

Special Education Local Plan Area (SELPA) Local Plan

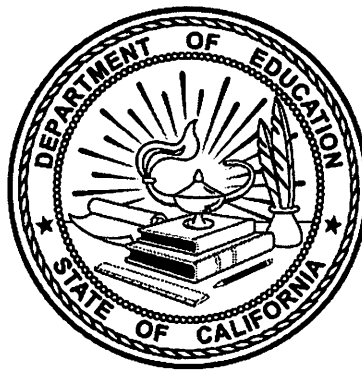
SELPA

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 Director Contact Information

Enter address information for the SELPA. Include current SELPA Director contact information.

NOTE: SELPA Director position changes do not require amendments to the Local Plan.

However, in such cases the new SELPA Director assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="Tuolumne County"/>		
Street Address	<input type="text" value="175 Fairview Lane"/>	Zip Code	<input type="text" value="95370"/>
City	<input type="text" value="Sonora"/>	County	<input type="text" value="Tuolumne"/>
Mailing Address	<input type="text" value="175 Fairview Lane"/>		
City	<input type="text" value="Sonora"/>	Zip Code	<input type="text" value="95370"/>
Director First Name	<input type="text" value="Stacy"/>	Administrator Last Name	<input type="text" value="Wheat"/>
Director Title	<input type="text" value="Executive Director"/>		
Director's Email	<input type="text" value="swheat@tcsos.us"/>		
Telephone	<input type="text" value="(209) 536-5054"/>	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 and must electronically sign Certification 1 and 2.

Administrative Entity Name

Section A: Contacts and Certifications

SELPA

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Street Address	<input type="text" value="175 Fairview Lane"/>	Zip Code	<input type="text" value="95370"/>
City	<input type="text" value="Sonora"/>	County	<input type="text" value="Tuolumne"/>
Contact First Name	<input type="text" value="Zack"/>	Last Name	<input type="text" value="Abernathy"/>
Contact Title	<input type="text" value="Superintendent"/>		
Email	<input type="text" value="zabernathy@tcsos.us"/>		
Telephone	<input type="text" value="(209) 536-2010"/>	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

Tuolumne County

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☒ COE responsible for approving the Local Plan

Tuolumne County Superintendent of Schools

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

Apr 30, 2025

Add COE

Delete COE

Public Hearing Requirements

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

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

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

Most Recent School Site Posting Date

May 29, 2025

SELPA Public Hearing Date

Jun 11, 2025

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

Most Recent School Site Posting Date

May 29, 2025

SELPA Public Hearing Date

Jun 11, 2025

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

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- ☐ Single LEA SELPA: This selection includes only one district LEA; 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).
- ☐ Small and Sparse or Isolated: This selection must meet requirements for COE joined SELPAs as described above, and *EC* sections 56211 through 56212.

STEP 3: Prior Submissions

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

Section B: Governance and Administration

2022-23

Section D: Annual Budget Plan

2024-25

Section E: Annual Service Plan

2024-25

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
-	Parent	Cybil Layton	CAC	All
-	Parent	Manalia Hendricks	CAC	All
-	Columbia Union School District	Dr. Nicolas Wade	Administrator-Gen. Ed.	All
-	Summersville Union High School District	Sarah Gillum	Administrator-Gen. Ed.	All

Section A: Contacts and Certifications

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Gold Rush Charter School	Amanda McLeod	Administrator-Gen. Ed.	Multiple
<input type="checkbox"/>	Tuolumne County Superintendent of Schools	Rob Egger	Administrator-Gen. Ed.	Multiple
<input type="checkbox"/>	Sonora Union High School District	Robert Mayben	Teacher-Spec. 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.

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

Section A: Contacts and Certifications

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Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

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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

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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.)

Section A: Contacts and Certifications

SELPA

Tuolumne County

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2025-26

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

<https://www.tcsos.us/about/selpa/local-plan/>

Zack Abertnathy

Jun 24, 2025

Administrative Entity Signature*

Date

Ed Pelfrey

Jun 24, 2025

SELPA Governance Council or Responsible Individual

Date

Stacy Wheat

Jun 24, 2025

SELPA Administrator

Date

*The responsible individual identified as the Administrative Entity in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA

Tuolumne County

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Certification 2

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

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

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

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

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

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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

C2-2. Specific web address where the SELPA Local Plan, including all sections, is posted.

<https://www.tcsos.us/about/selpa/local-plan/>

Section A: Contacts and Certifications

SELPA

Tuolumne County

Fiscal Year

2025-26

Zack Abernathy

Jun 24, 2025

Administrative Entity Signature*

Date

Ed Pelfrey

Jun 24, 2025

SELPA Governance Council or Responsible Individual

Date

Stacy Wheat

Jun 24, 2025

SELPA Administrator

Date

*The responsible individual identified as the Administrative Entity in Item A4 of Section A must electronically sign here.

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

SELPA

Tuolumne County

Fiscal Year

2025-26

Certification 3: County Office of Education

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

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

Cert 3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

☒ Yes ☐ No

Cert 3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to *EC* Section 56140(b).

☒ Yes ☐ No

If "Yes," the COE must enter comments and recommendations here:

Approval recommended.

Cert 3-3. Special Education Local Plan Area Governance Structure

The COE certifies the SELPA is a:

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

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

SELPA

Tuolumne County

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2025-26

- ☒ Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and *EC* sections 56211 through 56212.

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 3-4. The COE ensures the SELPA submitting the Local Plan meets one of the following conditions:

Single-LEA SELPA

The COE ensures the Single LEA SELPA has established a written procedure for the ongoing review of programs conducted, and procedures utilized under the Local Plan, and a mechanism for correcting any identified problem related to the regionalized service to local programs, including, but limited to, all of the services identified in California *Education Code (EC)* 56195.7(c). *EC* sections 56027, 56195, 56195.7(c) and (j)(1), and 56205; OR

Multiple LEA SELPA or COE joined SELPA

The COE ensures the Multiple LEA SELPA or COE joined SELPA has a written agreement entered into by entities participating in the Local Plan that includes a provision for ongoing review of programs conducted, and procedures utilized, under the Local Plan, and a mechanism for correcting any identified problem. *EC* 56195.1 and 56195.7

☒ Yes ☐ No

Cert 3-5. The county superintendent ensures the Local Plan, including amendments, is posted on the COE web site, or includes a link to the Local Plan.

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

SELPA

Tuolumne County

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2025-26

☒ Yes ☐ No

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

<https://www.tcsos.us/about/selpa/local-plan/>

Authorized Signature



COE Superintendent

6/24/25

Date

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

SELPA

Fiscal Year

Certification 4: Community Advisory Committee

IMPORTANT: Certification 4 is required only for the submission of the Section B: Governance and Administration section of the Local Plan

Cert 4-1. Community Advisory Committee Participation

The Community Advisory Committee (CAC), advised the SELPA during the development, amendment, and review of the Local Plan. The process involved a schedule of regular consultations regarding policy and budget development. California *Education Code* sections 56194 and 56205(a)(12)(E).

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

Cert 4-2. Community Advisory Committee Review Timeline

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

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

Cert 4-3. Community Advisory Committee Comments

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

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

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

Authorized Signature

CAC Chairperson

Date

Local Plan Submission

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

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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

LEA

Cert 5-1. Special Education Local Plan Area Governance Structure

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

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☐ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☒ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) **AND** one or more COEs).
- ☒ Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and EC sections 56211 through 56212.

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the EC Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

Local Plan Submission

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

SELPA Tuolumne County

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I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

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

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

www.mybellevue.org

Cert 5-3. Submission Certification Requirements for LEAs

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

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

Carmel Portillo

LEA Superintendent/Chief Administrator

6-11-2025

Date

Local Plan Submission

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

SELPA **Tuolumne County**

Fiscal Year **2025-26**

Certification 5: Local Educational Agency

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

LEA **Big Oak Flat/Groveland Unified School District**

Cert 5-1. Special Education Local Plan Area Governance Structure

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

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☐ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☒ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).
- ☒ Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and *EC* sections 56211 through 56212.

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

Local Plan Submission

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

SELPA Tuolumne County

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I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

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

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

www.bofg.org

Cert 5-3. Submission Certification Requirements for LEAs

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

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature



LEA Superintendent/Chief Administrator

6-11-2025

Date

Local Plan Submission

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

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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

LEA

Cert 5-1. Special Education Local Plan Area Governance Structure

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

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☐ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☒ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).
- ☒ Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and EC sections 56211 through 56212.

