

Special Education Local Plan Area (SELPA) Local Plan

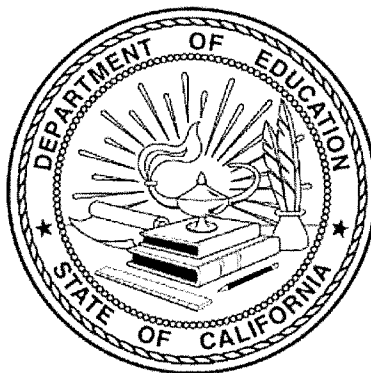
SELPA

Fiscal Year

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

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Contact Information and Certification Requirements

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

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

☒ Local Plan Section B: Governance and Administration

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

☒ Local Plan Section D: Annual Budget Plan

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

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

☒ Local Plan Section E: Annual Service Plan

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

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

☐ Local Educational Agency Membership Changes

Section A: Contacts and Certifications

SELPA

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A2. SELPA Identification

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

SELPA

A3. SELPA 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="Anaheim Elementary"/>		
Street Address	<input type="text" value="1001 S. East Street"/>	Zip Code	<input type="text" value="92805"/>
City	<input type="text" value="Anaheim"/>	County	<input type="text" value="Orange"/>
Mailing Address	<input type="text" value="1001 S. East Street"/>		
City	<input type="text" value="Anaheim"/>	Zip Code	<input type="text" value="92805"/>
Administrator First Name	<input type="text" value="Kristin"/>	Administrator Last Name	<input type="text" value="Cinco"/>
Administrator Title	<input type="text" value="Sr Director of Special Services/SELPA"/>		
Administrator's Email	<input type="text" value="kcinco@aesd.org"/>		
Telephone	<input type="text" value="(714)571-7525"/>	Extension	<input type="text" value="4120"/>

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

Street Address Zip Code

Section A: Contacts and Certifications

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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

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☒ COE responsible for approving the Local Plan

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

Public Hearing Requirements

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

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

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

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

STEP 2: SELPA Governance Structure

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

Section A: Contacts and Certifications

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- ☒ Single LEA SELPA: This selection includes only one district LEA (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
-	OC Department of Education	Analee Kredel	Other	Section B
-	North Orange County SELPA	Jean Martin	Administrator-Spec. Ed.	Section B
-	Anaheim Elementary School District	Katherine Zuniga	CAC	Multiple
-	Anaheim Elementary School District	Colleen Putz	Teacher-Spec. Ed.	Multiple
-	Anaheim Elementary School District	Doreen LaPorte	Teacher-Spec. Ed.	Multiple

Section A: Contacts and Certifications

SELPA

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Anaheim Elementary School District	Maritza Bermudez	Parent	Multiple
<input type="checkbox"/>	Anaheim Elementary School District	Matthew Slusser	Other	Multiple
<input type="checkbox"/>	Anaheim Elementary School District	Mary Grace	Administrator-Gen. Ed.	Multiple
<input type="checkbox"/>	Anaheim Elementary School District	Jesse Chavarria	Administrator-Gen. Ed.	Multiple
<input type="checkbox"/>	Anaheim Elementary School District	Kristin Cinco	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Anaheim Elementary School District	Priscilla Martinez	Other	Multiple
<input type="checkbox"/>	Anaheim Elementary School District	Katherine Zuniga	Administrator-Spec. Ed.	Multiple
<input type="checkbox"/>	Anaheim Elementary School District	Maritza Bermudez	CAC	Multiple
<input type="checkbox"/>	Anaheim Elementary School District	Colleen Putz	CAC	Multiple
<input type="checkbox"/>	Anaheim Elementary School District	Doreen La Porte	CAC	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
- ☒ 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

Section A: Contacts and Certifications

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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 **Anaheim Elementary**

Fiscal Year **2020-21**

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.

<https://anaheimelementary.org/special-services/>

Christopher Downing

Administrative Entity*

6/24/2021

Date

Mark Lopez

SELPA Governance Council or Responsible Individual

6/23/2021

Date

Section A: Contacts and Certifications

SELPA

Anaheim Elementary

Fiscal Year

2020–21

Kristin Cinco

6/24/2021

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

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Certification 2

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

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

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

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

☒ Single LEA SELPA ☐ Multiple LEA SELPA ☐ COE Joined SELPA

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

Anaheim Elementary

Fiscal Year

2020–21

Kristin Cinco

6/24/2021

SELPA Administrator

Date

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

Special Education Local Plan Area (SELPA) Local Plan

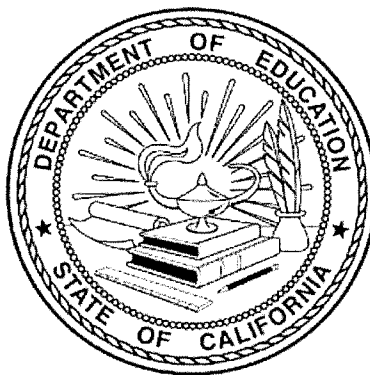
SELPA

Fiscal Year

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

Section B: Governance and Administration

SELPA Anaheim Elementary

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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 Anaheim Elementary SELPA (formerly known as Anaheim City SELPA) is a single district Special Education Local Plan Area (SELPA) comprised of the Anaheim Elementary School District (AESD). Geographically, the SELPA serves the city of Anaheim encompassed by the zip codes of 92801-92805. AESD serves over 16,000 students from preschool through 6th grades in 23 elementary schools. The District offers the full continuum of special education programs and services. As a single district SELPA, the AESD Board of Education is the governing body of this Plan and is solely responsible for the development and approval of policies governing this Local Plan for special education.

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 Anaheim Elementary SELPA is a single district Special Education Local Plan Area . As such, the Board of Education for Anaheim Elementary School District is the sole policy making entity for the SELPA. Approval of the Local Plan for Special Education, adoption of the budget and District policies and employment of SELPA personnel occur at regularly scheduled, public meetings of the Board of Education. The daily oversight and operations of the Anaheim Elementary SELPA will be shared by the Superintendent, Cabinet of AESD, and the SELPA Director.

The SELPA shall include all school sites located within the District, and will serve all eligible individuals with exceptional needs residing within the District, or attending its programs under some other authorization. The Anaheim Elementary SELPA has the responsibility to assure access to special education and services for all eligible

Section B: Governance and Administration

SELPA Anaheim Elementary

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individuals with disabilities residing in the geographical area served by the District. As a single district SELPA, the Anaheim Elementary SELPA is designated as its own Administrative Unit (AU) for the SELPA. It shall be responsible for administrative functions such as, but not limited to:

1. Receipt and distribution of special education funds to District accounts for the operation of special education programs and services;
2. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use;
3. The employment of necessary staff to support SELPA functions.

