Phone (____)** _____

Birth Date: _____ **Grade:** _____ **School of Attendance:** _____

X _____
Parent/Guardian Signature **Relationship** **Date**

As the parent or legal guardian of the above named student and by my signature above, I authorize the Irvine Unified School District and the physician(s) identified below to release and exchange medical information relative to the above named student so eligibility for in-home teaching services can be determined. I certify I am aware that I have the right to review any requested records and receive a copy of any materials forwarded.

(Section 2: Completed by the Attending Physician) Print Physician's Name: _____

STUDENT MAY RETURN TO SCHOOL ON: _____

Date

RETURN STATUS: **FULL TIME:** **MODIFIED DAY:** @ _____ **HOURS/DAY**

RESTRICTIONS/LIMITATIONS OF ACTIVITIES: **NONE:** **YES:** **Describe:** _____

DURATION OF RESTRICTIONS: _____

INSTRUCTIONS REGARDING CARE OF STUDENT AT SCHOOL: _____

X _____
Physician's Signature **License #**

_____ **Telephone Number** **Email Address** _____ **Date**

