

## LOCAL PLAN

### Section B: Governance and Administration

### SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

## B. Governance and Administration

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

### Participating Local Educational Agencies

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

### Special Education Local Plan Area—Local Plan Requirements

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

The San Ramon Valley Unified School District (SRVUSD) comprises a community of learners, committed to the highest quality educational experience. San Ramon Valley Unified School District educates a diverse population of approximately 31,000 students in 22 elementary schools, 8 middle schools, 4 comprehensive high schools, 1 alternative education program, and 1 adult transition campus. The San Ramon Valley Unified School District meets the size and scope requirements to operate as a single district Special Education Local Plan Area (SELPA). The Governing Board of the District elects to operate as a single district SELPA, and as such, it is the governing body of the SRVUSD SELPA.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

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

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

- Approval of the Local Plan for Special Education
- Adoption of the District Budget

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

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

- Recommending to the Governing Board the approval of the SELPA Local Plan
- Recommending to the Governing Board adoption of district/SELPA policies pertaining to special education.
- Recommending the Annual Budget and staffing for special education services to the Governing Board as part of the district/SELPA's total budget in the services plan.
- Delegating SELPA responsibilities to the SELPA Executive Director and Assistant Superintendent for coordination and monitoring of special education services in accordance with the SELPA Local Plan.
- Ensuring the district's/SELPA's compliance with State and Federal laws and regulations, as they pertain to individuals with exceptional needs, and the provision of due process through the SELPA Executive Director.

Responsibilities of the SELPA Executive Director:

The San Ramon Valley Unified School District SELPA Executive Director reports to the Assistant Superintendent of Educational Services. The SELPA Executive Director shall inform the School Board and Superintendent of legislative changes, proposals, trends, and concerns related to the provision of services for students with exceptional needs.

The SELPA Executive Director is responsible to implement the SELPA Local Plan, including the following services and operations:

- Providing coordination and overseeing implementation of the SELPA Local Plan.
- Maintaining and monitoring of a SELPA system of internal program review, evaluation, and accountability.
- Monitoring compliance with federal and state laws and regulations to ensure that procedural safeguards are in place and implemented throughout the SELPA.
- Overseeing compliance of Child Find requirements.
- Monitoring the collection of data and facilitating transmission of required district, county, state, and federal SELPA reports.
- Advising the Superintendent, Cabinet, and Board of Trustees regarding special education laws and legislative changes that will impact the SELPA.

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- Monitoring and overseeing CDE reviews, verification reviews, and complaints related to special education programs.
- Assisting and participating in activities of the CAC.
- Monitoring the appropriate use and budgeting of federal, state, and local funds allocated for special education programs.
- Participating in the development of the Annual Service and Budget plans.
- Providing information to the Superintendent and Chief Business Officer of fiscal requirements and changes regarding the budget for special education programs and the SELPA.
- Participating in the development of agreements and contracts with non-public schools, nonpublic agencies, other SELPAs, and other agencies.
- Consulting with private schools within the SELPA for provision of services for eligible private school students.
- Participating as a liaison between and among the SELPA, the California State Department of Education, the Governing Board, the Community Advisory Committee, and Federal Office of Special Education Programs.
- Providing technical assistance and consultation to District staff in all areas of special education, including complaint and due process procedures.

Responsibilities of Special Education Directors, and Program Supervisors:

Special Education Directors and Program Supervisors serve under the direction of the SELPA Executive Director and assist in the management and delivery of all special education programs and services.

Responsibilities of Special Education Administrative staff include:

- Observing, consulting with, and assisting special education teachers and support staff.
- Planning programs, overseeing programs, and designating staff to provide appropriate special education programs.
- Coordinating student placements according to student IEPs.
- Participating in the development and implementation of SELPA/District forms, policies, and Procedures.
- Coordinating and providing support for special education staff in implementing core and modified curriculum for special education students.
- Sharing in the design and evaluation of special education programs.
- Supporting school staff in developing and monitoring instructional programs and

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innovation of special methods and approaches including inclusive practices.

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

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

San Ramon Valley Unified School District is responsible for implementing those services identified in the Annual Service Plan and provided for in the Annual Budget Plan. Students eligible for special education services provided within the region are defined as those students physically residing within the geographic boundaries of the District. However, when SRVUSD is unable to provide an appropriate program for an individual student, it shall arrange for an appropriate placement, through an Individualized Education Program (IEP) Team meeting with other agencies as required to meet the needs of the student.

Participating agencies may enter into additional contractual arrangements with SRVUSD to meet the requirements of applicable federal and state law. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students. In

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addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in SRVUSD programs. Such cooperation ensures that a range of program options is available throughout the SRVUSD Special Education Local Plan Area.

The concept of regional services is to provide a continuum of options necessary to ensure appropriate special education services to students with disabilities are available. SRVUSD SELPA will coordinate with other agencies for those students who require regionalized services offered outside the District or to provide other necessary and appropriate services not available in the District.

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

The District has elected to provide some special education services in regionalized settings. For example, students with severe disabilities requiring transportation will be provided regionalized services at selected sites within the District.

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

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

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

The county provides services to students with Individual Education Programs (IEPs) who are enrolled in Special Day Class settings, County Community Day Schools, County Juvenile Schools as identified in the Annual Service Plan.

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

**CHARTER SCHOOL POLICY**

56207.5 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. In reviewing and approving a request by a charter school to participate as a local educational agency in a special education local plan area, the following requirements shall apply:

56207.5 (a) The special education local plan area shall comply with Section 56140.