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the EC Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

Local Plan Submission

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

SELPA Tuolumne County

Fiscal Year 2025-26

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

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

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


https://www.cusd49.com/

Cert 5-3. Submission Certification Requirements for LEAs

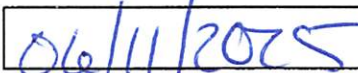
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Authorized Signature



LEA Superintendent/Chief Administrator



Date

Local Plan Submission

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

SELPA Tuolumne County

Fiscal Year 2025-26

Certification 5: Local Educational Agency

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

LEA Curtis Creek School District

Cert 5-1. Special Education Local Plan Area Governance Structure

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Local Plan Submission

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

SELPA Tuolumne County

Fiscal Year 2025-26

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

https://www.curtiscreekschool.com/

Cert 5-3. Submission Certification Requirements for LEAs

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

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

Authorized Signature

Shawn Posey

LEA Superintendent/Chief Administrator

06/11/2025

Date

Local Plan Submission

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

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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

LEA

Cert 5-1. Special Education Local Plan Area Governance Structure

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Local Plan Submission

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

SELPA Tuolumne County

Fiscal Year 2025-26

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Cert 5-2. Local Educational Agency Local Plan Web Posting

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

https://www.goldrushcs.com

Cert 5-3. Submission Certification Requirements for LEAs

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

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Authorized Signature



LEA Superintendent/Chief Administrator

6/13/25

Date

Local Plan Submission

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

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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

LEA

Cert 5-1. Special Education Local Plan Area Governance Structure

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Local Plan Submission

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

SELPA Tuolumne County

Fiscal Year 2025-26

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to EC Section 56195.7.

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Cert 5-2. Local Educational Agency Local Plan Web Posting

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

https://www.jespanthers.org/

Cert 5-3. Submission Certification Requirements for LEAs

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

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
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Authorized Signature


LEA Superintendent/Chief Administrator

6/11/25
Date

Local Plan Submission

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

SELPA **Tuolumne County**

Fiscal Year **2025-26**

Certification 5: Local Educational Agency

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

LEA **Sonora Elementary School District**

Cert 5-1. Special Education Local Plan Area Governance Structure

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

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Local Plan Submission

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

SELPA Tuolumne County

Fiscal Year 2025-26

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Cert 5-2. Local Educational Agency Local Plan Web Posting

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


https://www.sesk12.org/

Cert 5-3. Submission Certification Requirements for LEAs

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

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Authorized Signature



LEA Superintendent/Chief Administrator

6/11/25

Date

Local Plan Submission

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

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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

LEA

Cert 5-1. Special Education Local Plan Area Governance Structure

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Local Plan Submission

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

SELPA Tuolumne County

Fiscal Year 2025-26

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Cert 5-2. Local Educational Agency Local Plan Web Posting

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

<https://shs.sonorahigh.org/>

Cert 5-3. Submission Certification Requirements for LEAs

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Authorized Signature



LEA Superintendent/Chief Administrator

6/11/25

Date

Local Plan Submission

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

SELPA **Tuolumne County**

Fiscal Year **2025-26**

Certification 5: Local Educational Agency

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

LEA **Soulsbyville School District**

Cert 5-1. Special Education Local Plan Area Governance Structure

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Local Plan Submission

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

SELPA Tuolumne County

Fiscal Year 2025-26

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

<https://www.soulsbyvilleschool.com/>

Cert 5-3. Submission Certification Requirements for LEAs

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Authorized Signature



LEA Superintendent/Chief Administrator

6/11/25

Date

Local Plan Submission

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

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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- ☒ Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and EC sections 56211 through 56212.

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the EC Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

Local Plan Submission

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

SELPA Tuolumne County

Fiscal Year 2025-26

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

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

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

https://www.sumel.k12.ca.us/

Cert 5-3. Submission Certification Requirements for LEAs

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

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature



LEA Superintendent/Chief Administrator

June 11, 2025

Date

Local Plan Submission

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

SELPA

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Certification 5: Local Educational Agency

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

LEA

Cert 5-1. Special Education Local Plan Area Governance Structure

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

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
 - ☐ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
 - ☒ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) **AND** one or more COEs).
- ☒ Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and EC sections 56211 through 56212.

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<https://www.summbears.net/>

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Authorized Signature



LEA Superintendent/Chief Administrator

6/11/2025

Date

Local Plan Submission

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

SELPA

Fiscal Year

Certification 5: Local Educational Agency

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Local Plan Submission

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

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

<https://www.twainharteschool.com/>

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

Authorized Signature



LEA Superintendent/Chief Administrator

6/11/25

Date

Local Plan Submission

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Section B: Governance and Administration

SELPA Tuolumne County

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B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The Tuolumne County Special Education Local Plan Area's (SELPA) geographic service area is the geographic boundaries of the following local education agencies (LEA) Belleview School District, Big Oak Flat-Groveland Unified, Columbia Union School District, Curtis Creek School District, Gold Rush Charter School, Jamestown School District, Sonora School District, Sonora Union High School District, Soulsbyville School District, Summerville Elementary School District, Summerville Union High School District, Tuolumne County Superintendent of Schools and Twain Harte School District.

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 Tuolumne County SELPA is a multi--district/county office SELPA comprised of eleven local education agencies (LEAs), one county office, and one charter school joined together to provide for the coordinated delivery of programs and services to students with special needs. The Tuolumne County Superintendent of Schools (TCSOS) is designated as the Administrative Unit (AU) for the Tuolumne County SELPA. In adopting the local plan, each participating LEA and charter agrees to carry out the duties and responsibilities assigned to it within the plan and ensure equal access to programs and services to eligible persons requiring special education in the service region.

The governance structure of the Special Education Local Plan Area (SELPA) is established by agreement among the governing boards of the member Local Educational Agencies (LEAs). It consists of the SELPA Governing Board, which sets policy, and the Community Advisory Committee (CAC), which advises on policy. The CAC members are appointed by the governing boards of the LEAs, consistent with the CAC bylaws. The SELPA Administrator, through the utilization of SELPA staff and appropriate committees, carries out the activities and duties assigned by the Governing Board.

Governing Board

Role

The Governing Board adopts policy and allocates SELPA resources in accordance with the Local

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Plan. It also determines, under the Local Plan, the responsibility of each LEA for providing special education services and assures access to special education and services for all students with disabilities residing in the SELPA. All meetings of the Governing Board are open to the public and all persons are permitted to attend and address those meetings in accordance with Government Code Section 54950-54961 (Brown Act).

Functions

The Governing Board serves the following functions:

- Provides leadership for development of statements of philosophy, policies, goals, priorities, and plans for comprehensive services and programs to the students with disabilities of the SELPA;
- Makes decisions regarding implementation, administration and operation of regional special education programs and services in accordance with the local plan;
- Instructs the SELPA Administrator regarding the implementation, administration and operation of the local plan;
- Approves the Allocation Plan for the distribution of federal, state, and local funds allocated for special education programs;
- Approves procedures, which ensure the participation of each Governing Board in regional planning;
- Ensures equal access to programs and services for all students with disabilities within the SELPA;
- Establishes policies and approves procedures to ensure compliance by LEAs with the local plan, state and federal laws and regulations. These policies and procedures can be requested through the SELPA office; and
- Ensures that all regionalized operations and services are performed in accordance with the local plan.

Membership

The Governing Board is composed of a Superintendent and/or Executive Director from each LEA in the SELPA, or the person performing these duties regardless of title (References throughout the document to Superintendent shall refer to the person performing the duties for that LEA). It is chaired by one of its members. An annual organizational meeting will be held by June of each year. The chair is elected at the annual organizational meeting and assumes responsibility at the first scheduled meeting in the subsequent fiscal year. The meeting dates and times are also established at this meeting. If the chair is unable to attend, they may delegate another superintendent or designee to chair the meeting.

Voting Criteria

Each member of the Governing Board shall have one vote per LEA. Designated staff attending in place of a Governing Board member shall not be authorized to vote by proxy. A quorum is established when representatives from more than half of the LEAs are in attendance. Voting decisions are determined by a simple majority of the total number of Governing Board votes (e.g.,

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with a total of 13 votes, a simple majority requires 7). Exceptions apply to the revision or adoption of a new SELPA Fiscal Allocation Plan, which shall follow procedures outlined in SELPA Policy 2011.

Community Advisory Committee

Role

The CAC advises the Governing Board on the amendment and review of the local plan, recommends priorities to be addressed, assists in parent education, encourages community involvement, supports activities on behalf of students with disabilities, assists in parent awareness of importance of regular school attendance, and supports community involvement in parent advisory committees within LEAs.