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:

The Anaheim Elementary SELPA is a single district Special Education Local Plan Area. As such, the Board of Education for Anaheim Elementary School District is the sole policy making entity for the SELPA. Approval of the Local Plan for Special Education, adoption of the budget and District policies and employment of SELPA personnel occur at regularly scheduled, public meetings of the Board of Education. The daily oversight and operations of the Anaheim Elementary SELPA will be shared by the Superintendent, Cabinet of AESD, and the SELPA Director.

The description of the governance and administration of the Local Plan and the policymaking process shall be consistent with subdivision (f) of Section 56001, subdivision (a) of Section 56195.3 and Section 56195.9, and shall reflect a schedule of consultations regarding policy and budget development with representatives of special education and regular education teachers and administrators selected by the groups they represent and parent members of the Community Advisory Committee.

Following Board of Education approval and adoption of the Anaheim Elementary SELPA Local Plan, changes or amendments to the permanent portion of the Local Plan may be considered during the annual service and budget plan process. Amendments approved in this manner shall become permanent upon subsequent approval by the Anaheim Elementary School District's Board of Education.

The AESD Board of Education may adopt amendments to the permanent portion of the Local Plan on an "interim" basis not to exceed one calendar year. The policy would become permanent subsequent to approval by the State Board of Education.

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Otherwise, local plans need to be amended only when there is a change in federal or state law or regulation, there is a new interpretation by the court, or there is an official finding of noncompliance with federal or state law. Amendments approved in this manner shall become permanent upon subsequent approval by the AESD Board of Education and the State Board of Education.

The Anaheim Elementary SELPA receives funding from the State for the Local Plan Area. The District coordinates and provides services within the District using these resources, local contributions, and federal funds allocated for Special Education. Students eligible for special education services provided within the region are defined as those students physically residing within the geographic boundaries of the District, and students who are granted inter district transfers. The concept of regional services is to provide a continuum of options necessary to ensure appropriate special education services to students with disabilities are available. The District will coordinate with the Orange County Department of Education (OCDE) for those students who require regionalized services offered outside the District, or to provide other necessary and appropriate services not available within the District.

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

The District has elected to provide some special education services in regionalized settings, for example, for students with severe disabilities requiring more intensive or low incidence services. Regionalized services are those services only provided at selected sites within the District. Transportation is provided for any such student to receive those services who is not on an inter district transfer at the parent request or if the IEP team determines it is required.

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 Orange County Department of Education provides support to Anaheim Elementary SELPA in the following ways:

1. Specialized programs for students with disabilities.
2. Staff Development

Section B: Governance and Administration

SELPA Anaheim Elementary

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3. Legal and Fiscal guidance
4. Child Find support

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

A request by a charter school to participate, as a local education agency, in the Anaheim Elementary SELPA may not be treated any 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 education agency in the SELPA, the following requirements shall apply pursuant to Education Code section 56207.5 and applicable Board Policies: The Anaheim Elementary SELPA shall fully comply with County Office requirements under Education Code section 56140. The charter school shall participate in State and Federal funding for special education, and the allocation plan developed pursuant to Education Code requirements, in the same manner as the Anaheim Elementary SELPA (see Education Code sections 56195.7 and 568.05).

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:

The purpose of the Committee, based on legislative intent, including PL 94-142, S.B. 1870, and EC 56190-56194, is to provide the Anaheim Elementary School District with a representative group of citizens involved with or concerned about the education of individuals with exceptional needs. The general purpose shall be to (1) advise the Anaheim Elementary School District regarding the development and review of the SELPA Local Plan; (2) recommend annual priorities; (3) assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan; (4) support activities on behalf of individuals with exceptional needs; (5) encourage community involvement in the development and review of the local plan; and (6) assist in parent awareness of the importance of regular school attendance.

Parents comprise a majority of the membership of the Community Advisory Committee (CAC) and of these members, the majority must be parents of individuals with exceptional needs. Members of local PTAs, special education teachers, regular classroom teachers and other school personnel, students with disabilities, representatives of related public and private agencies, and other persons concerned with the needs of individuals with exceptional needs may also be represented.

Section B: Governance and Administration

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The CAC shall have regularly scheduled meetings not less than three times per year. The Anaheim Elementary SELPA Director or Designee will present the CAC's input to the Superintendent or designee for consideration. Announcements of CAC meetings and activities will be distributed to parents of children with special needs within the Anaheim Elementary SELPA.

Further information related to the CAC procedures for the Anaheim Elementary SELPA are outlined in the adopted bylaws.

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:

In accordance with Education Code 56195.3, the Local Plan shall be developed and updated cooperatively by a committee of representatives of special and general education teachers and administrators, with participation by parent members of the Community Advisory Committee. General education and special education teachers and administrators shall be selected by the Anaheim Elementary SELPA Director.

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:

As a single district SELPA, the District is the responsible Administrative Unit (AU). The Anaheim Elementary School District Board of Education is the governing body of the AU. The Anaheim Elementary SELPA Director, Assistant Superintendent of Business Services, and/or Designee shall be responsible to monitor on an annual basis the appropriate use, allocation and distribution 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. Federal and state funds allocated for special education programs shall be used for services to students with disabilities as outlined by California Education Code and the Individuals with Disabilities Education Act (IDEA).

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:

In addition to providing a broad range of programs and services to students within the

Section B: Governance and Administration

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District's attendance area, the Anaheim Elementary SELPA may provide for the education of individual students in special education programs maintained by other districts and/or counties. The Anaheim Elementary SELPA shall develop written agreements to be entered into by entities participating in the Local Plan, if any. Such agreements need not be submitted to the State Superintendent. The Anaheim Elementary SELPA may develop written agreements including, but not limited to, the agreements listed in Education Code section 56195.7.

SELPA Directors in Orange County have developed a Master Contract and Service Agreement for students placed in certified nonpublic, nonsectarian schools. The Master Contract and Service Agreement used by the SELPA Directors in Orange County meets all the requirements established in the Education Code (56366). When the Anaheim Elementary SELPA contracts with a nonpublic, nonsectarian school, the Anaheim Elementary SELPA shall evaluate the placement of its student(s) in such schools on an at least an annual basis as part of the annual IEP review. The Anaheim Elementary SELPA Director shall review the master contract, the individual service agreement and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

10. For multi-LEA local plans, specify:

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

N/A- Anaheim Elementary SELPA is a single district SELPA.