56207.5 (b) The charter school shall participate in state and federal funding for special education and the allocation plan developed pursuant to subdivision (i) of Section 56195.7 or Section 56836.05 in the same manner as other local educational agencies of the special education local plan area.

56207.5 (c) The charter school shall participate in governance of the special education local plan area in the same manner as other local educational agencies of the special education local plan area.

**CHARTER SCHOOLS AS A LOCAL EDUCATION AGENCY (LEA)**

If a charter school wishes to be an LEA, they must apply to a multi-district SELPA for authorization of their charter. Should a charter school apply to be an LEA, the SELPA will treat applications by the charter schools to be independent LEAs in the same manner that the SELPA treats applications by other districts and LEAs may refer such applications to neighboring multi-district SELPAs.

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

**Community Advisory Committee**

Each plan submitted under EC Section 56190 shall establish a community advisory committee. The committee shall serve only in an advisory capacity. In accordance with law, a community advisory committee shall make suggestions for the development, amendment and review of the local plan, recommend annual priorities, promote parent/guardian and community involvement, assist in parent/guardian education, and support activities on behalf of individuals with exceptional needs.

In order to support the activities of the CAC, the SRVUSD SELPA shall provide clerical support,

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facility space for the purpose of conducting business meetings and/or parent trainings, and support with necessary communication either through district mail or email.

The CAC shall consist of no less than nine (9) members and no more than thirty-six (36) members. The term of office of CAC members shall be one year. The Responsibilities of the Community Advisory Committee are:

1. Advise the SRVUSD administration and the SRVUSD Board of Education (which is the policy-making body of the SELPA) regarding the development, review and implementation of the Local Plan.
2. Recommend annual priorities to be addressed under the Local Plan.
3. Recruit parents and other volunteers who may contribute to the implementation of the Local Plan.
4. Assist in parent education regarding special education laws and responsibilities.
5. Encourage community involvement in the development and review of the Local Plan as needed.
6. Support legislation and other activities on behalf of individuals with exceptional needs.

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

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

Each SELPA submitting a local plan must assure that it has in effect policies, procedures, and programs that are consistent with federal and state law governing the provision of special education and related services. (Education Code 56040, 56041, 56205) This includes provision of appropriate staff development programs. (Education Code 56240)

The district shall also adopt policies for the programs it operates under the local plan, including: nonpublic services, review of placement of students with disabilities and their IEPs, when necessary, procedural safeguards, resource specialists, transportation, information on the number of individuals with exceptional needs who are being provided special education and related services, and caseloads. (Education Code 56195.8) This information may be included as part of the local plan.



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8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The SRVUSD Special Education Department, under the direction of the SELPA Executive Director, is designated as the entity responsible for the administration of the Local Plan and ensuring that the SELPA is in compliance with all applicable laws and regulations.

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

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

As a single district SELPA, the San Ramon Valley Unified School District is the Responsible Local Agency (RLA) and acts as the Administrative Unit. The Board is the governing board of the RLA. The responsibilities of the RLA include the following:

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

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

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

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

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

10. For multi-LEA local plans, specify:

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

Not applicable, SRVUSD is a single district SELPA

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

Not applicable, SRVUSD is a single district SELPA

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

Not applicable, SRVUSD is a single district SELPA

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

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

The San Ramon Valley Unified School District is a single district SELPA and is therefore governed by the San Ramon Valley Unified School District's Board of Education.

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

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

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

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c. The operation of special education programs:

It is the responsibility of the SRVUSD SELPA to support the delivery of effective programs and services within the SELPA, to support a continuum of appropriate service options, to improve the quality of the programs offered, and to monitor them and participate in review processes, including the quality assurance process, the Procedural Safeguards and Complaints processes and mediation and due process procedures.

The SRVUSD SELPA administrative staff shall meet on a regular basis to discuss data/ observations and to identify concerns related to student evaluation, placement, and/or achievement progress. The Executive Director of the SELPA will be responsible for disseminating information to the District regarding any required changes to Special Education programming, services, and supports based on information from the State SELPA meetings, new legislation, regulations, and/or guidelines.

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

The Executive Director of the SELPA in collaboration with the Chief Business Officer, or designee, are responsible for the monitoring, on an annual basis, the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process. Funds allocated for Special Education programs shall be used for services and placement for students with disabilities, in order to provide them FAPE.

Federal funds under Part B of the IDEA may be used for the following activities:

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

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

Low Incidence funds provided by the State allows for the purchase of specialized books, materials, and equipment that are necessary due to the adverse education impact of a low incidence disability on access to instruction and learning. Low Incidence funding is intended

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to supplement and not supplant other available funding for books and materials. The SELPA Executive Director is responsible for ensuring that all eligibility requirements are met prior to approving any expenditure of these funds.

"Low Incidence disability" means a severe disabling condition with an expected incidence rate of less than one (1) percent of the total statewide enrollment in kindergarten through grade twelve (12). For purposes of this definition, severe disabling conditions are hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof.

These guidelines are keeping with the legal requirements specified in California Education Code (EC 56136; EC 56320(g); EC 56345(a)(7) for each low incidence disability.

