



LOCAL PLAN FOR SPECIAL EDUCATION

SELPA IV

SELPA ADMINISTRATIVE UNIT
1290 Ridder Park Drive
San Jose, CA 95131
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SELPA IV LOCAL PLAN

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**SED-LP-1 - CERTIFICATION OF PARTICIPATION, COMPATIBILITY,
AND COMPLIANCE ASSURANCES**

1. CHECK ONE, AS APPLICABLE: [X] Single District [] Multiple District [] District/County

CDS Code / SELPA Code 43-10439 / 4304	SELPA Name SELPA IV	Application Date JUNE 2007
SELPA Address 1290 RIDDER PARK DRIVE	SELPA City SAN JOSE	SELPA Zip 95131
Name SELPA Director (Print) PAMELA PTACEK	SELPA Director's Telephone Number (408) 453 - 6566	

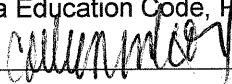
2. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY FOR THIS PROGRAM (Responsible Local Agency (RLA) or Administrative Unit (AU))

RLA/AU Name SANTA CLARA COUNTY OFFICE OF EDUCATION	Name/Title of RLA Superintendent (Type) COLLEEN B. WILCOX, Ph.D. / SUPERINTENDENT	
RLA/AU Street Address 1290 RIDDER PARK DRIVE	RLA/AU City SAN JOSE	RLA/AU Zip 95131
Telephone Number (408) 453 - 6566	Date of Governing Board Approval 7-18-07	

3. CERTIFICATION OF ASSURANCES

I certify that this plan has been 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, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.

Signature of RLA Superintendent

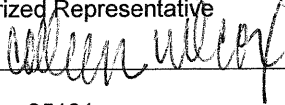


7-18-07

Date

4. CERTIFICATION OF COMPATIBILITY BY THE COUNTY SUPERINTENDENT OF SCHOOLS

Pursuant to Education Code Section 56140, this plan ensures that all individuals with exceptional needs 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 school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.

County Office Name SANTA CLARA COUNTY OFFICE OF EDUCATION	Name of County Superintendent or Authorized Representative COLLEEN B. WILCOX, Ph.D.	Title SUPERINTENDENT
Street Address 1290 RIDDER PARK DRIVE	Signature of County Superintendent or Authorized Representative 	Date 7-18-07
City SAN JOSE	Zip 95131	Telephone Number (408) 453 - 6511

5. CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE

(See attached)

FOR DEPARTMENT OF EDUCATION USE ONLY

Recommended for Approval by the Superintendent of Public Instruction:

Date: _____ By: _____ Date of Approval: _____

SELPA IV

SED-LP-2 - COMMUNITY ADVISORY COMMITTEE (CAC) CERTIFICATION

CAC signature and verification: I certify :	YES	NO
1. that the Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the local plan pursuant to Education Code (E.C.) Section 56194;		X *
2. that to ensure adequate and effective participation and communication pursuant to E.C. 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the plan for special education;		X *
3. that the CAC has had 30 days to review the plan prior to submission to the Local Governing Boards and the California Department of Education for approval pursuant to E.C. 56205 (b)(6);		X
4. that the CAC has reviewed any revisions made to the local plan as a result of recommendations or requirements from the California Department of Education.		X
CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE		
Signature of CAC Chairperson <i>Jennifer Packard</i>	Date 6-21-07	
Name of Chairperson (print) Jennifer Packard	Telephone Number 408-264-2432	

If you checked [✓] NO for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the SELPA met the requirement. (Attach separate sheet, if necessary.) The Department will take this into consideration in its review of this local plan application.

Items numbered 1 and 2 are marked “no” since the only changes to the Local Plan are due to the new requirements as a result of the reauthorization of the IDEA and the final regulations.

SANTA CLARA COUNTY  OFFICE OF EDUCATION
SELPA IV

SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY (LEA) ASSURANCES

1. FREE APPROPRIATE PUBLIC EDUCATION (20 USC § 1412 (a)(1))

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

2. FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))

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

3. CHILD FIND (20 USC § 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 attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))

It shall be the policy of this LEA that an Individualized 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. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. LEAST RESTRICTIVE ENVIRONMENT (20 USC § 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 class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. EVALUATION (20 USC § 1412 (a)(7))

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

8. CONFIDENTIALITY (20 USC § 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 (FERPA).

9. PART C, TRANSITION (20 USC § 1412 (a)(9))

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

10. PRIVATE SCHOOLS (20 USC § 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.

11. LOCAL COMPLIANCE ASSURANCES (20 USC § 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 Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

12. INTERAGENCY (20 USC § 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 FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13. GOVERNANCE (20 USC § 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 Educational Agency.

14. PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including 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 CDE about staff qualifications.

15. PERFORMANCE GOALS & INDICATORS (20 USC § 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.

16. PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC § 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; will be used to supplement and not to supplant state, local and other Federal funds.

18. MAINTENANCE OF EFFORT (20 USC § 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 law and regulations.

19. PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))

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

20. RULE OF CONSTRUCTION (20 USC § 1412 (a)(20))

(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL (20 USC § 1412 (a)(21))

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION (20 USC § 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.

23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 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.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24))

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE (20 USC § 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.

26. DISTRIBUTION OF FUNDS (20 USC § 1411(e),(f)(1-3))
(Federal requirement for State Education Agency only)

27. DATA (20 USC § 1418 a-d)

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

28. READING LITERACY (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. CHARTER SCHOOLS (E.C. 56207.5 (a-c))

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

CERTIFICATION OF BOARD MINUTES

This is to certify that in accordance with Federal and State laws and regulations, the San Jose Unified School District, at its regular meeting on _____, 2007, approved the local plan and that this plan is the basis for the operation and administration of special education programs. The agency(ies) herein represented 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, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 705 (20), 794-794b, Section 504 of Public Law, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the Local Education Agency and the SELPA office.

Adopted this 21st day of June, 2007.

Yeas: 4 Nays: 0 / ABSENT

Signed: Don Iglesias
Print Name and Title
Superintendent of Schools

This document should be signed by the County/District Superintendent or appropriate designee.

CERTIFICATION OF BOARD MINUTES

This is to certify that in accordance with Federal and State laws and regulations, the Santa Clara County Office of Education, at its regular meeting on July 18, 2007, approved the local plan and that this plan is the basis for the operation and administration of special education programs. The agency(ies) herein represented 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, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 705 (20), 794-794b, Section 504 of Public Law, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the Local Education Agency and the SELPA office.

Adopted this 18 day of July, 2007.

Yeas: 7

Nays: 0

Signed:

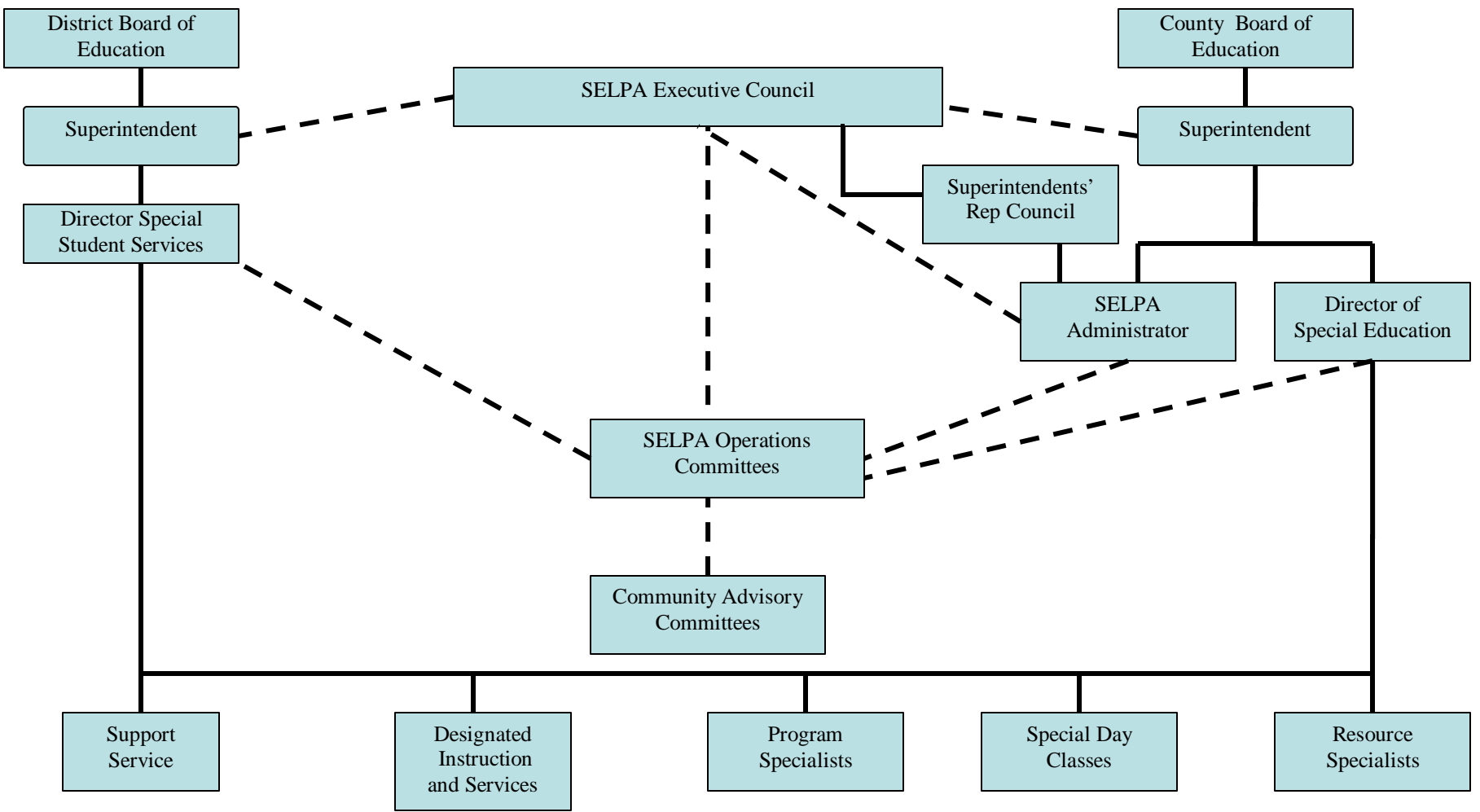
Colleen Wilcox
Print Name and Title

This document should be signed by the County/District Superintendent or appropriate designee.

Santa Clara County Office of Education
 SELPA IV
 Governance Model
 Organizational Chart

San Jose Unified

Santa Clara County



———— Direct Responsibility
 - - - - - Advisory

I. PURPOSE AND INTENT:
(56195)

The following Santa Clara County public school agencies:

San Jose Unified School District

Santa Clara County Office of Education

join together to adopt a plan in accordance with California Education Code to assure access to special education and services for all individuals with exceptional needs residing in the geographic area served by the San Jose Unified School District hereafter known as SELPA IV Local Plan Area. San Jose Unified School District is a district/county SELPA. In adopting the completed plan, SELPA IV agrees to carry out the duties and responsibilities assigned to it within the plan. The SELPA IV may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

A. DESCRIPTION OF GOVERNANCE STRUCTURE

GENERAL DESCRIPTION [56205(a), 56205 (a)(12)(A), 56195.1-1(b)(1), 56195.1(c), 56195(c)(1-2)]

SELPA IV in Santa Clara County is comprised of San Jose Unified School District and the Santa Clara County Office of Education. They have joined together in a cooperative effort to provide for the coordinated delivery of programs and services and to provide assurance of equal access to such programs and services to eligible persons with disabilities requiring special education in the services region. The Santa Clara County Office of Education serves as the Administrative Unit (AU) for SELPA IV. It shall be responsible for functions such as, but not limited to:

1. Receipt and distribution of funds to accounts exclusively designated for SELPA use.
2. Provisions of designated services as specified in the "Agreement for Services as Administrative Unit." [56195.1(c)(2)]

COMPOSITION AND ORGANIZATION OF THE EXECUTIVE COUNCIL
56205(a), 56205(a)(12)(A)

1. The SELPA IV Special Education Local Plan Area is governed by an Executive Council composed of two (2) voting superintendents from member LEAs.

- Representation on the Executive Council is Superintendents from the following:

San Jose Unified School District – Superintendent of San Jose Unified School District

Santa Clara County Office of Education – Superintendent of Santa Clara County Office of Education

Total Voting Members – two (2) – No member shall have more than one vote.

