

**OAKLAND UNIFIED SCHOOL DISTRICT
GOVERNING BOARD
1011 Union Street, #940
Oakland, CA 94607-2236**

NOTICE OF PUBLIC HEARING

**FINAL REVIEW AND PROPOSED ADOPTION OF SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
SECTION A: CONTACTS AND CERTIFICATIONS (2024-2025 SCHOOL YEAR); SECTION B: GOVERNANCE
AND ADMINISTRATION (2024-2027 SCHOOL YEARS); SECTION D: ANNUAL BUDGET PLAN (2024-2025
SCHOOL YEAR); AND SECTION E: ANNUAL SERVICE PLAN (2024-2025 SCHOOL YEAR)**

NOTICE IS HEREBY GIVEN that on Wednesday, June 26, 2024 at 6:00 p.m., or as soon thereafter as the matter may be heard, the Governing Board (“Board”) of the Oakland Unified School District (“District”) at a Regular Meeting in the Great Room, LaEscuelita Elementary School, 1050 2nd Avenue, Oakland, CA (entrance at or near 286 East 10th St. Oakland, CA 94606), will hold a Public Hearing on, and thereafter consider concurrently, the Final adoption of the proposed Special Education Local Plan Area (SELPA) Section A: Contacts and Certifications (2024-2025 School Year); Section B: Governance and Administration (2024-2027 School Years); Section D: Annual Budget Plan (2024-2025 School Year); and Section E: Annual Service Plan (2024-2025 School Year), respectively.

A copy of the Plans are available for online public inspection, beginning Friday, June 7, 2024 on the Governing Board’s Public Hearing/Notice Web Site @ <https://www.ousd.org/board-of-ed/public-notices-hearings> and on the SELPA Web Site @ <https://specialeducation.ousd.org/our-selpa/local-plan-for-special-education/>.

The purpose of the Public Hearing is to take comments from the Public regarding the Plans and to make any modification thereto, if warranted, prior to Adoption.

The Public Hearing, as stated herein, will be held in-person, at the location stated above and from the location, Internet Streamed - Zoom and/or Granicus; and/or Broadcasted - KDOL-TV (Comcast Channel 27 and/or AT&T Channel 99) (simultaneously). To observe and/or participate in the hearing, in person or via internet streaming, please see instructions in the Agenda for the Board’s Regular Meeting, when posted, for June 26, 2024.

s/ Kyla Johnson-Trammell
Secretary, Governing Board
Oakland Unified School District

Board Office Use: Legislative File Info.	
File ID Number	24-1236
Introduction Date	6/26/24
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Jennifer Blake, Executive Director, Special Education
Rain Johnson, Special Education Director, SELPA & ADR

Meeting Date June 26, 2024

Subject 2024-2025 SELPA Local Plans for Contacts and Certifications, Annual Budget and Service and the 2024-2027 SELPA Plan for Governance and Administration

Ask of the Board Public Hearing (Final Review) and Adoption by the Board of Education of Special Education Local Plan Area (SELPA) Section A: Contacts and Certifications for 2024-2025 School Year; Section B: Governance and Administration for 2024-2027 School Years; Section D: Annual Budget Plan 2024-2025 School Year; and Section E: Annual Service Plan 2024-2025 School Year.

Background The California Department of Education requires that each Special Education Local Plan Area (SELPA) create, adopt and implement an Annual Budget Plan, an Annual Service and provide information for Contacts and Administration. The Local Plan must be revised every three years, and it contains detailed information about the operations, procedures and governance structures of the SELPA. The Annual Budget Plan indicates the sources and amounts of funding that the SELPA has available to run our programs, and it details the expenditures for Special Education by category. The Annual Service Plan describes each of the Special Education and related services available within the SELPA and indicates where and how they are provided to eligible students. The Contacts and Certifications Plan provides the names of local SELPA contact officials and the extent of authority delegated to administer the Local Plans.

Discussion The Board is asked to adopted the Plans enumerated herein so that each may be implemented for the term stated. The Plans will guide the services that students with Individual Education Programs receive within all OUSD schools and the charter schools within the Oakland SELPA network.

Fiscal Impact The Plans will use Special Education funds appropriated annually. Funds can be withheld by the California Department of Education (CDE) if the Plans are not adopted in a timely manner.

Attachment(s)

- Notice of Public Hearing
- Local Plan, Section A: Contracts and Certifications, Fiscal Year 2024-2025
- Local Plan, Section B: Governance and Administration, Fiscal Years 2024-2027
- Local Plan, Section D: Annual SELPA Budget Plan, Fiscal Year 2024-2025
- Local Plan, Section E: Annual SELPA Service Plan, Fiscal Year 2024-2025
- Presentation – District's SELPA Service and Budget Plan

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

A2. SELPA Identification

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

SELPA

A3. SELPA Administrator Contact Information

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

SELPA Name	<input type="text" value="Oakland Unified School District"/>		
Street Address	<input type="text" value="915 54th St"/>	Zip Code	<input type="text" value="94608"/>
City	<input type="text" value="Oakland"/>	County	<input type="text" value="Alameda"/>
Mailing Address	<input type="text" value="915 54th St"/>		
City	<input type="text" value="Oakland"/>	Zip Code	<input type="text" value="94608"/>
Administrator First Name	<input type="text" value="Rain"/>	Administrator Last Name	<input type="text" value="Johnson"/>
Administrator Title	<input type="text" value="SELPA Director"/>		
Administrator's Email	<input type="text" value="rain.johnson@ousd.org"/>		
Telephone	<input type="text" value="(510) 879-5003"/>	Extension	<input type="text"/>

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

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

Administrative Entity Name	<input type="text" value="Oakland Unified School District"/>		
Street Address	<input type="text" value="1011 Union St"/>	Zip Code	<input type="text" value="94607"/>

Section A: Contacts and Certifications

SELPA

Fiscal Year

City	<input type="text" value="Oakland"/>	County	<input type="text" value="Alameda"/>
Contact First Name	<input type="text" value="Kyla"/>	Last Name	<input type="text" value="Johnson-Trammel"/>
Contact Title	<input type="text" value="Superintendent"/>		
Email	<input type="text" value="superintendent@ousd.org"/>		
Telephone	<input type="text" value="510-879-8000"/>	Extension	<input type="text"/>

Special Education Local Plan Area Review Requirements

Community Advisory Committee

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

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

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

The Local Plan was submitted to the CAC on:

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

County Office of Education

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

COE responsible for approving the Local Plan

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

Public Hearing Requirements

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

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

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

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

STEP 2: SELPA Governance Structure

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

STEP 3: Prior Submissions

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

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

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

Add	Agency	First and Last Name	Title	Section
-	OUSD	Rain Johnson	Administrator-Spec. Ed.	All
-	OUSD	Jenn Blake	Administrator-Spec. Ed.	All
-	OUSD	Courtenay Bell	Teacher-Gen. Ed.	Multiple
-	OUSD	Mariano Gonzalez	Teacher-Spec. Ed.	Multiple
-	CAC	Alan Pursell	Parent	Multiple

Section A: Contacts and Certifications

SELPA

Fiscal Year

Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	CAC	Coriander Melious	Parent	Multiple
<input type="checkbox"/>	CAC	Lateefa Ali	Parent	Multiple
<input type="checkbox"/>	CAC	Joe Manekin	Parent	Multiple
<input type="checkbox"/>	OUSD	Cintya Molina	Other	Multiple
<input type="checkbox"/>	OUSD	Alva Leung	Other	Section D
<input type="checkbox"/>	OUSD	Jenine Lindsey	Other	All
<input type="checkbox"/>	OUSD	Sondra Aguilera	Administrator-Gen. Ed.	All
<input type="checkbox"/>	OUSD	Rachel Friedman	Administrator-Gen. Ed.	Multiple
<input type="checkbox"/>	OUSD	Jessica Cannon	Administrator-Gen. Ed.	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)
- Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)
 Number Submitted

STEP 6: Electronic Signatures

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

STEP 7: Final Check

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 1

Local Plan Section B: Governance and Administration

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

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

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

- Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

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

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

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

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

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

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

SELPA Administrator

Date

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2

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

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

I certify the attached Local Plan Section 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

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

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

SELPA Administrator

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

*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.