**Policies, Procedures, and Programs**

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes     No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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as stated:

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:



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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**14. Personnel Qualifications**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

**Administration of Regionalized Operations and Services**

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

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

Reference Number:

Document Title:

Document Location:

SRVUSD.net, District Policies via GAMUT

**SUPERINTENDENT**

The Superintendent has executive responsibility for implementing the Local Plan. Additional duties include, but are not limited to:

1. Implements and monitors all special education policies established by the governing board.
2. Reviews and recommends the annual budget and staffing formulas for special education programs and recommends them to the governing board.
3. Ensures the district's compliance with federal and state laws and regulations as they pertain to individuals with exceptional needs.

SELPA Executive Director is responsible for the overall coordination and ongoing review of special education services and programs within SRVUSD and for the administration of the Local Plan. The Executive Director, Special Education/SELPA Director is subject to the Administrative Unit's (AU) policies and procedures for day-to-day operations with the authority to implement policies and procedures. The duties of this position include, but are not limited to, the following:

1. Sits as a member of the Superintendent's Cabinet and Educational Services Council.
2. Develops and recommends to the Superintendent and the governing board policies and procedures relating to special education.
3. Implements and revises policies of the Board of Education and procedures in compliance with state and federal law relating to special education programs.
4. Implements current federal and state laws as they pertain to special education including development and implementation procedures for the identification, referral, assessment, IEP development and placement of individuals with disabilities as established by the Local Plan.
5. Assists in compiling and submitting accurate reports as required by district, state and federal jurisdictions.
6. Provides for periodic program monitoring to assure compliance with state and federal laws and regulations.
7. Provides information and recommendations for the development,

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- modification and implementation of the Local Plan.
8. Coordinates the development of all special education program budgets and staffing formulas with the Assistant Superintendents and, when appropriate, with special education management personnel.
  9. Prepares and administers the budgets for the implementation of all special education program and services.
  10. Provides access to regionalized services.
  11. Acts as liaison between district programs and the appropriate local, county, state and national agencies.
  12. Serves as a liaison between the governing board and the Community Advisory Committee for Special Education and provides recommendations for its membership.
  13. Develops the Annual Services Plan and Annual Budget Plan for approval by SRVUSD Superintendent and governing board.
  14. Assumes responsibility for the organization, administration and supervision of the special education programs and services.
  15. Provides ongoing review of programs through administration, supervision, coordination and evaluation of special education programs in accordance with the Local Plan for special education.
  16. Develops, in cooperation with other administrators, procedures to be used in the evaluation of special education programs and services.
  17. Represents the district in legal proceedings related to special education, including mediation, fair hearings and compliance.
  18. Develops procedures for conflict resolution related to special education issues.
  19. Implements the “due process” protections for the disabled, including, but not limited to informal hearings, mediations, fair hearings and complaints.
  20. Supervises, evaluates and monitors the performance of certificated and classified personnel directly responsible to him/ her, including program directors, supervisors and administrative staff.
  21. Provides leadership in creating healthful human relationships that will provide a suitable climate for learning and teaching.
  22. Assists in the administration of all department related aspects of negotiated employee contracts.
  23. Meets on a regularly scheduled basis with the special education

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administrative team and school level leadership personnel responsible for special education programs and services.

24. Assists in the organization, administration and supervision of the special education programs and services.

25. Completes and submits accurate reports as required by district, state and federal jurisdictions.

26. Acts as a liaison between district programs and the appropriate local, county, state and national agencies.

2. Coordinated system of identification and assessment:

Reference Number: BP 6159; 6164.4 Instruction

Document Title: Individualized Education Program (IEP)

Document Location: SRVUSD.net, District Policies via GAMUT

Description:

**REGIONALIZED SERVICES AND OPERATIONS**

The SRVUSD SELPA Executive Director shall serve on behalf of the LEA and implement the Local Plan including the following regionalized services and operations:

1. Coordination system of identification and assessment.

Board Policy 6159 - Individualized Education Program

Students with disabilities shall receive a free appropriate public education (FAPE) and be placed in the least restrictive environment which meets their needs to the extent provided by law.

The Superintendent or designee shall develop administrative regulations regarding the appointment of the individualized education program (IEP) team, the contents of the IEP, and the development, review, and revision of the IEP.

Board policy 6164.4 - Identification And Evaluation Of Individuals For Special Education

The Superintendent or designee shall establish a comprehensive system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special



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education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals.

3. Coordinated system of procedural safeguards:

Reference Number:	BP 6159.1 Instruction BP 6164.4 Instruction
Document Title:	1. Procedural Safeguards and Complaints for Special Education 2. Identification and Evaluation of Individuals for Special Education
Document Location:	SRVUSD.net, District Policies via GAMUT
Description:	<p>Board Policy 6159.1 - Procedural Safeguards And Complaints For Special Education In order to protect the rights of students with disabilities and their parents/guardians, the district shall follow all procedural safeguards as set forth in law. Parents/guardians shall receive written notice of their rights, including the right to a due process hearing for any dispute related to the identification, assessment or educational placement of a child or the provision of a free, appropriate public education to the child.</p> <p>Board Policy 6164.4 - Identification And Evaluation Of Individuals For Special Education The Superintendent or designee shall establish a comprehensive system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals. The district's identification procedures shall include methods for utilizing referrals from parents/guardians, teachers, appropriate professionals, and others, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)</p> <p>The Superintendent or designee shall notify parents/guardians in writing of their rights related to identification, screening, referral, assessment, instructional planning, implementation, review including the right to consent to any assessment concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of the</p>

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procedures for initiating a referral for assessment to identify individuals who need special education services. The district shall provide parents with a copy of their rights and procedural safeguards once per year in addition to initial referral, parental request for assessment, the first filing for a due process hearing, or upon parental request. (Education Code 56301)

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

Reference Number: BP 4331 Personnel

Document Title: Staff Development

Document Location: SRVUSD.net, District Policies via GAMUT

Description: 

Board Policy 4331 - Staff Development

The Board of Education recognizes that professional development enhances employee effectiveness and contributes to personal growth. Staff development for administrative and supervisory personnel shall be designed to guide institutional improvement, build leadership skills, and enhance overall management efficiency.

