

SELPA Downey-Montebello SELPA

Fiscal Year 2026-27

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

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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 Downey-Montebello Special Education Local Plan Area (SELPA) is a multi-district SELPA comprised of two participating Local Education Agencies (LEAs), Downey Unified School District and Montebello Unified School District, joined together to provide for the coordinated delivery of programs and services to students with special needs who reside in the area. The Downey Unified School District is designated as the Administrative Unit (AU) as referred to in Education Code 56205(a) (12) (D) (ii), also known as the Responsible Local Agency (RLA) for the SELPA as referred in Education Code 56030.

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 administrative organization of the Downey-Montebello Local Plan for Special Education, hereinafter referred to as the Local Plan, incorporates the management staff from all participating LEAs into a framework that provides direct supervision over all programs and the necessary coordination of regionalized services. The respective governing boards, superintendents, and administrators of special education all provide appropriate support to the implementation of the Local Plan within their LEA. The LEA governing boards appoint their superintendent as their designee for the approval and review of all policies, procedures, programs, and fiscal decisions in the implementation of the SELPA Local Plan. The Superintendents' Council, as the governance council, provides support to the SELPA Director and is the decision-making entity for the Local Plan. In adopting the completed plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

The Superintendents' Council shall be composed of the superintendents from each participating LEA. The governance council shall:

- Determine general guidelines and procedures for the implementation of the Local Plan.
- May utilize existing superintendent meetings as the basis for Council meetings, with agenda

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items for SELPA, as necessary.

- Establish procedures to supervise and evaluate the SELPA Director's performance, including discipline as may be necessary.
- As the designee for the LEA, adopt policies for the SELPA in the implementation of the Local Plan.
- Review and take action on program transfer requests.
- Establish and promote a Community Advisory Committee (CAC).
- Review and consider comments from the CAC.
- Take action on the Annual Budget and Services Plans.

The Superintendents' Council shall have the exclusive right to decide the following:

- Any matter involving a material change to the SELPA's budget.
- Any matter involving the allocation of special education funding to each participating LEA.
- Any appointment of, or material changes to the staff members of the SELPA, including the SELPA Director.
- Approval of any charter school or LEA's application for LEA status within the SELPA.

The Superintendents' Council Voting:

- A designee may represent a member of the Superintendents' Council, provided that the name and title of the designee is given to the SELPA Director in writing prior to the meeting. The designee must have the authority to commit LEA resources.
- For the Superintendents' Council to take action a quorum must be present.
- A quorum shall consist of one-half plus one of the members or designees represented.
- Each member or designee shall have one vote.
- Every act or decision done or made by the Council shall be by two-thirds vote of those members present during the vote. If the SELPA has only two participating LEAs, a quorum shall exist if both LEAs are represented at the meeting. Under such circumstances, when the vote taken is a tie, the parties shall attempt to resolve the tie via discussion and re-vote over a period of 30 days. If no resolution is met, the parties shall use a mutually agreeable mediator to reach resolution on the disputed issue. The parties shall name a mutually agreeable mediator within 30 calendar days of the failed re-vote.

The responsibilities of the SELPA Director shall include, but not be limited to, the following:

- Assist the superintendents upon request.
- Prepare Superintendents' Council agendas and distribute them in advance of scheduled meetings.

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- Designate and/or serve as an ad hoc member of the CAC.
- Advise the Superintendents' Council of any action related to policies and/or procedures, distribution of state or federal funding, and/or program development.
- Compile data and submit reports as required and/or requested by the County Office and California Department of Education.
- Submit any waivers necessary for the implementation of the Local Plan.
- Monitor the appropriate use of IDEA, Regionalized Service Program Specialist funds, and state and federal grants for special education.
- Monitor and sign all purchase orders for low incidence materials and equipment.
- Oversee and monitor LEA data and review submission processes.
- May convene and dissolve working committees from the member LEAs in an advisory capacity to the SELPA Director in support of the Local Plan.
- Gather input from LEA program and fiscal staff to formulate policy and procedure recommendations for Superintendents Council action related to:
 - The distribution of state and federal funds among the LEAs.
 - Special education program needs, policies, procedures, agreements, and forms; and the development and implementation of personnel development programs.
 - Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation. student performance targets, assessments, instructional best practices, and day-to-day operations.
- Inform the Superintendents' Council of the status of the special education programs.
- Inform the Superintendents' Council of significant special education updates from the local, state and federal level.
- Oversee the recruitment, supervision, and evaluation of SELPA staff.

The Community Advisory Committee (CAC) acts as an advisory body to the governance council and are responsible for the following:

- Carry out a series of educational trainings for all parents based on the results of a needs assessment and/or requests from CAC membership.
- Encourage community involvement in the development and review of the Local Plan by inviting members to participate in SELPA review committee.
- Support other activities on behalf of students with disabilities through involvement of community-wide projects and community resource directory as determined by the CAC Board.
- Assist in parent awareness of the importance of regular school attendance through educational

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trainings.