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division

SELPA

Fiscal Year

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

Oakland Unified School district, hereafter referred to as OUSD, is a diverse, urban district of moderate size in the Bay Area of Northern California. As is typical of the surrounding area, Oakland is culturally, linguistically, and socioeconomically diverse. The City of Oakland is home to over 430,000 people, and the district serves all residents of Oakland, along with specific areas of the neighboring cities of Berkeley and Emeryville. The geographic area of the City of Oakland stretches across almost 78 square miles, and it is the largest city and county seat for Alameda County.

Within Oakland Unified, there are approximately 34,900 students in grades PreK-12+ enrolled in 80+ district-operated public school campuses. In addition to services within public schools, the SELPA supports Oakland residents who require placement in nonpublic facilities, embeds with local hospitals, provides home-based instruction when required per IEPs, and facilitates a Special Education preschool, infant programs, and a young adult program. Currently, there are almost 7,200 students eligible for special education within the OUSD SELPA.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The Governing Body of Oakland Unified School District (OUSD) is the School Board of OUSD. Education code 56195.1 states that the governing board of a district shall elect to do one of the following:

(a) If of sufficient size and scope, under standards adopted by the board, submit to the superintendent a local plan for the education of all individuals with exceptional needs residing in the district in accordance with Chapter 3 (commencing with Section 56200).

Oakland Unified School District meets the criteria of 56195.1(a) in that its size and scope allow it to be considered its own Special Education Local Plan Agency. The OUSD SELPA submits to the superintendent, and to its governing body, a local plan for the education of all individuals with disabilities. The governing body of Oakland Unified School District SELPA (OUSD SELPA) is the Oakland Unified School District Board of Education.

Responsibilities of OUSD's SELPA Board of Education:

Section B: Governance and Administration

SELPA Oakland Unified School District

Fiscal Year 2024-25

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the SELPA.
2. By approving the Local Plan, enter into an agreement with other agencies participating in the plan, for purpose and delivery of services and programs;
3. Review and approve revisions of the OUSD SELPA Local Plan for Special Education;
4. Participate in the governance of the OUSD SELPA through its designated representatives: the Chief Academic Officer and Special Education Executive Director, who have the authority to act as the Board designee to approve and amend policy as necessary.

GOVERNANCE, STRUCTURE, AND ADMINISTRATIVE SUPPORT

The OUSD SELPA, pursuant to section 56195 of the California Education Code, has the responsibility to adopt a plan in accordance with California Education Code 56200 to assure that special education and services for all eligible individuals with disabilities residing in the geographic area served by OUSD SELPA are delivered.

SELPA POLICY

Policies governing OUSD SELPA shall be adopted by the Oakland Unified Board of Education and are included as part of the Local Plan. Prior to submission, input is received from parents and staff and may be solicited from public and nonpublic agencies and members of the public at large. The Community Advisory Committee (CAC) reviews the OUSD Local Plan and can recommend modifications, which are reviewed by the SELPA Director and/or a Special Education administrator designee.

There shall be a local plan sub-committee within the CAC which shall receive a copy of the drafted local plan from the drafting body and will convene meetings to review its contents and make recommendations for edits before reporting a synopsis of such recommendations to the CAC at large.

OUSD is designated as the Administrative Unit (AU) for the OUSD SELPA. It shall be responsible for functions such as, but not limited to:

1. Receipt and distribution of special education funds to its district's 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 staff to support SELPA functions;
4. Administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

Section B: Governance and Administration

SELPA Oakland Unified School District

Fiscal Year 2024-25

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

Oakland Unified SELPA, pursuant to section 56195 of the California Education Code, is responsible for adopting a plan and budget that assure that special education services are delivered to all eligible individuals with disabilities residing within the geographic area of the SELPA. However, when OUSD is unable to provide an appropriate program or service for an individual student, it shall arrange for an appropriate placement or provider with other agencies as required to meet the needs of the student.

Policies governing OUSD SELPA are adopted by the OUSD school board and are included as part of the Local Plan. Input may be received from parents, staff, public and nonpublic agencies, and members of the public at large. The Community Advisory Committee (CAC) shall review the Local Plan and recommend modifications as appropriate. All such modifications shall be subject to appropriate statutory and locally defined input process prior to incorporation into the plan. The SELPA Director and Special Education Executive Director will review the CAC suggestions.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The Oakland Unified SELPA ensure that a full continuum of programs and service options are available to all students. OUSD does not use county programs and instead serves students across the spectrum of disability impact.

OUSD has ensured that:

1. Program options, as appropriate to the student's needs, are available at local neighborhood school or the family's school of choice;
2. The vast majority of special education programs, to the maximum extent appropriate to the student's needs, are housed on regular school campuses;
3. When factors related to an individual student's needs prevent the OUSD SELPA from directly providing a required service for a student, the service may be provided by a Nonpublic School or Residential Placement, as agreed upon by the student's IEP team.

In determining the appropriate LRE placement for students with disabilities, IEP teams follow the decision-making guidelines indicated below:

Section B: Governance and Administration

SELPA

Fiscal Year

1. Determine if the student can be served in a general education classroom setting at the student's neighborhood school or the family's school of choice with supplemental aids and services that can be indicated in the IEP;
2. Determine if the student can be served by the special education program provided at the student's neighborhood school or school of choice. The IEP shall specify the extent to which the student will not be in the general education classroom setting and activities;
3. Determine if the student can be served in the special education program within another OUSD public school campus that provides a more highly-specialized level of care;
4. Consider the LRE and discuss if a nonpublic school placement is warranted once all options have been exhausted within the public school system.
5. Take steps to ensure that student placement is not disproportionate for any student category.

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

Yes No

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

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

The OUSD SELPA has established a Community Advisory Committee (CAC) for special education. The OUSD CAC is comprised of parents with disabilities enrolled in public or non-public schools within the Oakland SELPA, and currently includes students and adults with disabilities, special education providers, and other school personnel within the Oakland SELPA, along with persons concerned with the education of persons with disabilities. Representatives of nonpublic agencies, local community organizations, and other OUSD employees may participate as well. The Oakland SELPA has established procedures for the operations of the CAC and the state regulations for CAC responsibilities.

The CAC convenes monthly and engages in collaborative planning of the agenda and communication to members and participation between members and Special Education Department administrators. Voting members are elected by their peers to leadership roles within the committee on an annual basis.

The CAC operates under the following provisions of the education codes:

Section B: Governance and Administration

SELPA Oakland Unified School District

Fiscal Year 2024-25

56190: Each plan submitted under Section 56195.1 shall establish a community advisory committee. The committee shall serve only in an advisory capacity.

56191: The members of the community advisory committee shall be appointed by, and responsible to, the governing board of each participating district or county office, or any combination thereof participating in the local plan. Appointment shall be in accordance with a locally determined selection procedure that is described in the local plan. Where appropriate, this procedure shall provide for selection of representatives of groups specified in Section 56192 by their peers. Such procedure shall provide that terms of appointment are for at least two years and are annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year.

56192: The Community Advisory Committee shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. At least the majority of such committee shall be composed of parents of pupils enrolled in schools participating in the local plan, and at least the majority of such parents shall be parents of students with disabilities.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

In accordance with EC 56194, the Community Advisory Committee has the authority and fulfills the responsibilities that are defined for it in the local plan. The responsibilities include the following:

- (a) Advising the policy and administrative entity of the special education local plan area regarding the development, amendment, and review of the local plan. The entity shall review and consider comments from the community advisory committee.
- (b) Recommending annual priorities to be addressed by the plan.
- (c) Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
- (d) Encouraging community involvement in the development and review of the local plan.
- (e) Supporting activities on behalf of individuals with exceptional needs.
- (f) Assisting in parent awareness of the importance of regular school attendance.

Section B: Governance and Administration

SELPA Oakland Unified School District

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The Local Plan for special education must be developed and updated cooperatively by a committee of representative special and general education teachers and administrators selected by the groups they represent; and with the participation of parent member(s) from the community advisory committee (CAC), or parents selected by the CAC. SELPAs are responsible for making certain there is adequate and effective participation and communication. The OUSD Local Plan is developed and updated cooperatively by a committee of representatives of teachers, administrators and members of the CAC to ensure adequate and effective participation and communication. District employees may be elected by their peers to serve on the Local Plan committee. After this committee update, the plan will be presented to the CAC Local Plan subcommittee before proceeding to the CAC at large, which will be provided with 30 days for feedback and recommendations prior to the plan being presented to the Board of Education.