The Superintendent or designee shall provide ongoing professional development as needed to assist special education staff in updating and improving their knowledge and skills.

The SRVUSD SELPA shall:

1. Develop and implement in-service programs related to special education for district staff, parents and community.
2. Plan and implement professional development for new and continuing special education teachers and assistants.
3. Provide training for members of the Community Advisory Committee (CAC).

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

Reference Number: BP 6141 Instruction

Document Title: Curriculum Development and Evaluation

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Document Location:

SRVUSD.net, District Policies via GAMUT

Description:

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

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

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

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

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

In addition, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or parent/guardians; new

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research on program effectiveness; or changing student needs.

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

Reference Number: BP 0430 Philosophy, Goals, Objectives and Comprehensive Plans

Document Title: Comprehensive Local Plan For Special Education

Document Location: SRVUSD.net, District Policies via GAMUT

Description: 

BP 0430 - Comprehensive Local Plan For Special Education

Special education programs are to be provided under an approved local plan that sets forth the elements of those programs in accordance with the requirements of Chapter 3 of the Education Code (commencing with section 56205, Education Code 56027). As a single-district SELPA, the board shall approve the district's local plan to meet the needs of individuals with disabilities residing in the district. (Education Code 56195, 56195.1(a))

Each SELPA submitting a local plan must assure that it has in effect policies, procedures, and programs that are consistent with federal and state law governing the provision of special education and related services. (Education Code 56040, 56041, and 56205) This includes provision of appropriate staff development programs. (Education Code 56240).

7. Coordinated system of data collection and management:

Reference Number: BP 0430 Philosophy, Goals, Objectives and Comprehensive Plans

Document Title: Comprehensive Local Plan For Special Education

Document Location: SRVUSD.net, District Policies via GAMUT

**ONGOING REVIEW OF PROGRAMS**

The SELPA Executive Director will assign individual(s) to collect, compile, report and certify for accuracy data included in the annual evaluation report submitted to the California Department of Education. Published reports of this data shall be available for review by interested community members.

Education Code 56205 (a) (12) (B)

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Description: 

Data gathering, compilation, reporting, processing and certification of accuracy will be completed by the designated responsible individual (s) assigned by the SELPA Executive Director. Data will be included in the Annual Evaluation submitted to the California Department of Education.

SELPA Executive Director and Director of Special Education shall coordinate with District Accountability Department regarding the District system of data collection management of the State accountability for special education and act as Designee to the Superintendent regarding the management State Accountability reviews.

8. Coordination of interagency agreements:

Reference Number: BP 0430 Philosophy, Goals, Objectives and Comprehensive Plans

Document Title: Comprehensive Local Plan For Special Education

Document Location: SRVUSD.net, District Policies via GAMUT

Description: 

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

9. Coordination of services to medical facilities:

Reference Number: 5141 Students  
6183 Instruction

Document Title: Health Care and Emergencies  
Home and Hospital Instruction

Document Location: SRVUSD.net, District Policies via GAMUT

BP 5141 - Health Care and Emergencies

Description:

The Governing Board recognizes the importance of taking appropriate action whenever an emergency threatens the safety, health or welfare of a student at school or during school- sponsored activities.

The Superintendent or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible when student accidents and injuries occur and that parents/guardians are notified as appropriate.

The Superintendent or designee shall ask parents/guardians to provide emergency contact information in order to facilitate communication in the event of an accident or illness. District staff shall appropriately report and document student accidents.

BP 6183 - Home and Hospital Instruction

Special Education Students:

School age special education students shall receive special education and related service in the Home and Hospital Program if the student's individualized education program ("IEP") team recommends such instruction or services. To be eligible for instruction in the Home and Hospital Program, the IEP team must have a medical report from the attending physician and surgeon or the report of the psychologist, as appropriate, stating the diagnosed condition and certifying that the severity of the condition prevents the pupil from attending a less restrictive placement. The report shall include a specified date for the projected return of the student to the classroom.

Home and Hospital placement determinations must be made by the IEP team. Instruction in the Home and Hospital Program shall be provided by a general education teacher, the special education teacher or the resource specialist, if the teacher or specialist is certified to provide such instruction and services and if the provision of such instruction and services by the teacher or specialist is feasible. If not, the appropriate related services specialist shall provide such instruction.

For special education students with a medical condition related to surgery, accidents, short term illness or medical treatment for a chronic illness, the IEP team shall review, and revise, if appropriate, the IEP whenever there is a significant change in the pupil's current medical condition. (5 CCR 3051.4)

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

Reference Number: BP 6173.1 Instruction

Document Title: Education For Foster Youth

Document Location: SRVUSD.net, District Policies via GAMUT

Description:

The Board of Education recognizes that foster youth may be at greater risk for poor academic performance due to their family circumstances, disruption of their educational program, and emotional, social, and other health needs. The district shall provide such students with full access to the district's educational program and other support services necessary to assist them in achieving state and district academic standards.