- Advise the governance council regarding policy making and the development, implementation and review of the Local Plan. The SELPA governance council shall review and consider comments from the CAC.
- The CAC shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of general education pupils, individuals with exceptional needs enrolled in special education programs, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of public and private agencies and persons concerned with the needs of individuals with exceptional needs.

All board meetings of the CAC shall be held according to federal and state law, including the Brown Act. Announcements of CAC meetings and activities will be posted by the member LEAs and on the SELPA website.

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 LEA governing boards appoint their superintendent as their designee for the approval and review of all policies, procedures, program and fiscal decisions in the implementation of the SELPA Local Plan. Local board policy of each member LEA of the SELPA shall indicate that the LEA is responsible for educating students with disabilities in the least restrictive environment. Placement in special education programs or services occurs only when the nature or severity of the disability is such that the student's education, even with the use of modifications of the general educational program or use of supplementary aids or programs, cannot be achieved satisfactorily in the general education setting.

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 Downey-Montebello SELPA shall submit the Local Plan to the superintendent of the Los Angeles County Office of Education for approval.

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

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

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

The CAC acts as an advisory body to the policy and administrative entity in the development, amendment, and review the Local Plan. The Local Plan for special education shall be updated cooperatively by a committee of representatives of special and general education teachers and administrators selected by the groups they represent and with participation by parent members of the CAC, or parents selected by the CAC.

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)]

To ensure adequate and effective communication, the Local Plan is developed, revised or updated cooperatively by a committee. The committee includes administrators, special/general education teachers and parent(s) selected by the group they represent. The parent(s) are members of the Community Advisory Committee (CAC) or selected by the CAC. The SELPA Director or designee serves as committee chairperson.

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 Downey Unified School District has been designated as the Administrative Unit (AU) or Responsible Local Agency (RLA) for the Downey-Montebello SELPA. The AU shall be responsible for functions including, but not limited to:

- Receipt and distribution of any funds for the operation of special education programs to appropriate accounts.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- Provision of administrative support to the SELPA office.

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- Employment of SELPA staff to support SELPA operations.
- Upon recommendation of the SELPA Superintendents' Council, the Administrative Unit's governing Board shall review and act on SELPA operational items such as contracts or other requisite matters as needed to support the Local Plan.

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)]

The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. The SELPA Director shall develop, agree to and maintain interagency agreements and/or memorandums of understanding necessary to support the implementation of the Local Plan, and as required by legal mandates, have been developed with agencies such as Regional Center. Other interagency agreements and/or memorandums of understanding will be developed as needed in support of the local plan. Copies of these documents can be requested through the SELPA office.

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)]

The governing board of each LEA shall approve its participation in the Downey-Montebello SELPA Local Plan for Special Education.

- 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)]

The superintendent of each LEA retains responsibility for the administration of programs operated by his/her LEA. The superintendent shall provide, as necessary, direct support to his/her staff in planning, establishing, and implementing policy decisions. In addition, each superintendent shall:

- Assure that the provisions of the Local Plan are implemented in the LEA in compliance with State Education Code and Federal IDEA.
- Calendar items requiring local board approval.
- Direct the activities of administrators of special education in coordinating the administration of

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the Local Plan.

- Assure that required data is submitted to the SELPA and/or administrative agency in a timely fashion.
- Assure that appropriate facilities and support services, such as transportation are available to meet the needs of students with disabilities residing in the geographical area covered by the Local Plan.
- Other duties as required by federal and state law.

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 Special Education Administrators Responsibilities:

The Special Education administrator and/or designee ('administrators') shall direct the operation of the special education programs and services that are operated by the LEA. In addition, the administrators shall assist in the coordination of the administration of the local plan as follows:

- Are employed by their respective LEA and are responsible to their LEA superintendent.
- Are responsible for the coordination of special education services and programs within their agencies and for the implementation of the local plan within their LEAs.
- Assign staff as required to assist in the development of regionalized services including, but not limited to, the development of a coordinated child find identification, placement and referral system, personnel, and curriculum development activities, and evaluation and program review/monitoring activities.
- Making available a free appropriate public education to all children residing in the LEA between the ages of birth through 21 inclusive, including students with disabilities who have been suspended or expelled from school.
- Identifying and serving students in medical facilities, foster care, or Licensed Childcare Institute (LCI) pursuant to federal and state law.
- Developing and providing programs and services for all eligible students residing in the LEA and for students attending private schools.
- Organize, administer, and supervise the activities of local IEP Teams and participate in regional IEP Teams as required.