CAC Bylaws

CAC operations are governed by the Local Plan and by the CAC bylaws, a copy of which is available at the SELPA office.

CAC bylaws may be amended by the membership consistent with the procedures specified in the bylaws. Any amendment to the bylaws approved by the membership must be submitted to the Governing Board for review and shall not take effect unless approved by the Governing Board

The Governing Board may periodically review the CAC bylaws. At its discretion, the Governing Board may amend the CAC bylaws.

Membership

Each participating LEA's governing board appoints member(s) to the CAC based on their policies and procedures. The number of members per LEA is outlined in the CAC bylaws, which are available at the SELPA Office.

CAC membership may be periodically reviewed by the Governing Board. Any CAC member that takes action that is inconsistent with the Local Plan, CAC bylaws, or Education Code, or otherwise adverse to the mission or operation of the CAC may be removed from membership by the Governing Board.

No individual member may advocate, make representations, or take action on behalf of the CAC without prior written approval of the membership obtained through a vote during a CAC business meeting. CAC action may only be taken in accordance with the Local Plan and CAC bylaws.

Voting

Voting is consistent with the CAC bylaws, which are available at the SELPA Office.

Procedure for Change to LEA Membership

Addition of an LEA

A request by a charter school to participate as an LEA in the Tuolumne County SELPA will not be treated differently from a similar request made by a school district. For more information, see the

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SELPA's Policies and Procedures for the Charter School policy and procedure. In reviewing and approving such a request, the following requirements shall apply:

- The new LEA shall participate in state and federal special education funding and will receive funding in accordance with the SELPA's adopted allocation plan.
- The new LEA shall participate in SELPA governance on the same terms as all other LEAs, including voting rights and responsibilities outlined in the Local Plan.
- The SELPA will consider factors such as service capacity, fiscal impact, and program alignment.
- Requests must follow formal SELPA procedures and are subject to approval by the SELPA Governing Board and the California Department of Education.

Withdrawal of an LEA

Any LEA in Tuolumne County SELPA may request to withdraw. The following procedures apply per SELPA Policy 1015:

- The LEA Superintendent must submit written notice to the SELPA Administrator by September 1 of the year prior to the intended withdrawal.
- The SELPA Administrator will notify the Governing Board, Tuolumne County Superintendent of Schools, and the California Department of Education.
- The SELPA Administrator will review the request and provide a written recommendation within 60 days.
- The Governing Board will receive the recommendation at least 10 days before the scheduled meeting and will act within 100 days of receipt.
- If approved, the withdrawal will become effective July 1 of the following fiscal year.
- A committee will be formed to develop a plan for distribution of SELPA assets, including:
 - Superintendent and Chief Business Official of the withdrawing LEA;
 - Two Superintendents and two Chief Business Officials selected by the Governing Board; and
 - SELPA Administrator
- Final withdrawal is subject to approval by the California Department of Education.

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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)]

The governing boards of the LEAs agree to designate authority to the SELPA Governing Board to approve SELPA-wide policies and procedures, Annual Budget and Service plans and any subsequent modifications. At the Governing Board meetings, which follow the Brown Act rules, the Board makes decisions regarding these and other items that are required for coordinating and implementing the local plan.

The Governing Board adopts policy and allocates SELPA resources in accordance with the Local Plan. It also determines, under the Local Plan, the responsibility of each LEA for providing special education services and assures access to special education and services for all students with disabilities residing in the SELPA.

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 Tuolumne County Superintendent of Schools is designated as the Administrative Unit (AU) for the Tuolumne County SELPA. The AU shall be responsible for functions such as, although not limited to:

- Receipt and distribution of special education funds to the LEAs and SELPA accounts for operation of special education programs and services;
- Provision of administrative support; and
- Employment of SELPA staff to coordinate implementation of the plan.

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.

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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 CAC membership includes special education parents, general education teachers, representatives from the community agencies, support staff, and administrators. The role of the CAC in the development of the local plan is to:

Provide input and review drafts;

Provide a forum for members of the public, including parents or guardians of students with disabilities receiving services under the plan to address questions or concerns; and

Provide input to the Governing Board.

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)]

At least once every three years, during the annual budget and service plan development process, the SELPA Governing Board shall review the Local Plan to determine whether revisions or amendments to the permanent sections are necessary. During this time, public input and consultation may be provided by any interested parties, including special education and general education teachers, administrators selected by their representative groups, and parent members of the Community Advisory Committee (CAC), to ensure the plan remains relevant and accurate. The CAC may also review the Local Plan at one of its meetings prior to the Governing Board's review.

Annually, the SELPA shall adopt budget and service plans through a public hearing held at a scheduled Governing Board meeting. This public hearing provides an opportunity for input and consultation from all stakeholders, including teachers, administrators, and CAC parent members. The CAC may also review the proposed annual budget and service plans at a meeting prior to their formal adoption by the Governing Board.

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]

The Tuolumne County Superintendent of Schools is designated as the Administrative Unit (AU) for the Tuolumne County SELPA. The AU shall be responsible for functions such as, although

Section B: Governance and Administration

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not limited to:

- Receipt and distribution of special education funds to the LEAs and SELPA accounts for operation of special education programs and services;
- Provision of administrative support; and
- Employment of SELPA staff to coordinate implementation of the plan.

Additional duties may be outlined in a separate memorandum of understanding.

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)]

Each participating LEA is responsible for ensuring the provision of a Free Appropriate Public Education (FAPE) to students with disabilities, ages 3 through 21, who reside within its geographic boundaries, in accordance with the Individuals with Disabilities Education Act (IDEA) and the California Education Code. In addition, the Tuolumne County Superintendent of Schools (TCSOS) is responsible for providing FAPE to eligible students with disabilities detained in the Mother Lode Regional Juvenile Detention Facility, as required by law.

Contractual agreements, including interagency memoranda of understanding (MOUs), are established as needed to clarify roles, responsibilities, and cost-sharing arrangements among LEAs, TCSOS, and other public or private service providers. These agreements ensure that specialized services are delivered in compliance with legal requirements and reflect the most appropriate and cost-effective use of available resources. An example includes the MOU between the SELPA, TCSOS, and Valley Mountain Regional Center (VMRC) to coordinate early intervention services for children ages birth to three, and to support students with co-eligible disabilities through shared service planning, transition coordination, and case management on behalf of the member LEAs.

Responsibility for students with special needs is determined based on residency and/or enrollment. The SELPA maintains clear procedures for identifying the district of residence (DOR) and confirming each LEA's obligation to serve students in both district-operated and county-operated programs. In instances where a student resides within one LEA but receives services through another, the SELPA facilitates coordination and cost-sharing through established agreements and the SELPA Fiscal Allocation Plan. Disputes regarding service responsibility are addressed through SELPA-level resolution procedures or interagency dispute resolution processes, consistent with Education Code and SELPA policy.

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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)]

Each participating LEA governing board, including the Tuolumne County Superintendent of Schools as the Administrative Unit, delegates authority to the SELPA Governing Board to approve SELPA-wide policies and procedures, the Local Plan (including the Annual Budget and Service Plans), and any subsequent modifications. The responsibilities of each LEA governing board within the policymaking process include:

- Implementing policies and procedures adopted by the SELPA Governing Board.
- Appointing representatives to the CAC in accordance with CAC bylaws and applicable LEA policies, promoting parent engagement, and considering feedback and recommendations from CAC members and other parent groups.
- Reviewing formal complaints forwarded by their respective superintendents, consistent with each LEA's Uniform Complaint Procedures.
- Addressing questions and concerns from the public, including parents and guardians of students with disabilities receiving services under the Local Plan.
- Notifying the California Department of Education, affected LEAs, SELPAs, and the Tuolumne County Superintendent of Schools as the AU of any intent to pursue an alternative governance or participation structure under Education Code §56195.1, with a minimum of one year's notice.
- Exercising authority over special education programs they operate directly, in alignment with the SELPA's Local Plan and applicable LEA policies. These programs may serve students from within the LEA or from other participating LEAs or SELPAs.

- 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)]

Each Superintendent, as the chief administrative officer of their respective LEA, holds primary responsibility for ensuring the implementation of the Local Plan within their LEA. Superintendents serve as members of the SELPA Governing Board and provide direction to the SELPA Administrator on matters related to regional policy and implementation of the Local Plan.