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

N/A- Anaheim Elementary SELPA is a single district SELPA.

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

N/A- Anaheim Elementary SELPA is a single district SELPA.

Section B: Governance and Administration

SELPA Anaheim Elementary

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

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

The Senior Director of Special Services/SELPA is the SELPA Director for Anaheim Elementary SELPA. The position is hired, supervised, evaluated, and disciplined by the Assistant Superintendent of Educational Services on behalf of the Superintendent of Anaheim Elementary School District.

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

As a single district SELPA, special education funds are part of the district's adopted budget each year. All state and federal funds designated for special education shall be accrued and spent in compliance and accordance with the adopted Annual Service Plan and Annual Budget Plan adhering to state and federal requirements. Both the Annual Service Plan and Annual Budget Plan are approved by the Board of Education for the Anaheim Elementary School District on an annual basis.

- c. The operation of special education programs:

As a single district SELPA, the Anaheim Elementary SELPA Director maintains the responsibility for the operation and oversight of special education programs. The Board of Education for Anaheim Elementary School District approves the Annual Budget and Service Plan with the input of staff and community stakeholders.

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

The Anaheim Elementary SELPA Director is responsible, on an annual basis, for the appropriate use of all funds allocated for special education programs. The District's business office, including the Assistant Superintendent of Business Services, reviews expenditures for special education funds. All special education funds are part of the District's audit process.

Section B: Governance and Administration

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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:

The Anaheim Elementary SELPA, through the Local Plan, has provided assurance to the State of California that specialized equipment and services are distributed within the Anaheim Elementary School District in a manner that minimizes the necessity to service students at isolated sites and maximizes the opportunities to serve students in the least restrictive environment. Each student's Individualized Education Program (IEP) team determines and identifies the school site which provides the student with a free and appropriate public education in the least restrictive environment. Any necessary specialized equipment and/or services identified by the IEP team will be provided to the student.

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: Number 1 (page 2)

Document Title: Anaheim Elementary SELPA/Anaheim Elementary School District
Special Services Procedural Handbook

Document Location: <https://anaheimelementary.org/special-services/>

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

☒ Yes ☐ No

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

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

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

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Document Title:

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Document Location:

<https://anaheimelementary.org/special-services/>

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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Document Location:

<https://anaheimelementary.org/special-services/>

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"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

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revised." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"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

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school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

Administration of Regionalized Operations and Services

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

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

Reference Number:

Document Title:

Document Location:

Description:

The Board of Education desires to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic, nonsectarian school. In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district shall serve as a SELPA. The Superintendent or designee shall develop a local plan for the education of individuals with disabilities residing in the district. The plan shall be approved by the Board.

The Anaheim Elementary SELPA Director assumes overall management responsibility for the implementation of the Local Plan. In addition, the SELPA Director and the Assistant Superintendent of Business Services develops the Annual Budget and Service Plan, allocates resources, monitors the use of state, federal, and local funds for special education programs. Other duties which support the implementation of the local plan include overseeing the Community Advisory Committee and monitoring compliance with state and federal law. The program specialists ensure that the local plan is carried out at the district and site levels.

2. Coordinated system of identification and assessment:

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Reference Number:

Board Policy 6164.4

Document Title:

Instruction/Identification and Evaluation of Individuals for Special Education

Document Location:

<http://www.gamutonline.net/district/anaheimesd/displayPolicy/1051697/>

The Anaheim Elementary School District's Board of Education recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Superintendent or designee shall establish a comprehensive system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include methods for utilizing referrals from parents/guardians, teachers, appropriate professionals, and others, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)

IMPLEMENTATION AND PROCEDURES

The Anaheim Elementary SELPA actively seeks out children, ages 0 through 21, who may be in need of special education services. Public notices are provided in English and Spanish, and parents and service providers are encouraged to inform their friends and neighbors of the availability of evaluations and special education services.

A notice regarding the process for referring children with suspected disabilities for evaluation is sent to each private school within the

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geographic boundaries of the District on an annual basis. The Private Schools are encouraged to send this notice to parents of children enrolled in their schools. Parents and/or private school representatives may refer children for special education evaluation through their local schools as appropriate. The Anaheim Elementary SELPA consults with private school representatives annually and provides professional development to support their staff in the education of students with disabilities in the private school setting.

The Anaheim Elementary SELPA works in conjunction with Regional Center of Orange County (RCOC) to address infants with disabilities. Infant education services are well known in the community and Child Find procedures have been developed through active networking with agencies representing education, health (hospitals, public health services, physicians, etc) developmental services, social services, and parent groups.

The progress of school age students is reviewed upon request from parents, staff, or District personnel through the Student Success Team (SST) process. Each site within the District has an SST process to address the needs of referred students. Vision and hearing screening activities are completed with all students within the District in accordance with state guidelines. District and state-wide testing programs may provide information to assist with the school/District Child Find process. This process also ensures that students who may be in need of special education have been located and identified.

Administrators at the district office and school sites are knowledgeable about services available in the public school system and Anaheim Elementary School District. Site administrators are regularly informed of changes in procedures related to special education.

IDENTIFICATION AND REFERRAL PROCEDURES

Referrals for special education evaluations may be initiated by a parent/guardian, teacher, administrator, support personnel, outside agency, or individual who has knowledge that a student may need special education services. Referrals will be processed in a systematic manner, held in strict confidence, and include the written Notice of Procedural Safeguards for parents. If parents believe their child has a disability which requires special education services, they may submit a written request for evaluation. When a verbal referral/request is made, staff of the school site, Anaheim Elementary SELPA, District, or county office shall offer assistance to the individual in making a request in writing and

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provide assistance if requested. Interpreters are provided to assist parents in their participation in the SST process to discuss concerns, possible interventions, and areas of suspected disability to be considered in developing an evaluation plan.

Families of children under the age of three with identified or suspected disabilities are referred to RCOG.

Initial referrals for preschool children are processed through the District's Infant and Preschool Assessment Team (IPAT). Staff obtain information from the child's parent/guardian and, when appropriate, preschool staff. The IPAT intake process provides the opportunity to discuss the child's growth and development relative to expectations, intervention strategies, and the child's potential need for evaluations to determine eligibility for special education.

The initial referral process for school age students for special education services begins at the neighborhood school and/or District. An individual with a concern about a student's progress may request consultation with the site SST. The SST is a general education function and may be composed of the principal or designee, general education staff member, the student's teacher, and other staff. The team may also include relevant special education staff members as appropriate to the specific student's needs. If the SST finds that the student's needs cannot be appropriately met with modification of the general program alone, a referral for special education evaluation is considered. At the time of referral, parents are given a copy of the Notice of Procedural Safeguards.