The local plan will be reviewed every three years and whenever new legislation, guidelines, or major changes in funding or services indicate the need to consider modifications to the Local Plan. The process used to amend and review the Local Plan will include cooperative involvement by the group described above.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

OUSD is designated as the Administrative Unit (AU) for the OUSD SELPA. It shall be responsible for functions such as, but not limited to:

1. Receipt and distribution of special education funds 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 staff to support SELPA functions;
4. Assuring that the SELPA is in compliance with all applicable laws and regulations.

Funds allocated for special education programs shall be used for services for students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For costs of special education and related services and supplementary aids and services provided in a regular class or other educationally related setting to a child with a disability in accordance with the IEP of the child;

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2. To develop and implement a fully integrated and coordinated services system.

The Special Education Executive Director is responsible to monitor the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process, which includes conducting a public hearing. The Executive Director, with the assistance of the Administrative Unit, will prepare all program and fiscal reports required of the SELPA by the state. The OUSD Board of Education agrees to review and approve the SELPA-wide annual service and budget plans and any subsequent modifications.

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

Oakland LEA is responsible for implementing those services assigned to it and provided for in the Budget Plan. However, when OUSD is unable to provide an appropriate program for an individual student, it shall arrange for an appropriate placement, through an IEP team meeting, with other agencies as required to meet the needs of the student.

Participating agencies may enter into additional contractual arrangements with OUSD to meet the requirements of applicable federal and state laws. OUSD actively seeks agencies that may partner with the SELPA to ensure the provision of high-quality services in accordance with the students' IEPs and facilitates the contracting process on an annual basis and when new needs arise. Each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education services to all eligible students. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in OUSD programs who require access to services not available through OUSD employees. Such cooperation ensures that a comprehensive array of services and levels of care are available to students within the SELPA.

The SELPA's contract with a nonpublic school (NPS) includes evaluation of the child's placement at least annually through an IEP team meeting. The SELPA reviews all evaluations conducted by the school to ensure that they were appropriate and valid for measuring student progress and reviews IEP drafts in advance of meetings to assure compliance with state and federal regulations. The SELPA may choose to administer assessments as necessary, with parental consent, to determine whether the student is making appropriate educational progress, and the SELPA conducts periodic visits to all nonpublic schools for the purpose of ensuring compliance with each student's IEP and determining if students are ready to return to the LRE of a public school program.

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10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

- c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

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

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)(12)(D) (ii)(II); EC 56195.7(i)]

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resources, equipment and materials, determining where resources may need to be augmented or shifted on the basis of enrollment projections, and evaluating proposed expenditures to ensure equity across the system. The proposed budget is developed mid-year and needs to be approved and adopted by the Board of Education each school year.

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

The SELPA Director, Special Education Executive Director, Chief Academic Officer, and Special Education Department administrators ensure the operation of all SELPA special education programs in accordance with the Local Plan, federal and state guidelines with feedback and collaboration from the members of the CAC and school site personnel. Review of operations includes the monitoring and auditing of Individual Education Programs, observations of special education classrooms, solicitation and review of stakeholder feedback, and monitoring of student data.

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

Both the annual budget and service plan for the District are reviewed, at least annually by the Finance Department, SELPA Director, Special Education Executive Director, CAC, Chief Academic Officer, and the Superintendent. All policies implemented in the single district SELPA are developed consistent with the district Administrative Procedures. Ongoing budget oversight and monitoring is conducted on a biweekly basis by a representative of the Fiscal Department, the Special Education Executive Director, and the Chief Academic Officer.

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

Low Incidence Services are defined in California Education Code Section 56026.5 as "hearing impairments, vision impairments, severe orthopedic impairments, or any combination thereof." Expenditures are limited to supporting low incidence specialized services such as interpreters, note takers, readers, transcribers, and others who provide specialized services to students with low incidence disabilities."

Low Incidence Funds are allocated to the SELPA each year on the basis of the incidence rate of students with low incidence disabilities in accordance with the funding formula created by the annual State Budget Act. The allocation of such funds shall be made available to SELPA personnel and the public through the annual budget plan.

As a condition of receiving these funds, the SELPA will ensure that:

- the appropriate books, materials and equipment are purchased
- the use of items is determined necessary through the IEP process and/or assessment
- the books, materials and equipment are reassigned within the SELPA once the district/student

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that originally received the items no longer needs them

- an inventory of low incidence equipment is maintained at the SELPA

Funds may be used for all pupils with low incidence disabilities (ages 0-21) as defined in law, even though they may have been counted in another category in the pupil count. For example, a pupil who has a primary disability of Multiple Disabilities (MD) and a secondary of a low incidence disability (OI, VI, HH, DEAF, and DB) would still be eligible to access funding.

Also, some pupils counted as orthopedically impaired may not be eligible because they are not “severely orthopedically impaired” as per the definition of low incidence disabilities in Education Code 56026.5. Pupils who are severely orthopedically impaired require highly specialized services, equipment and materials per Education Code Section 56000.5(b). Generally, a student with severe orthopedic impairment would have a medical diagnosis including significant gross motor, range of motion deficiencies. Education Code Section 56320(g) requires that the assessment of a pupil, including the assessment

of a pupil with a suspected low incidence disability, shall be conducted by persons knowledgeable of that disability. A low incidence disability does not guarantee the use of low incidence funds.

The IEP team reviews assessment data and determines the most appropriate equipment needed to address the student’s unique educational needs as it relates to their low incidence disability. These may or may not be “specialized”. Equipment which is found in most classrooms would not be acquired through low incidence funds for specialized equipment & materials. Additionally, there may not be adequate low incidence funding to provide for low incidence identified needs as documented on the IEP of eligible students with low incidence disabilities. Lack of low incidence funds does not remove the LEA responsibility to provide for low incidence identified needs as documented on the IEP.

Special supplies and equipment purchased with State funds are the property of the State and will be available for use by children with disabilities throughout the State. The Clearinghouse for Specialized Media and Technology (CSMT) is available to facilitate the distribution of unused materials and equipment.

Low Incidence Apportionment shall be as follows:

Centrally-Managed Funds:

63% of funds will be allocated for American Sign Language (ASL) Interpreters

9% of funds will be allocated for centralized purchase of Low Incidence materials

10% of funds will be allocated to Educational Audiologist services

4% of funds will be allocated to the summer enrichment program for students with vision impairments

Provider-Managed Funds:

2% of funds will be allocated for professional development experiences for certificated low incidence personnel

12% of funds will be allocated to the case managers of students with low incidence disabilities

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attending schools within the SELPA as a direct, per-pupil allocation

Low Incidence Specialists may request that the SELPA enter into contracts or agreements with community-based organizations and agencies that provide services to youth with low incidence disabilities, such as adapted transportation. Specialists should also seek out any materials provided across the state or country to LEAs at no cost, such as the American Printing House of the Blind.

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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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); EC 56205(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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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); EC 56205(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

14. Personnel Qualifications; EC 56205(a)(13)

Policy/Procedure Number:

Document Title:

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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); EC 56205(a)(14)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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56205(a)(16)

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

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Document Title:

Document Location:

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is responsible for ongoing coordination of the SELPA and ensuring implementation of the local plan. In collaboration with members of the CAC, teachers, and department administrators, the SELPA Director creates the Local Plan, Annual Service Plan, and Annual Budget Plan and reviews it for approval by all requisite parties.

The SELPA Director is responsible for the implementation of the plans, including:

- ongoing communication with stakeholders and individual LEA administrators;
- Facilitation of Memoranda of Understanding with partners outside of Oakland Unified to clarify the responsibilities of each party and the scope of work relative to the local plan's implementation;
- The hiring, training, evaluation, and assignment of duties to Special Education personnel, who will be jointly responsible for implementation of the local plan;
- Continuous assessment of the efficacy of plan implementation;
- Coordinated support for the Community Advisory Committee
-

Program Specialists are assigned to a group of schools within the SELPA. Each Program Specialist is an experienced, credentialed Special Educator who is knowledgeable about Special Education law, the development of Individual Education Programs, instructional methodologies, and evidence-based practices to support the needs of students with disabilities. As it pertains to implementing the local plan, Program Specialists will:

- Review the plan to understand its contents, and provide feedback during the plan development process;
- Engage with Special Education teachers and staff at assigned school sites to provide support and training in the implementation of the plan;
- Conduct routine site visits at assigned schools to provide in-person support in the implementation of compliant, comprehensive IEPs.