Authority and responsibility for implementing special education programs are delegated by each Superintendent through their internal chain of command. At the regional level, the SELPA Governing Board delegates authority to the SELPA Administrator, who is responsible for implementing and managing SELPA-wide functions, including administration of the SELPA

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budget and the coordination of designated services and supports. The SELPA Administrator serves as an ex-officio member of all SELPA committees.

Each LEA Superintendent, or their designee, is expected to lead the development, implementation, evaluation, and continuous improvement of special education programs and services within their LEA. Additionally, Superintendents, or their designee, are responsible for collaborating across LEAs to ensure cohesive and effective delivery of services for all students with disabilities throughout the SELPA. Superintendents or their designee also facilitate communication between their LEA's CAC representatives and other community-based parent groups to support meaningful stakeholder engagement.

- 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)]

LEA Superintendents, or their designee, are responsible for coordinating the administration of the Local Plan in collaboration with the SELPA. Each LEA exercises authority over the special education programs they operate, ensuring alignment with both the SELPA Local Plan and individual LEA policies. This may include the provision of services to students who reside in other LEAs or SELPAs.

LEA Superintendents, or their designee, are responsible for developing, implementing, evaluating, and continuously improving special education programs and services within their agencies. They also gather, interpret, and report data related to program operations and annual performance indicators, as required for state and federal accountability.

Administrators from all participating LEAs cooperate in the implementation and administration of the Local Plan, including the recommendation of resource allocations in accordance with the SELPA's adopted Allocation Plan. They contribute to the establishment and revision of operational procedures and ensure that students with disabilities have equitable access to appropriate programs and services, regardless of their district of special education accountability.

The SELPA Administrator is responsible for the overall coordination of the Local Plan and manages SELPA-wide program activities and services. This includes planning, organizing, and directing efforts aligned with implementation goals, as well as providing leadership on legislative and policy issues that may impact special education across the SELPA.

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

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

SELPA Administrator - Hiring and Employment

The Administrative Unit (AU), currently the Tuolumne County Superintendent of Schools, is

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SELPA Tuolumne County

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responsible for coordinating the recruitment process for the SELPA Administrator(s). Each LEA through is representative on the Governing Board, participates in the decision-making process. The final selection of a SELPA Administrator shall be made by the AU.

The SELPA Administrator is employed by the AU and subject to its employment policies, procedures, and applicable collective bargaining agreements. The AU retains legal responsibility for compliance with state and federal employment laws, including those related to hiring practices.

SELPA Administrator - Supervision and Direction

For day-to-day operations, the SELPA Administrator is subject to AU policies and procedures; however, the position also receives strategic direction from the SELPA Governing Board. The SELPA Administrator is accountable to both the AU and the Governing Board for implementation of the Local Plan and SELPA-wide functions.

SELPA Administrator - Evaluation

The SELPA Administrator shall be formally evaluated annually through a process in which the SELPA Chair gathers input from the SELPA Governing Board. The evaluation process shall be conducted collaboratively by the AU's superintendent and the Chair of the SELPA Governing Board.

The Governing Board shall provide formal written input and participate in the development of evaluation criteria.

Final evaluation documentation shall be jointly reviewed and signed by both parties.

The evaluation process shall be conducted in a timely, transparent, and constructive manner.

SELPA Administrator - Discipline

Any disciplinary action involving the SELPA Administrator shall be addressed by the AU.

All disciplinary processes shall adhere to due process requirements and applicable laws and policies. The SELPA Administrator shall be free from retaliation or discrimination by the AU.

SELPA Staff - Hiring and Supervision

The AU is responsible for the employment and assignment of all certificated, classified, and management SELPA staff, in accordance with applicable employment laws and collective bargaining agreements.

Selection of SELPA staff is coordinated by the AU, in consultation with the SELPA Administrator.

Final hiring decisions shall be made by the AU upon the recommendation of the SELPA Administrator and in alignment with positions approved by the SELPA Governing Board.

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The SELPA Administrator is responsible for the direct supervision and management of SELPA-assigned staff in accordance with AU employment policies.

SELPA Staff - Evaluation and Discipline

The SELPA Administrator is responsible for the evaluation of SELPA-assigned certificated, classified, and management staff, subject to AU policies and relevant bargaining agreements.

The AU is responsible for ensuring that all disciplinary actions follow due process and are free from retaliation or discrimination.

- 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)]

The role of the RLA/AU in the local method used to distribute the federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA is to receive federal and state funds on behalf of the SELPA, and distribute the funds as determined by the Governing Board.

The role of the SELPA Administrator in the local method used to distribute the federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA is to ensure that funding is provided consistent with the method agreed upon by the Governing Board.

The role of the individual LEAs associated with the SELPA in the local method used to distribute the federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA, and through their representative to the Governing Board, determine the method for distribution of federal and state funds to the SELPA RLA/AU and LEAs within the SELPA.

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

The Tuolumne County Superintendent of Schools (TCSOS), acting as the Administrative Unit (AU), is responsible for staffing and employment decisions related to the regional special education programs it operates. These programs are implemented in alignment with the SELPA Local Plan and are funded, in part, through a budget that is reviewed and approved by the SELPA Governing Board.

The SELPA Administrator, under the direction of the AU with collaboration from the Governing Board, supports the implementation of SELPA-wide and regional programs by providing coordination and technical assistance. The SELPA Administrator does not oversee or supervise individual programs but provides guidance and training and works collaboratively with LEAs to assist in the planning and delivery of special education services.

Due to their size, individual LEAs may not have the capacity to independently operate all programs necessary to provide a full continuum of services for students with disabilities. As a result, LEAs rely on collaboration with one another and on regional programs operated by

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TCSOS to ensure that appropriate services are available across the SELPA. Each LEA remains responsible for identifying and supporting the programs needed for their students and may also serve as an operator of regional programs when appropriate.

Any proposed transfer of program responsibility for regional services from one LEA to another must follow the formal program transfer process in accordance with California Education Code sections 56195.7 and 56207. Such changes must be reviewed and approved by the SELPA Governing Board through action taken by LEA representatives, ensuring coordination, continuity of services, and consistency across the SELPA.

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

The TCSOS, as the RLAAU, is responsible for monitoring the appropriate use of federal, state, and local funds allocated for special education. This monitoring is conducted through the review of expenditure reports, Maintenance of Effort (MOE) documentation, and other financial reports to ensure compliance with applicable fiscal requirements.

The SELPA Administrator, or designee, supports fiscal oversight by reviewing expenditure reports, MOE submissions, and other relevant documents. When necessary, the SELPA Administrator may recommend corrective actions and provide technical assistance to LEAs to support fiscal accountability and compliance.

Each LEA is responsible for monitoring the use of special education funds allocated to them at the local level. LEAs follow their own internal procedures for fiscal oversight, including independent audits and financial reviews, consistent with state and federal requirements.

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]

Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined as the program where the student with a free and appropriate public education in the least restrictive environment.

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);

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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:

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:

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"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 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

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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

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

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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:

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:

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Document Title:

Document Location:

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

☒ Yes ☐ No

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

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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 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

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:

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Document Location:

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

☒ Yes ☐ No

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

Role of the RLA/AU: The RLA/AU is responsible for the receipt and distribution of special education funds to LEAs and SELPA accounts for the operation of special education programs and services, providing for administrative support, and employment of SELPA staff to coordinate implementation of the plan.

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Description:

Role of the Administrator of the SELPA: The SELPA Administrator will ensure that the local plan is implemented and will make recommendations to the SELPA Governance Board when revisions are needed. Facilitate development and approval of SELPA policies and procedures necessary to implement the local plan.

Role of the individual LEAs: Ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through the representative to the SELPA Governance Board, will approve any policies and procedures needed to implement the local plan. The individual LEAs, through the representative to the SELPA Governance Board, will approve any policies and procedures needed to implement the local plan. Each LEA will approve and implement the local plan as well as any LEA policies and procedures needed to implement the plan. The LEAs through their representative to the SELPA Governance Board directs the SELPA Administrator regarding the implementation, administration and operation of the local plan.

2. Coordinated system of identification and assessment:

Document Title:

SELPA Policy LP 002 System of Identification and Assessment

Document Location:

SELPA Policies/SELPA Office

Description:

Direct Instructional support provided by the program specialist: Observe, consult and assist service providers.

Role of the Administrator of the SELPA: Ensure each LEA conducts child find activities. The SELPA will provide technical support to LEAs and guidance to parents, as needed. The SELPA will also participate in child find activities by establishing policies and procedures for the member LEAs and ensuring appropriate interagency agreements are in place.