Referral procedures are coordinated with other school site programs to ensure that students in all regular and supplemental programs have access to needed special education services. Referrals from private schools, private preschools, and other agencies are processed in the same manner as referrals from the public schools. School personnel assist in the preparation of referral forms and provide orientation to persons making referrals.

A completed referral form includes information regarding the reasons for the referral, the results of modifications of the student's general education school program, estimates of academic performance, indication of health status and a checklist of student behaviors, which provide the basis for the referral. The data reported at the time of the referral by the person(s) making the referral indicate the suspected areas of disability to be considered by the assessment team and is

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considered in developing the evaluation plan. Referrals are processed for all potential special education students in accordance with state mandated procedures and timelines.

PROCEDURES FOR UTILIZATION OF GENERAL EDUCATION

The SST process is a function of general education, which facilitates the implementation of modifications of the general education program before referring students for a special education evaluation. The SST may recommend additional teaching and/or behavioral intervention strategies, utilize other site resources, provide appropriate services, follow District procedures for Section 504 of the Rehabilitation Act of 1973 and/or make other recommendations. The SST must consider if the student's needs can be met with modification(s) to the general education instructional program. A student may be referred for special education instruction and services only after the resources of the general education program have been considered and utilized as appropriate. However, the SST process does not supersede the requirements set forth in California Education Code Section 56043(a).

Following a referral, a proposed evaluation plan is shared with parents and evaluations are conducted only after the parent has signed the consent for evaluation form. 20 USC Section 1412 (a)(3)(A-B), 34 CFR Sections 300.125 56205(a)

3. Coordinated system of procedural safeguards:

Reference Number: Board Policy 6159.1

Document Title: Instruction/Procedural Safeguards and Complaints for Special Education

Document Location: <http://www.gamutonline.net/district/anaheimesd/displayPolicy/1051670/>

The Anaheim Elementary School District's Board of Education desires to protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulations.

IMPLEMENTATION

It shall be the policy of the Anaheim Elementary SELPA that children

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with disabilities and their parents shall be provided with safeguards throughout the identification, evaluation, placement process, and provision of a free appropriate public education to the student.

PROCEDURES FOR NOTIFICATION OF PROCEDURAL SAFEGUARDS

Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights prescribed by Education Code 56341. (Education Code 56341, 56505; 34CFR 300.503)

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

A procedural safeguards notice shall be made available to parents/guardians of students with disability annually and upon: (20 USC1415 9d))

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

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

In addition, this notice shall include the procedural safeguards relating to: independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present

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complaints; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense; mediation; due process hearings; state-level appeals; civil action; and attorney's fees.

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

Reference Number: Board Policy 4131

Document Title: Staff Development

Document Location: <http://www.gamutonline.net/district/anaheimesd/DisplayPolicy/1051431/>

The Anaheim Elementary School District's Board of Education believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in pedagogy and subject matter.

IMPLEMENTATION

It shall be the policy of the Anaheim Elementary SELPA that it will support and assist the state's and District's efforts and activities to ensure that staff and parents/guardians receive professional development opportunities.

Implementation of the Anaheim Elementary SELPA Special Education Local Plan requires ongoing professional development to provide appropriate learning experiences which promote understanding, increase skills and expertise, and ensure that federal and state law will be followed. Professional development opportunities will:

1. Provide participants with the necessary information, training and resources to ensure compliance with special education as required by federal and state law;
2. Provide participants with opportunities to engage in activities that enhance personal and professional growth; and
3. Meet the needs of personnel, school programs, parents/guardians, and students as they relate to the development and implementation of

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IEPs for students with disabilities.

Anaheim Elementary SELPA staff development offerings will adhere to the following guidelines:

1. The Anaheim Elementary SELPA is responsible for the overall coordination of professional development in accordance with policy approved by the AESD Board of Education;
2. The Anaheim Elementary SELPA will ensure that appropriate participants are notified and support the staff's attendance, as appropriate.

It is the responsibility of the SELPA Director and/or designee to determine which district personnel will participate in specific professional development activities and to make the necessary arrangements within the District for their participation, including release time.

The SELPA Director and other special education administrators (program specialists) will gather information, identify needs, and share findings and recommendations with the Educational Services Department staff for discussion and planning.

The Anaheim Elementary SELPA staff will be responsible to District special education staff for professional development needs that may arise; and, as possible, will provide assistance and resources.

Professional Development offerings will be evaluated by workshop attendees to assess effectiveness and to determine future offerings.

On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Director and/or Designee will provide needed training and supports as requested, or determined appropriate to provide parents and guardians training.

The District has a well developed parent and family engagement program, and the Anaheim Elementary SELPA will support any requested professional development or training requested by that group as well.

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

Reference Number: Board Policy 6141

Document Title: Instruction/Curriculum Development and Evaluation

Document Location: <http://www.gamutonline.net/district/anaheimesd/DisplayPolicy/1051642/>

Description:

The Anaheim Elementary School District's 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.

IMPLEMENTATION

The Anaheim Elementary SELPA shall ensure that the Special Services department within Anaheim Elementary School District works in a coordinated and collaborative manner with all other departments within the Educational Services Department of the District to ensure that instructional materials, assessments, and supplemental materials are aligned to the core curriculum and accessible to all students.

Students identified with disabilities receive access to instruction of grade level standards, and are instructed in the least restrictive environment to ensure maximum interaction with typically developing peers. The Educational Services Department provides in-service training for special education and general education staff on curriculum frameworks, state academic standards, and student assessment. Performance for all students, including those with IEPs, is measured throughout the school year using both district benchmarks and state mandated assessments. Program Specialists provide technical support in the adoption and implementation of curriculum and in the provision of training.

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

Reference Number: Board Policy 0460

Document Title: Philosophy, Goals, Objectives and Comprehensive Plans

Document Location: <http://www.gamutonline.net/district/anaheimesd/DisplayPolicy/1051175/>

Description:

The Anaheim Elementary School District's Board of Education desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices. The Board shall adopt a district wide local control and accountability plan (CLAP) based on the template adopted by the State Board of Education (SBE) that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and two subsequent fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497). The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk or is under performing. Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English Learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students. (Education Code 52052). The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

The Superintendent of designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances

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support plan for the education of students with disabilities (Education Code 52062).