- The Executive Council provides for the approval of policy and related issues, which are necessary to operate SELPA IV. The council is composed of the superintendent, or administrative designee, from the County Office of Education and from San Jose Unified School District. Also participating on the Executive Council but as non-voting members are the District Director, County Office Special Education Director, Business Officials, and program specialists.
- The SELPA IV Director will serve ex-officio to the Executive Council. The SELPA Director will have a non-voting status on the Executive Council.
- The Executive Council shall not meet less than four times per school year. The Executive Council meeting calendar will be established at the last meeting of the previous fiscal year for the following school year. The SELPA IV Director shall be responsible for preparing the agenda and all support materials for each meeting. A quorum shall consist of two voting members.
- The functions of the Executive Council consist of the adoption of policies designed to give direction to SELPA IV in the areas to include, but not be limited to, matters of personnel, budget, policy, and contracts.
- All meetings of the Executive Council will be held according to law.

COMPOSITION AND ORGANIZATION OF THE SUPERINTENDENTS' REPRESENTATIVE GOVERNANCE COUNCIL

The Representative Governance Council (hereafter termed Council) is comprised of a superintendent selected from each of SELPAs I, II and III, and the superintendents from SELPAs IV, VII and the Santa Clara County Office of Education (COE) for a total of six members. A superintendent's designee with voting authority may be the representative for SELPAs IV, VII or COE. SELPAs I, II and III shall be represented by the selected superintendent or an alternate superintendent from that SELPA. The main functions of the Council are to supervise and evaluate the SELPA Director and to resolve conflicts should they exist within the five (5) SELPA consortium.

- The Council makes recommendations to the Executive Council for necessary changes to the governance structure.

2. The Council makes all employment decisions regarding the SELPA Director, including selection, supervision, direction, compensation, evaluation, and if necessary, termination. The SELPA Director shall be employed under contractual terms established by the Council.
3. The Council approves the staffing of the SELPA office.
4. The Council monitors the SELPA Director's implementation of the SELPA Plans and reviews and approves the SELPA Administrator's annual objectives.
5. The Council shall select a Chairperson and Vice Chairperson from among its members at the annual organizational meeting. The SELPA Director will serve as an ex-officio secretary to the Council. As secretary, the SELPA Director will prepare and distribute Council meeting agendas, prepare minutes, and maintain a permanent file for all Council records and documents.
6. All Council meetings will be conducted in a legally constituted manner.
7. The public is allowed to address the Council on items on the posted agendas for each meeting. Persons wishing to address the Council on issues not on the agenda may do so under the item entitled, "Hearing of Persons Wishing to Address the Council or to Present Petitions."
8. Council meetings can be held with a quorum of three (3) or more Council members present. Votes are all equal and four (4) affirmative votes are required for approval. Three of the votes must come from the four SELPAs and one may come from the COE for approval purposes.
9. Minutes of each Council meeting, following their approval, are public records and shall be permanently retained.

REQUEST FOR SELPA MEMBERSHIP: LEAs AND CHARTER SCHOOLS

[56203, 56203(b), 56203(c), 56207.5, 56207.5(a), 56207.5(b), 56207.5(c), 56195.1(c)(2)(f)]

Students enrolled in charter schools are entitled to special education services in a manner similar to those enrolled in public schools in the district. No governing board shall grant a charter unless the charter includes assurances that special education instruction/services shall be provided to all eligible disabled students enrolled in the charter school.

Charter schools that are categorized as dependent and not deemed a LEA for special education purposes are aligned with the chartering district. They will participate in the federal/state funding in the same manner as the other schools within the chartering district. The chartering district shall be responsible for ensuring that all children with

disabilities enrolled in the charter school receive special education services in the same manner that is consistent with all applicable provisions of state and federal law.

A charter school may apply to become a LEA for special education purposes. The Executive Council of SELPA IV shall determine whether the charter school has provided requisite assurances. Once approved as a LEA, the charter school shall participate in the governance of the SELPA in the same manner as other school districts within the SELPA.

A request by a LEA or a charter school deemed a LEA to participate as a local educational agency in SELPA IV special education local plan will not be treated differently from a similar request made by a school district. In reviewing and approving a request by a LEA or a charter school to participate as a local agency in SELPA IV, the following requirements shall apply:

- The LEA or charter school shall participate in state and federal funding for special education and the allocation plan developed in the same manner as other local educational agencies of the SELPA.
- The LEA or charter school shall participate in the governance of the SELPA in the same manner as other local educational agencies of the SELPA.

A redrafting of a new local plan and action by each member's governing body shall follow the approval of additional members to the SELPA by the Executive Council.

RESPONSIBILITY OF PARTICIPATING AGENCIES

[56205(a)(12)(D)(i), 56195.5(b), 56195.1(b)(2), 56195.1(c)(1)]

Each participating LEA is responsible for implementing those services assigned to the local agency herein and provided for in the local plan budget plans. Each LEA provides assigned programs and services through its own facilities and staff.

When a LEA is unable to provide an appropriate program for an individual pupil, the LEA shall arrange for an appropriate placement, through an Individualized Education Team, in another LEA outside of SELPA IV. The SELPA IV Director will assist the district in a placement outside of SELPA IV. The Santa Clara County Office of Education shall perform the services of a LEA for persons with disabilities residing in Juvenile Court Schools in SELPA IV.

Santa Clara County Office of Education has more than one Local Plan area. Santa Clara COE provides special education services to more than one SELPA. Therefore relevant provisions of contracts between the Santa Clara County Office of Education and its employees governing wage, hours, and working conditions shall supersede any like provisions contained in the SELPA IV Local Plan.

LEA BOARDS OF EDUCATION
56205(a)(12)(D)(i)

LEA BOARDS shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the LEA.
2. Review and approve revisions of the SELPA IV Local Plan for Special Education.
3. Participate in the governance of SELPA IV through their designated representative to the Executive Council.
4. Appoint members to the Community Advisory Committee.

SELPA POLICY

Procedures for Development

[56205(a)(12)(B), 56205(a)(D)(ii)(III), 56205(b)(4), 56205(a) (D)(i), 56205(a)(D)(ii), 56205(a)(D)(ii)(I)]

Policies governing SELPA IV shall be adopted by the Executive Council and are part of the Local Plan. The Council shall be advised by the SELPA IV Director who shall, in turn, be advised by the SELPA IV Operations Committee, and the Community Advisory Committee (CAC). Input may be received from parents, staff, public and non-public agencies and members of the public at large. Individuals wishing an opportunity to address the Council on a particular agenda item can seek recognition from the Chairperson when these items are open for discussion at the Executive Council meetings. Persons who wish to address the Council on issues not on the agenda may do so under the item, "Hearing of Persons Wishing to Address the Council or to Present Petitions."

The Executive Council shall review the SELPA IV Local Plan and recommend modifications as necessary. All such modifications shall be subject to appropriate statutory and locally defined input process prior to incorporation in this plan. The SELPA IV Director, with the Operations Committee, shall assist the Executive Council with these reviews.

The Executive Council shall be the policy making body for SELPA IV and its members LEAs. The policies and procedures adopted by the Executive Council under the authority of the adopting LEA board have the same status as other LEA board policy.
[56205(a)(12)(D)(ii)(I-II)], 56195, 56195.8(a).

The Executive Council shall:

- Adopt policy for SELPA IV
- Approve an agreement with the Administrative Unit for services
- Monitor compliance as required by law
- Coordinate and implement the SELPA IV Local Plan
- Adopt an operations budget for SELPA IV at an annual cost not to exceed the available funds for such service
- Approve interagency agreements
- Approve the Annual Budget and Allocation Plan for submission to the state
- Approve the Annual Service Plan for submission to the state
- Provide an annual audit of all income and expenditures, as required by law
- Receive recommendations from the CAC, Operations Committee, LEA Boards, and other concerned agencies and individuals
- Decide disputes, if any, between participating LEAs that arise concerning special education and related matters or related to the interpretation of the Local Plan and other agreements and policies between or among the LEAs.

LEA Responsibilities: Policies Addressing LEA Responsibilities shall include but not be limited to:

- Child Find
- Procedural safeguards
- Records and report requirements
- Programs and services
- Students and eligibility criteria
- Uniform procedures for notification, identification, referral, assessment, Individualized Education Plan (IEP) development, implementation, and review, and placement
- Transportation
- Complaints and hearings
- Private Schools
- Personnel Standards
- Participation in state and district-wide assessments
- Hospital/Foster/LCI/Juvenile Court schools
- Equipment and services
- Consideration of general education resources after referral

REGIONALIZED SERVICES
[56205(a)(12)(B)] 56195.7(c)(1-6)]

Administrative Unit Responsibilities

Santa Clara County Office of Education serves as the Administrative Unit (AU) for SELPA IV. The AU provides for the allocation of federal, state, and local property taxes for special education instruction and services. They also assist in the development of the Local Plan, Budget Plan, and Service Delivery Plan for SELPA IV. The AU provides the Management Information System (MIS) reporting for state and federal purposes as well as local counts that have a fiscal impact. Fiscal monitoring and information related to the budget allocation plan and to maintenance of local effort, uses of federal funds, and county tax money is also provided.

SELPA Office

The SELPA Office staff consists of a full time director, who provides staff development, training, and facilitates the decision making process for the SELPA. The clerical staff consists of one supervising administrative assistant, one secretary, a fiscal advisor and a MIS Specialist. The SELPA Office provides for the coordination of policy, fiscal, legal, and programmatic aspects of the Local Plan.

Program Specialists

San Jose Unified School District employs the Program Specialists. The Program Specialists work strictly within the district. The Program Specialist may do all of the following:

1. Observe, consult and assist special education personnel.
2. Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for special education students.
3. Provide input into each school's staff development, program development, and innovation of special methods and approaches.
4. Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.
5. Be responsible for assuring that pupils have a full educational opportunity regardless of the district of residence.

Policies Addressing Regionalized Services shall include but not be limited to:

- Interagency coordination and development of agreements
- Non-Public school /agency coordination and development of master contracts including rate setting on behalf of member LEAs and uniform procedures for individual service agreements
- Provision of Program Specialist service
- Evaluation, program review and data collection as required
- Curriculum and program development, as required
- Provision of SELPA personnel and employment standards
- Provision of regionalized staff development
- Resource acquisition
- Resource allocation and distribution according to policy
- Dispute resolution to support parents and LEAs in solving conflict
- Coordination of necessary services
- Other responsibilities as assigned by the Executive Council

Allocation of Resources:

The SELPA IV Director shall allocate all resources granted to the Special Education Local Plan Area pursuant to Education Code. Resources will be allocated in accordance with policy and procedures adopted by the Executive Council.

Disputes Among Members:

[56205(b)(5), 56207(c)]

In the event of a disagreement among local educational agencies or local education agencies and the Administrative Unit regarding the distribution of funds and/or governance activities, the disputing LEAs shall first attempt to arrive at a settlement. Either party may request the direct assistance of the SELPA Director, Chair of the Executive Council or the services of a neutral mediator from outside of the SELPA. If the process fails, the parties may pursue a hearing on the issues and a resolution through the Executive Council. The Executive Council shall hear the facts of the dispute and shall render a written decision on the matter, which shall be binding on all parties.

B. ADMINISTRATIVE FUNCTIONS

[56205(a)(12)(D)(ii), 56195.1(b)(2), 56195.1(b)(3), 56195.1(c)(2)]
56205(a)(12)(B)

1. SELECTION OF REGIONAL LOCAL AREA (RLA) DESIGNEE AND EMPLOYMENT OF SELPA STAFF

The Santa Clara County Office of Education shall serve as the Administrative Unit (AU). Should the Executive Committee determine to designate a different agency as the AU or should the Santa Clara County Office of Education choose

not to serve as the AU, the Executive Council or the Santa Clara County Office of Education, whichever party seek the change, shall notify the other party of its decision at least one year prior to the proposed effective date of the implementation to the alternative plan. In any fiscal year should the Executive Council choose to contract with an agency other than the AU to perform some or all of the services which the AU has been performing, it shall notify the AU at least one year prior to the proposed effective date of the implementation to the alternative plan. An agreement for services as the AU shall be drawn to define the role and function of the AU.

2. SELPA IV DIRECTOR
[56205(a)(12)(D)(ii)] 56205(a)(12)(B), 56205(a)(12)(D)(ii)(III),
56205(a)(12)(D)(ii)(V)

The SELPA IV Director shall serve as the Chief Administrator of the SELPA to implement the Local Plan for Special Education including the following:

1. Provide overall coordination of the Local Plan
2. Serve as ex-officio secretary to the Superintendents' Representative Governance Council
3. Serve as ex-officio secretary to the Executive Council
4. Arrange for meetings, establish agendas, and record minutes as appropriate for the Executive Council
5. Implement the regionalized services of the SELPA:
 - a. Administer staff development programs.
 - b. Coordinate program review.
 - c. Supervise data collection, information management and reporting.
 - d. Coordinate curriculum and program development.
 - e. Coordinate the monitoring of Local Plan implementation through program review.
 - f. Other matters related to the representation and operation of the SELPA.
6. Conduct the business operations for SELPA IV
7. Hire, supervise, evaluate and discipline staff employed by the SELPA in support of the Local Plan. [56205(a)(12)(D)(ii)(I)]
8. Assist in the development of the annual budget plan and annual SELPA operations budget.
9. Allocate and distribute funds to LEAs for the operation of special education programs and services in accordance with policy.
10. Coordinate the funds for low incidence services, equipment and materials in accordance with established procedures.
11. Complete reports for SELPA IV and individual districts in accordance with State priority criteria and Education Code Sections 56220(c)(1), 56368, and 56780.