2. Coordinated system of identification and assessment:

Document Title: OUSD Special Education SELPA Procedural Guide

Document Location: SELPA office, soft copies available online for all SELPA staff.

The Individuals with Disabilities Education Improvement Act (IDEA) (20 U.S.C. § 1400 et. seq) and California Education Code §56301 require every local educational agency (LEA) to identify, locate, and evaluate students enrolled with known or suspected disabilities to determine whether a need for special education and related services exists. LEAs/ Districts are obligated to develop and implement a plan to locate all IDEA-eligible students, including but not limited to, students who are homeless or wards of the state. The process an LEA/district develops to locate and identify students with disabilities is known as Child Find. To fulfill their Child Find obligation, each LEA/district conducts what are

known as Child Find activities. Such activities may include the following:

- The use of a child find letter to parents or the responsible party of a child who may need special education or related services, in their primary language;
- Inclusion of targeted questions regarding areas of need and/or previous Special Education services in enrollment packets;
- Carefully screening files and enrollment documentation of all students transferring into the LEA/district to identify students who may have been receiving special services in their prior LEA/district;
- Complete a California Longitudinal Pupil Achievement Data System (CALPADS) record search for all students transferring into the LEA/district, looking for reported Special Education data to identify students who may be eligible for special education;
- Providing information in languages spoken in the community to parents that explains the LEA's/district's special services and whom to contact if they suspect their student may have a disability;
- Utilizing a clear referral system;
- Providing annual in-service activities to assist all staff in making appropriate referrals and on the Child Find process and obligation;
- Review of files for all students with a health plan to screen for suspected disabilities;
- Publication of a child find notice in the LEA/district newsletter or website. This notice may also be included in the enrollment packet and sent home annually to parents;
- Creation of a poster or other document for display in the main office (and other prominent areas) which includes whom to contact if there is a student suspected to be eligible under IDEA.

A parent or a public agency may initiate a request for an initial evaluation to determine if a student qualifies as a student with a disability under the Individuals with Disabilities Act (IDEA) (34 CFR §300.301). Additionally, the IDEA's "Child Find" mandate requires that LEAs/districts seek out potentially IDEA-eligible students and refer those students for an evaluation. More specifically, referrals for special education assessment and eligibility may be submitted by the following

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persons:

- The holder(s) of educational rights (e.g., biological parent, adoptive parent, other individuals identified through court order)
- Student Study Team/Student Intervention Team (SST)
- School staff
- Student (may self-refer)
- Community agency
- Court officers
- Any individual with knowledge of a child who may have a disability or may need related services

All referrals for special education and related services shall initiate the assessment process and shall be documented. When a verbal referral is made, a staff member of the LEA/district shall offer to assist the individual making a written request for assessment for special education.

Upon receipt of the written referral, it is recommended to document the information received as part of the referral and any correspondence to assist with determining the appropriateness of the request. Under C. R. Sec. 3021(a), there is no specific language requirement for a request to be valid, however, it should be in writing. In the event the parent or legal guardian makes a verbal request for assessment, the LEA/district shall assist in putting their request in writing. In the event a referral is made on behalf of the student, it is recommended that the LEA/district confirm the referral request with the holder of educational rights.

Once the written request has been received by the LEA/district, the LEA/district personnel will:

- Notify the holder of education rights that a referral was made;
- Develop an Assessment Plan
- Deliver the completed assessment plan and a copy of Procedural Safeguards to the holder of educational rights within 15 calendar days from receipt of the referral.

If the referral is received and it is determined that additional information is needed before proceeding with the development of an assessment

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plan, a meeting (such as an SST) should be convened with the holder of education rights and the referring party (if not referred by the holder of educational rights) to explore educational concerns as well as relevant background and health information.

After a careful review of student data, if it is determined that the student is receiving a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) and further assessment is not warranted, the LEA/district must notify the holder of education rights within 15 days with a PWN outlining why the requested assessment will not be initiated. The LEA/district shall include data in the PWN which illustrates that the student is not suspected to be eligible for special education services under any of the 13 eligibility categories of the IDEA.

3. Coordinated system of procedural safeguards:

Document Title: Procedural Safeguards, OUSD Special Education SELPA Procedural Guide

Document Location: Procedural safeguards available at <https://specialeducation.ousd.org/family-resources/procedural-safeguards/>, SELPA office, soft copies available online for all SELPA staff.

Procedural safeguards refer to the educational rights of students with disabilities ages three through 21 and their parents, legal guardians, or surrogate parents under the Individuals with Disabilities Education Act (IDEA) and the California Education Code. Adult students with disabilities who have reached the age of 18, referred to as the age of majority, are also entitled to these rights unless deemed unable to make their own educational decisions under California law.

Although LEAs/districts must provide the parent of a student with a disability with notice of the procedural safeguards at least once per year, it is recommended that the parent be provided a copy for review at the start of each IEP meeting. Local Educational Agencies (LEAs) should ensure the parent(s) understand the notice by offering to review the document together, providing ample opportunities for questions or clarification, and documenting receipt on the signature page of the IEP document.

The “Notice of Procedural Safeguards and Parents’ Rights” document can be found in multiple languages in the “Procedural Safeguards” section of the Oakland Unified SEIS Document Library as well as on the OUSD Special Education website.

In addition to the requirement to provide notice of procedural safeguards at least once per year, a copy must also be provided to parents [34 CFR §300.504; EDC §56301(d)(2);EDC§56321; and EDC§56341.1(g)(1)]:

- Upon initial referral or parental request for evaluation.

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Description:

- When sending out an Assessment Plan and/or Prior Written Notice.
- Upon receipt of the first state complaint in the school year.
- Upon receipt of the first due process complaint in the school year.
- In accordance with disciplinary procedures.
- Upon parental request.

Under IDEA, the procedural safeguards notice must be:

- Written in a language understandable to the general public; and
- Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. [34 CFR §300.503]

If the native language or other mode of communication used by the parent is not a written language, then the school must take steps to ensure that:

- The notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
- The parent understands the content of the notice; and
- There is written evidence that these requirements have been met. 34 CFR §300.503(c)]

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

Document Title: OUSD Special Education SELPA Procedural Guide

Document Location: SELPA office, soft copies available online for all SELPA staff.

The SELPA Director collaborates with Special Education Executive Director, Directors, and Coordinators to develop the scope and sequence for professional development within the SELPA. The annual plan is prepared each July and features content based on district department goals and feedback from Special Education staff.

New Special Education employees within the SELPA must participate in an onboarding professional learning sequence, which includes:

- Using the Special Education Information System
- Understanding the Procedural Safeguards and Special Education Law
- The IEP Process
- Formal and Informal Assessment Systems and Data Collection Tools

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Description:

- Tools for Successful Collaboration with Families
- Positive Behavior Interventions and a Function- Based Approach to Behavior Planning
- Additional training in District-adopted curricula for OUSD employees

Online content is available, as well, including self-paced videos specific to IEP development and compliance. Program Specialists will co-facilitate at least two IEP team meetings with all new Special Education teachers within the SELPA. The Directors for Related Services and Psychological Services will ensure all personnel have access to monthly evidence-based professional learning. The SELPA Director will collaborate with Special Education Directors and Coordinators and leaders from the job classes that perform paraprofessional duties to prepare monthly professional development opportunities for paraprofessionals, which will include CPR training, physical care basics, prompting strategies, implementation of IEPs, a function-based approach to behavior interventions, and responding to behavioral emergencies.

The SELPA Director will collaborate with Special Education Family Engagement Specialist to ensure there are opportunities for parent and family education in live and asynchronous formats. These sessions are communicated to families multiple times each year through our parent communication system and to our SELPA partners such as private schools through ongoing consultation services. Such sessions may include but need not be limited to sessions focused on assistive technology, parents' rights, transition and young adulthood, agency coordination and linkages, and how to provide school program alignment and support to children with disabilities within the home setting.

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

Document Title: OUSD Special Education SELPA Procedural Guide

Document Location: SELPA office, soft copies available online for all SELPA staff.

The Executive Director of Special Education is responsible for ensuring schools have appropriate curriculum for students with disabilities and ensuring its alignment with the core curriculum. Mild/Moderate instructional programs shall utilize General Education core materials with supplementary/intervention curriculum aligned to Common Core State Standards (CCSS), while Moderate-Extensive Support Needs programs shall be provided with modified, core replacement materials aligned to Common Core Connectors. The Executive Director will engage with leadership from the General Education curriculum office to ensure that each Special Educator has access to the site- adopted core instructional materials and to ensure Special Education curricular

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Description:

purchases are aligned to general materials.