IMPLEMENTATION

It shall be the policy of the Anaheim Elementary SELPA that the local plan shall be adopted by the Anaheim Elementary School District's Board of Education and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Improvement Act (IDEA '04), Section 504 of Public Law and the provisions of the California Education Code. The Anaheim Elementary SELPA Director and/or designee (Program Specialists), participate in the development and implementation of the District's Local Plan to ensure that the actions are consistent with the Special Education Local Plan.

7. Coordinated system of data collection and management:

Reference Number: Board Policy 0500

Document Title: Philosophy, Goals, Objectives and Comprehensive Plans/Accountability

Document Location: <http://www.gamutonline.net/district/anaheimesd/DisplayPolicy/1051177/>

The Anaheim Elementary School District's Board of Education recognizes its responsibility to ensure accountability to the public for the performance of district schools. The Board shall regularly review the effectiveness of the district's programs, personnel, and fiscal operations, with a focus on the district's effectiveness in improving student achievement. The Board shall establish systems and processes to monitor results and to evaluate the district's progress toward accomplishing the district's vision and goals.

IMPLEMENTATION

Description:

Data regarding the performance of students with disabilities is gathered and reported with the District's data in a comprehensive

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fashion. Data specific to special education state and federal legal requirements is gathered and analyzed by the SELPA Director. Data in these areas is communicated with District leadership and discussed in a manner that supports both the evolution of District practices and compliance with both state and federal laws.

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

8. Coordination of interagency agreements:

Reference Number: Board Policy 6159.2

Document Title: Instruction/Nonpublic, Nonsectarian School and Agency Services for Special Education

Document Location: <http://www.gamutonline.net/district/anaheimesd/DisplayPolicy/1051672/>

Description:

The Anaheim Elementary School District's Board of Education may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program is not available. When entering into agreements with nonpublic, nonsectarian schools or agencies, the Board shall consider the needs of the individual student and the recommendations of the individualized education program (IEP) team. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.

IMPLEMENTATION

Other public agencies are also responsible for the provision of services to some students with disabilities and their families. The Anaheim Elementary SELPA participates with Orange County Department of Education (OCDE) and other agencies in the development and maintenance of inter agency agreements to ensure that all eligible special education students receive appropriate services from designated agencies as outlined in their Individualized Education Programs. Inter agency agreements outline how students access

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services, define service delivery, case management and fiscal responsibility. Inter agency agreements are developed and maintained when necessary and appropriate.

9. Coordination of services to medical facilities:

Reference Number: Board Policy 0430/Administrative Regulation 0430

Document Title: Philosophy, Goals, Objectives, and Comprehensive Plans/
Comprehensive Local Plan for Special Education

Document Location: <http://www.gamutonline.net/district/anaheimesd/displayPolicy/1051169/>

Description:

The Board of Education desires to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic, nonsectarian school. In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district shall serve as a SELPA. The Superintendent or designee shall develop a local plan for the education of individuals with disabilities residing in the district. The plan shall be approved by the Board.

IMPLEMENTATION

Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the local educational agency (LEA) in which the hospital or facility is located. The Anaheim Elementary SELPA shall ensure that the needs of students placed in these facilities are met in accordance with the guidelines of state and federal law.

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

Reference Number: Board Policy 6173.1

Document Title: Instruction/Education for Foster Youth

Document Location: <http://www.gamutonline.net/district/anaheimesd/DisplayPolicy/1051713/>

The Board of Education recognizes that foster youth may face

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Description:

significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and district academic standards, the Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the district's local control and accountability plan (LCAP).

IMPLEMENTATION

Individuals with exceptional needs who are residing in foster family homes or licensed children's institutions shall be the responsibility of the local educational agency in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible. The Anaheim Elementary SELPA will facilitate the coordination of these services by working with the District's Educational Services Department. Program Specialists provide technical support in the development and implementation of services and/or supports for these students.

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

Reference Number: Board Policy 0430/Administrative Regulation 0430

Document Title: Philosophy, Goals, Objectives and Comprehensive Plans/
Comprehensive Local Plan for Special Education

Document Location: <http://www.gamutonline.net/district/anaheimesd/DisplayPolicy/1051169/>

The Board of Education for the Anaheim Elementary School District desires to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic, nonsectarian school. The special education local plan area (SELPA) shall administer a local plan and administer the allocation of funds. In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district shall

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Description:

serve as a SELPA.

IMPLEMENTATION

The Anaheim Elementary SELPA Director will ensure the timely transmission of required reports and provide technical assistance to Anaheim Elementary School District staff in completing those reports.

12. Fiscal and logistical support of the CAC:

Reference Number:

Board Policy 0430/Administrative Regulation 0430

Document Title:

Philosophy, Goals, Objectives and Comprehensive Plans/
Comprehensive Local Plan for Special Education

Document Location:

<http://www.gamutonline.net/district/anaheimesd/DisplayPolicy/1051169/>

Description:

The Board of Education for the Anaheim Elementary School District desires to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic, nonsectarian school. The special education local plan area (SELPA) shall administer a local plan and administer the allocation of funds. In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district shall serve as a SELPA.

IMPLEMENTATION

Development and implementation of a Community Advisory Committee (CAC) is an obligation of a SELPA. The Anaheim Elementary SELPA will ensure that CAC representatives and parents have opportunities for input regarding parent training, meetings, and functions. All parents of students with disabilities in the Anaheim Elementary School District will be informed of CAC meetings and training. The Anaheim Elementary SELPA, working with the CAC committee, coordinates the logistics for CAC meetings, activities and training annually.

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

Reference Number: Board Policy 2541.2

Document Title: Business and Non instructional Operations/Transportation for Students with Disabilities or Handicaps

Document Location: <http://www.gamutonline.net/district/anaheimesd/DisplayPolicy/1051288/>

Description:

The Board of Education shall provide appropriate transportation services for students with disabilities or handicaps. The Superintendent or designee shall make home-to-school transportation available for these students at no cost to parents/guardians in accordance with the federal Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973.

The Superintendent or designee shall arrange transportation schedules so that students with disabilities or handicaps do not spend an excessive amount of time on buses compared to other students. Arrivals and departures should not reduce the length of the school day for these students except as may be prescribed on an individual basis.

The Superintendent or designee shall establish administrative regulations setting forth criteria for determining the most appropriate mode of transportation for an individual student. Such criteria shall include the coordination of regular transportation and special transportation, the student's safety and health needs, and the extent to which transportation arrangements may help the student develop independent mobility skills.