12. Monitor the appropriate use of federal, state, and local funds allocated for special education programs.
[56205(a)(12)(D)(ii)(IV)]
13. Prepare and submit to the State Department of Education all reports required for SELPA IV. [56205(a)(12)(D)(ii)(V)]
14. Assist in the development and coordinate the implementation of agreements and contracts with non-public school agencies providing services to exceptional students.
15. Assist in the development and coordinate implementation of agreements with other SELPAs and agencies.
16. Assist in the identification of special education program and service needs for SELPA IV.
17. Request input from the LEAs regarding regionalized services.
18. Provide technical assistance to LEA administrators.
19. Provide technical assistance to LEAs in due process and complaint procedures and represent the SELPA in due process and complaint procedures.
20. Act as liaison between and among the SELPA, the State Department of Education, Superintendents' Representative Governance Council, Executive Council, Operations Committee, the Community Advisory Committee, Federal Departments and elected government officials.
21. Update the Superintendents' Representative Governance Council, Executive Council and Operations Committee on legislative changes, proposals, trends, and related concerns.
22. Provide leadership for special education within SELPA IV.

3. OPERATIONS COMMITTEE

[56205(a)(12)(D)(i)]

1. The coordination and implementation of SELPA IV's Local Plan shall be the responsibility of the SELPA IV Operations Committee. This committee shall be composed of the Special Education Administrators from San Jose Unified School District and the County Office of Education, Business Officials and Program Specialists.
2. The SELPA Director is an ex-officio member and serves on the Operations Committee.
3. The Operations Committee has responsibility for:
 - Coordinating timely submission of data for reporting purposes.
 - Coordinating timely submission of fiscal reports.
 - Developing and implementing inservice programs.
 - Providing for SELPA-wide placement of students.
 - Coordinating timely and accurate attendance data.

- Reviewing and recommending budget priorities to the Executive Council.
 - Developing forms, notices, and handbooks.
 - Reviewing and coordinating transportation services.
 - Operating area programs.
 - Implementing policies for due process procedures.
 - Implementing program evaluation procedures.
 - Selecting and supervising program personnel.
 - Assuring proper referral, parent notification, and review procedures.
4. The Operations Committee may be assigned other responsibilities by the Executive Council.
4. **COMMUNITY ADVISORY COMMITTEE (CAC)**
[56205(a)(12)(C)]

The Community Advisory Committee (CAC) serves as an advisor to the Executive Council and the Operations Committee, as well as representative of the interests of parents and of their exceptional children. The advisory functions include input to policy and administrative bodies of the SELPA on such matters as development and review of the Local Plan, recommendations for annual priorities of the SELPA, parent desires and expectations, and community interests. The Boards of Education have appointed members of the CAC. The members of the CAC can provide updates on their priorities at Board of Education meetings of their respective districts and at Executive Council meetings. The special education directors provide support and leadership to the CAC as needed. The SELPA Director, who serves as a liaison and is an ex-officio member of the Community Advisory Committee, facilitates the input process.

The CAC assists in the recruitment and education of parents and other volunteers to help implement the Local Plan. It also encourages community involvement in the development and review of the Local Plan as well as implementing efforts to support and assist exceptional individuals in receiving special education programs and services that appropriately meet their needs. The responsibilities of the CAC shall include all the areas cited in Education Code 56194.

C. AMENDING THE LOCAL PLAN

LOCAL PLAN AMENDMENTS

The SELPA IV Local Plan can be amended for any one of the following reasons:

- Change in federal or state law or regulation
- A new interpretation of the law is presented by the court system
- When there is an official finding of non-compliance with federal or state law or regulation
- When SELPA IV representatives choose to amend the contents of the Local Plan

Changes or amendments to the Local Plan will be considered during the annual service and budget plan process. The Executive Council can adopt amendments to the permanent portion of the local plan on an interim basis, not to exceed one year. Amendments approved in this manner would become permanent upon the subsequent approval by all LEAs governing boards and the State Board of Education.

Approved:
SELPA IV CAC – 03/02/15
SELPA IV Executive Council – 05/13/15
San Jose Unified School Board – 06/09/16

ANNUAL SERVICE DELIVERY PLAN [56205(b)(2)]

SELPA IV is required to submit an "ANNUAL SERVICE DELIVERY PLAN" to the California Department of Education. The Executive Council will conduct a public hearing as required prior to submission to the California Department of Education. Notice of the hearing will be posted in each school district in the SELPA IV area at least fifteen (15) days prior to the hearing. The annual service delivery plan shall include a description of services to be provided by each district and the county office, including the nature of the service and the physical location at which the services will be provided.

The Executive Council may provide guidelines for staff patterns, student patterns, curriculum, and/or instructional methodology.

To provide the full continuum of program options, the Executive Council will work toward achievement of the following goals:

- Program options in general education environments are available at local neighborhood schools
- Special education programs, to the maximum extent appropriate to student needs, are housed on regular school campuses and dispersed throughout the district.
- The physical location of the program facilities continuing social interaction with non-disabled students.
- Individuals with exceptional needs have equal access to all general education activities, programs, and facilities on the regular school site and participate in those activities as appropriate to their needs.

EARLY EDUCATION SERVICES ZERO TO THREE EC 56205(b)(3)

It is the SELPA philosophy that early education programs, which provide educational services with active parent involvement for infants identified as individuals with exceptional needs, can significantly reduce the potential impact of many disabling conditions and positively influence later development when the child reaches school age. The SELPA early education program includes services designed to meet the unique needs of infants, from birth to three years of age, and their families. The primary purpose of the program is to enhance the development of the infant. To meet this purpose, the program focuses on two major areas:

- Early education and appropriate intervention for the infant

This early intervention includes thorough assessment and the development of individualized education programs to maximize the infant's potential through classroom stimulation and home services.

- Support for the family

This includes home instruction which is provided by various members of an instructional team including, but not limited to, teacher, speech and language specialist, social worker, and psychologist; and a variety of home or center-based activities which focus on parental involvement.

The Santa Clara County Office of Education coordinates a comprehensive educational program for low incidence infants with exceptional needs from birth to 36 months of age. Educational services are provided to these infants through the County Office of Education and private sources.

The San Andreas Regional Center (SARC) provides several types of services. Developmentally disabled infants are provided services in a home-based program for the first eight to nine months. A center-based program is then recommended so that the infant may interact with peers. Interventions are provided in gross and fine motor skills, cognitive development, self-help skills, and expressive language development. Services of a physical therapist are contracted when necessary. A speech pathologist is consulted at parent request or on a need basis.

Another program provided by SARC is an out-reach, home-based program for developmentally disabled infants providing assessment and evaluation of infants and counseling for families. The program also provides socialization, stimulation, and development activities for the infant. Counseling enables the parents to share their experiences and receive information regarding birth defects and available community resources.

Coordination of efforts exists between the County Office of Education and various public and private agencies to expedite identification and assessment of high-risk infants. Many of the infants served in the infant program are clients of SARC prior to referral. Once referred and placed in the County program, the County program staff continues to cooperate with SARC, California Children's Services and other appropriate agencies.

Early education and related services are based on the needs of the infant and family as determined by the Individual Family Service Plan (IFSP) teams and are specified in the IFSP. At the time of the IFSP, the team determines it whether the child will have a home-based program or a center-based program. In a home-based program, the frequency of visits is based on family needs. The teacher coordinates joint or individual home visits with other team members as needed. The delivery model for the home-based and group services program provides for classroom instruction three days per week and home visits of not less than one per month.

EARLY EDUCATION SERVICES THREE TO FIVE(PRESCHOOL)
EC 56205(b)(3)

Services are provided starting at age three years to children as determined by the IEP team to be eligible for special education services. A school-based program is provided for children on a daily basis to promote development and growth in areas of assessed weakness. A full continuum of Designated Instructional Services (DIS) is available to each child based on the developed IEP. These services include but are not limited to, speech and language therapy, adapted physical education, health service and counseling, occupational and/or physical therapy, mobility training, visually disabled services, and parent counseling.

Early education services for these preschool children may be provided to individuals or small groups. Districts within the SELPA offer a wide range of programs and services, ranging from home-based services and parent consultation to group programs.

The preschool staff interacts with community agencies serving children with exceptional needs in an effort to coordinate services for the child and his or her family. Agencies include SARC, California Children's Services, Head Start, Santa Clara County Mental Health Department, Santa Clara County Public Health Department, and Child Advocacy groups.

PART C, INFANT TO PRESCHOOL STATEMENT

It is the intent of SELPA I to participate in a local agency interagency agreement with San Andreas Regional Center to provide services for children eligible for Part C of the Individuals with Disabilities Act of 1997. The detailed Interagency Agreement is included in Appendix A in the Local Plan.

**Certification of Annual Service Plan
 Fiscal Year 2019-20**

1. Check one, as applicable: <input type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input checked="" type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 4304 NC	SELPA Name Santa Clara: Area 4	Application Date May 30, 2019
SELPA Address 1290 Ridder Park Drive, MC277	SELPA City San Jose	SELPA Zip code 95131
Name SELPA Director (Print) Leo Mapagu		SELPA Director's Telephone Number (408) 453-6566
2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency [RLA] or Administrative Unit [AU])		
RLA/AU Name Santa Clara County Office of Education	Name/Title of RLA/AU Superintendent (Type) Mary Ann Dewan, Ph.D./ County Supt.	RLA/AU Telephone Number (408) 453-6511
RLA/AU Street Address 1290 Ridder Park Drive, MC277	RLA/AU City San Jose	RLA/AU Zip code 95131
Date of Governing Board Approval July 15, 2019		

Certification of Approval of Annual Service Plan Pursuant to California Education Code Section 56205(b)

I certify that the Annual Service Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each district within the SELPA at least 15 days prior to the hearing.

The **Annual Service Plan** was presented for public hearing on **July 15, 2019**.

Adopted this 15th day of July, 2019.

Signed: Mary Ann Dewan
 RLA/AU Superintendent

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: _____ By: _____

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS) SERVICE DESCRIPTIONS

2019-2020 SELPA 4304 -- Santa Clara County Area 4

California Department of Education
Form ASP-01a (rev March 2017)

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
210	<p>Family training, counseling, and home visits(ages 0-2 only): 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.</p> <p>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.</p>	✓			34 CFR 300.34 (c)(3), 300.226
220	<p>Medical services (for evaluation only) (ages 0-2 only): Services provided by a licensed physician to determine a child’s developmental status and need for early intervention services.</p>			✓	34 CFR 300.34 (c)(3), 300.226
230	<p>Nutrition services (ages 0-2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.</p>	✓			34 CFR 300.34 (c)(3), 300.226
240	<p>Service coordination (ages 0-2 only)</p>	✓			34 CFR 300.34 (c)(3), 300.226
250	<p>Special instruction (ages 0-2 only): Special instruction includes: the design of learning environments and activities that promote the child’s acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child’s IFSP, providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child’s development.</p>	✓			34 CFR 300.34 (c)(3), 300.226
260	<p>Special education aide in regular development class, childcare center or family childcare home (ages 0-2 only)</p>	✓			34 CFR 300.34 (c)(3), 300.226

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CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS) SERVICE DESCRIPTIONS

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270	Respite care services (ages 0-2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability (Note: only for infants and toddlers from birth through 2, but under 3.)	✓			34 CFR 300.34 (c)(3), 300.226
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	✓			34 CFR 300.39(b)(3)
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	✓			30 EC 56364
350	Individual and small group instruction: 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.	✓			5 CCR 3051; 30 EC 56441.2
415	Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, 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.	✓			5 CCR 3051.1; 30 EC 56363; 34 CFR 300.34 (c)(15), 300.8 (c)(11)

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425	<p>Adapted physical education: 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.</p>	✓			<p>5 CCR 3051.5; 30 EC 56363; 34 CFR 300.108, 300.39 (b)(2)</p>
435	<p>Health and nursing – specialized physical health care services: 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 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.</p>	✓			<p>5 CCR 3051.12; 30 EC 56363; 34 CFR 300.107; CEC 49423.5(d)</p>
436	<p>Health and nursing – other services: 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.</p> <p>IEP-required health and nursing services are expected to supplement the regular health services program.</p>	✓			<p>5 CCR 3051.12; 30 EC 56363; 34 CFR 300.107</p>