The Executive Director will create a curricular committee to oversee the adoption, training on, and implementation of curriculum within Special Education programs. The committee will:

- Research new adoptions as needed, ensuring that all materials considered are research-based and free from bias;
- Oversee the inventory, ordering, and distribution of adopted materials;
- Create a professional learning plan relative to the curricular adoptions that includes opportunities for new staff to fully understand and be prepared to use all curriculum required;

Prior to making a new adoption, the Department leadership will solicit feedback from Special Education teachers within the SELPA. The Executive Director and Special Education Directors and Coordinators will work with site administrators to ensure adopted materials are being utilized in classrooms when appropriate. Each year, the team will develop and implement fidelity monitoring plans, which may include observational walkthroughs at school sites. The Director for Related Services will develop professional development experiences to ensure that all related services professionals are familiar with the CCSS and district-adopted curriculum and align their services with access to the standards. The general education academic division and special education will engage in collaborative professional development on how to adapt Tier 1 curriculum for the needs of students with disabilities.

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

Document Title: OUSD Special Education SELPA Procedural Guide

Document Location: SELPA office, soft copies available online for all SELPA staff.

The SELPA Director, in partnership with the Executive Director, the Chief Academic Officer, and Special Education leadership body, will engage in a system to review the efficacy of the local plan in supporting the needs of students with disabilities within the SELPA. Program review activities will be ongoing and can include, but need not be limited to:

- Observation of classroom instruction;

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- Special Education file reviews and Educational Benefit audits;
- Review of progress on goals for focus populations within the SELPA;
- Family and student focus groups to collect feedback and identify strengths and areas for improvement;
- Review of District and Statewide assessment measures, student discipline and attendance data, and wellness survey data;

Findings from the program review activities will result in action plans that are coordinated with other California Department of Education plans (e.g. Indicator Review, Significant Disproportionality, Data Identified Noncompliance processes) whenever possible to ensure collaboration between teams and streamlining of work. At least annually, the SELPA Director will collaborate with the CAC to review the local plan and complete development of the annual service plan. This will include an opportunity for members of the community to hear updates regarding the program review results, highlight areas of student growth, identify areas that require more intensive support, and for community members to provide feedback regarding implementation of the plans. The Local Plan subcommittee shall be provided with an opportunity to review the annual service plan 30 days prior to its presentation to the committee at large to enable the body to review the service plan during a standing subcommittee meeting and provide recommendations and feedback.

7. Coordinated system of data collection and management:

Document Title:

Document Location:

OUSD SELPA utilizes support from specialists within the OUSD Research, Assessment, and Data (RAD), in addition to Special Education Department personnel, to ensure a coordinated system of data collection and management. RAD staff maintain dashboards that report contemporaneous data for a variety of queries, including:

- Enrollment and Attendance;
- Discipline;
- IEP Timeliness;

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Description:

- Statewide and District Test Scores

Such dashboards can be disaggregated to focus specifically on students with IEPs and are utilized by a variety of stakeholders to make data-driven decisions.

The SELPA's Information Systems Analyst monitors our electronic records system, Special Education Information System (SEIS) on a daily basis. Monitoring includes:

- Opening and tracking pending referrals for special education;
- Monitoring pupil counts and processing transfers into and out of SELPA;
- Ensuring each student has a valid SSID;
- Correcting any CALPADS reporting errors proactively;

The SELPA has two-way integration between SEIS and the OUSD student information system, Aeries, to ensure there is consistency between data sets for several demographic areas (e.g. family names, addresses, dates of birth, etc). The information systems analyst ensures data is prepared and complete prior to all mandatory reporting periods, including for Winter and Spring counts, DINC, and other COE-required activities. Special Education program specialists work with the teachers on their assigned caseload to ensure that student-level data is collected, monitored and compiled on an ongoing basis. All case managers utilize SEIS to report data relative to individual students' IEP goals at report card periods and prior to annual or triennial IEPs. Teams may utilize such data, in combination with available district data, to determine the services and placement necessary for each student with an IEP.

8. Coordination of interagency agreements:

Document Title: OUSD Special Education SELPA Procedural Guide

Document Location: SELPA office, soft copies available online for all SELPA staff.

The SELPA may need to enter into agreements with other agencies (e.g. Regional Centers, California Children's Services) to ensure that a full continuum of services and supports are available to students within

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the SELPA and to ensure compliant implementation of IEPs. Interagency agreements are created by the SELPA Director in collaboration with OUSD's Legal Department. Each agreement shall clearly delineate the scope of work to be performed by the agency, the responsibilities of each party, and the duration of the agreement. Agreements must be reviewed annually, or as stipulated in the executed MOU. In the event that there is an area of concern or disagreement between agencies, the parties should seek to resolve concerns through informal collaboration before proceeding with any formalized dispute resolution process. The SELPA Director will be the primary party of contact for OUSD SELPA.

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

California state law affords all students enrolled in a public school the right to access the Home and Hospital Instruction ("HHI") Program. The HHI Program serves students with temporary disabilities for whom it is impossible or unadvisable to attend regular classes, regardless of their disability status. Examples of when HHI may be appropriate for a student include when the student is in the home or hospital setting for a temporary period due to pneumonia, a communicable disease, a broken limb significantly impacting mobility, or is unable to attend school due to a substantial life event that has caused a major emotional impact that is expected to be temporary in nature. Medical documentation of a return date, written by a physician, is a required element of HHI. The district will maintain active memorandums of understanding with each hospital facility within our jurisdictional boundaries.

A temporary disability is defined as a physical, mental, or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program, and after which the student can reasonably be expected to return to regular day classes or the alternative education program without special intervention" (CDE Home and Hospital Instruction Program Summary). A temporary disability does not include a disability for which a student is identified as an individual with exceptional needs pursuant to EDC §56026.

The primary outcome of HHI is to maintain a student at their former level of performance while recovering from the temporary disability so as not

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to jeopardize the student's future performance upon returning to their education program.

A school must begin HHI services within five days of determining eligibility. While out of school due to a temporary disability, a student may receive individual instruction either in the home, hospital, other residential facility, or as otherwise specified in the student's Individualized Education Program (IEP). A student may receive one clock hour of instruction per calendar day of school, up to five hours per week through the HHI program. Services are not provided over the summer or holiday breaks. Additionally, electives such as foreign languages or PE are typically not provided through HHI.

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

Document Title: OUSD Special Education SELPA Procedural Guide

Document Location: SELPA office, soft copies available online for all SELPA staff.

Description:

For foster youth within Oakland SELPA's OUSD schools, the Special Education Executive Director and Coordinators will ensure the coordination of services for students in LCIs and foster family homes, including the immediate provision of Special Education services upon enrollment in OUSD.

OUSD's Student Welcome Center (enrollment) office will notify the Special Education Department immediately when a student residing in a FF placement or LCI completes enrollment. Special Education Coordinators will review the child's IEP and determine an appropriate interim placement within 24 hours.

The Special Education Directors will collaborate with OUSD's Foster Youth Services Liaison to ensure appropriate support for Foster Youth with disabilities and to ensure an accurate understanding of each youth's educational rights status, including notifying the appropriate foster youth liaison of the student's placement location and case manager information. An IEP meeting will be scheduled within 30 days to discuss the youth's education program and make any needed modifications.

The Special Education Directors will make efforts to find and involve a foster youth's education rights holder. In the event that a foster youth under the age of majority does not have an educational rights holder at the time of enrollment or at any point during enrollment within the

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SELPA, the SELPA Director will work with Special Education Coordinators and the Foster Youth Liaison to locate and appoint a temporary educational rights designee. The SELPA will notify the Juvenile Court if a surrogate is appointed. If a foster youth youth with an IEP is suspended, their education rights holder, County social worker, and attorney will be notified as required by AB 740.

The SELPA Director will arrange for annual training on the legal requirements associated with foster youth and students who are in transitional housing to ensure all Special Education Department staff are fully-informed of the rights of such youth and their families.