When a student receiving special education or Section 504 services is excluded from school bus transportation, the Superintendent or designee shall provide alternative transportation at no cost to the student or parent/guardian.

IMPLEMENTATION

The Anaheim Elementary SELPA and Anaheim Elementary

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School District provide transportation for students with disabilities who reside within the district's attendance area as determined by students' IEP teams. The Anaheim Elementary SELPA Director will coordinate with the AESD Director of Transportation to ensure that all transportation needs of students with disabilities are met. This may include developing contracts with outside transportation agencies or independent transport companies. Program specialists provide technical support in addressing challenges that may interfere with a student's ability to participate in offered transportation.

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

Reference Number: N/A

Document Title: N/A

Document Location: N/A

Description: N/A As Anaheim Elementary SELPA serves students within the infant and 6th grade range, there is no requirement for services in this area.

15. Assurance of full educational opportunity:

Reference Number: Board Policy 6159

Document Title: Instruction/Individualized Education Program

Document Location: <http://www.gamutonline.net/district/anaheimesd/DisplayPolicy/1051668/>

The Anaheim Elementary School District's Board of Education desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.

IMPLEMENTATION

The Anaheim Elementary SELPA ensures that a full continuum of

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2021-22

Description:

program options is available to meet the needs of students with disabilities. The IEP team's determination of appropriate program placement, related services needed, and curriculum options to be offered is based upon the unique needs of the student rather than the label describing the disabling condition or the availability of the program and/or service. Program Specialists support the IEP teams at the site level in the implementation of a full continuum of program options and provide technical support in the development of appropriate program placement, related services, and curriculum options based on individual student needs.

It shall be the policy of the Anaheim Elementary SELPA that all students with disabilities have access to the variety of educational programs and services available to non-disabled students including non academic and extra-curricular services and activities. (20 U.S.C. § 1412 (a)(2))

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:

Board Policy 0430/Administrative Regulation 0430

Document Title:

Philosophy, Goals, Objectives and Comprehensive Plans/
Comprehensive Local Plan for Special Education

Document Location:

<http://www.gamutonline.net/district/anaheimesd/DisplayPolicy/1051169/>

The Board of Education for the Anaheim Elementary School District desires to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic, nonsectarian school. The special education local plan area (SELPA) shall administer a local plan and administer the allocation of funds. In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district shall serve as a SELPA.

IMPLEMENTATION

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Description:

As a single district SELPA special education funds are part of the districts annual adopted budget. All state and federal funds designated for special education shall be accrued and spent in compliance and accordance with the adopted Annual Budget Plan adhering to state and federal requirements. The Annual Budget plan is approved by the AESD Board of Education annually.

The Assistant Superintendent of Business Services reviews allocations and expenditures for both state and federal special education funds at each interim. The Anaheim Elementary SELPA Director ensures required fiscal reporting of all special education funds is completed and submitted in a timely manner according to state and federal regulations.

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

Reference Number:

Board Policy 0430/Administrative Regulation 0430

Document Title:

Philosophy, Goals, Objectives and Comprehensive Plans/
Comprehensive Local Plan for Special Education

Document Location:

<http://www.gamutonline.net/district/anaheimesd/displayPolicy/1051169/>

Description:

The Board of Education for the Anaheim Elementary School District desires to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic, nonsectarian school. The special education local plan area (SELPA) shall administer a local plan and administer the allocation of funds. In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district shall serve as a SELPA.

IMPLEMENTATION

The Anaheim Elementary SELPA shall ensure that Anaheim Elementary School District program specialists provide direct instructional program support to staff working with students identified with disabilities. This may include observation,

Section B: Governance and Administration

SELPA Anaheim Elementary

Fiscal Year 2021-22

consultation, professional development, program planning, and coordination of services to ensure that students have access to their full educational opportunity. Program specialists may also provide feedback and guidance related to the effectiveness of special education programs and/or services.

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:

Section 2

Document Title:

Anaheim Elementary SELPA/Anaheim Elementary School District
Special Services Procedural Handbook (Revised 4/2020)

Document Location:

<https://anaheimelementary.org/special-services/>

Description:

In the Anaheim Elementary SELPA, Child Find procedures for children birth to age 3 are coordinated between lead agencies, the Regional Center of Orange County and the Orange County Department of Education. Children referred for assessment and services are referred to Anaheim Elementary School District's Infant and Preschool Assessment Team. If a child has not yet reached their third birthday, the referral is forwarded to the Regional Center of Orange County.

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

An Exit Individual and Family Service Plan (IFSP) meeting and an Initial Individualized Education Plan (IEP) meeting are held together prior to the child's third birthday with responsible

Section B: Governance and Administration

SELPA Anaheim Elementary

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agencies and potential service providers present. The Regional Center service coordinator reviews the Exit IFSP form with the team and ensures that all areas are discussed and completed. Continued eligibility for Regional Center services for the child is discussed. If appropriate, an LEA administrator or designee will review the steps of the IEP portion of the meeting. The IEP document is written collaboratively as the team discusses each section. If the child is eligible for services, program options are discussed with the team, and placement decisions are made.

Initial referrals for preschool children are processed through the Infant and Preschool Assessment Team at AESD. Staff obtain information from the child's parent/guardian and, when appropriate, preschool staff. The referral meeting provides the opportunity to discuss the child's growth and development relative to expectations, parent concerns, intervention strategies, and the child's potential need for evaluations to determine eligibility for special education.

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: Board Policy 0430/Administrative Regulation 0430

Document Title: Philosophy, Goals, Objectives and Comprehensive Plans/
Comprehensive Local Plan for Special Education

Document Location: <http://www.gamutonline.net/district/anaheimesd/displayPolicy/1051169/>

As a single district SELPA, the Board of Education for Anaheim Elementary School District is the governing body for the Anaheim Elementary SELPA. In accordance with state open meeting laws (Brown Act), the school board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. Members of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan, may address questions or concerns during the public comments section of regularly scheduled meetings.

Section B: Governance and Administration

SELPA Anaheim Elementary

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Description:

In order to protect the rights of students with disabilities, the District shall follow all procedural safeguards as set forth in law. Parents/guardians shall receive written notice of their rights in accordance with law, Board Policy, and Administrative Regulation.

The Anaheim Elementary SELPA Director or designee shall represent the District in any due process hearing conducted with regard to District students and shall inform the Superintendent about the result of the hearing.

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

While the Anaheim Elementary SELPA encourages parents/guardians of students with disabilities to work directly with their school site administrators, the Anaheim Elementary SELPA Director will also be available to meet either through an informal meeting or an Alternative Dispute Resolution meeting to address those questions or concerns regarding a student's educational experience.