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445	<p>Assistive technology services: 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.</p>	✓			<p>5 CCR 3051.16; 30 EC 56363; 34 CFR 300.6, 300.105</p>
450	<p>Occupational therapy: 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.</p> <p>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.</p>	✓			<p>5 CCR 3051.6; 30 EC 56363; 34 CFR 300.34 (c)(6)</p>

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460	<p>Physical therapy: 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.</p>	✓			<p>5 CCR 3051.6; 30 EC 56363; 34 CFR 300.34 (c)(9); B&PC Ch. 5.7, 2600-2696; GC-Interagency Agreement Ch. 26.5, 7575(a)(2)</p>
510	<p>Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.</p>	✓			<p>5 CCR 3051.9; 34 CFR 300.34(c)(2)</p>
515	<p>Counseling and guidance: 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.</p> <p>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.</p>	✓			<p>5 CCR 3051.9; 34 CFR 300.24.(b)(2), 300.306</p>

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520	<p>Parent counseling: 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.</p>	✓			5 CCR 3051.11; 34 CFR 300.34(c)(8)
525	<p>Social work services: Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.</p>	✓			5 CCR 3051.13; 34 CFR 300.34(c)(14)
530	<p>Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents.</p> <p>These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP.</p> <p>IEP-required psychological services are expected to supplement the regular guidance and counseling program.</p>	✓			5 CCR 3051.10; 34 CFR 300.34 (c)(10)

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535	Behavior intervention services: 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.	✓			5 CCR 3001(d); 34 CFR 300.34 (c)(10)
540	Day treatment services: Structured education, training and support services to address the student's mental health needs.	✓			Health & Safety Code, Division 2, Chapter 3, Article 1, Section 1502
545	Residential treatment services: A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.	✓			Welfare and Institutions Code, Part 2, Chapter 2.5, Article 1, Section 5671
610	Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.	✓			5 CCR 3051.16, 3051.18; 34 CFR 300.34
710	Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.	✓			5 CCR 3051.16, 3051.18; 34 CFR 300.34

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715	<p>Interpreter services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter.</p> <p>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.</p>	✓			5 CCR 3051.16; 34 CFR 300.34 (c)(4)
720	<p>Audiological services: 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.</p>	✓			5 CCR 3051.2; 34 CFR 300.34 (c)(1)
725	<p>Specialized vision services: 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, aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills.</p> <p>It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.</p>	✓			5 CCR 3030(d); 30 EC 56364.1
730	<p>Orientation and mobility: 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.</p>	✓			5 CCR 3051.3; 30 EC 56363; 34 CFR 300.34 (c)(7)

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Form ASP-01a (rev March 2017)

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
735	Braille transcription: 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.	✓			5 CCR 3051.16; 30 EC 56363; 34 CFR 300.8 (c)(13)
740	Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.	✓			5 CCR 3030(e), 3051.16; 30 EC 56363; 34 CFR 300.8 (c)(8)
745	Reader Services: Any specialized assistance provided for students who are print-impaired, whether the impairment is the result of a visual disability, other physical disability, or reading disability. This may include but is not limited to, readers provided for examinations, textbooks, and other course related reading assignments and may also include recorded materials.	✓			5 CCR 3051.16
750	Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.	✓			5 CCR 3051.16
755	Transcription Services 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.	✓			5 CCR 3051.16
760	Recreation services, includes therapeutic recreation: 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.	✓			5 CCR 3051.15; 34 CFR 300.34 (c)(11)

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS) SERVICE DESCRIPTIONS

2019-2020 SELPA 4304 -- Santa Clara County Area 4

California Department of Education
Form ASP-01a (rev March 2017)

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
820	College Awareness 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.	✓			34 CFR 300.39 (b)(5), 300.43
830	Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	✓			5 CCR 3051.14; 34 CFR 300.39 (b)(5), 300.43
840	Career awareness: Transition services include a provision for in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	✓			5 CCR 3051.14; 34 CFR 300.39 (b)(5), 300.43
850	Work experience education: 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.	✓			5 CCR 3051.14; 34 CFR 300.39 (b)(5), 300.43
855	Job Coaching 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.	✓			5 CCR 3051.14; 34 CFR 300.39 (b)(5), 300.43

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS) SERVICE DESCRIPTIONS

2019-2020 SELPA 4304 -- Santa Clara County Area 4

California Department of Education
Form ASP-01a (rev March 2017)

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.	✓			5 CCR 3051.14; 34 CFR 300.39 (b)(5), 300.43
865	Agency linkages (referral and placement): 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).	✓			30 EC 56341.5 (f); 34 CFR 300.344 (3)(b)
870	Travel Training (includes mobility training): Orientation and mobility services-- (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.	✓			5 CCR 3051.3; 34 CFR 300.39 (b)(4)
890	Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies.	✓			34 CFR 300.43

- * *B&PC-Business and Professional Codes*
- CCR-California Code of Regulations*
- CFR-Code of Federal Regulations*
- EC-Education Code*
- GC-Government Code*

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

Special Education Local Plan Area:
4304 - Santa Clara Area 4 SELPA

Local Educational Agency:
San Jose Unified School District
4369666

ANNUAL SERVICE PLAN (001)

Location		Services Provided at this Location									
A. The services listed in the boxes to the right (➔) are provided at all schools in the LEA.		330	425	445	450	510	515	535	710	715	720
		725	730	735	745	750	755				
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in Box A above.	Type of Facility (See Below)	Nature of Service List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.									
4333795 Abraham Lincoln High	10	340	415	530	820	830	840	850	855	860	865
		890									
6048417 Allen at Steinbeck	10	340	415								
6048425 Almaden Elementary	10	415									
6048433 Anne Darling Elementary	10	415	520								
6048474 Booksin Elementary	10	340	415								
6060099 Bret Harte Middle	10	340	415								
4332119 Broadway High	20	415	530	820	830	840	860	865	870	890	
6048490 Canoas Elementary	10	340	415	530							
6095418 Castillero Middle	10	340	415	820	840						
4330585 Downtown Coll Preparato	55	415	820	840	850						
0129718 Downtown Coll Prep Midd	55	415									
6048516 Empire Gardens Elementa	10	340	415								
6119010 Ernesto Galarza Elementa	10	340	350	415	610						
6048532 Gardner Elementary	10	415									
6048540 Grant Elementary	10	340	415	435							
6093082 Graystone Elementary	10	340	415	435							
4330080 Gunderson High	10	340	415	820	830	840	850	855	860	870	890
6048722 Hacienda Science/Enviro	10	340	415								
6048565 Hammer Montessori at Ga	10	415									
6062111 Herbert Hoover Middle	10	340	350	415	865						
6048599 Horace Mann Elementary	10	415									
6060115 John Muir Middle	10	340	415	890							
4333522 Leland High	10	340	415	820	830	840	850	865	870	890	
4330502 Liberty High (Alternati	22	340	415	820	830	840	850	855	860	865	870
		890									
6093074 Los Alamitos Elementary	10	340	415								
6048649 Lowell Elementary	10	415									

10 - Public Day School	11 - Public Residential School
15 - Special Education Center/Facility	19 - Other Public School/Facility
20 - Continuation School	22 - Alternative Work Education Center/Work Study Program
24 - Independent Study	31 - Community School
55 - Charter School (operated BY an LEA/District/COE)	56 - Charter School (operated AS an LEA)

Special Education Local Plan Area:
4304 - Santa Clara Area 4 SELPA

Local Educational Agency:
San Jose Unified School District
4369666

ANNUAL SERVICE PLAN (001)

Location		Services Provided at this Location									
A. The services listed in the boxes to the right (➔) are provided at all schools in the LEA.		330	425	445	450	510	515	535	710	715	720
		725	730	735	745	750	755				
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in Box A above.	Type of Facility (See Below)	Nature of Service List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.									
6048656 Merritt Trace Elementary	10	340	415	740							
6062103 Peter Burnett Middle	10	415	830	850	860						
4335949 Pioneer High	10	415	520	530	820	830	840	850	855	860	865
		870	890								
6093090 Rachel Carson Elementary	10	340	415								
6048664 Reed Elementary	10	415	435								
6048672 River Glen	10	415									
4337200 San Jose High	10	340	415	530	820	830	840	850	855	860	865
		890									
6048680 Schallenberger Elementary	10	340	415	890							
6048698 Selma Olinder Elementary	10	340	415								
6048706 Simonds Elementary	10	340	415	520							
6048714 Terrell Elementary	10	340	415								
6048730 Walter L. Bachrodt Elem	55	340	415								
6048748 Washington Elementary	10	340	415								
6048755 Williams Elementary	10	340	415	435							
6048763 Willow Glen Elementary	10	340	415	435							
4338950 Willow Glen High	10	340	415	820	830	840	850	855	860	865	870
		890									
6060107 Willow Glen Middle	10	340	415								

10 - Public Day School	11 - Public Residential School
15 - Special Education Center/Facility	19 - Other Public School/Facility
20 - Continuation School	22 - Alternative Work Education Center/Work Study Program
24 - Independent Study	31 - Community School
55 - Charter School (operated BY an LEA/District/COE)	56 - Charter School (operated AS an LEA)

Special Education Local Plan Area:
4304 - Santa Clara Area 4 SELPA

Local Educational Agency:
San Jose Unified School District
4369666

Other Facilities (002)

List the site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location									
Site Name	Type of Facility (see below)	List the California Special Education Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column									
6979405 AchieveKids Palo Alto [N]	70	330	340	415	450	515	535	725	730	850	
		890									
6908222 AchieveKids San Jose [N]	70	330	340	415	450	510	515	535	820	830	
		840	850	855	865	870	890				
6130900 Alpine Academy - UT [NP]	72	330	510	520	840						
6940365 Beacon	70	330	415	450	510	515	535	545	820	830	
		840	890								
0129486 Change Academy, Lake of	72	330	340	450	510	515	520	545			
6928741 CHARIS YOUTH CTR-SJUSD	71	330	515	520	830	840	890				
6130009 Creative Learning Ctr.	70	330	340	415	450	515	840	850	890		
0123489 Creekside [NPS]	70	330	340	415	450	840	850	870			
0112599 Devereux Texas Treatmen	72	330	510	515	520	540	545	820	840	890	
6979090 Esther B Clark Palo Alt	70	330	340	415	450	510	515	520	820	840	
6154371 Esther B Clark South Ba	70	330	340	415	450	510	515	520	820	840	
6987291 Heritage Academy - Bake	72	330	510	515	520	545	820	840			
6131114 Heritage School (Provo	72	330	415	510	515	520	545	820	830	840	
		890									
7016082 J. Weingarten School fo	70	330	415	720							
6979363 Morgan Autism Center [N]	70	330	415	450	840	855	860	870			
6953418 PACE	70	330	340	415	450	890					

Use these codes to identify the type of facility providing services to students ages 6-22:

30-Juvenile Court School	32-Correctional Institution or Incarceration Facility	40-Home Instruction
45-Hospital Facility	50-Community College	51-Adult Education Program
70-Nonpublic Day School	71/72-Nonpublic Residential School	79-Nonpublic Agency

Special Education Local Plan Area:
 4304 - Santa Clara Area 4 SELPA

Local Educational Agency:
 San Jose Unified School District
 4369666

Other Facilities (002)

List the site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location									
Site Name	Type of Facility (see below)	List the California Special Education Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column									
7002322 Palo Alto Prep [NPS]	70	330	340	415	510	515	520	820	830	840	
7100654 Phoenix- Rebekah [NPS]	71	330	415	450	515						
6997944 Pine Hill [NPS]	70	330	340	415	450	510	515	520	535	820	
		830	850	860	890						
7035512 Seneca Center - Pathfin	71	330	510	515	520	820	830	870	890		
0129791 Skylar Hadden [NPS]	70	330	415	510							
6130389 Spectrum Ctr. - San Jos	70	330	340	415	425	450	510	515	535	820	
		830	840	850	855	860	865	870	890		

Use these codes to identify the type of facility providing services to students ages 6-22:

30-Juvenile Court School	32-Correctional Institution or Incarceration Facility	40-Home Instruction
45-Hospital Facility	50-Community College	51-Adult Education Program
70-Nonpublic Day School	71/72-Nonpublic Residential School	79-Nonpublic Agency

Special Education Local Plan Area:
4304 - Santa Clara Area 4 SELPA

Local Educational Agency :
San Jose Unified School District
4369666

Pre-School Services (004)