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

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

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Description:

participate in planning meetings with CAC officers and will attend each convening to represent the SELPA and respond to community questions and concerns. The AU staff will support the development of the annual calendar and monthly agendas, ensure CAC meetings are posted in accordance with policy and legal requirements, broadcast upcoming CAC information to the community, and coordinate space and other operational logistics for the convenings. The AU will make funds or equipment available for the following CAC needs:

- Duplication of materials (e.g. copies of agendas);
- Refreshments for participants;
- Technology necessary to facilitate meetings (e.g. projectors, screens);
- CAC members who require technology to access meetings may be provided with a loaner computer to utilize for this purpose
- Translation services, as appropriate, for CAC meetings

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

Document Title: OUSD Special Education SELPA Procedural Guide

Document Location: SELPA office, soft copies available online for all SELPA staff.

Special Education transportation is defined in federal regulation as a related service. LEAs must provide transportation as a related service if it is required to allow a child with a disability to benefit from special education. Special Education transportation is similarly defined in the California Education Code:

(1) The transportation of severely disabled special day class pupils, and orthopedically impaired pupils who require a vehicle with a wheelchair lift, who received transportation in the prior fiscal year, as specified in their individualized education program.

(2) A vehicle that was used to transport special education pupils.

It further defines "home-to-school transportation services" for pupils with exceptional needs as:

The transportation of individuals with exceptional needs as specified in their individualized education programs, who do not receive special

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education transportation as defined in subdivision (d).

Oakland Unified SELPA utilizes three types of transportation: transportation via district-provided vehicle, public transit passes, and mileage reimbursement for parent/guardian transport in private vehicles. As with all services, teams should consider the least restrictive environment when discussing transportation options.

How should teams determine which students require Special Education transportation as a related service?

Student needs and placement requirements should be the primary factors used to determine if Special Education transportation is required. Factors related to a student's disability impact can include:

Medical diagnosis and health needs considerations, such as the general ability and/or strength to ambulate/wheel; the approximate distance from school or the distance needed to walk or wheel oneself to the school; if there are medical conditions present such that a student would be unable to walk to school or take public transit unattended, etc.

Physical accessibility of curbs, sidewalks, streets, and public transportation systems.

Consideration of a pupil's capacity to arrive at school on time, to avoid getting lost, to avoid dangerous traffic situations, and to avoid other potentially dangerous or exploitative situations on the way to and from school.

Behavioral Intervention Plans [Education Code sections 56520-56525] specified by the pupil's IEP that may impact the safety of transit to school.

Student placement is also a factor for teams to consider. Students with related services only or who receive service from a resource specialist are typically placed at their neighborhood school or at the family's school of choice for the parent/guardian and are not placed by the Special Education Department, indicating that they are likely ineligible for Special Education transportation. Students with more extensive services who are placed at a specific school site are more likely to be eligible, under the criteria listed above.

Unless a student has exceptional needs such as those delineated above such that transportation using public transit or walking would be unreasonable or unsafe, transportation should not be offered to students

Description:

who reside within one mile of their school of attendance.

What are the potential harmful effects of Special Education Transportation, and how can they be reduced?

One of the primary harmful effects associated with Special Education transportation is the extension of a student’s day. School buses must navigate traffic and make multiple stops, and route times can add up to two hours to the time a student spends away from home. Additionally, school buses have very significant limits on environmental controls or behavior intervention implementation and can be loud and sensorily overwhelming for students with Autism or sensory processing challenges. Finally, Special Education school buses restrict a student to access only to peers with disabilities for hours longer than their instructional school day.

Consideration should be taken regarding the effect that the location of a placement will have on the length of time that a student has to or from school each day. If a student is receiving services at a school far from home, the placement should be reviewed during the annual IEP, at least, in order to determine if a placement closer to the student's residence would be appropriate. Placement at a school of residence is a key component of the LRE.

In Oakland Unified, families may sometimes elect to enroll their student at a school of choice through the Enrollment Options process. As indicated above, a student should not receive Special Education transportation services if an appropriate placement exists within one mile of the student’s home and the family selects to enroll at a school farther from home as a matter of preference.

Discipline and Transportation

Occasionally, a student exhibits a behavior during transit to school that requires discipline, which may include suspension. The Education Code addresses discipline on Special Education transportation and reads:

If an individual with exceptional needs is excluded from school bus transportation, the pupil is entitled to be provided with an alternative form of transportation at no cost to the pupil or parent or guardian provided that transportation is specified in the pupil's individualized education program. (AB 1859, Chapter 492, Statutes of 2002 as amended by AB 685, Chapter 56, Statutes of 2007.)

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Some students may not require transportation during the regular school year but may require it during extended school year because there are fewer sites operating over the summer. IEP teams should address this, considering the same factors set forth above, and indicate if ESY transportation is required in the appropriate section of the IEP services form.

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

Document Title:

Document Location:

The Career Transition Services department works closely with the California Department of Education, through the Workability 1 grant, and the Department of Rehabilitation, through the Transition Partnership Program, to provide Transition Services and Supports to students with disabilities aged 14 and above. All students who are transition aged receive direct transition services, typically in the form of college awareness and/or career awareness. Services are aligned to each student's Individual Transition Plan, which guides their post-secondary goals, interests and needs. Services are provided by Career Transition Services case managers and Special Education teachers and are designed to:

- Support students in identifying their strengths, skills and interests;
- Aligning interests to potential career paths;
- supporting job skill development, including writing resumes and participating in interviews;
- Exploring college opportunities and navigating the admissions process;
- Identifying local employers aligned to career paths and facilitating the initial outreach process;
- Supporting students in being self advocates and connections with agency partners.

Students are identified by Case Managers, parents/ families, school site support staff, and Linked Learning partners to receive additional support and services through the Transition Partnership Program. Case

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Description:

Managers in the Career Transition Services department coordinate with teachers at school sites in Middle and High Schools to schedule workshops to provide access to Transition Instruction and support to students across the District while identifying students that are interested in and could benefit from additional and more individualized support.

Our programs actively collaborate with District offices, Linked Learning, to ensure that students with special needs are active participants in available Career Technical Education (CTE) programming and opportunities as they work towards continuing their education and transitioning to career and the world of work.

Students with disabilities are afforded opportunities to participate in district dual and concurrent enrollment programs to earn college credit while in high school, and participating students receive reasonable accommodations to facilitate their participation in such programs.

Our Young Adult Transition Program provides opportunities for students with mild/moderate disabilities aged 18-22 to access Community College programming through the Dual/ Concurrent Enrollment relationship between the Oakland Unified School District and the Peralta Community College District. Young Adult Program students are able to access classes, programs, and activities that are appropriate, of interest, and provided by the Peralta Community College District with coordinated in-program and Community College supports, Young Adult Program teacher and support staff interventions, and on-going check-ins and reviews of accessibility, success, and skill development in-line with Individualized Transition Plans.

Our Young Adult Transition Program also provides opportunities for students to develop their vocational skills through a variety of work experiences and opportunities. Our programming prioritizes opportunities and experiences that participate in and lead to Competitive Integrated Employment for our young adult students with disabilities. Our teachers and programs partner with local businesses and our Career Transition Services department to carve out experiences that will provide the appropriate support and learning opportunities for students to build the skills that will lead to long-term direct-hire opportunities in competitive and integrated employment settings.

15. Assurance of full educational opportunity:

Document Title:

OUSD Special Education SELPA Procedural Guide

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Document Location:

Description:

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

Document Title:

Document Location:

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Description:

funds in a manner consistent with their purpose.

Federal Funds may be used only:

- For the costs of special education and related services and supplementary aids and services provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services;
- To develop and implement a fully integrated and coordinated services system.

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

Document Title:

Document Location:

Description:

Program Specialists shall be utilized in accordance with Education Code 56368. Program Specialists employed by individual LEAs will be selected, supervised and evaluated by the LEA. For most participating LEAs, Program Specialist support will be provided by the AU (OUSD). Program Specialists are supervised by Special Education Coordinators and serve the SELPA under the overall direction of the Executive Director. Each Program Specialist must be an experienced Special Education Professional with either a special education credential or pupil personnel services credential. Program Specialists are required to have advanced training and knowledge pertaining to Special Education law and specialized instruction, and the development and implementation of Individual Education Programs.