The SELPA Administrator, or designee, will facilitate the annual consultation to the private schools. The SELPA will also participate in child find activities by establishing policies and procedures for the member LEAs and ensuring appropriate interagency agreements are in place. The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed. The SELPA Administrator, or designee, will also provide guidance to parents, as needed.

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Role of the individual LEAs: Consistent with education code each LEA is responsible for identifying and assessing all students for whom they are the district of special education accountability. They are also responsible for conducting child find activities and implementing SELPA and LEA policies and procedures. The LEAs will also provide guidance to parents, staff, and community members. Through their representative to the SELPA Governance Board, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

Role of the RLA/AU: Not applicable.

3. Coordinated system of procedural safeguards:

Document Title: SELPA Policy 8051 Procedural Safeguards

Document Location: SELPA Policies/SELPA Office

Description:

Direct Instructional support provided by the SELPA program specialist: The SELPA program specialist provides alternate dispute resolution with districts as requested by parents or staff. The SELPA program specialist also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, placement and IEP progress monitoring.

Role of the Administrator of the SELPA: The SELPA provides alternate dispute resolution with districts as requested by parents. The SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement. The SELPA will also provide parents with a copy of their procedural safeguards upon request and will maintain a copy on their website. The SELPA Administrator, or their designee, also reviews compliance complaint determinations provided by the CDE and provides targeted or intensive assistance as appropriate.

Role of the individual LEAs: The LEAs provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

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Role of the RLA/AU: Not applicable.

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

Document Title:

SELPA Policies 4021 Staff Development and 4040 Parent/Guardian Education and Training

Document Location:

SELPA Policies/SELPA Office

Description:

Direct Instructional support provided by the SELPA program specialist: Support staff development, program development, and innovation of special methods and approaches. .

Role of the Administrator of the SELPA: On an annual basis input is collected from the superintendents, special education staff and from member LEAs to determine the staff development needs that the SELPA is requested to provide. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Administrator will provide needed training and supports as requested, or determined appropriate, for each LEA.

Role of the individual LEAs: LEAs will determine their staff development and parent and guardian education, based on their local needs. They may seek technical assistance or input from the SELPA. Each member of the SELPA Governance Board will nominate staff from each respective LEA for participation in annual legal, compliance, alternate dispute resolution or other training provided by the SELPA. Each LEA will also ensure that general and special education staff receive annual training in Section 504, the Individuals with Disabilities Education Act.

Role of the RLA/AU: Not applicable.

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

Document Title:

SELPA Policy LP 005 Curriculum Development with Alignment to Core Curriculum

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Document Location:

SELPA Policies/SELPA Office

Description:

Direct Instructional support provided by the SELPA program specialist:
The SELPA program specialist will coordinate curricular resources for students with disabilities.

Direct Instructional support provided by the SELPA program specialist:
The SELPA program specialist and others that are assigned to carry out these duties, whether they are employed by the SELPA, the TCSOS, or the LEA, will coordinate curricular resources for students with disabilities, as requested.

Role of the Administrator of the SELPA: On an annual basis input is collected from member LEAs to determine the staff development needs that the SELPA is requested to provide for teachers, administrators, volunteers, CAC members, and district governing board members. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Administrator, or designee, will provide for needed training and supports as determined appropriate. The SELPA Administrator may also provide technical assistance to individual LEAs regarding staff development and parent and guardian education.

Role of the individual LEAs: Role of the individual LEAs: LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs. They ensure that each student with a disability has full access to the required core curriculum, any alternative curriculum and textbooks, and supplementary curriculum and textbooks as appropriate, and instructional materials to blind student or other students with print disabilities.

Role of the RLA/AU: Not applicable.

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

Document Title:

SELPA Policy LP 006 Review and Implementation of the Local Plan Accountability System

Document Location:

SELPA Policies/SELPA Office

Direct Instructional support provided by the SELPA program specialist:
Upon request, the SELPA program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, will evaluate the effectiveness of programs for

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students with disabilities.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the review of the Annual Budget and Service Plans, CALPADs and the LEAs' Annual Performance Indicators. This includes and any additional pertinent data such as the annual evaluation of services offered by the SELPA. They will also facilitate reviews by the Superintendents, TCSOS, CAC, and other interested parent, community or educational groups. The SELPA Administrator will also review of the Funding Allocation Plan prior to the distribution of yearly funds to LEAs.

Role of the individual LEAs: Individual LEAs through their representative to the SELPA Governance Board, review the Annual Budget and Service Plans, and the evaluation of services offered by the SELPA. Each are responsible for implementation, administration, and operation of the local plan.

Role of the individual LEAs. Individual LEAs review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE.

Role of the RLA/AU: Not applicable.

7. Coordinated system of data collection and management:

Document Title: **SELPA Policy LP 007 Data Collection and Management**

Document Location: **SELPA Policies/SELPA Office**

Direct Instructional support provided by the SELPA program specialist:
Not applicable.

Role of the RLA/AU: Enter into any requested contracts on behalf of the SELPA to ensure a coordinated system of data collection and management.

Description:

Role of the Administrator of the SELPA: The SELPA Administrator will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA Administrator, or designee, will provide technical assistance and staff development to LEAs as requested and/or deemed necessary by the SELPA.

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Role of the individual LEAs: Individual LEAs are responsible for data entry, accuracy, and integrity. The LEAs gather, interpret, and report special education program data and quality indicators regarding current program operations and effectiveness. The LEAs will approve the CALPADS submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Document Title: **SELPA Policy LP 008 Interagency Agreements**

Document Location: **SELPA Policies/SELPA Office**

Description:

Direct Instructional support provided by the SELPA program specialist:
Not applicable.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed.

Role of the individual LEAs: Through their representative to the SELPA Governance Board, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

9. Coordination of services to medical facilities:

Document Title: **SELPA Policy LP 009 Coordination of Services to Medical Facilities**

Document Location: **SELPA Policies/SELPA Office**

Direct Instructional support provided by the SELPA program specialist:
The SELPA program specialist and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, assures students with disabilities have a full educational opportunity regardless of the district of residence.

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Description:

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the medical facilities and LEAs as appropriate.

Role of the individual LEAs: Each individual LEA is responsible for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes when the hospital or facility is located within their boundaries, unless based on education code there is another district of special education accountability which would be responsible.

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

Document Title:

SELPA Policy LP 010 Coordination of Services to Licensed Children's Institutions and Foster Family Homes

Document Location:

SELPA Policies/SELPA Office

Description:

Direct Instructional support provided by the SELPA program specialist: The SELPA program specialist and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, assure pupils have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the licensed children's institutions and foster family homes and LEAs as appropriate.

Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the district in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

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

Document Title:	SELPA Policy 1070 and 1090 Preparation and Transmission of Required Special Education Local Plan Area Reports
Document Location:	SELPA Policies/SELPA Office
Description:	<p>Direct Instructional support provided by the SELPA program specialist: Not applicable.</p> <p>Role of the RLA/AU: The RLA/AU reviews, sign and submit as appropriate any required special education local plan area reports.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator will ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports.</p> <p>Role of the individual LEAs: Individual LEAs will submit required accurate data in order for the SELPA to submit timely reports. The LEAs gather, interpret, and report special education program data and quality indicators regarding current program operations and effectiveness.</p>

12. Fiscal and logistical support of the CAC:

Document Title:	SELPA Policy LP 012 Fiscal and Logistical Support of the CAC
Document Location:	SELPA Policies/SELPA Office
Description:	<p>Direct Instructional support provided by the SELPA program specialist: Not applicable.</p> <p>Role of the RLA/AU: Not applicable.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide fiscal and logistical support CAC meetings, events, and trainings that are reviewed of the SELPA Governance Board.</p> <p>Role of the individual LEAs: The LEA through their representative to the SELPA Governance Board will ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. Each LEA is responsible to appoint members to the CAC in accordance with CAC bylaws and LEA policies. Each LEA's governing board encourages parental involvement through the members of CAC, receives and consider requests and recommendations from their CAC representatives</p>

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and other parent groups.

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

Document Title: **SELPA Policy 9030 Transportation for Students with Disabilities**

Document Location: **SELPA Policies/SELPA Office**

Description:

Direct Instructional support provided by the SELPA program specialist:
The SELPA program specialist and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, provides staff development as requested by the LEAs.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance, training and support in coordinating transportation as requested by the LEAs.

Role of the individual LEAs: Each member LEA is responsible for providing transportation for their students with disabilities as determined by their IEP teams.