List the site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location					
Site Name	Type of Facility	List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column					
6048417 Allen at Steinbeck	63	330	415	450			
6048425 Almaden Elementary	63	330	340	415	450		
6048433 Anne Darling Elementary	63						
6048490 Canoas Elementary	10	330	415				
6048516 Empire Gardens Elementary	63						
6048532 Gardner Elementary	63	330	415				
6048540 Grant Elementary	63	330	415				
6048599 Horace Mann Elementary	63	415					
6048649 Lowell Elementary	63	330	415	450			
6048672 River Glen	63						
6048698 Selma Olinder Elementary	63	415					
6048714 Terrell Elementary	10	330	415	450			
6048722 Hacienda Science/Environment	63	330	415	450			
6048748 Washington Elementary	63	415					
6048763 Willow Glen Elementary	10	330					
6093074 Los Alamitos	10	330	415	450			
6119010 Ernesto Galarza Elementary	63	330	415	450			

Use these numbers to identify the type of facility where Pre-School Services (ages 3-5) are provided:

40-Home Instruction	45-Hospital Facility
61-Head Start Program	62-Child Development or Child Care Facility
63-State Preschool Program	64-Private Preschool
65-Extended Day Care Program	11-Public Residential School
10-Public Day School	19-Other Public School/Facilities

Special Education Local Plan Area:
4303 - Santa Clara Area 3 SELPA

Local Educational Agency:
Santa Clara County Office of Education
4310439

ANNUAL SERVICE PLAN (001)

Location													
A. The services listed in the boxes to the right (➔) are provided at all schools in the LEA.													
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in Box A above.	Type of Facility (See Below)	Nature of Service List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.											
		0111880 Discovery Charter	55	340	425	450	510	515	520	725			
4330239 Leigh High [COE]	10	340	425	450	510	515	710	715	720	725	730	820	
		830	840	860	865	890							
6046528 Campbell Community	10	340	425	435	450	715	820	830	840	850	855	860	
		865	870	890									
4331955 Del Mar High [COE]	10	340	425	435	436	450	730	820	830	840	850	855	
		860	865	870	890								
4338505 Westmont High [COE]	10	340	425	450	760	820	830	840	860	865	870	890	
6046411 Bagby Elementary [C	10	340	450										
6046510 Blackford Elementar	10	340	425	435	436	450	460	725	730				
6046643 Parkway Elementary	10	340	425	435	436	450	730						
6047781 Moreland Middle [CO	10	340	425	436	445	450	460	535	725	730			
6049068 Argonaut Elementary	10	340	425	450	535	725	730						
6049100 Saratoga Elementary	10	340	425	450									
6049332 Dartmouth Middle [C	10	340	425	450	710	715	720	725	730				
6049415 Oster Elementary [C	10	340	425	435	450	515	710	715	720				
6069371 SubAcute Saratoga [	15	340	435	436	860							

Please ensure that the following are included on this form:

10 - Public Day School	11 - Public Residential School
15 - special Education Center/Facility	19 - Other Public School/Facility
20 - Continuation School	22 - Alternative Work Education Center/Work Study Program
24 - Independent Study	31 - Community School
55 - Charter School (operated BY an LEA/District/COE)	56 - Charter School (operated AS an LEA)

Special Education Local Plan Area:
4303 - Santa Clara Area 3 SELPA

Local Educational Agency:
Santa Clara County Office of Education
4310439

Other Facilities (002)

List the site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location							
Site Name	Type of Facility (see below)	List the California Special Education Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column							
6130389 Spectrum Ctr. - San Jose [I]	70	330	340	415	425	450	510	515	830
		840	850	855	860	865	870	890	
6908222 Achieve Kids San Jose [NPS]	70	330	340	415	450	510	515	535	830
		840	850	865	890				
6940365 Beacon [NPS]	70	330	510	515	830	840	855		
6953418 PACE [NPS]	70	330	340	415	450	890			
6959363 Morgan Autism Center [NPS]	70	330	415	450	860				
6979405 Achieve Kids Palo Alto [NP]	70	330	340	415	510	515	535	830	850
		870	890						
6997944 Pine Hill [NPS]	70	330	510	520					
7103534 The Bay School [NPS]	70	330	340	415	850	855	865	890	
CHILDRE Children's Recovery Center	45	330	415	710	725				

Use these codes to identify the type of facility providing services to students ages 6-22:

30-Juvenile Court School	32-Correctional Institution or Incarceration Facility	40-Home Instruction
45-Hospital Facility	50-Community College	51-Adult Education Program
70-Nonpublic Day School	71/72-Nonpublic Residential School	79-Nonpublic Agency

Special Education Local Plan Area:
 4303 - Santa Clara Area 3 SELPA

Local Educational Agency :
 Santa Clara County Office of Education
 4310439

Infant Services (003)

List the site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location							
Site Name	Type of Facility	List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column							
6048060 Marlatt ESP	10	210	240	250	415	436	460	525	710
		725							
6049530 Chandler Tripp ESP	10	210	240	250	415	436	450	460	525
		530	710	720	725	730			

Use these codes to identify the type of facility where Infant Services (ages 0-3) are provided:

00-No School (Ages 0-5 only)	10-Public Day School
11-Public Residential School	19-Other Public School/Facilities
40-Home	45-Hospital Facility
62-Child Development or Child Care Facility	65-Extended Day Care

Special Education Local Plan Area:
 4303 - Santa Clara Area 3 SELPA

Local Educational Agency:
 Santa Clara County Office of Education
 4310439

Pre-School Services (004)

List the site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location					
Site Name	Type of Facility	List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column					
6049068 Argonaut Elementary [COE]	10	330	340	350	415	450	535
		725					
6049415 Oster Elementary [COE]	10	330	340	350	415	436	450
		710	715	720			
6049530 Chandler Tripp (Preschool)	15	330	340	350	415	435	436
		450	460	530	710	725	730
CHILDRE Children's Recovery Center	45	330	725				

Use these numbers to identify the type of facility where Pre-School Services (ages 3-5) are provided:

40-Home Instruction	45-Hospital Facility
61-Head Start Program	62-Child Development or Child Care Facility
63-State Preschool Program	64-Private Preschool
65-Extended Day Care Program	11-Public Residential School
10-Public Day School	19-Other Public School/Facilities

Special Education Local Plan Area:
4304 - Santa Clara Area 4 SELPA

Local Educational Agency:
Santa Clara County Office of Education
4310439

ANNUAL SERVICE PLAN (001)

Location													
A. The services listed in the boxes to the right (➔) are provided at all schools in the LEA.		330	415										
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in Box A above.	Type of Facility (See Below)	Nature of Service List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.											
0113431 University Preparat	55	450	510	515	820	840	860	890					
0127969 Discovery Charter I	55	340	450	510	515	710							
0136655 Legacy Academy [COE]	55	515	525										
4330320 Sunol Community Hig	31	510	515	820	830	840	890						
4330320 Sunol Middle School	31	510											
6048417 Allen at Steinbeck	10	450	510	515									
6048433 Anne Darling Elemer	10	340	425	435	436	450	610	860	890				
6048466 Connect West [COE]	10	340	425	450	535	725	730	830	840	850	855	860	
		865	870	890									
6048581 Hester Post-Seconda	10	340	425	435	436	450	515	535	610	710	715	720	
		730	820	830	840	850	855	860	865	870	890		
6048730 Bachrodt Academy [C	10	340	425	450									
6062111 Herbert Hoover Midd	10	340	425	435	436	450	725	730					
6093090 Rachel Carson Eleme	10	340	435	450									

Please ensure that the following are included on this form:

10 - Public Day School	11 - Public Residential School
15 - special Education Center/Facility	19 - Other Public School/Facility
20 - Continuation School	22 - Alternative Work Education Center/Work Study Program
24 - Independent Study	31 - Community School
55 - Charter School (operated BY an LEA/District/COE)	56 - Charter School (operated AS an LEA)

Special Education Local Plan Area:
4307 - Santa Clara Area 7 SELPA

Local Educational Agency :
Santa Clara County Office of Education
4310439

ANNUAL SERVICE PLAN (001)

Location														
A. The services listed in the boxes to the right (➔) are provided at all schools in the LEA.		330	340	415	425	450								
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in Box A above.	Type of Facility (See Below)	Nature of Service List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.												
		4330122 Santa Clara High [COE]	10	725	830	840	850	855	860	865	870	890		
6069371 Monticello [COE]	15	435	725	820	830	840	850	855	860	865	870	890		
6101752 Buchser Middle [COE]	10	510	515	520										

Please ensure that the following are included on this form:

10 - Public Day School	11 - Public Residential School
15 - special Education Center/Facility	19 - Other Public School/Facility
20 - Continuation School	22 - Alternative Work Education Center/Work Study Program
24 - Independent Study	31 - Community School
55 - Charter School (operated BY an LEA/District/COE)	56 - Charter School (operated AS an LEA)

Special Education Local Plan Area:
4311 - South East Consortium

Local Educational Agency :
Santa Clara County Office of Education
4310439

ANNUAL SERVICE PLAN (001)

Location													
A. The services listed in the boxes to the right (➔) are provided at all schools in the LEA.		330	415										
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in Box A above.	Type of Facility (See Below)	Nature of Service List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.											
0102616 Carolyn Clark Elementary	10	340	425	450	535								
0123257 Downtown College Prep -	55	425	450	510	515	820	830	840	860	890			
4330320 Opportunity Youth Acade	55	510	515	540	820	830	840	850	855	860	890		
4330023 Santa Teresa High [COE]	10	340	425	435	450	450	535	725	830	860	870		
4330031 Independence High [COE]	10	340	425	435	450	820	830	840	850	855	860	865	
		870	890										
4332318 Foothill High ADT [COE]	10	340	510	515	520	525	820	830	840	850	855	860	
		890											
4334470 Milpitas High [COE]	10	340	425	450	840	855	860	870					
4336418 Connect East [COE]	10	340	425	450	730	820	840	855	860	865			
4337903 Silver Creek High [COE]	10	340	425	450	515	525	535	725	830	840	850	860	
		870	890										
4367272 Ridder Park [COE]	15	340	830	840	850	855	860	865	870	890			
6046148 Clyde L. Fischer Middle	10	340	425	450	535								
6046239 Cesar Chavez Elementary	10	340	425	435	450	535							
6046254 Millard McCollam Elemen	15	340	425	435	450	460	860						
6046270 O. S. Hubbard Elementary	10	340	425	450	535								
6046312 Sylvia Cassell Elementa	10	340	450	535									
6046403 Toyon Elementary [COE]	10	340	425	435	450	725							
6047260 Seven Trees Ed Center [	10	340	425	436	450	535	725						
6047583 Alexander Rose Elementa	10	340	425	435	450	535							
6048037 Boeger Middle [COE]	10	340	425	510	515								
6048078 Robert Sanders Elementa	10	340	450	510	515								
6048185 Orchard Elementary [COE]	10	340	425	450	510	515	535						
6067227 Valle Vista Elementary	10	450	510	515	525	535							
6067243 Santa Teresa Elementary	10	340	425	450	510	515	535	725					
6068167 Herman Intermediate [CO	10	340	425	450									
6071534 Laurelwood Elementary [	10	340	425	445	450	535	725	730					
		340	425	435	450	510	515	725	730	830	840	850	
6085492 Gateway Center [COE]	15	855	860	865	870	890							
6085690 George V. LeyVa Interme	10	340	425	450	535	725							

10 - Public Day School	11 - Public Residential School
15 - Special Education Center/Facility	19 - Other Public School/Facility
20 - Continuation School	22 - Alternative Work Education Center/Work Study Program
24 - Independent Study	31 - Community School
55 - Charter School (operated BY an LEA/District/COE)	56 - Charter School (operated AS an LEA)

Special Education Local Plan Area:
 4311 - South East Consortium

Local Educational Agency:
 Santa Clara County Office of Education
 4310439

Other Facilities (002)

List the site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location							
Site Name	Type of Facility (see below)	List the California Special Education Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column							
		330	415	510	515	820	830	840	855
4330254 Blue Ridge High School [CO]	30	890							
7100654 Phoenix Rebekah [NPS]	70	330	415	510	515	820	840		

Use these codes to identify the type of facility providing services to students ages 6-22:

30-Juvenile Court School	32-Correctional Institution or Incarceration Facility	40-Home Instruction
45-Hospital Facility	50-Community College	51-Adult Education Program
70-Nonpublic Day School	71/72-Nonpublic Residential School	79-Nonpublic Agency

Special Education Local Plan Area:
 4311 - South East Consortium

Local Educational Agency:
 Santa Clara County Office of Education
 4310439

Pre-School Services (004)

List the site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location					
Site Name	Type of Facility	List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column					
6047583 Alexander Rose Elementary	10	330	415	436	450	725	
6048060 Marlatt Preschool [COE]	10	330	415	535			
6048433 Anne Darling Elementary [COE]	10	330	415				
6089288 Cherrywood Elementary [COE]	10	330	415	450			
6095400 Baldwin (Julia) Elementary	10	330	415	450			
6095988 John J. Montgomery Elementary	10	330	415	450	535		
6115943 Wool Creek Preschool [COE]	10	330	415	535			

Use these numbers to identify the type of facility where Pre-School Services (ages 3-5) are provided:

40-Home Instruction	45-Hospital Facility
61-Head Start Program	62-Child Development or Child Care Facility
63-State Preschool Program	64-Private Preschool
65-Extended Day Care Program	11-Public Residential School
10-Public Day School	19-Other Public School/Facilities

LOCAL INTERAGENCY AGREEMENT BETWEEN
SANTA CLARA COUNTY OFFICE OF EDUCATION HEAD START PROGRAM
AND
SPECIAL EDUCATION LOCAL PLAN AREAS WITHIN SANTA CLARA COUNTY

Approved by Countywide Directors of Special Education

This joint agreement between the Head Start Program and Special Education Local Plan Area, Local Education Agency will be developed according to the provisions of Federal and State Regulations for Individuals with Disabilities Education Improvement Act 2004, (IDEA), (Amended in August 2006); Federal and State Administrative Code; Health Insurance Portability and Privacy Act, 2003, (HIPAA); Family Educational Rights and Privacy Act, 1974, (FERPA); and Head Start Performance Standards 1301 (Program Governance), 1302 (Program Operations), 1303 (Financial/Administrative Requirements), 1304 (Federal Administrative Procedures), & 1305 (Definitions).