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

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

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

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

Reference Number: BP 0430 Philosophy, Goals, Objectives and Comprehensive Plans

Document Title: Comprehensive Local Plan For Special Education

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Document Location: SRVUSD.net, District Policies via GAMUT

Description: 

The SRVUSD SELPA Executive Director shall serve on behalf of the LEA and implement the Local Plan including the following:

1. Coordination of the SELPA and the administration of the Local Plan
2. Coordination system of internal program review, evaluation of the Local Plan effectiveness and implementation of a Local Plan accountability tool.
3. Preparation and transmission of required SELPA reports including the Annual Service Plan and Annual Budget Plan.

The SELPA Executive Director shall develop the Annual Services Plan for approval by the governing board, Superintendent and submission to the Community Advisory Committee to review. It will include a description and location BP 0430 on of all services to be provided for students in accordance with Education Code Section 56205 (b) (2). (Refer to Appendix L)

The governing board agree to review and approve the SELPA Annual Budget Plan and Annual Services Plan.

Both the annual budget and service plan for the District are reviewed, at least annually by the Business office, Special Education Directors, CAC, and Superintendent's Cabinet. All policies implemented in the single district SELPA are developed consistent with the Local Plan.

12. Fiscal and logistical support of the CAC:

Reference Number: BP 0430 Philosophy, Goals, Objectives and Comprehensive Plans

Document Title: Comprehensive Local Plan For Special Education

Document Location: SRVUSD.net, District Policies via GAMUT

Description: 

In order to support the activities of the CAC, the SRVUSD SELPA shall provide clerical support, facility space for the purpose of conducting business meetings and/or parent trainings, and support with necessary communication through either district mail or email. Please refer to SRVUSD SELPA Local Plan Section B item 6 for information regarding fiscal and logistical support of the CAC.



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

Reference Number:	BP 3541.2 Business and Noninstructional Operations
Document Title:	Transportation For Students With Disabilities
Document Location:	SRVUSD.net, District Policies via GAMUT
Description:	SRVUSD shall make home-to-school transportation available for students at no cost to parents/guardians as specified in the student's IEP. The Superintendent or designee shall establish procedures to ensure compatibility between mobile seating devices and bus securement systems.

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

Reference Number:	BP 6178 Instruction
Document Title:	Career Technical Education
Document Location:	SRVUSD.net, District Policies via GAMUT
Description:	The SRVUSD SELPA Executive Director shall serve on behalf of the LEA and implement the Local Plan including the following regionalized services and operations. Coordination of career, vocational, and transition services.

15. Assurance of full educational opportunity:

Reference Number:	BP 0410 Philosophy, Goals, Objectives, and Comprehensive Plans
Document Title:	Nondiscrimination In District Programs And Activities
Document Location:	SRVUSD.net, District Policies via GAMUT
Description:	The SRVUSD SELPA Executive Director shall serve on behalf of the LEA and implement the Local Plan including the following regionalized services and operations:  1. Assurance of full educational opportunity.  Placement in special classes, separate schooling, or other removal of children with disabilities from their regular educational environment

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occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

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

Reference Number: BP 0430 Philosophy, Goals, Objectives, and Comprehensive Plans

Document Title: Comprehensive Local Plan For Special Education

Document Location: SRVUSD.net, District Policies via GAMUT

Description: 

The SRVUSD SELPA Executive Director shall serve on behalf of the LEA and implement the Local Plan including the following regionalized services and operations:

1. Fiscal administration and the allocation of state and federal funds.

**RESPONSIBILITIES OF LOCAL EDUCATION PLAN ADMINISTRATORS**

Superintendent

The superintendent has executive responsibility for implementing the Local Plan. Additional duties include, but are not limited to:

1. Implements and monitors all special education policies established by the governing board.

2. Reviews and recommends the annual budget and staffing formula for special education programs and recommends them to the governing board.

3. Ensures the district's compliance with federal and state laws and regulations as they pertain to individuals with exceptional needs.

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

Reference Number: SRVUSD SELPA Local Plan Section B item 2e & 11c

Document Title: SRVUSD SELPA Local Plan

Document Location: SRVUSD.net

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Description:

Please refer to SRVUSD SELPA Local Plan Section B item 8, 11b & 11d for information regarding direct instructional program support that may be provided by program specialists in accordance with EC Section 56368.

**Special Education Local Plan Area Services**

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

Reference Number:

BP/AR 6159 Instruction

Document Title:

Individualized Education Program

Document Location:

SRVUSD.net, District Policies via GAMUT

Description:

It shall be the policy of the San Ramon Valley Unified School District that a continuum of service options be available to children with disabilities birth to 5 years. An Individual Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized 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 the student's progress and make appropriate revisions.

It shall be the policy of the San Ramon Valley Unified School District that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) is conducted beginning at age 2.6 for consideration to continued special education services in the IEP process under IDEA, Part B.

**Early Childhood Education**

The procedures for working with Infants and Toddlers is described in detail in the agreement between the Regional Center of the East Bay (RCEB) and all the Special Education Local Plan Areas (SELPA) located within Contra Costa County, including the San Ramon Valley Unified School District (SRVUSD) SELPA.

RCEB and Contra Costa County SELPAs work cooperatively to meet the needs of all children eligible for services under Early Start Part C of the Individuals With Disabilities

All children receiving Early Start services are potentially eligible for

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the continued special education and related services at age three. The RCEB service coordinator must notify the District of all potentially eligible toddlers and the need to establish a transition plan in the IFSP conference not more than nine months, and not fewer than 90 days, prior to the toddler's third birthday. The transition process begins planning for service options to the child as he/she approaches age three but no later than 36 months of age. The child who is served either by RCEB or the District shall have the benefit of transition planning from Part C infant services to educational services under Part B of IDEA and provided by the District.