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

Document Title: **SELPA Policy LP 014 Career, Vocational Education and Transition Services**

Document Location: **SELPA Policies/SELPA Office**

Direct Instructional support provided by the SELPA program specialist:
The SELPA program specialist and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, support staff development, program development, and innovation of special methods and approaches.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance and staff development as needed. The SELPA Administrator, or designee, may provide targeted or intensive support to LEAs based on identified needs in the Annual Performance Report and assist LEAs in completing any monitoring

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Description:

activities required by the CDE. The SELPA Administrator, or designee, will serve on committees as interagency agreements that address this area as they are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed.

Role of the individual LEAs: Each LEA will provide appropriate career and vocational education and transition services as required under state and federal laws. They may also provide staff development in this area. Additionally, through their representative to the SELPA Governance Board, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

15. Assurance of full educational opportunity:

Document Title:

SELPA Policy LP 015 Full Educational Opportunity

Document Location:

SELPA Policies/SELPA Office

Description:

Direct Instructional support provided by SELPA program specialist: The SELPA program specialist and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA assure pupils have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: Through approval of the Annual Services Plan the SELPA Administrator will ensure that the full continuum of services is provided. The SELPA Administrator will be responsible. The SELPA Administrator, or designee, will assist with intra- and inter-SELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined to be needed by the SELPA to LEAs and/or nonpublic schools.

Role of the individual LEAs: Each LEA, through their representative to the SELPA Governance Board will determine the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services for students for whom they are the district of special education accountability.

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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: SELPA Policy LP 016 Allocation of State and Federal Funds

Document Location: SELPA Policies/SELPA Office

Description:

Direct Instructional support provided by the SELPA program specialist:
Not applicable.

Role of the RLA/AU: The role of the RLA/AU is to receive federal and state funds on behalf of the SELPA, and distribute the funds as determined by the SELPA Governance Board.

Role of the Administrator of the SELPA: The SELPA Administrator will facilitate the distribution of funds in accordance to the funding allocation plan approved by the SELPA Governance Board. The SELPA Administrator will also facilitate the Annual Budget Plan.

Role of the individual LEAs: Each LEA through their representative to the SELPA Governance Board, determines and approves the distribution allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will also submit required fiscal reports as required by state and federal laws.

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

Document Title: SELPA Policy LP 017 Program Support

Document Location: SELPA Policies/SELPA Office

Direct Instructional support provided by the SELPA program specialist:
A SELPA program specialist is a pupil services employee possessing (or eligible for) one of the following California credentials: Special Education, Clinical Rehabilitative Services, Adapted Physical Education, or School Psychology. They shall also have an in-depth knowledge of specific disabilities, preschool, and/or vocational development, depending upon the needs of the SELPA.

The SELPA program specialist and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA

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Description:

services shall be available to all students with disabilities, their families, and LEA staff. They shall work in a cooperative manner planning activities to meet the needs of the students with disabilities within the SELPA. They help to coordinate the delivery of services by serving on SELPA committees that deal with topics such as staff development, infant and preschool services, low incidence services, transition between districts, and the SELPA's CAC. Program specialist services and responsibilities may include, but are not limited to:

- Assure that students with disabilities have full educational opportunity regardless of LEA of residence
- Plan, direct, coordinate and evaluate instructional programs in accordance with state and federal regulations
- Provide direct instructional support, as directed
- Identify needs and develop short and long-range plans for staff development, curriculum development, and program effectiveness
- Provide staff development and training for general and special education administrators and staff
- Represent the Tuolumne County SELPA on committees
- Coordinate student placements across LEA and SELPA boundaries
- Develop and disseminate forms, policies and procedures throughout the SELPA
- Monitor services and programs in nonpublic schools
- Provide direction to LEAs regarding complaints filed with the CDE
- Develop and submit proposals for grants and research projects, as requested
- Assure appropriate coordination of general and special education instructional resources for students
- Interpret and implement new laws and regulations (Federal and State)
- Design and implement alternative dispute resolution strategies
- Coordinate mediation issues for LEAs as requested
- Serve as liaison with other public agencies (such as: Tuolumne County Regional Center, Tuolumne County Health and Human Services)
- Provide support to LEAs in the area of positive behavior intervention
- Coordinate program reviews and the effectiveness of the Local Plan
- Assist in the preparation, implementation and follow-up of reviews by the state including those that are part of the Focused Monitoring and the Quality Assurance Process

Role of the RLA/AU: The RLA/AU will hire staff to perform these duties at the request of the SELPA Governance Board and approval of the Tuolumne County Superintendent of Schools.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will hire, supervise, evaluate, and discipline the program specialists who are employed by the SELPA, and provide technical

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support needed for the implementation of the duties above for those carrying out these functions regardless of their employer. The SELPA Administrator will annually request an allocation for the services of the staff required to provide the function in EC 56836 to serve SELPA-wide needs from the SELPA Governance Board.

Role of the individual LEAs: Individual LEAs, through their representative to the SELPA Governance Board, determine annually the allocation for services of the staff required to provide the functions in EC 56836 to serve SELPA-wide needs.

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:

MOU 1 Between Tuolumne County SELPA, Valley Mountain Regional Center, and Tuolumne County Superintendent of Schools

Document Location:

SELPA Policies/SELPA Office

Description:

Early Education Services are provided for all eligible infants, toddlers, and preschool children by member local educational agencies (LEAs) through the following ways.

There is a cooperative agreement within the Special Education Local Plan Area (SELPA) wherein infant programs are operated Tuolumne County Superintendent of Schools (TCSOS) consistent with the Allocation of Infant Funding Units. Additionally, the Local Interagency Agreement for the California Early Start Program outlines the services that are eligible children from birth to 3 within the SELPA, whether they are dually-served between the two agencies, or served through Valley Mountain Regional Center.

For students ages three to five, TCSOS coordinates and operates early intervention regional special education programs on behalf of the LEAs. LEAs remain ultimately responsible for ensuring that all eligible students receive FAPE. Each LEA is responsible to provide service to students who are appropriately served in state preschool, Head Start or transitional kindergarten.

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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:

SELPA Policy LP 018 Public Access

Document Location:

SELPA Policies/SELPA Office

Description:

All LEA Boards within the SELPA have public comment sections on their agendas, as does the SELPA Governance Board.

The SELPA Administrator and Tuolumne County Special Education Administrators are also available to meet with parents or members of the public who may have questions or concerns.

The Community Advisory Committee will hold regular meetings with the SELPA Administrator. The CAC will be surveyed annually and provided information related to the SELPA Governance Board.

Members of the public, including parents or guardians of students with disabilities who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator through:

- Contacting their school of attendance to communicate with the site administrator
- Contacting their LEA to communicate with a district administrator
- Contacting the SELPA office to request communication with the SELPA Administrator
- Contacting their LEA governing board as they are responsible to address questions and concerns of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan
- Providing public comment at the SELPA Governing Board.

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:

SELPA Policy LP 019 Dispute Resolution Process

Document Location:

SELPA Policies/SELPA Office

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Description:

If a dispute arises over the responsibility for service provision, governance activities, program transfer, or distribution of funding; or if a school district, including any charter LEA or group of school districts believes that an action taken by the SELPA Governance Board will create an undue hardship on the LEAs; or that an action taken exceeds the authority granted the Governing Board within the Local Plan and/or state or federal statute, the aggrieved district(s) may submit the matter for dispute resolution.

The goal of the SELPA is for disputes to be resolved at the lowest possible level. The first step in the dispute resolution process, therefore, is for the aggrieved party(s) to contact the other party(s) and attempt to resolve the matter informally. If the matter is not resolved at this level, the aggrieved party(s) may request formal mediation. Any request for mediation must be submitted in writing to the SELPA Administrator. If the issue is related to an action taken by the Governing Board, the request must be submitted within thirty (30) days of the action taken by the Governing Board. The written request must clearly identify the reason(s) for the request and the potential resolution(s) to the problem. If mediation is not successful, the aggrieved party(s) may request a review by an independent review panel of the results of the mediation. A request for review by an independent review panel must be submitted in writing to the SELPA Administrator within thirty (30) days of the completion of the mediation process, and must include the reason(s) for the request and the potential resolution(s) to the problem.