Terms of this agreement will remain in effect for five (5) years beginning December 2016 through December 2021 with annual review and revisions, as needed. Amendments must be submitted in writing and with a 30 day notice to both parties. Amendments will only be adopted by mutual agreement. Any changes in state or federal legislation occurring within the terms of this agreement will require written revisions.

I. Recruitment, Child Find, and Eligibility

The agencies will cooperatively recruit all children who may be eligible for special education according to Part B, IDEA 2004 and Head Start Performance Standards: 1302 Sub-part A: Eligibility, Recruitment, Selection, Enrollment, Attendance, Suspension/Expulsion

Local Education Agency

1. Shall accept referrals for a special education assessment for children suspected of having a disability. Shall coordinate with Head Start to ensure that parents understand the referral, assessment, Individualized Education Plan (IEP) process including parent rights, development of assessment plans, and current time lines for referrals, assessments, and meeting dates.
2. Shall inform parents that Head Start is a separately operated program with its own set application process and associated requirements.
3. Assist parents to maintain consistent days/time of attendance as determined by the IEP team with input from the Head Start staff.
4. Shall provide prior written notice to parents if LEA suspects child does not have a disability.

Head Start Program

1. Shall uphold all guidelines for preschool referrals set forth by each LEA. If a child is suspected of having a disability, Head Start Staff shall direct parents to district of residence and notify their Supervisor and Disabilities Services Specialist through the Multidisciplinary team process.
2. Shall reserve 10% of all funded enrollment slots for children with a current Individual Family Service Plan/Individualize Education Plan (IFSP/IEP).
3. Shall refer to LEA all three and four year olds with a suspected disability no later than March

II. Development of Individualized Education Program

The IEP is developed by the LEA IEP Team.

Local education agency

1. Shall coordinate and schedule IEP meetings (including annual or triennial review) for children enrolled in head start and invite the head start teacher (invite head start teacher on parent notification of IEP meeting).
 - 1.1 Shall provide appropriate special education and related services as designated on the IEP.
 - 1.2 Shall provide a copy of a complete and current IEP to Head Start teaching staff.

Head Start Program

1. Shall attend IEP meetings (including annual or triennial review) when Head Start services are to be considered. A conference call is acceptable attendance.*
 - 1.1 Shall provide each SELPA with most current contact information for each Head Start site (including site and teaching staff names, addresses, and phone numbers).

- | | |
|--|--|
| <ul style="list-style-type: none"> 2. Shall specify in the IEP which services (direct or consultative) will be provided by the LEA including dates and locations of services (also time; i.e., morning or afternoon –if known at IEP meeting). 3. Shall contact the head start teacher and provide assistance incorporating goals from IEP into child’s individual development plan. 4. Shall contact the head start teacher (information provided to each SELPA) to collaborate and complete the DRDP- 2015. 4.1 Special Ed collects DRDP data twice a year (Fall and Spring) head start collects data 3x/year (approximately October-January- April) 5. Shall monitor pupil progress of IEP goals in collaboration with the head start teaching staff and provide copies of quarterly progress reports to head start. 6. Shall ensure that appropriate resources (reports, trainings, and other related materials) are shared between programs and relevant assessment information, IEP goals, and school readiness goals are included in each child’s individual development plan 7. Collaborate with Head Start teaching staff to provide guidance and input for children referred for assessment and not eligible for special education services | <ul style="list-style-type: none"> 2. Shall enroll children with IEP’s In coordination with days/times of special education services. 3. Shall incorporate the IEP goals into the child’s Individual Development Plan. 4. Shall contact the Special ed teacher /and/or Speech therapist (information from Head Start or parent) to collaborate and complete the DRDP- 2015. 4.1 Special Ed collects DRDP data twice a year (Fall and Spring) Head Start collects data 3x/year (approximately October-January - April) 5. Shall monitor pupil progress in collaboration with Special education teacher, specialists or staff using information from child observations, work samples, information from DRDP 2015, and IEP progress notes. 6. Shall ensure that appropriate resources (e.g. reports, trainings, and other related materials) are shared between programs and relevant assessment information, IEP goals, and school readiness goals are included in each child’s individual development plan <p style="margin-left: 20px;">*Items agreed to by conference call require signature of both LEA and Head Start.</p> <ul style="list-style-type: none"> 7. Collaborate with Special Education Preschool Team to provide guidance and input FOR children referred for assessment and not eligible for special education services. |
|--|--|

III. Information, Training and Resource Sharing for Parents and Staff

Head Start and LEA will collaborate on the provision of parent information and staff development activities.

Local Education Agency

1. Shall inform parents and staff of Parents' Rights under Individuals with Disabilities Education Improvement Act (IDEA 2004) as it applies to the Local Education Agency.
2. Shall permit Head Start Teacher to visit Special Day Class or other special programs such as speech therapy.
3. Shall provide training for any special equipment or materials necessary for child's successful participation in Head Start (materials will be provided by LEA).

Head Start program

1. Shall inform parents and staff of Parents' Rights under the Head Start Act.
2. Shall permit specialists to observe child with IEP in Head Start classrooms.
3. Shall participate in any training for special equipment or materials necessary for child's successful participation in Head Start.

IV. Transition

It is recommended that programs develop activities for smooth transition into Head Start from Infant/Toddler programs and from Head Start to kindergarten or other placement.

Children with an IEP will transition to kindergarten according to Senate Bill 1831 guidelines, i.e children who are age 5 on or before September 1 transition to kindergarten: children with birthdays between September 2 and Dec 2 are eligible for Transitional Kindergarten and also Head Start.

Local Education Agency

1. Shall provide parents information on services available through Head Start/Early Head Start.
2. Shall inform parents of the difference between programs in role, staffing patterns, schedules and focus.
3. Shall provide opportunities for visits by staff to help plan appropriate placement.
4. Shall provide parents information on services available through Head Start/Early Head Start.
5. Shall provide transfer of records, with parent consent, according to the procedures of programs pursuant to HIPAA and FERPA Laws.

Head Start Program

1. Shall provide LEA contact information to parents.
2. Shall provide opportunities for visits by staff to help plan appropriate placement.
3. Shall provide transfer of records, with parent consent, according to the procedures of programs pursuant to HIPAA and FERPA Laws.
4. Shall provide parents the opportunity to confer with staff in order to assure a smooth transition between programs.

V. Procedural Safeguards

The child shall be afforded procedural safeguards and confidentiality of records in compliance with federal and state laws.

Local Education Agency

1. Shall assure compliance with all procedural safeguards, confidentiality of records, and placement in the least restrictive environment for all children with disabilities in the Head Start Program.
2. Shall inform Head Start and explain to parents procedural safeguards.
3. Shall participate in the resolution of disputes up to and including the participation in due process hearings as appropriate.

Head Start Program

1. Shall ensure that all procedural safeguards, including confidentiality of records, and enrollment in the appropriate Head Start classroom, is provided for all children with disabilities and their parents in accordance with federal , state laws, and the Head Start Performance Standards 1308.
2. Shall inform and explain to parents procedural safeguards.
3. Shall participate in the resolution of disputes up to and including the participation in due process hearings as appropriate.

VI. Disputes between Agencies

Head Start and LEA will attempt to resolve any disputes at the school site level, between the two agencies (teachers), regarding the provision of services. If these negotiations are unproductive, the procedures listed below will be followed.

Local Education Agency

1. Shall schedule meeting with the appropriate SELPA Director and Head Start Specialist, Disability Services.
2. Shall schedule a meeting with the appropriate SELPA Director, Head Start Director, and, Chief Schools Officer- Student Services.

Head Start Program

1. Shall schedule a meeting between Head Start Specialist, Disability Services and the appropriate SELPA Director.
2. Shall schedule a meeting with Head Start Director; appropriate SELPA Director, and, Chief Schools Officer -Student Services.

EARLY LEARNING SERVICES- HEAD START PROGRAM

**SPECIAL EDUCATION LOCAL PLAN AREAS
SANTA CLARA COUNTY**



Anna Marie Villalobos Ed.D
SELPA Director
North West SELPA I, II, III, IV, VII

2/1/17
Date



Don Bolce
Director
Early Learning Services

2/23/17
Date



Leo Mapagu
Director, South East Consortium Special Education
South East Consortium Special Education

Date 2/8/17

2/27/17
Risk Management

Reviewer: K Eastman

Rm# 17-21-0464

MEMO OF UNDERSTANDING
BETWEEN
SAN ANDREAS REGIONAL CENTER,
SANTA CLARA COUNTY SELPAS
AND
SANTA CLARA COUNTY OFFICE OF EDUCATION

**Implementation of Part C of the Individuals with Disabilities Education Improvement Act
and California's Early Start Program
July 2017-June 2020**

1. PURPOSE

The purpose of this agreement is to describe policies and procedures of the San Andreas Regional Center (SARC), Santa Clara County Special Education Local Plan Areas (SELPAs) and the Santa Clara County Office of Education (COE) relating to the implementation of Part C of the *Individuals with Disabilities Education Improvement Act* of 2004 (hereinafter referred to as "Part C" or Part C of IDEA) and its implementing regulations. Specifically, this agreement will define the responsibilities of each agency, procedures for resolving disputes, and other components necessary to ensure effective cooperation, collaboration, and coordination between the two agencies.

2. PARTIES

The parties to this agreement are SARC and COE as designated in the local plans of the six Special Education Local Plan Areas (SELPAs) in Santa Clara County.

SELPA	Districts
1	Los Altos, Palo Alto, Mountain View-Whisman
2	Cupertino, Sunnyvale, Montebello
3	Cambrian, Campbell, Lakeside, Loma Prieta, Los Gatos, Luther Burbank, Moreland, Saratoga, Union
4	San Jose Unified
South-East Consortium	Alum Rock, Berryessa, Evergreen, Franklin-McKinley, Mt. Pleasant, Oak Grove, Orchard, Milpitas
	Gilroy, Morgan Hill
7	Santa Clara Unified

3. AUTHORITY

This agreement fulfills requirements of

- *United States Code* (USC) Title 20, Chapter 33.III, Section 1431 et seq.;
- *Code of Federal Regulations* (CFR) Title 34, Parts 300 and 303;
- *Welfare and Institutes Code* (W&IC) Section 4500 et. seq. (Lanterman Act);
- California Education Code (EC), Part 30, Chapter 4.4;
- California Government Code Title 14 (California Early Intervention Services Act) Chapters 1-9, the approved state application submitted under the authority of Title 34 CFR;

- Title 17 Public Health Division 2, Chapter 2 Early Intervention Services, Subchapters 1-5.

4. PHILOSOPHY

SARC, SELPAS and COE endorse the philosophy that promotes a coordinated interagency service delivery system for infants and toddlers with special needs and their families within Santa Clara County. Santa Clara County's *Early Start Program* (ESP) service delivery system shall utilize available resources to enhance the ability of the family to promote the growth and development of their infant or toddler, thereby enabling the child to live within the community alongside his or her peers with or without disabilities.