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

Reference Number: BP 1312.3 Community Relations

Document Title: Uniform Complaint Procedures

Document Location: SRVUSD.net, District Policies via GAMUT

The Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early, informal resolution of complaints whenever possible and appropriate. To resolve complaints which cannot be resolved through such informal process, the Board shall adopt a uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs (5 CCR 4610)
2. Any complaint alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, in district programs and activities against any person based on his/her actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national

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Description:

origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

3. Any complaint alleging bullying in district programs and activities, regardless of whether the bullying is based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics

4. Any complaint alleging district violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

5. Any complaint alleging that the district has not complied with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

6. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

7. Any other complaint as specified in a district policy

8. Procedural Safeguards

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is agreeable to all parties. One type of ADR is mediation, which shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

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In filing and investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation, unlawful discrimination, or bullying, the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint, if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints. All such records shall be destroyed in accordance with applicable state law and district policy.

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

Reference Number: BP 6159.1 Instruction

Document Title: Procedural Safeguards And Complaints For Special Education

Document Location: SRVUSD.net, District Policies via GAMUT

Members of the public, including parents/guardians of students with exceptional needs, may address questions or concerns to the Governing Board at regularly scheduled board meetings or at the CAC meetings. Additionally, they may address questions or concerns to the appropriate Administrator by phone, letter, or by scheduling an appointment.

In order to protect the rights of students with disabilities and the parents/guardians, the district shall follow all procedural

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Description:

safeguards as set forth in law.

Parents/guardians shall receive written notice of their rights, including the right to a due process hearing for any dispute related to the identification, assessment or educational placement of a child or the provision of a free, appropriate public education to the child.

The Superintendent or designee shall represent the district in any due process hearings conducted with regard to district students and shall provide the Governing Board with the results of these hearings.

Complaints for Special Education

Complaints concerning compliance with state or federal law regarding special education shall be addressed in accordance with the district's uniform complaint procedures.

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

Reference Number:

BP/AR 6164.4 Instruction

Document Title:

Identification And Evaluation of Individuals For Special Education

Document Location:

SRVUSD.net, District Policies via GAMUT

The Governing Board recognizes the need to actively seek out an evaluate district resident from birth through age 21, who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

It is the intention of the SRVUSD SELPA to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. The referral, assessment and IEP process is utilized to identify the needs of each individual student with disabilities. The LEA has committed to policies and procedures to assure that students will have their rights to appropriate services provided in the least restrictive environment.

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

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All referrals from school staff for special education and related services shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and their effect. (5 CCR 3021)

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a full and individual initial evaluation of the student. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 days, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

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

Reference Number:

BP 6159.2 Instruction

Document Title:

Nonpublic, Nonsectarian School And Agency Services For Special Education

Document Location:

SRVUSD.net, District Policies via GAMUT

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

SRVUSD SELPA has developed a Master Contract and Individual Service Agreement for students placed in certified non-public, nonsectarian schools. When SRVUSD contracts with a non-public, nonsectarian school, SRVUSD shall evaluate the placement of its student(s) in such schools on at least an annual basis as part of the annual IEP review. The SRVUSD representative shall review the master contract,



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the individual service plan agreement and the IEP to ensure that all services agreed upon and specified in the IEP are provided. Nonpublic and nonsectarian schools are required by the master contract and the IEP to annually evaluate the students to determine if they are making appropriate educational process. The SRVUSD representative shall collaboratively review the nonpublic, nonsectarian schools evaluations conducted by those schools to ensure that they are appropriate and valid for measuring student progress. SRVUSD may choose to administer additional assessments as necessary, with parent consent, to determine whether the student is making appropriate educational progress.

The IEP team will determine standards for meeting requirements for special education students placed in non-public schools who are unable to attain SRVUSD SELPA's graduation requirements.

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

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

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

Reference Number: SRVUSD Local Plan

Document Title: SRVUSD SELPA Local Plan and SRVUSD SELPA Local Plan Assurances Document

Document Location: SRVUSD.net

The SRVUSD SELPA will collaborate with local education authorities, including the Contra Costa County Department of Education, to provide required special education and related services to all eligible students

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including those who are ages 18-21 (or pursuant to education Code 56026 (c )(4)) incarcerated in the Contra Costa County Jail during their incarceration. Please refer to SRVUSD SELPA Local Plan Section B item 4 and SRVUSD SELPA Local Plan Assurances Document item 1 for information related to serving students who are ages 18-21, and are eligible for special education and/or related services, however are incarcerated in the Contra Costa County Jail system.