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:

SELPA Policy LP 020 Process for Referral to Special Education

Document Location:

SELPA Policies/SELPA Office

Description:

All LEAs adhere to the principals of the Least Restrictive Environment (LRE). Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Students shall be identified, provided services and placed in more restrictive educational placements only after general education and special education resources have been exhausted and documented in the student's IEP. Such resources may include, but not be limited to, response to intervention models, student study teams,

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early literacy programs, and remedial programs. Students IEPs will be reviewed annually to ensure that students are also returning to the LRE as soon as possible. Each LEA will develop, implement, and revise their own policies and procedures as needed.

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: SELPA Policy LP 021 Nonpublic and Nonsectarian School Placements

Document Location: SELPA Policies/SELPA Office

Description:

Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. With the SELPA Administrator, the LEA representative shall also review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided. The IEP team will determine if the student is making appropriate educational progress through review of progress on IEP goals, including those specific to a Behavior Intervention Plan as well as any other assessments or pertinent data. The LEA will observe a pupil during instruction and will conduct a walkthrough of the facility.

Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the pupil to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring pupil progress. The LEA may choose to administer additional assessments as necessary, with parent consent where required, to determine whether the pupil is making adequate educational progress.

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

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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: SELPA Policy LP 022 Support of Incarcerated Adults

Document Location: SELPA Policies/SELPA Office

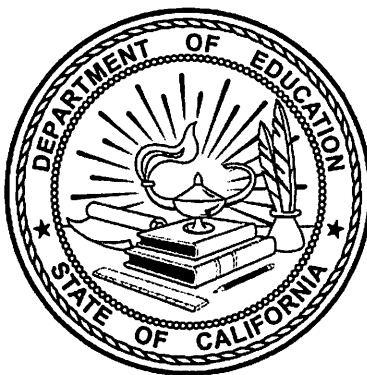
Description:

The SELPA will provide technical support to any districts identified as the district of residence for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested.

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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	5,007,674	39.01%
AB 602 Property Taxes	1,137,581	8.86%
Federal IDEA Part B	1,495,925	11.65%
Federal IDEA Part C	19,296	0.15%
State Infant/Toddler	191,370	1.49%
State Mental Health	0	0.00%
Federal Mental Health	0	0.00%
Other Projected Revenue	4,984,855	38.83%
Total Projected Revenue:	12,836,701	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)

Local Excess Cost (billback for county operated district funded services), local interest earned, local grants, MAA, HCP Access, LEA Medi-Cal, Federal Preschool Grant, SIP Grant, Dispute Resolution Grant, Lottery, State Infant Discretionary, Workability Grant

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	3,425,021	26.68%
Object Code 2000—Classified Salaries	2,645,650	20.61%
Object Code 3000—Employee Benefits	2,509,149	19.55%
Object Code 4000—Supplies	226,155	1.76%
Object Code 5000—Services and Operations	3,506,890	27.32%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	523,835	4.08%
Total Projected Expenditures:	12,836,700	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:

State Special Schools, CDE approved indirect cost rate of 7.97% applied to some of the projected State/Federal/Local Revenues only resulting in a 4.08% IDC)

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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	5,007,674	39.01%
Projected Federal Revenue	1,593,212	12.41%
Local Contribution	6,235,815	48.58%
Total Revenue from all Sources:	12,836,701	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).

The Tuolumne County SELPA Governing Board has approved a modified base-cost funding model. The new model is effective 7/1/2025. Under this approach, initial allocations are made to support the SELPA, the High Cost Pool, and associated Indirect Costs. Following these initial allocations, seat-based expenditures are distributed based on pupil counts, related services are allocated according to Full-Time Equivalent (FTE) staffing, and TCSOS administrative costs are allocated based on prior-year Average Daily Attendance (ADA). This recently adopted methodology enhances clarity and promotes greater transparency in the funding process.

- 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 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking

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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	500,176	39.66%
Object Code 2000—Classified Salaries	186,778	14.81%
Object Code 3000—Employee Benefits	369,898	29.33%
Object Code 4000—Supplies	6,000	0.48%
Object Code 5000—Services and Operations	198,374	15.73%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	0	0.00%
Total Projected Operating Expenditures:	1,261,226	100.00%

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.

Not applicable

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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

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.

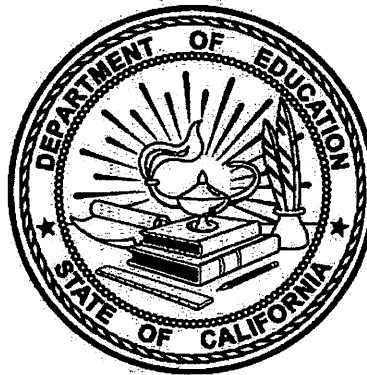
D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

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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Special Education Division

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Local Plan Section E: Annual Service Plan

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

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

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

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

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

- ☒ 330—Specialized Academic Instruction/
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 the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

☐ 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. Notes: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for specific function should be coded under the appropriate service category, even if the service was delivered in the home.

☐ 220—Medical (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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

As of spring 2025, there were no students in the SELPA who had this service on their IFSP. However if there were a need for this service at any time in the future, the LEAs within the SELPA would provide it for a student to receive a free and appropriate public education based on their IFSP determination.

☐ 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.

As of spring 2025, there were no students in the SELPA who had this service on their IFSP. However if there were a need for this service at any time in the future, the LEAs within the SELPA would provide it for a student to receive a free and appropriate public education based on their IFSP determination.

☒ 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.

Coordination of services for ages 0 to 2 years of age.

☒ 250—Special Instruction (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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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.

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

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

As of spring 2025, there were no students in the SELPA who had this service on their IFSP. However if there were a need for this service at any time in the future, the LEAs within the SELPA would provide it for a student to receive a free and appropriate public education based on their IFSP determination.

☐ 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.

As of spring 2025, there were no students in the SELPA who had this service on their IFSP. However if there were a need for this service at any time in the future, the LEAs within the SELPA would provide it for a student to receive a free and appropriate public education based on their IFSP determination.

☒ 340—Intensive Individual Service

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

IEP team determination that student requires additional support for all or part of the day to meet their IEP goals.

☐ *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.

Language and speech services provide remedial intervention for eligible individuals with

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

Is the SELPA's average SLP caseload >55?

☒

Yes

☐

No

The average caseload for speech, language, and hearing specialists in the SELPA shall not exceed 55 cases, unless the SELPA Local Plan specifies a higher average caseload and the reasons for the greater average caseload. *EC 56363.3*

SELPA Average SLP Caseload: 48

Reasons for greater than 55 average caseload

Not applicable

☒

425—Adapted Physical Education

☐

Service is Not Currently Provided

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

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

☒

435—Health and Nursing: Specialized
Physical Health Care

☐

Service is Not Currently Provided

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

Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12(b)). Specialized physical health care services

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include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing.

☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

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

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

☒ 445–Assistive Technology

☐ *Service is Not Currently Provided*

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

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

☒ 450–Occupational Therapy

☐ *Service is Not Currently Provided*

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

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

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☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

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

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

☒ 510–Individual Counseling

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

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

☐ *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. Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.

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☒ 520–Parent Counseling

☐ *Service is Not Currently Provided*

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

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

☒ 525–Social Worker Services

☐ *Service is Not Currently Provided*

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

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

☒ 530–Psychological Services

☐ *Service is Not Currently Provided*

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

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

☒ 535–Behavior Intervention Services

☐ *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

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☐ 540–Day Treatment Services

☒ *Service is Not Currently Provided*

☒ 545–Residential Treatment

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

☐ *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.

☒ 710–Specialized Deaf and Hard of Hearing Services

☐ *Service is Not Currently Provided*

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

☒ 715–Interpreter Services

☐ *Service is Not Currently Provided*

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

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information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.

☒ 720—Audiological Services

☐ *Service is Not Currently Provided*

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

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

☒ 725—Specialized Vision Services

☐ *Service is Not Currently Provided*

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

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

☒ 730—Orientation and Mobility

☐ *Service is Not Currently Provided*

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

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

☒ 735—Braille Transcription

☐ *Service is Not Currently Provided*

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

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in

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☐ English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

☒ 740–Specialized Orthopedic Services

☐ *Service is Not Currently Provided*

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

☐ 745–Reader Services

☒ *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.

☐ 750–Note Taking Services

☒ *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 Services

☒ *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.

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☐ 760–Recreation Service, Including
Therapeutic Recreation

☒ *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.

As of spring 2025, there were no students in the SELPA who had this service on their IFSP. However if there were a need for this service at any time in the future, the LEAs within the SELPA would provide it for a student to receive a free and appropriate public education based on their IEP determination.

☒ 820–College Awareness Preparation

☐ *Service is Not Currently Provided*

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

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.