Program Specialists may support with the following:

- Conduct observations of students and provide consultative support to service providers;
- Support development of special education programs at assigned sites, including scheduling, curriculum distribution and training, and recommendations for specific equipment, materials or tools;
- When needed, support facilitation of IEP team meetings;
- Conduct routine classroom observations to ensure adherence to

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- best practices for instruction and behavior;
- Make recommendations regarding the placement of students into Special Education programs;
 - Provide professional learning to general education faculty;
 - Monitor the compliance of IEPs and provide training and guidance if areas of correction are identified;
 - Other, related duties as assigned

Special Education Local Plan Area Services

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

Document Title: OUSD Special Education SELPA Procedural Guide

Document Location: SELPA office, soft copies available online for all SELPA staff.

OUSD SELPA offers a full range of Special Education services for eligible students from birth and for all students eligible under part B for preschool through age five. We pride ourselves on implementing services and programming that are evidence-based for early learners and led by experienced, credentialed early childhood specialists.

Services for students under Part C focus on children with low incidence disabilities, including those who are deaf, blind, or who have orthopedic impairments. To the extent possible, services take place within the family's home environment with a heavy emphasis on parent/family engagement and consultation to model strategies to support their child. All services are provided by credentialed specialists aligned to the category of disability they support.

Consultation with families focuses on modeling instructional strategies providing training on the use of devices or equipment recommended for the child, making recommendations for adaptations to the home environment to support early skill development, and coordination of services across agencies.

An exception to the home environment instructional milieu is offered for infants and toddlers who are deaf, as interaction with other deaf children is an important component of their early communication development.

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Description:

OUSD SELPA has an early childhood Diagnostic Assessment Center that ensures a complete, multidisciplinary evaluation for each child prior to their third birthday for students with IFSPs, or when a referral is received and a suspected area of disability is indicated.

OUSD SELPA maintains a full continuum of programming for preschool-aged students with IEPs, which includes:

Speech-Language services: A credentialed Speech- Language Pathologist provides services specific to IEP goals. Services may be direct, consultative, or a combination of both based on IEP team discussion and agreement;

Special Education consultation within a general education preschool classroom: A credentialed early childhood education specialist provides consultative support to a general education preschool teacher regarding the implementation of IEP goals, accommodations, and adaptations

Inclusive services within a general education preschool classroom: Special Education personnel provide specialized Individual and Small Group instruction for students within a mainstream preschool classroom. This level of care enables specific work toward IEP goals while allowing the student to benefit from integration with typical peers and access to general education preschool curricula.

Separate-setting instruction on a public campus: OUSD SELPA maintains programs for students whose disability impact requires small-group, specialized instruction for most or all of their instructional day on public campuses, allowing integration for activities such as meals, motor breaks and special events.

Separate-setting instruction at a Special Education preschool facility: OUSD SELPA offers separate-setting, specialized instruction at our Special Education preschool center, Burbank. Burbank features several mild-moderate and moderate-intensive programs, with instructional routines that focus on building early pragmatic and communication skills, pre-academics, and behavioral intervention.

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

Document Title:

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Document Location:

Description:

Within OUSD SELPA, there are a variety of methods that members of the public can use to raise questions or concerns, including any of the following:

- CAC meetings are publicized in advance of the meeting. At our CAC meetings each month, there is a dedicated time in the agenda for community concerns.

- Special Education Directors and the Executive Director are present to speak with individuals about their concerns or questions and can help parents/guardians connect directly with site staff when necessary to facilitate next steps;

- Contact information for the Special Education leadership team is posted on the OUSD Special Education website and available in hard-copy format at school campuses so families may reach out via phone or email to receive an individual response. Families may request an in-person meeting at any time to discuss questions or concerns, and a meeting will be scheduled within 30 calendar days;

- Families may visit the Special Education offices to speak with a representative;

- Families may request an IEP team meeting with their child's case manager and ask that a representative from the Special Education Department attend. Translation services will be provided as needed.

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

Document Title:

Document Location:

In the event of a dispute between the SELPA and local education agencies or the county office, it is the intent of the OUSD SELPA governing board that the dispute be resolved at the lowest level possible. The governing body of the OUSD SELPA is the OUSD School Board. This board exercises authority over, assumes responsibility for, and is fiscally accountable for special education

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programs operated by the SELPA. The options for resolving disputes include informal resolution, alternative dispute resolution, and formal mediation. In disputes with parents and guardians, to protect the rights of students with disabilities, the district shall follow all procedural safeguards as set forth by the law. Every family has access to the ADR process, which includes a neutral trained facilitator, ADR sessions to find solutions, and supported ieps facilitated by the ADR facilitator. If IEP teams are unable to find a solution to disagreements, the families may request ADR support. We share information on how to access ADR with our families twice each year in addition to presentations at a CAC meeting and training with the parent navigators.

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

Document Title:

OUSD Special Education SELPA Procedural Guide

Document Location:

SELPA office, soft copies available online for all SELPA staff.

The parent(s) of a student will be contacted whenever there is a concern about their child’s academic, behavioral, or social-emotional performance beginning in elementary school. Concerns may be addressed in a Coordination of Services Team (COST) or a Student Study Team (SST) meeting. COST referrals can be made by any member of the student's team who has educational or behavioral concerns. COST can refer the student to the most appropriate intervention based on the concerns noted in the referral. This may include academic intervention groups, after-school supports, site-based mental health programming, or other school resources. An SST is a multi-disciplinary team that considers, plans, and assesses general education interventions and supports for students experiencing academic, speech/language, and/or social-emotional/behavioral difficulties. The purpose of the SST is to problem-solve and to identify supports in the general education setting to allow a student to be successful. Early intervention planning for students through the SST process is a function of the general education program. The SST process provides an opportunity for an in-depth focus on improving school success one student at a time. The SST process may be initiated by school staff or the parent/student. During an SST meeting, the Student Study Team will document concerns and current strategies being implemented or that will be implemented to attempt to address the student’s concerns related to their learning. Areas that are important to

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discuss and document during the SST meeting are:

- Developmental/medical history
- Attendance/school enrollment history
- Review of current health, including hearing and vision
- Social-Emotional skills
- Behavior
- Academics: Current academic performance, results of past interventions, results of current interventions.
- Current or past services provided by LEA/district and/or private provider.

While pre-referral interventions are important and can provide timely support to many students, LEAs/districts may not mandate pre-referral processes as an alternative to Special Education assessment where there is a suspected area of disability. Given that often students are not enrolled in an OUSD school at age three, the pre-referral process is different for our youngest learners. If a parent, guardian, day care provider, doctor, or any other community member has concerns about the development of a young child, they can reach out to our Diagnostic Center to learn more about the process of referral. While anyone can ask questions about this process on behalf of a child, the legal guardian is the only person who can initiate an intake for special education.

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

Document Title: OUSD Special Education SELPA Procedural Guide

Document Location: SELPA office, soft copies available online for all SELPA staff.

The determination that a student requires a nonpublic school placement based on the impact of their disability shall be made by the IEP team after careful consideration of any less restrictive placement alternatives. Once a student is placed in a nonpublic school setting, an OUSD SELPA case manager will be assigned to represent the SELPA and ensure compliant implementation of the student's IEP. The IEP team will

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Description:

meet at least annually, with meetings recommended every six months to monitor student progress and determine when the student may be able to return to the LRE.

The NPS case manager will work with NPS site leadership to ensure progress notes for all IEP goal areas are made available at required reporting periods. When data indicate that the child has made sufficient progress to consider a transition to a less restrictive environment, the case manager will propose an IEP team meeting to discuss.

The SELPA will consider strategies to support successful transition back to a public program when appropriate (or from a residential facility to a day program), including partial or dual enrollment, additional bridge services that may be needed, and mental health considerations.

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*)

Document Title:

Document Location:

Adults who are age 18 through 22 years, who have not graduated with a high school diploma, who at the time they turned 18 years were identified as an individual with exceptional needs and had an individualized education program (IEP) under the IDEA, are also entitled to a FAPE (hereinafter, "eligible adults"). This applies to adults incarcerated in California adult jails and prisons, as well. However, an individual aged 18 through 22 years, who, in the educational placement prior to his or her incarceration in an adult correctional facility who did

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Description:

not have an IEP, is not entitled to a FAPE.

Special considerations relative to the IEP apply to this population. This includes:

The requirements of items (aa) and (bb) of 20 U.S.C. § 1414(d) (1) (A) (i) (VIII) (relating to transition planning and transition services), do not apply with respect to such individuals whose eligibility under the IDEA will end, because of their age, before such individuals will be released from county jail.

If an individual with a disability is convicted as an adult under State law and incarcerated in an adult county jail, the individual's IEP team may modify the individual's IEP or placement notwithstanding the least restrictive environment (LRE) requirements and IEP content if there is a bona fide security or compelling penological interest that cannot otherwise be accommodated.