## LOCAL PLAN

### Section D: Annual Budget Plan

### SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Annual Submission

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**Local Plan Section D: Annual Budget Plan**

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

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

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

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**Table 1: Special Education Revenue by Source**

D1. Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	21,417,393	32.74%
AB 602 Property Taxes		0.00%
Federal IDEA Part B	5,128,286	7.84%
Federal IDEA Part C	75,121	0.11%
State Infant/Toddler	517,542	0.79%
State Mental Health	1,996,856	3.05%
Federal Mental Health	362,355	0.55%
Other Revenue*	35,919,097	54.91%
<b>Total Revenue</b>	<b>65,416,650</b>	<b>100.00%</b>

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

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

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**Table 2: Total Budget by Object Codes**

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="21,076,403"/>	32.22%
Object Code 2000—Classified Salaries	<input type="text" value="16,599,715"/>	25.38%
Object Code 3000—Employee Benefits	<input type="text" value="17,441,207"/>	26.66%
Object Code 4000—Supplies	<input type="text" value="427,450"/>	0.65%
Object Code 5000—Services and Operations	<input type="text" value="8,645,156"/>	13.22%
Object Code 6000—Capital Outlay	<input type="text" value="24,365"/>	0.04%
Object Code 7000—Other Outgo and Financing*	<input type="text" value="1,202,354"/>	1.84%
<b>Total Expenditures</b>	65,416,650	100.00%

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

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

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**Table 3: Federal, State, and Local Revenue Summary**

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

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	23,931,791	36.58%
Federal Revenue	5,565,762	8.51%
Local Contribution	35,919,097	54.91%
<b>Total Revenue From All Sources</b>	<b>65,416,650</b>	<b>100.00%</b>

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

**Special Education Local Plan Area Funding Distribution**

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

Not applicable, SRVUSD is a single district SELPA.

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

Not applicable, SRVUSD is a single district SELPA.

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**Table 4: Special Education Local Plan Area Operating Expenditures**

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	21,076,403	32.22%
Object Code 2000—Classified Salaries	16,599,715	25.38%
Object Code 3000—Employee Benefits	17,441,207	26.66%
Object Code 4000—Supplies	427,450	0.65%
Object Code 5000—Services and Operations	8,645,156	13.22%
Object Code 6000—Capital Outlay	24,365	0.04%
Object Code 7000—Other Outgo and Financing*	1,202,354	1.84%
<b>Total Operating Expenditures</b>	65,416,650	100.00%

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

Tuition to County Offices



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

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5–22 Severely Disabled." Students with a low-incidence disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D13. Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

Yes  No

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

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

Total Projected Expenditures for Students with LI Disabilities

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

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



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

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**Local Plan Section E: Annual Service Plan**

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

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

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

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

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

330—Specialized Academic Instruction

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

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

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210—Family Training, Counseling, Home Visits (Ages 0-2 only)

*Service is Not Currently Provided*

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

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

220—Medical (Ages 0-2 only)

*Service is Not Currently Provided*

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

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

230—Nutrition (Ages 0-2 only)

*Service is Not Currently Provided*

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

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

240—Service Coordination (Ages 0-2 only)

*Service is Not Currently Provided*

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

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

250—Special Instruction (Ages 0-2 only)

*Service is Not Currently Provided*

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

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

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

260--Special Education Aide (Ages 0-2 only)       *Service is Not Currently Provided*

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

270--Respite Care (Ages 0-2 only)       *Service is Not Currently Provided*

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

340--Intensive Individual Instruction

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

350--Individual and Small Group Instruction

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

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

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

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

425-Adapted Physical Education

*Service is Not Currently Provided*

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

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

435-Health and Nursing: Specialized Physical Health Care

*Service is Not Currently Provided*

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

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

436-Health and Nursing: Other

*Service is Not Currently Provided*

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

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing. Intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals

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and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program.

445-Assistive Technology  *Service is Not Currently Provided*

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

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

450-Occupational Therapy  *Service is Not Currently Provided*

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

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.

460-Physical Therapy  *Service is Not Currently Provided*

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

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include

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adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

510–Individual Counseling

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

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.

515–Counseling and Guidance

*Service is Not Currently Provided*

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

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

520–Parent Counseling

*Service is Not Currently Provided*

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

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.

525–Social Worker

*Service is Not Currently Provided*



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

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

530–Psychological

*Service is Not Currently Provided*

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

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

535–Behavior Intervention

*Service is Not Currently Provided*

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

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

540–Day Treatment

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

Structured education, training, and support services to address the student's mental health needs.

545–Residential Treatment

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

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.

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610—Specialized Service for Low Incidence Disabilities

*Service is Not Currently Provided*

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

Low incidence services are defined as those provided to the student population who have orthopedic impairment (O1), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.

710—Specialized Deaf and Hard of Hearing

*Service is Not Currently Provided*

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

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

715—Interpreter

*Service is Not Currently Provided*

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

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

720—Audiological

*Service is Not Currently Provided*

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

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

725—Specialized Vision

*Service is Not Currently Provided*

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

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

730–Orientation and Mobility  *Service is Not Currently Provided*

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

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

735–Braille Transcription  *Service is Not Currently Provided*

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

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

740–Specialized Orthopedic  *Service is Not Currently Provided*

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

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

745–Reading  *Service is Not Currently Provided*

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

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

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750–Note Taking  *Service is Not Currently Provided*

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

755–Transcription  *Service is Not Currently Provided*

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

760–Recreation Service, Including  
Therapeutic Recreation  *Service is Not Currently Provided*

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

820–College Awareness  *Service is Not Currently Provided*

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

830–Vocational Assessment, Counseling,  
Guidance, and Career Assessment  *Service is Not Currently Provided*

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

840–Career Awareness  *Service is Not Currently Provided*

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

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

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

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

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

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

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

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

860--Mentoring  *Service is Not Currently Provided*

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

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

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

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

Service coordination and case management that facilitates the linkage of individualized

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

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

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

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

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

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

900-Other Related Service

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

Description of the "Other Related Service"

Limited use code determined by IEP team where student has significant multiple disabilities are may require additional intensive supports.