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:

N/A

Document Title:

N/A

Document Location:

N/A

Description:

As a single district SELPA, the responsibility for distribution of funding, service provision and implementation of the local plan is the responsibility of the Anaheim Elementary SELPA, the Superintendent, and the Board of Education for Anaheim Elementary School District.

4. A description of the process being used to ensure a student is referred for special education

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instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:	Pages 1-137
Document Title:	AESD Revised SST Manual
Document Location:	Anaheim Elementary School District Office, Special Services Staff Portal, Pupil Services Staff Portal
Description:	The Student Success Team (SST) process in the Anaheim Elementary SELPA is a function of general education. The SST process facilitates the implementation of accommodations/modifications of the general education program before referring students for special education assessment. The SST may recommend additional teaching, social emotional interventions, behavioral interventions strategies, and/or make other recommendations to support student needs. The SST must consider if the student's needs can be met with accommodation(s)/modification(s) to the general education instructional program. A student may be referred for special education instruction and services only after the resources of the general education program have been considered and utilized as appropriate. If referred for special education assessment, a proposed assessment plan is shared with parents and assessments are conducted only after the parent has signed the assessment plan.

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:	Board Policy 6159.2/Administrative Regulation 6159.2
Document Title:	Instruction/Nonpublic, Nonsectarian School and Agency Services for Special Education
Document Location:	http://www.gamutonline.net/district/anaheimesd/displayPolicy/1051673/
	The Board of Education for Anaheim Elementary School District may contract with state certified nonpublic, nonsectarian schools

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or agencies to provide special education services or facilities when an appropriate public education program is not available. When entering into agreements with nonpublic, nonsectarian schools or agencies, the Board shall consider the needs of the individual student and the recommendations of the individualized education program (IEP) team. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEPs.

IMPLEMENTATION

In the Anaheim Elementary SELPA, student placements at Nonpublic School/Nonsectarian Schools (NPS) are determined by the student's IEP team based on their unique needs. Placement at an NPS is only offered when a student's needs cannot be met within a less restrictive setting. Once placed in that setting, the IEP team continues to monitor student functioning and progress towards goals contained in the IEP. All timelines for annual and re-evaluations are continued while the student is in attendance at the NPS.

The IEP team, which must include staff from the Anaheim Elementary School District/Anaheim Elementary SELPA, will at least annually re-evaluate the need for placement at an NPS in addition to the student's readiness to return to a district placement. Oversight of the NPS placement is ultimately the responsibility of the Anaheim Elementary SELPA Director or designee. The SELPA representative/designee at NPS IEP meetings is a Program Specialist.

Any and all changes to the student's educational instruction, services, or placement provided by the non-public school may only be made by revising the student's IEP. If the placement at the NPS is not successful, an IEP team meeting shall be immediately convened to determine if the student is to return to the District or if placement in a different setting is more appropriate.

Description:

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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:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="N/A"/>
Document Location:	<input type="text" value="N/A"/>
Description:	<input type="text" value="As Anaheim Elementary SELPA serves students through the 6th grade, there is no legal obligation to students age 18-21."/>

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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

Section D: Annual Budget Plan

SELPA Anaheim Elementary

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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.

Section D: Annual Budget Plan

SELPA **Anaheim Elementary**

Fiscal Year **2021–22**

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	2,716	0.02%
AB 602 Property Taxes	10,652,165	69.82%
Federal IDEA Part B	3,401,069	22.29%
Federal IDEA Part C	82,195	0.54%
State Infant/Toddler	0	0.00%
State Mental Health	1,007,829	6.61%
Federal Mental Health	101,901	0.67%
Other Revenue*	7,933	0.05%
Total Revenue	15,255,808	100.00%

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

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

Alternative Dispute Resolution Expansion Grant

Section D: Annual Budget Plan

SELPA **Anaheim Elementary**

Fiscal Year **2021–22**

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	13,943,499	38.02%
Object Code 2000—Classified Salaries	9,074,521	24.74%
Object Code 3000—Employee Benefits	7,895,552	21.53%
Object Code 4000—Supplies	175,000	0.48%
Object Code 5000—Services and Operations	2,848,611	7.77%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing*	2,740,124	7.47%
Total Expenditures	36,677,307	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:

OCDE Placements (ADA plus excess costs), students educated in programs operated by other districts, other districts providing transportation to our students for program access.

Section D: Annual Budget Plan

SELPA **Anaheim Elementary**

Fiscal Year **2021–22**

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	10,240,650	27.92%
Federal Revenue	3,745,676	10.21%
Local Contribution	22,690,981	61.87%
Total Revenue From All Sources	36,677,307	100.00%

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

Special Education Local Plan Area Funding Distribution

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

As Anaheim Elementary SELPA is a single district SELPA, all revenue received are allocated for expenditures within the Anaheim Elementary School District. Revenue is allocated and spent within the specified guidelines of each grant.

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

As Anaheim Elementary SELPA is a single district SELPA, all revenue received are allocated for expenditures within the Anaheim Elementary School District. There are no other LEAs within the SELPA.

Section D: Annual Budget Plan

SELPA Anaheim Elementary

Fiscal Year 2021–22

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	0	0.00%
Object Code 2000—Classified Salaries	0	0.00%
Object Code 3000—Employee Benefits	0	0.00%
Object Code 4000—Supplies	0	0.00%
Object Code 5000—Services and Operations	0	0.00%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing*	0	0.00%
Total Operating Expenditures	0	0.00%

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

N/A

Section D: Annual Budget Plan

SELPA

Fiscal Year

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.

Special Education Local Plan Area (SELPA) Local Plan

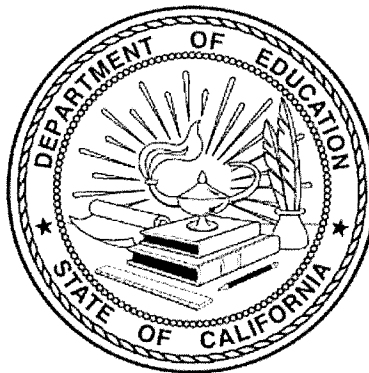
SELPA

Fiscal Year

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

Section E: Annual Service Plan

SELPA: Anaheim Elementary

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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.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 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*

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

Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.

☒ 230–Nutrition (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.

☒ 240–Service Coordination (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

Activities carried out by a service coordinator to assist and enable an eligible child and the eligible child's family to receive the 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 individualized family service plan (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*

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

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

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

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

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

Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability. (Note: only for infants and toddlers from birth through 2, but under 3.)