Pursuant to a California Department of Education directive, the district of residence (DOR) will be responsible for providing special education and related services to eligible inmates in the jails operated by the Alameda County Sheriff's department, until there is a judicial, legislative, executive, or regulatory decision that impacts the directive, for each eligible inmate between the ages of 18 and 22. Alameda County Jail representatives must notify OUSD SELPA of any Oakland resident who is eligible for services who has entered their facility.

Upon receiving notification that an adult student who meets the criteria set forth above has been incarcerated at the Alameda County Jail and is a permanent resident of Oakland, Special Education Coordinators will review the student's most recent IEP and assign a case manager (special education teacher).

The Special Education teacher and any other required service providers will collaborate with representatives from the Alameda County Jail to ensure a thorough understanding of and adherence to safety and access protocols in effect within the facility.

In the event that there is a provision of the IEP that is not able to be implemented based upon the security protocols or procedures in place within the jail, the case manager will convene an IEP team meeting to discuss and propose modifications to the IEP.

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

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

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

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TABLE 1

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

D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	28,201,017	60.71%
AB 602 Property Taxes	4,337,072	9.34%
Federal IDEA Part B	9,427,456	20.29%
Federal IDEA Part C	205,411	0.44%
State Infant/Toddler	7,151	0.02%
State Mental Health	2,614,088	5.63%
Federal Mental Health	412,668	0.89%
Other Projected Revenue	1,249,855	2.69%
Total Projected Revenue:	46,454,718.69	100.00%

D-2. "Other Revenue" Source Identification

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

Resource 3410 (Dep of Rehab) - \$541,028 Resource 3395 (ADR) - \$15,101 Resource 3345 (Preschool Staff Dev) - \$2555 Resource 9040 (LEA Billing Option Program) - \$372,751 Resource 6520 (Workability) - \$318,420

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

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

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TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="56,838,609"/>	30.54%
Object Code 2000—Classified Salaries	<input type="text" value="27,170,181"/>	14.60%
Object Code 3000—Employee Benefits	<input type="text" value="47,837,573"/>	25.71%
Object Code 4000—Supplies	<input type="text" value="1,044,160"/>	0.56%
Object Code 5000—Services and Operations	<input type="text" value="46,222,302"/>	24.84%
Object Code 6000—Capital Outlay	<input type="text" value="15,000"/>	0.01%
Object Code 7000—Other Outgo and Financing	<input type="text" value="6,967,489"/>	3.74%
Total Projected Expenditures:	186,095,313.65	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

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

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

Object 7000 contributes to district operations associated with the development, maintenance, and oversight of our budget, and critical central operations that support special education.

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TABLE 3

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

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

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="34,230,080"/>	18.39%
Projected Federal Revenue	<input type="text" value="10,563,454"/>	5.68%
Local Contribution	<input type="text" value="141,301,780"/>	75.93%
Total Revenue from all Sources:	186,095,313.65	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

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

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

As a single-district SELPA, OUSD is the AU for OUSD SELPA. We distribute funds in accordance with the purpose of each resource. Special Education positions are funded centrally and assigned to school sites to ensure a full continuum of Special Education and related services based on student enrollment and residence data. Funds are further allocated in collaboration with the SELPA Director and the district Chief Academic Officer to ensure sufficient support and materials for home-hospital instruction, privately placed students, nonpublic school students, and students in independent study programs. Finally the SELPA manages the distribution and maintenance of materials and equipment purchased with low incidence funds on behalf of students with disabilities.

- b. YES NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section

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56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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TABLE 4

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

D-10. Regionalized Operations Budget

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text"/>	0.00%
Object Code 2000—Classified Salaries	<input type="text"/>	0.00%
Object Code 3000—Employee Benefits	<input type="text"/>	0.00%
Object Code 4000—Supplies	<input type="text"/>	0.00%
Object Code 5000—Services and Operations	<input type="text"/>	0.00%
Object Code 6000—Capital Outlay	<input type="text"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text"/>	0.00%
Total Projected Operating Expenditures:		0.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

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TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

YES NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

The SELPA sets aside these funds and aligns them based on student needs. Our low incidence staff and coordinator supervising low incidence meet with the Director to review students' personnel, materials and equipment needs for the coming year. From there, funds are distributed to objects and tracked based on invoices and personnel costs to ensure appropriate use for students with low incidence disabilities.

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

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

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

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

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

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

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

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

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

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

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

- 330—Specialized Academic Instruction/
Specially Designed Instruction

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

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3)).

Service is Not Currently Provided

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

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

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development.

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

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

This service is not required because the schedule and structure of infant services is not long enough in duration for medical services to be required.

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

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

This service is not required because the schedule and structure of infant services is not long enough in duration for meals or nutrition information to be required.

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

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

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

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

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

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's Individual Family Service Plan (IFSP); providing families with information, skills, and support

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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) assist with classroom management, such as organizing instructional and other materials
(2) conduct parental involvement activities
(3) act as a translator
(4) provide instructional support services under the direct supervision of a teacher

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

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

OUSD SELPA does not provide respite care. Local Early Intervention providers within the area offer this support to families of students with disabilities, including the Regional Center, with whom OUSD has a MOU.

340—Intensive Individual Instruction

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

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

Service is Not Currently Provided

350—Individual and Small Group Instruction

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

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program (30 EC 56441.2, 5 CCR 305.1) (Ages 3 through 5 only).

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Service is Not Currently Provided

415–Speech and Language

Service is Not Currently Provided

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

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

425–Adapted Physical Education

Service is Not Currently Provided

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

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

435–Health and Nursing: Specialized Physical Health Care

Service is Not Currently Provided

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

Health care services means those health services prescribed by the child’s licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

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

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

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

445—Assistive Technology *Service is Not Currently Provided*

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

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

450—Occupational Therapy *Service is Not Currently Provided*

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

Includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services provided based upon recommendation of the IEP team and by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

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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, based on recommendation of the IEP team, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5)

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 aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR § 300.24(b)(2), (CCR Title 5 §3051.9).

Service is Not Currently Provided

515–Counseling and Guidance

Service is Not Currently Provided

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

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

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students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).

520–Parent Counseling

Service is Not Currently Provided

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

Individual or group counseling provided by a qualified individual pursuant to an Individualized Education Program (IEP) to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).

525–Social Worker

Service is Not Currently Provided

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

Services provided pursuant to an Individualized Education Program (IEP) by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

530–Psychological

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

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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. (CCR Title 5 §3001(d)).

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. (Health & Safety Code, Div.2, Chap.3, Article 1, 1502(a)(3)).

Service is Not Currently Provided

545–Residential Treatment

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

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

Service is Not Currently Provided

610–Specialized Service for Low Incidence Disabilities

Service is Not Currently Provided

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

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's Individualized Education Program (IEP), including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).

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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 may also be included. (CCR Title 5 §3051.16 and 3051.18).

715—Interpreter *Service is Not Currently Provided*

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

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16).

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, as well as planning, organizing, and implementing audiology programs. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

725—Specialized Vision *Service is Not Currently Provided*

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

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

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transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1).

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

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

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

735—Braille Transcription *Service is Not Currently Provided*

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

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

740—Specialized Orthopedic *Service is Not Currently Provided*

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

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

745—Reading *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.

If students require materials read aloud, we consider this to be an accommodation to allow the student access to instruction. As such, for any eligible student for whom the IEP team determines reading services are necessary for a FAPE, this is specified as a supplementary aid or accommodation as opposed to a direct service for the specific times of day or contents

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750–Note Taking

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.

755–Transcription

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.

760–Recreation Service, Including
Therapeutic Recreation

Service is Not Currently Provided

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

820–College Awareness

Service is Not Currently Provided

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

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

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 §3051.14).

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

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

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. There is a need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR-§300.29).

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

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

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

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

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

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

- 860—Mentoring *Service is Not Currently Provided*

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

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

865—Agency Linkages (referral and placement)

Service is Not Currently Provided

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

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service 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). (34 CFR §613).

870—Travel and Mobility Training

Service is Not Currently Provided

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

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

890—Other Transition Services

Service is Not Currently Provided

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

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

900—Other Related Service

Service is Not Currently Provided

Description of the "Other Related Service"

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Qualifications of the Provider Delivering “Other Related Service”