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- Ensuring participation in state and LEA-wide assessments.
- Operating all special education programs and services in accordance with federal and state laws and regulations.
- Organize the activities of the Resource Specialist Program (RSP) and assure that the programs comply with the provisions pursuant to EC 56362.
- Ensure equal access to all programs within the SELPA for students with disabilities by use of similar forms and similar IEP database system; acceptance of all students with disabilities appropriately referred to as regionalized programs across (Downey-Montebello SELPA) LEAs.
- Assure the availability of programs, as needed.
- Assure that required information, reports and necessary waivers are submitted to the SELPA Director in a timely fashion.
- Coordinate and conduct LEA special education monitoring and review activities as required.
- Implement and monitor any corrective actions findings for all monitoring and review activities.
- Respond to compliance and due process complaints and implement required corrective actions, if needed.
- Forward to the SELPA Director, copies of all monitoring activities and reviews, Office of Civil Rights, due process, and state-level complaint findings.
- Serve in an advisory capacity to the SELPA Director.
- Assist in the coordination of community resources, if needed.
- Perform other duties necessary to coordinate the administration of the local plan.

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)]*

The RLA/AU is responsible for the recruitment and hiring of the SELPA Director and staff.

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The selection of the SELPA Director candidate for the position shall be the sole responsibility and decision of the Superintendents' Council.

The Superintendents' Council shall jointly supervise and evaluate the SELPA Director's performance, including implementing disciplinary action as may be necessary.

The SELPA Director oversees the recruitment, supervision and evaluation of SELPA staff.

- 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)]

All federal and state special education funds shall be allocated to the SELPA for distribution to member LEAs according to an approved Special Education Funding Allocation Plan. It shall be the sole decision of the Superintendents' Council regarding any changes to the allocation of federal and state special education funds. The SELPA Director is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The RLA/AU shall be responsible for functions including, but not limited to:

- Receipt and distribution of any funds for the operation of special education programs to appropriate accounts.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

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

Specific duties of the AU:

The AU shall be responsible for receipt of and distribution of any funds for the operation of special education programs in accordance with the provisions of the Education Code Section 56836.

Specific duties of the SELPA Director:

- Coordinate implementation of all components of the local plan.
- Meet with LEA program and business staff regarding special education program needs, policies,

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procedures, agreements, and forms.

- Provide LEA program staff with a venue for sharing ideas regarding issues such as program/service development, IEP oversight and development and implementation, curriculum scope and sequence, student performance targets, instructional best practices, and day-to-day operations.
- Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
- Monitor and ensure appropriate use of federal, state, and local funds allocated for special education operations.
- Provide technical assistance to LEAs with non-public schools and agencies, including distribution of a Master Contract template and rate negotiations.
- Act as a liaison between and among the SELPAs, the California Department of Education, Governance Council, Greater Los Angeles Area SELPAs (GLAAS), the Community Advisory Committee, Local Plan Committee, U.S. Department of Education Office of Special Education Programs, and elected government officials to assist with information dissemination and ensure compliance and implementation of the local plan.

Specific duties of the individual LEAs:

- Coordinating and conducting child find activities.
- Making available a free appropriate public education to all students residing in the LEA and/or local plan geographic area.
- Developing and providing programs and services for all eligible students residing in the LEA and for students attending private schools.
- Identifying and serving students in medical facilities, foster care, or Licensed Childcare Institute (LCI) pursuant to federal and state law.
- Ensuring participation in state and district-wide assessments.
- Operating all special education programs and services in accordance with federal and state laws and regulations and in alignment with SELPA policies/procedures.

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

Specific duties of the RLA/AU:

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- The AU, as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to the SELPA through a sub-grantee process and shall annually conduct and report to the CDE the required Maintenance of Effort (MOE) information. The AU will provide consultation and support to the SELPA related to the monitoring of the appropriate use of federal, state and local funds used for special education programs.

Specific duties of the SELPA Director:

- The SELPA Director, or designee, shall be responsible to monitor, at a minimum annually, the appropriate use of all funds allocated for special education programs and services. Final determination, monitoring and action regarding the appropriate use of special education funds shall be made through the required annual MOE reports and Annual Budget Plan submitted to the CDE.

Specific duties of the individual LEAs:

- The individual LEAs, along with support from the SELPA Director, shall ensure that the funds received from part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local, and other local funds and not to supplant those funds; and 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 students with disabilities except as provided in Federal law and regulations. Final determination, monitoring and action regarding the appropriate use of special education funds for individual LEAs shall be made through the required annual MOE reports submitted to the CDE.

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]

The SELPA and individual LEAs will ensure that specialized equipment is accessible to students and in alignment with federal and state law (e.g., AB 650). Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined provides the program/ services where the student with a free and appropriate public education is served in the least restrictive environment.

Low Incidence funds may be used for all pupils with low incidence disabilities as defined in law (hearing impairments, visual impairments, severe orthopedic impairments or any combination thereof) where an IEP team has determined the pupil meets eligibility requirements for a low incidence disability. The SELPA Low Incidence Committee shall be responsible for ensuring LEAs following the SELPA Low Incidence Disability Policy.