5. TARGET POPULATION

This agreement applies to activities and services performed on behalf of infants and toddlers, birth to three years of age, and their families, who are eligible for early intervention services under Part C of IDEIA, as defined in California statute, regulations and policies. The eligible population is:

Developmental Delay *LEA to funded capacity* **AND** **RC**

A developmental delay exists if there is a significant difference between the infant's or toddler's current level of functioning and the expected level of development for his or her age in one or more of the following developmental areas: 1) *Cognitive*; 2) *Physical*: including *Fine and Gross Motor, Vision and Hearing*; 3) *Communication*: including *receptive and expressive*; 4) *Social or Emotional*; and 5) *Adaptive*.

Established Risk *LEA to funded capacity* **AND** **RC**

1. An established risk condition exists when an infant or toddler has a condition of *known etiology* which has been certified as having a *high probability* of resulting in developmental delay (e.g. Down Syndrome); or
2. An established risk condition exists when an infant or toddler has a *solely low incidence disability* (e.g. blind, low vision, deaf, hard of hearing, orthopedically impaired, deaf/blind). **LEA ONLY**

High Risk Category *funded by the* **RC**

Children 0-3 with two or more High Risk factors will be eligible to receive an assessment and appropriate Early Intervention required services.

6. CHILD FIND

SARC and COE shall conduct coordinated child find activities to locate all infants and toddlers who may be eligible for early interventions services. Primary referral sources include but are not limited to hospitals, including prenatal and postnatal care facilities, physicians, parents, childcare programs, LEAs, public health facilities, other social services agencies other health care providers, public events such as community fairs (i.e Juneteenth, Summer Festival-Rotary Garden) places of worship, etc. Child find activities may include:

1. Assigning liaisons to local hospitals and hospitals with neonatal intensive care units;

2. Collaborating with the local *Family Resource Center (FRC)— Parents Helping Parents (PHP)* and other parent organizations or support groups;
3. Distributing early intervention materials to agencies and individuals providing medical, social and educational services in the community;
4. Producing and distributing public service announcements;
5. Producing and distributing pamphlets, brochures and other written communication; and,
6. Making presentations to local professional groups, philanthropic organizations and other organizations established to inform and/or to serve culturally diverse populations.

SARC and COE shall inform primary referral sources of

1. the eligibility criteria for early intervention services;
2. types of early intervention services available through the Early Start Program;
3. the Santa Clara County toll free telephone referral number which is 1-800-404-5900;
4. the federal requirement that a referral shall be made to the Santa Clara County Early Start Program (ESP) within two work days of identification of an infant or toddler who is in need of early intervention services.

7. FINANCIAL RESPONSIBILITY

A. Payor of Last Resort

SARC and COE will operate within the provisions of the State Interagency Agreement and executed between the Department of Developmental Services (DDS) and the California Department of Education (CDE) on September 9, 1993.

Due to the importance of the provisions entitled "Payor of Last Resort", these pertinent sections of the State Interagency Agreement are presented below:

1. Definition - "Payor of Last Resort" means the regional center or local education agency (LEA) that is ultimately responsible to arrange, provide, or pay for appropriate early intervention services, as defined in Title 34 CFR, Section 303.527, as listed on an individualized family service plan (IFSP) as a required service, after all other providers or payors have been considered and eliminated because their legal responsibilities have been fulfilled under state or federal law.
2. Regional Center - The regional center will be the *Payor of Last Resort* for all Part C eligible infants who are regional center clients as defined by state law and policies, and the annual state application.
3. Local Education Agency - The LEA will be the *Payor of Last Resort* for those infants with visual, hearing or severe orthopedic impairment, or any combination thereof, who meet the criteria in California Education Code Section 56026 and 56026.5; and in the California Code of Regulations CCR Title 5, Section 3030 and Section 3031.

B. Maintenance of Effort

The COE will serve all eligible infants and toddlers with solely low-incidence disabilities. Solely low incidence disabilities are: blind/visually impaired; deaf/hard of hearing; deaf-blind or severe orthopedic impairment or a combination thereof.

COE shall provide special education and related services to infants who meet both COE & SARC eligibility criteria provided COE does not exceed its 1980-81 mandated cap of **171** (= **128** dual eligible + **43** solely low incidence) eligible infants or toddlers **plus newly** identified infants or toddlers with solely low incidence disabilities. COE agrees for the **2017-2018; 2018-2019; 2019-2020** school years, to serve dually eligible children with multiple impairments that include deafness or hearing impairment “*under cap*” (up to our funded capacity).

SARC will be responsible for funding all SARC-eligible infants and toddlers and mutually eligible children *over* the COE 171 cap. SARC is the designated *Payor of Last Resort* for infants and toddlers jointly served by SARC and COE.

C. Year-round Provision of Services

SARC & SCCOE-agree to work together to ensure the provision of services during periods of school vacations when services are required on the IFSP. The multidisciplinary IFSP team will determine the need for continued services during short or extended school breaks. In instances where it is felt appropriate to introduce a new service provider to an “under-cap” child during a school break, SCCOE ESP director will consult with SARC Executive Team to consider either contracting with a SARC vendor temporarily, in the interim, for the duration of the vacation until SCCOE ESP resumes program or shifting the “under-cap” child to “over-cap” permanently. SARC will assume the cost for providing the temporary interim service only until the school program reconvenes.

8. PROGRAM IMPLEMENTATION POLICIES

The ESP receives referrals for residents of Santa Clara County from a variety of individuals, public and private agencies and other sources. All referrals should be directed to the toll free referral number, which is 1-800-404-5900.

A. Referral Procedures

All referral information is entered onto a computer database that is accessible to and meets the needs of all parties. All of the local elementary school districts in Santa Clara County have agreed to complete assessments on children who are 2 years-10 months on the day of referral. A joint referral will be made to SARC regular intake department for these children aged 2.10 through 3 years old so that they can proceed with determination of eligibility for regional center services and establishment of an IFSP as appropriate.

The ESP *eligibility enrollment specialist* will:

- begin a communication log for each referral documenting the date the referral was received and logging all contacts to the family or attempts to contact the family regarding e.g. gathering information, scheduling appointments etc.
- forward referrals to the family's district of residence the same day the referral is received by ESP.
- take all database information agreed upon to complete the ESP *Student Intake Data Input Sheet*.
- will send an intake packet to the family the same day the referral is received.
 - Welcome letter
 - ESP flyer
 - Authorization for Exchange of Student Health and Educational Information* (SCCOE HIPPA compliant)
 - Passbook *Intake Form* w/Home Language Survey
 - Passbook *Medical and Developmental History*
 - Parent Rights* flyer
 - PHP information
 - Maps to SARC and Chandler Tripp
 - Return envelope
- will make a file for the intake including all necessary forms for the service coordinator to begin the intake process including *Parents Rights Booklet* and SARC Due Process packet.

SARC and the COE will meet weekly to review the status of *all* referrals (except those considered solely low incidence) and assign ongoing SARC service coordinators. The 45-day intake time period begins on the day the initial referral is received from parent or other referring party. A referral includes a fax referral form or any other form of documentation or oral contact from any individual, not limited to the parent. The COE ESP intake team will log all attempts to contact the parent from the time that the initial information was received by the COE office.

The initial evaluation and assessment for eligibility for each infant or toddler shall be completed within 45 days from the time of the referral. *Exceptional circumstances* beyond the control of the ESP which make it impossible to complete the initial evaluation and assessment within 45 days of the receipt of the referral, will be documented. Exceptional circumstances (CCR Title 17 Section 52086) include but are not limited to: the illness of the child or parent/care provider; the absence of the child from geographic area; inability to locate parent/care provider, a natural disaster, or other circumstance beyond ESP's control. Parents will be informed of the reasons for the delay and their agreement with the reasons for the delay shall be documented. At this time an alternate timeline (which includes a specific date for completing the evaluation as soon as possible) will also be documented in the child's record.

B. Intake Procedures

The intake process for ESP begins when the phone call is received by the *eligibility enrollment specialist*. The *COE Intake Team* is responsible to collect all of the necessary forms, medical information and permissions from the family. These forms include:

- *Authorization for Exchange of Student Health and Educational Information* (SCCOE HIPPA compliant)
- Intake Referral Packet Checklist
- *Passbook to Services Intake Form*
- *Passbook Medical and Developmental History*
- California School Immunization Record
- *Assessment Plan- Part C*
- *Notice of Meeting*
- IFSP Forms
- *IFSP Changes/Additions*
- Agency specific forms (responsibility of each agency)

All intakes are scheduled in the natural environment whenever possible by mutual agreement between the intake service coordinator and the family.

C. Assessment Procedures

COE will utilize agreed upon assessment tools and reporting formats, which also meet SARC requirements to evaluate eligibility for all incoming referrals and to conduct ongoing assessment in the following areas: family priorities, concerns and resources; physical development including vision and hearing; cognitive development; communication development; social-emotional development and adaptive development. Copies of assessment, IFSPs, and other appropriate documentation will be sent to SARC.

A joint eligibility meeting will be held weekly with SARC and COE where all referrals are shared and eligibility for each agency is discussed. Information is shared, with the consent of the family, to recommend eligibility for both agencies to the IFSP team. COE will continue to assess all referrals as per contract with SARC and then serve all eligible children up to their mandated number. COE will continue to serve and assess all eligible children with solely low incidence disabilities. COE will keep SARC informed of all program openings on a weekly basis. SARC service coordinators will try to do joint

intake meetings with COE. However, at least one contact with the family will occur prior to the IFSP meeting to insure all information is communicated regarding the Early Start process and to ascertain the needs of the family.

D. Individualized Family Service Plan (IFSP)

SARC and COE will participate in the IFSP for any child it is agreed is likely to be served by COE to the extent possible.

COE intake service coordinators will assume responsibility for scheduling the multi-agency meeting, notifying all appropriate agency personnel, and assuring that team members have shared information prior to the meeting. All participating agencies will provide information for review at the IFSP meeting.

The six-month IFSP review shall be conducted by the SARC or COE *Service Coordinator* identified by the parent(s) on the IFSP. Any changes that need to be made to the IFSP during or before the six-month review must be documented by completion of the *Review of IFSP* form and a copy must be sent to all involved agencies (e.g. school district &/or SARC) for their records. If a change is requested that will result in new or additional services being provided, the agency that will provide or pay for those services must concur and approve. Any change to the IFSP may not be implemented without prior written approval of the parents.

It is understood that each agency can only commit to providing services funded by that agency; i.e., SARC can only authorize payments for SARC services and the COE for COE services. {GC95014 (d)} Services will be provided as soon as possible.

The agency's representative attending the IFSP meetings will have the authority to sign the IFSP document for the agency.

If English is not the primary language of the family, it is agreed that the agency that conducts the initial intake meeting with the family will arrange for the services of an interpreter for the multi-agency IFSP meetings.

E. Transfer and Transition Procedures

SARC and COE will use existing information whenever possible to determine continued eligibility and to minimize delay in the provision of services when transfers occur from another regional center or LEA to Santa Clara County with an existing IFSP. The procedures contained in California Education Code (EC) 56325, pertaining to the IEP, shall apply for an infant or toddler with an existing out-of-county IFSP who moves into Santa Clara County. If Santa Clara COE is operating under funded capacity or for an infant with a solely low incidence disability, COE's administrator shall ensure that the child is immediately provided with services in conformity with an IFSP, unless the parent agrees otherwise. If COE's enrollment is at their funded capacity, services for the new child shall be provided by SARC.

In both instances the IFSP will be implemented to the extent possible within existing resources. Before the end of the 30-day period, the IFSP services shall be reviewed and recommendations made by the IFSP team for services. The IFSP team will use information from records and reports from the program from which the child transferred as well as information gathered during the interim services. (California EC 56325 (a) (b))

Part C transition procedures will be followed by SARC, COE and the School District as outlined and agreed upon to abide by the timetable of activities as outlined in Reference Appendix A. SARC, COE, and SELPA will collaborate to conduct joint trainings for SARC Service Coordinators, COE staff, and School District staff regarding Part C transition.

F. Service Coordination

Either agency may be called upon to assume the role of the IFSP Service Coordinator. It is anticipated that many of the families jointly served by SARC and by COE under the current mandate may have a member of the COE's Early Start Program as its IFSP Service Coordinator. In that instance, the SARC Service Coordinator would still be responsible for arranging all needed purchases of service normally provided by SARC and for assuring that all generic services are pursued prior to the purchase of any service with SARC funds.

9. SURROGATE PARENTS

A. SARC or COE shall assign an individual to act as a surrogate parent if:

- No parent can be identified;
- The infant or toddler is a dependent of the juvenile court and the parental rights of the parent have been limited by the court or relinquished; or
- The parent cannot be located, after reasonable efforts by SARC or COE.