☒ 340—Intensive Individual Instruction

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

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

☒ 350—Individual and Small Group Instruction

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

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

☒ 415–Speech and Language

☐ *Service is Not Currently Provided*

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

Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and 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.

Services in this area include 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: 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]).

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Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.

☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

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

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health 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 groups or individually, 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.

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☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

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

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

☒ 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 education, 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 such student aspects as education, 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*

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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 and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.

☒ 525–Social Worker

☐ *Service is Not Currently Provided*

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

Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.

☒ 530–Psychological

☐ *Service is Not Currently Provided*

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

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

☒ 535–Behavior Intervention

☐ *Service is Not Currently Provided*

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

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

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☒ 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.

☒ 610–Specialized Service for Low Incidence Disabilities

☐ Service is Not Currently Provided

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

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

☒ 710–Specialized Deaf and Hard of Hearing

☐ Service is Not Currently Provided

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

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

☒ 715–Interpreter

☐ Service is Not Currently Provided

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

These services include sign language interpretation of spoken language to individuals, whose

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

☒ 720–Audiological

☐ Service is Not Currently Provided

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

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.

☒ 725–Specialized Vision

☐ Service is Not Currently Provided

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,

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tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

☒ 740—Specialized Orthopedic

☐ *Service is Not Currently Provided*

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

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

☒ 745—Reading

☐ *Service is Not Currently Provided*

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

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

☒ 750—Note Taking

☐ *Service is Not Currently Provided*

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

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

☒ 755—Transcription

☐ *Service is Not Currently Provided*

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

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

☒ 760—Recreation Service, Including
Therapeutic Recreation

☐ *Service is Not Currently Provided*

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

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

☐ 820–College Awareness

☒ *Service is Not Currently Provided*

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.

Anaheim Elementary SELPA is a single district SELPA that serves students within the elementary grade range. Students leave Anaheim Elementary SELPA at the conclusion of 6th grade.

☐ 830–Vocational Assessment, Counseling, Guidance, and Career Assessment

☒ *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.

Anaheim Elementary SELPA is a single district SELPA that serves students within the elementary grade range. Students leave Anaheim Elementary SELPA at the conclusion of 6th grade.

☐ 840–Career Awareness

☒ *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.

Anaheim Elementary SELPA is a single district SELPA that serves students within the elementary grade range. Students leave Anaheim Elementary SELPA at the conclusion of 6th grade.

☐ 850–Work Experience Education

☒ *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.

Anaheim Elementary SELPA is a single district SELPA that serves students within the elementary grade range. Students leave Anaheim Elementary SELPA at the conclusion of 6th grade.

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☐ 855–Job Coaching

☒ *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.

Anaheim Elementary SELPA is a single district SELPA that serves students within the elementary grade range. Students leave Anaheim Elementary SELPA at the conclusion of 6th grade.

☐ 860–Mentoring

☒ *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.

Anaheim Elementary SELPA is a single district SELPA that serves students within the elementary grade range. Students leave Anaheim Elementary SELPA at the conclusion of 6th grade.

☒ 865–Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

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

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

☒ 870–Travel and Mobility Training

☐ *Service is Not Currently Provided*

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

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

☐ 890–Other Transition Services

☒ *Service is Not Currently Provided*

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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.

Anaheim Elementary SELPA is a single district SELPA that serves students within the elementary grade range. Students leave Anaheim Elementary SELPA at the conclusion of 6th grade.

☐ 900–Other Related Service



Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021-22 Local Plan Submission

Attachment I

SELPA: Anaheim Elementary

Fiscal Year: 2021–22

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

SELPA: Anaheim Elementary

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	30	66423			Anaheim Elementary School District	Kristin	Cinco	(714) 517-7525	kcinco@aesd.org	Previously Reported

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

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

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

Attachment II

SELPA: Anaheim Elementary

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Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Anaheim Elementary School District	2,716	10,652,165	82,195	3,401,069	0	1,007,829	101,901	7,933	15,255,808
	Totals:	2,716	10,652,165	82,195	3,401,069	0	1,007,829	101,901	7,933	15,255,808

Attachment III

SELPA: Anaheim Elementary

Fiscal Year: 2021–22

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Anaheim Elementary School District	14,925,787	10,292,118	11,063,277	324,398	1,693,170	0	2,748,447	41,047,197
Totals:		14,925,787	10,292,118	11,063,277	324,398	1,693,170	0	2,748,447	41,047,197

Attachment IV

SELPA: Anaheim Elementary

Fiscal Year: 2021–22

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Anaheim Elementary School District	3,593,098	100.00%	11,662,710	100.00%	25,791,388	15,255,808
Totals:		3,593,098	100.00%	11,662,710	100.00%	25,791,388	15,255,808

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Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Anaheim Elementary School District	3,115,202	1,265,731
Totals:		3,115,202	1,265,731

Attachment VI

SELPA: Anaheim Elementary

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Attachment VII

SELPA:

Fiscal Year:

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

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

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

DATE: 4/23/2021

FISCAL YEAR: 2021-22

If code 900 is selected, the specific service must be defined in Local Plan Section E: Annual Service Plan, Licensing, certification, and provider qualifications to provide each identified service must be in accordance with law. Attachment VI must be included with each Local Plan Section E: Annual Service Plan submission to the California Department of Education (CDE)

Plan Submission to the California Department of Education (CDE)										SELPA NAME: Anaheim Elementary																											
CDE Official	Local Educational Agency Name	County/District/ School Code	Charter Number (# applicable)	Special Education Service																																	
				310	210	220	230	240	250	260	270	300	310	415	425	435	445	450	460	510	515	520	530	540	545	550	560	570	580	590							
	School or Site Name	{xx-xxxx-xxxxxxx}		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
	Anaheim Elementary Online Academy	30-66423-0140236																																			
	Barton Clara Elementary	30-66423-6027288																																			
	Edison Thomas Elementary	30-66423-6027429																																			
	Franklin Benjamin Elementary	30-66423-6027262																																			
	Gauer Melbourne A J Elementary	30-66423-6027361																																			
	Guinn James M J Elementary	30-66423-6027320																																			
	Henry Patrick Elementary	30-66423-6027387																																			
	Jefferson Thomas Elementary	30-66423-6027437																																			
	Juarez Benito Elementary	30-66423-6027254																																			
	Lincoln Abraham Elementary	30-66423-6027221																																			
	Laura Elementary	30-66423-6027353																																			
	Madison James Elementary	30-66423-6027338																																			
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