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

☐ *Service is Not Currently Provided*

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

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

☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

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

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

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☒ 850—Work Experience Education

☐ *Service is Not Currently Provided*

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

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

☒ 855—Job Coaching

☐ *Service is Not Currently Provided*

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

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

☐ 860—Mentoring

☒ *Service is Not Currently Provided*

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.

As of spring 2025, there were no students in the SELPA who had this service on their IFSP. However if there were a need for this service at any time in the future, the LEAs within the SELPA would provide it for a student to receive a free and appropriate public education based on their IEP determination.

☒ 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).

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☒ 870—Travel and Mobility Training

☐ *Service is Not Currently Provided*

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

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

☒ 890—Other Transition Services

☐ *Service is Not Currently Provided*

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

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

☒ 900—Other Related Service

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

☐ *Service is Not Currently Provided*



Description of the "Other Related Service"

Home/Hospital services include specialized educational instruction and specialized support for children unable to attend school due to medical reasons.

Qualifications of the Provider Delivering "Other Related Service"

Credentialed Teacher

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Attachment I

SELPA:

Fiscal Year:

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. Only charter schools that have applied and been approved by their governing board as LEAs for special education purposes should be listed on Attachment I. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c), SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

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

To Add or Delete Rows:

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

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

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

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxx	Charter Code (if applicable) xxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	55		5572306		Bellevue School District	Carmel	Portillo	209-586-5510	cportillo@mybellevue.org	Previously Reported
	2	55		5575184		Big Oak Flat - Groveland Unified School District	Wynette	Hilton	209-962-5765	whilton@bofg.org	Previously Reported
	3	55		5572348		Columbia Union School District	Nicolas	Wade	209-532-0202	nwade@cusd49.com	Previously Reported
	4	55		5572355		Curtis Creek School District	Shawn	Posey	209-533-1083	sposey@ccreekm Mustangs.com	Previously Reported
	5	55		5572413	807	Gold Rush Charter School	Amanda	McLeod	209-532-9781	amcleod@goldrushhcs.org	Previously Reported
	6	55		5572363		Jamestown School District	Contessa	Pelfrey	209-984-5217	cpelfrey@jespanthers.org	Previously Reported
	7	55		5572371		Sonora School District	Cheryl	Giffiths	209-532-3159	cgriffiths@sesk12.org	Previously Reported
	8	55		5572389		Sonora Union High School District	Jason	Westfall	209-532-5511	jwestfall@sonorahs.k12.ca.us	Previously Reported
	9	55		5572397		Soulsbyville School District	Lara	Hall	209-532-1419	lhall@soulsbyvilleschool.org	Previously Reported
	10	55		5572405		Summerville School District	Ben	Howell	209-928-4291	bhowell@sumel.org	Previously Reported
	11	55		5572413		Summerville Union High School District	Michael	Merrill	209-928-3498	mmerrill@summers.net	Previously Reported
	12	55		5572421		Twain Harte School District	Gabe	Wingo	209-586-3772	gwingo@twainharte.school.com	Previously Reported

Attachment I

SELPA: **Tuolumne County**

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Add or Delete Row	List	County Code	District Code	School Code	Charter Code (if applicable)	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	55	xxxx	5510553	xxxx	Tuolumne County Superintendent of Schools	Mayra	Patey	209-536-2056	mpatey@tcsos.us	Previously Reported

Attachment II

SELPA: Tuolumne County

Fiscal Year: 2025-26

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

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

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

Attachment II

SELPA: Tuolumne County

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Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Bellevue School District	0	0	0	0	0	0	0	0	0
2	Big Oak Flat - Groveland Unified School District	0	0	0	0	0	0	0	0	0
3	Columbia Union School District	0	0	0	0	0	0	0	0	0
4	Curtis Creek School District	0	0	0	0	0	0	0	0	0
5	Gold Rush Charter School	0	0	0	0	0	0	0	0	0
6	Jamestown School District	0	0	0	0	0	0	0	0	0
7	Sonora School District	0	0	0	0	0	0	0	0	0
8	Sonora Union High School District	0	0	0	0	0	0	0	0	0

Attachment II

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Soulsbyville School District	0	0	0	0	0	0	0	0	0
10	Summerville School District	0	0	0	0	0	0	0	0	0
11	Summerville Union High School District	0	0	0	0	0	0	0	0	0
12	Twain Harte School District	0	0	0	0	0	0	0	0	0
13	Tuolumne County Superintendent of Schools	5,007,674	1,137,581	19,296	1,495,925	191,370	0	0	4,984,855	12,836,701
	Totals:	5,007,674	1,137,581	19,296	1,495,925	191,370	0	0	4,984,855	12,836,701

Attachment III

SELPA: Tuolumne County

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Bellevue School District	0	0	0	0	0	0	0	0
2	Big Oak Flat - Groveland Unified School District	0	0	0	0	0	0	0	0
3	Columbia Union School District	0	0	0	0	0	0	0	0
4	Curtis Creek School District	0	0	0	0	0	0	0	0
5	Gold Rush Charter School	0	0	0	0	0	0	0	0
6	Jamestown School District	0	0	0	0	0	0	0	0
7	Sonora School District	0	0	0	0	0	0	0	0
8	Sonora Union High School District	0	0	0	0	0	0	0	0
9	Soulsbyville School District	0	0	0	0	0	0	0	0

Attachment III

SELPA: Tuolumne County

Fiscal Year: 2025-26

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Summerville School District	0	0	0	0	0	0	0	0
11	Summerville Union High School District	0	0	0	0	0	0	0	0
12	Twain Harte School District	0	0	0	0	0	0	0	0
13	Tuolumne County Superintendent of Schools	3,425,021	2,645,650	2,509,149	226,155	3,506,890	0	523,835	12,836,700
	Totals:	3,425,021	2,645,650	2,509,149	226,155	3,506,890	0	523,835	12,836,700

Attachment IV

SELPA: Tuolumne County

Fiscal Year: 2025-26

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Bellevue School District	0	0.00%	0	0.00%	0	0
2	Big Oak Flat - Groveland Unified School District	0	0.00%	0	0.00%	0	0
3	Columbia Union School District	0	0.00%	0	0.00%	0	0
4	Curtis Creek School District	0	0.00%	0	0.00%	0	0
5	Gold Rush Charter School	0	0.00%	0	0.00%	0	0
6	Jamestown School District	0	0.00%	0	0.00%	0	0
7	Sonora School District	0	0.00%	0	0.00%	0	0
8	Sonora Union High School District	0	0.00%	0	0.00%	0	0
9	Soulsbyville School District	0	0.00%	0	0.00%	0	0

Attachment IV

SELPA: Tuolumne County

Fiscal Year: 2025-26

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Summersville School District	0	0.00%	0	0.00%	0	0
11	Summersville Union High School District	0	0.00%	0	0.00%	0	0
12	Twain Harte School District	0	0.00%	0	0.00%	0	0
13	Tuolumne County Superintendent of Schools	1,593,212	100.00%	5,007,674	100.00%	6,235,815	6,600,886
	Totals:	1,593,212	100.00%	5,007,674	100.00%	6,235,815	6,600,886

Attachment V

SELPA: Tuolumne County

Fiscal Year: 2025-26

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Bellevue School District	0	0
2	Big Oak Flat - Groveland Unified School District	0	0
3	Columbia Union School District	0	0
4	Curtis Creek School District	0	0
5	Gold Rush Charter School	0	0
6	Jamestown School District	0	0
7	Sonora School District	0	0
8	Sonora Union High School District	0	0
9	Soulsbyville School District	0	0

CDE Local Plan Annual Submission

Attachment V-1 of 2

Attachment V

SELPA: **Tuolumne County**

Fiscal Year: **2025-26**

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Summerville School District	0	0
11	Summerville Union High School District	0	0
12	Twain Harte School District	0	0
13	Tuolumne County Superintendent of Schools	0	0
Totals:		0	0

DATE: 6/5/2025

FISCAL YEAR: 2025/2026

SELPA NAME: Tuolumne County

For each LEA school/site name identified in "Column A," place an "x" in the corresponding instructional and/or related service that is provided by the LEA/school site.

[illegible]

Attachment VI

SELPA: Tuolumne County

Fiscal Year: 2025-26

Attachment VII

SELPA:

Fiscal Year:

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

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

LEA Name	Add or Delete Row	LEA Status	Transferred FROM	Transferred TO	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Tuolumne County Superintendent of Schools		Delete This Row							<input type="text"/>