B. Assignment of a surrogate will follow guidelines as outlined by Santa Clara County SELPAs and will include procedures for

- Determining whether an infant or toddler needs a surrogate parent;
- Assigning a surrogate parent to the infant or toddler consistent with the provisions of this Article and Government Code Section 7579.5;
- Insuring that surrogates have no interest that conflicts with the interests of the infant or toddler he or she represents;
- Insuring that surrogates have knowledge and skills that insure adequate representation of the infant or toddler (e.g. through periodic *Surrogate Parent Training* provided by SELPA);
- Insuring that the surrogate parent is not an employee of any regional center, SELPA, LEA, COE or service provider involved in the provision of early intervention services to the infant or toddler. A person who otherwise qualifies as a surrogate parent is not

an employee solely because he or she is paid by a regional center, SELPA, LEA, or COE to serve as a surrogate parent.

C. A surrogate parent may represent an infant or toddler in all matter related to:

- The evaluation and assessment of the infant or toddler;
- Development and implementation of the infant's or toddler's IFSP including annual evaluations, assessments and periodic reviews;
- The ongoing provision of early intervention services to the infant or toddler;
- Requesting mediation or due process hearings; and
- Any other early intervention service established under Part C of IDEA, Title 20 US Code Sections 1431-1445. .

D. A surrogate parent may not provide consent for medical services for which consent by a parent or legal guardian is required.

10. PROCEDURAL SAFEGUARDS

SARC, SELPAs and COE will abide by the Procedural Safeguards as outlined in the Federal Law, Part C of *IDEA* and other relevant federal and state regulations. (Refer to Reference Appendix C: *Parents' Rights and Responsibilities in the Early Start Program under IDEA*)

11. DISPUTE RESOLUTION

SARC, SELPAs and COE must abide by the established dispute resolution process as described in the *Parents Rights*, should a dispute arise in one of the areas:

- a. Which agency is responsible for the infant and family evaluation, assessment; service coordination; and the development and implementation of the IFSP and,
- b. Which agency is responsible for the provision/purchase of appropriate early intervention services.

Dispute Resolution Process:

STEP 1: Every attempt should be made to resolve the dispute at the lowest possible administrative level starting with the supervisory level up to the agency director at SARC and the SELPA director.

STEP 2: If resolution of the dispute is not achieved, the two parties can request technical assistance from the Department of Developmental Services (DDS) and the California Department of Education (CDE).

STEP 3: If resolution cannot be reached within 60 calendar days, the issue will be referred to DDS and CDE for a state-level review and resolution.

STEP 4: The state-level review will be conducted jointly by DDS and CDE and a decision rendered within 60 calendar days of receipt of the dispute.

12. STATUS OF SERVICES DURING A DISPUTE

During the pendency of a dispute, a child must continue to receive the appropriate early intervention services currently being provided. If the dispute involves initial early intervention services, the child must receive all of the early intervention services identified and agreed to in the IFSP.

13. JOINT TRAINING

All agencies agree to the joint training of staff regarding the implementation of Part C within the county. Staff will be informed of the contents of this Agreement. Future joint training may be held if new procedures are developed or this agreement is substantially modified. SARC and COE agree to notify the other party of any conferences or workshops pertinent to the implementation of Part C.

COE will provide **5-10** one to two hour assessment related trainings to SARC to provide training to SARC service coordinators and Private Infant Program (PIP) staff regarding ESP eligibility assessment, report writing, and overall intake process and procedures.

14. TERM OF AGREEMENT AND REVIEW SCHEDULE

This agreement shall be in effect from **July 1, 2017** until **June 30, 2020**. Should either SARC, SELPAs or COE request modifications, all parties shall review the agreement. All parties may extend this agreement on an annual basis by the signing of a *Notification of Extension*.




Javier Zaldivor, Executive Director
San Andreas Regional Center

11/28/2017
Date



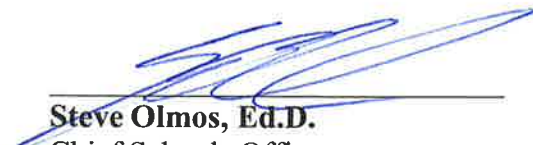
Leo Mapagu
Executive Director
South East Consortium SELPA

12/13/2017
Date



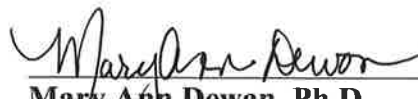
Anna Marie Villalobos, Ed.D.
Director
Santa Clara SELPA I, II, III, IV and VII

12/12/2017
Date



Steve Olmos, Ed.D.
Chief Schools Officer
Santa Clara County Office of Education

12/13/2017
Date



Mary Ann Dewan, Ph.D.
Interim Superintendent
Santa Clara County Office of Education

12/14/2017
Date

ANNUAL REVIEW OF AGREEMENT

The undersigned represent and acknowledge that they are duly authorized representative authorized to review this interagency agreement for their respective agency.


By signing below, the representative of each agency acknowledges that they have reviewed the agreement and find that it continues to be appropriate and modifications are not necessary.

Reviewed for school year, 2017-2018.




Javier Zaldívar, Executive Director
San Andreas Regional Center

11/28/2017
Date




Leo Mapagu, Executive Director
South East Consortium SELPA

12/13/2017
Date



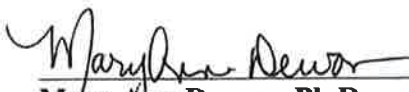
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Santa Clara County Office of Education

12/13/2017
Date



Mary Ann Dewan, Ph.D.
Interim Superintendent
Santa Clara County Office of Education

12/14/2017
Date

Risk Management
Reviewer: 
Rm# 18-20-0484

ANNUAL REVIEW OF AGREEMENT

The undersigned represent and acknowledge that they are duly authorized representative authorized to review this interagency agreement for their respective agency.

By signing below, the representative of each agency acknowledges that they have reviewed the agreement and find that it continues to be appropriate and modifications are not necessary.

Reviewed for school year, 2018-2019.




Javier Zaldivar, Executive Director
San Andreas Regional Center

8/20/2018
Date




Leo Mapagu, Executive Director
South East Consortium SELPA

8/21/2018
Date



Anna Marie Villalobos, Ed.D.
Acting Director
Santa Clara SELPA I, II, III, IV and VII

8/21/2018
Date



Mary Ann Dewan, Ph.D.
Superintendent
Santa Clara County Office of Education

8/21/2018
Date

I. GENERAL BUDGET ADMINISTRATION
[56205(B)(1)] 56195, 56195.7(h), 56195.7(h)(4)(i)

The Santa Clara County Office of Education shall be the Administrative Unit (AU) for SELPA IV Local Plan Area. Under the direction of the SELPA, the AU shall act as the fiscal agent authorized to receive, disburse and expend funds in accordance with the approval of the Executive Council to implement the Agreement for Services as Administrative Unit, Local Plan and other requirements of law. The SELPA director is authorized by the Executive Council to implement the SELPA IV Policies on behalf of the Executive Council and the SELPA. These responsibilities include but are not limited to the signing of official documents, State reports, and authorization of expenditures or distribution of funds.

SELPA IV is required to submit an “Annual Budget Plan” to the California Department of Education. The Executive Council shall conduct the public hearing as required prior to submission of the plan to the California Department of Education. The purpose of the Annual Budget Plan is to provide the public with an overview of the resources available as allocated within SELPA IV.

The SELPA, AU, and each LEA shall establish appropriate record-keeping procedures in accordance with State and Federal requirements, maintain accurate fiscal accounting records, and prepare and submit required fiscal reports to the appropriate authority. All LEAs participating in the Local Plan Area shall maintain fiscal accounting records in a manner that facilitates an audit by a Certified Public Accountant. The Executive Council shall approve changes in the budget for the operation of the SELPA.

A. DISTRIBUTION OF SPECIAL EDUCATION RESOURCES TO LEAs FOR OPERATION OF SPECIAL EDUCATION PROGRAMS AND SERVICES
56205(b)(1)(A-G)

The Executive Council shall adopt policies for the allocation of Special Education Resources to LEAs. The intent is to assure access and availability of services to all eligible students through an equitable distribution system. The policy provides for distribution of the following funds:

- Distribution of State Apportionment to LEAs
- Distribution of Property Tax to LEAs
- Distribution of Federal Local Assistance revenue to LEAs
- Distribution of Federal Preschool revenue to LEAs
- Distribution of Infant Units to LEAs providing infant services
- Distribution of Inservice Grant funds to LEAs

Additional funding is generated for special education and directly received by the eligible LEA including: special education revenue limit for special day class and non-public school attendance including Extended School Year, Non-Public School Excess Costs, and Licensed Children’s Institution Non-Public School reimbursement.

Each LEA will establish and maintain the appropriate accounting records in accordance with and required by State and Federal laws. LEAs shall expend these funds in accordance with all State and Federal laws.

B. FUNDING FOR SELPA AU

The SELPA Administrative Unit budget is developed by the SELPA AU and approved by the Representative Council each year. SELPAs I, II, III, IV, and VII share the cost of the Administrative Unit from their AB602 entitlement.

C. PROCESS FOR THE UTILIZATION OF LOW-INCIDENCE FUNDS

Low Incidence Equipment Funds and Low Incidence Service Funds are restricted for use for students in the following disability categories: hard of hearing, deaf, visual disability, orthopedically impaired, and deaf-blind. Low Incidence funds are administered through the SELPA IV Office. The Executive Council shall adopt a policy to guide the distribution of these funds.

Each district's share of the state Low Incidence funding, including the County Office of Education, will be calculated based on prior year December Low Incidence pupil count. Districts shall request purchases via Low Incidence Requisition Form throughout the year, through the SELPA AU Office. Any amount not spent by a district will be carried over for the district's use in the subsequent year. The SELPA AU Office will maintain the Low Incidence Equipment and Services inventory. Equipment purchased with Low Incidence funds becomes the property of the State of California and will follow students, as needed, if they move to another district within the SELPA.

Approved:

SELPA IV CAC – 03/02/15

SELPA IV Executive Council – 05/13/15

San Jose Unified School Board – 06/09/16

**Certification of Annual Budget Plan
 Fiscal Year 2019-20**


1. Check one, as applicable: <input type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input checked="" type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 4304 NC	SELPA Name Santa Clara Area 4	Application Date May 30, 2019
SELPA Address 1290 Ridder Park Drive, MC277	SELPA City San Jose	SELPA Zip code 95131
Name SELPA Director (Print) Leo Mapagu		SELPA Director's Telephone Number (408) 453-6566
2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency/Administrative Unit [RLA/AU])		
RLA/AU Name Santa Clara County Office of Education	Name/Title of RLA/AU Superintendent Mary Ann Dewan, Ph.D./ County Supt.	RLA/AU Telephone Number (408) 453-6511
RLA/AU Street Address 1290 Ridder Park Drive, MC277	RLA/AU City San Jose	RLA/AU Zip code 95131
Date of Governing Board Approval July 15, 2019		

**Certification of Approval of Annual Budget Plan Pursuant to California *Education Code*
 Section 56205(b)**

I certify that the Annual Budget Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school within the SELPA at least 15 days prior to the hearing.

The **Annual Budget Plan** was presented for public hearing on **July 15, 2019**.

Adopted this 15th day of July, 2019.

Signed: 
 RLA/AU Superintendent

**Annual Budget Plan
 Fiscal Year 2019-20**

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The Standardized Account Code Structure (SACS) codes provide source information from the local educational agency (LEA) reporting.

	Reference/Label	Instructions	Estimated Totals
A	Funds received in accordance with Chapter 7.2 (commencing with California <i>Education Code</i> [EC] Section 56836) (Special Education Program Funding)	SACS Resource Code 6500 (State), 3300-3499 (Federal) 6512-6535 (General Fund)	\$17,326,791 \$ 7,186,037 \$ 2,486,583
B	Administrative costs of the plan	SACS Goal Code 5001 Function 2100	\$ 1,417,142
C	Special Education services to pupils with: (1) severe disabilities , and (2) low-incidence disabilities	SACS Goal Code 5710	\$ 561,604
		SACS Goal Code 5730	\$ 2,210,590
		SACS Goal Code 5750	\$ 40,628,984
D	Special education services to pupils with non-severe disabilities	SACS Goal Code 5770	\$ 22,229,525
E	Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments	Any SACS Goal Code with SACS Function Code 1130 ¹	\$ 788,127
F	Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2 (SELPA Program Specialists Funding)	SACS Goal Code 5050	\$ 144,239
		SACS Goal Code 5060	\$ 1,139,885
G	The use of property taxes allocated to the special education local plan area pursuant to <i>EC</i> Section 2572	Statement is included in Local Plan	

¹ Function Activity Classification can be found <http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: _____ By: _____