Qualifications of the Provider Delivering "Other Related Service"

Any other specialized service required for a student with a disability to receive educational benefit.



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

SELPA

Fiscal Year

**Certification 3: County Superintendent**

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

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

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

Yes  No

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

Yes  No

C3-3. The county superintendent certifies the SELPA is a:

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

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



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

SELPA

San Ramon Valley Unified School District

Fiscal Year

2021-22

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

<http://srvusd-ca.schoolloop.com/file/1531973258972/1598172003795/8781084261014276890>

*Lynn Mackey*

County Superintendent

12/14/2021

Date

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

SELPA

Fiscal Year

**Certification 4: Community Advisory Committee**

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

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

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

C4-2. The CAC had at least 30 days to conduct a review of the completed Local Plan. This review was done prior to Local Plan being submitted to the COE and CDE.

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

C4-3. The CAC provided written comments to the SELPA regarding this Local Plan submission.

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

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

CAC Chairperson

Date

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

SELPA

Fiscal Year

**Certification 5: Participating Local Educational Agency**

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

LEA

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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

C5-2. The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

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

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

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

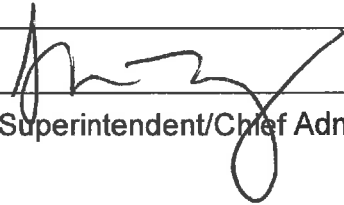
Special Education Local Plan Area (SELPA) Local Plan Certification 5

**SELPA** San Ramon Valley Unified School District

**Fiscal Year** 2021–22

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

- b. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

  
LEA Superintendent/Chief Administrator

11-17-21  
Date

Special Education Local Plan Area (SELPA) Local Plan

SELPA **San Ramon Valley Unified School District**

Fiscal Year **2021–22**

## **LOCAL PLAN**

### **Section A: Contacts and Certifications**

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



California Department of Education

Special Education Division

2021–22 Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

**Contact Information and Certification Requirements**

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

NEW SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)

Local Plan Section B: Governance and Administration

- Local Plan Section B
- Certifications 1, 3, 4 and 5 are required
- Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan

Local Plan Section D: Annual Budget Plan

Select if this Local Plan Section D submission was revised after June 30th due date

- Local Plan Section D
- Certifications 2, 3, 4 and 5 are required
- Attachments I-V are required
- If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.

Local Plan Section E: Annual Service Plan

Select if this Local Plan Section E submission was revised after June 30th due date

- Local Plan Section E
- Certifications 2, 3, 4 and 5 are required
- Attachments I and VI are required
- If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.

Local Educational Agency Membership Changes

Section A: Contacts and Certifications

SELPA  Fiscal Year

A2. SELPA Identification

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

SELPA

A3. SELPA Administrator Contact Information

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

SELPA Name	<input type="text" value="San Ramon Valley Unified School District"/>		
Street Address	<input type="text" value="699 Old Orchard Drive"/>	Zip Code	<input type="text" value="94526"/>
City	<input type="text" value="Danville"/>	County	<input type="text" value="Contra Costa"/>
Mailing Address	<input type="text" value="699 Old Orchard Drive"/>		
City	<input type="text" value="Danville"/>	Zip Code	<input type="text" value="94526"/>
Administrator First Name	<input type="text" value="Linda"/>	Administrator Last Name	<input type="text" value="Rowley Thom"/>
Administrator Title	<input type="text" value="SELPA Executive Director"/>		
Administrator's Email	<input type="text" value="lrowleythom@srvusd.net"/>		
Telephone	<input type="text" value="(925) 552-2988"/>	Extension	<input type="text"/>

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

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

Administrative Entity Name	<input type="text" value="San Ramon Valley Unified School District"/>		
Street Address	<input type="text" value="699 Old Orchard Drive"/>	Zip Code	<input type="text" value="94526"/>

Section A: Contacts and Certifications

SELPA  Fiscal Year

City  County   
Contact First Name  Last Name   
Contact Title   
Email   
Telephone  Extension

**Special Education Local Plan Area Review Requirements**

Community Advisory Committee

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

Yes  No

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

The Local Plan was submitted to the CAC on:

County Office of Education

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

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



Section A: Contacts and Certifications

SELPA

Fiscal Year

COE responsible for approving the Local Plan

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

**Public Hearing Requirements**

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

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

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

STEP 1: Contacts and Certifications

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

STEP 2: SELPA Governance Structure

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

Section A: Contacts and Certifications

SELPA  Fiscal Year

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

STEP 3: Prior Submissions

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

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

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

Add	Agency	First and Last Name	Title	Section
-	CAC	Noralyn Giles	Parent	Multiple
-	CAC	Kathy Walsh	Parent	Multiple

STEP 5: Certifications

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

- Certification 1: SELPA Local Plan Section B: Governance and Administration

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

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

Number Submitted

Certification 4: CAC (Required for all SELPA Local Plan Sections B, D, and E)

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

Number Submitted

STEP 6: Electronic Signatures

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

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2021–22 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

Fiscal Year

**Certification 1**

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

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

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

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

- Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

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

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

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

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

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

Administrative Entity\*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA **San Ramon Valley Unified School District**

Fiscal Year **2021-22**

**Linda Rowley Thom**

**Nov 17, 2021**

SELPA Administrator

Date

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

**Certification 2**

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

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

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

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

- Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

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

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

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

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

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

Administrative Entity\*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year



SELPA Administrator

Date

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