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The LEA is responsible for providing a student with disabilities who requires the use of an assistive technology device, as noted in their IEP, with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the student ceased to be enrolled in that LEA, whichever occurs first (EC 56040.3).

Policies, Procedures, and Programs

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

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

Policy/Procedure Number: LPRM 1.0

Document Title: Local Policy Reference Manual (LPRM)

Document Location: 9625 Van Ruiten St. Bellflower, CA 90706

"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: LPRM 2.0

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Document Title:

Document Location:

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

☒ Yes ☐ No

3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

SELPA Fiscal Year ☒ Yes ☐ No**5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)**Policy/Procedure Number: Document Title: Document Location:

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

☒ Yes ☐ No**6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)**Policy/Procedure Number: Document Title: Document Location:

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

☒ Yes ☐ No**7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)**Policy/Procedure Number: Document Title: Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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:

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ 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

SELPA Fiscal Year **13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)**Policy/Procedure Number: Document Title: Document Location:

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

☒ Yes ☐ No**14. Personnel Qualifications; EC 56205(a)(13)**Policy/Procedure Number: Document Title: 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:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Section B: Governance and Administration

SELPA

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"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:

Section B: Governance and Administration

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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:

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

Section B: Governance and Administration

SELPA Downey-Montebello SELPA

Fiscal Year 2026-27

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:

LPRM 24.0

Document Location:

9625 Van Ruiten St. Bellflower, CA 90706

Description:

The AU receives and maintains accountability for fiscal and accounting records in accordance with federal and state requirements and submitting reports to appropriate authorities, as well as distributes funds to member districts in accordance with the SELPA allocation plan, at the direction of the SELPA office.

Role of the SELPA Director:

The SELPA Director will ensure that the local plan is implemented and will make recommendations to the Superintendent's Council when revisions are needed. The SELPA Director will also facilitate the development and approval of the SELPA policies and procedures necessary to implement the local plan.

Role of the individual LEAs:

Ensure a full continuum of services/supports are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible.

Through their representative at the Superintendents' Council, will review and approve policies/procedures to implement the local plan.

Role of the Program Specialist:

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SELPA **Downey-Montebello SELPA**

Fiscal Year **2026-27**

SELPA program specialist(s) work under the direction of the SELPA Director to support the coordination and implementation of the local plan through their support to regionalized programs and member LEAs, as requested.

2. Coordinated system of identification and assessment:

Document Title: **LPRM 25.0**

Document Location: **9625 Van Ruiten St. Bellflower, CA 90706**

Description:

Role of the Program Specialist:

Observe and consult with services providers.

Role of AU/RLA

N/A

Role of the SELPA Director:

Ensures each LEA conducts child find activities.

Provides technical support to LEAs and guidance to parents as needed. Participates in child find activities by establishing policies and procedures for the member LEAs and ensuring appropriate inter-agency agreements are in place.

Role of the individual LEAs:

Responsible for identifying and assessing all students for whom they are responsible.

3. Coordinated system of procedural safeguards:

Document Title: **LPRM 26.0**

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SELPA Downey-Montebello SELPA

Fiscal Year 2026-27

Document Location: 9625 Van Ruiten St. Bellflower, CA 90706

Role of the Program Specialist:

The program specialist provides training and professional development to member districts. The program specialist also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, compliance and placement.

Role of AU/RLA:

N/A

Description:

Role of SELPA Director:

Assist parents with the understanding of parent rights. Provide guidance to LEAs on procedural safeguards. Assure procedural safeguards are in place by providing technical assistance, identification and placement. Post procedural safeguards on website.

Role of Individual LEAs:

LEAs will provide procedural safeguards to parents consistent with the education code and ensure that the safeguards are implemented. LEAs will assist parents with understanding of procedural safeguards.

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

Document Title: LPRM 27.0

Document Location: 9625 Van Ruiten St. Bellflower, CA 90706

Role of the Program Specialist:

Support and provide staff development, program development and innovative methods and approaches within the SELPA.

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SELPA Downey-Montebello SELPA

Fiscal Year 2026-27

Description:

Role of AU/RLA:

N/A

Role of the SELPA Director:

On an annual basis, input is collected by the SELPA Director, Special Education Directors of the member LEAs and California Department of Education's compliance determination data to determine the staff development needs that the SELPA shall provide. On an annual basis, the Community Advisory Council will provide input on the parent and guardian educational needs. The SELPA Director, or designee, will coordinate and/or provide needed trainings and supports as requested. Or determined appropriate for each member LEA.

Role of Individual LEAs:

LEAs determine their staff development and parent/guardian education needs, based on their local needs. They may seek assistance and staff/professional development from the SELPA.

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

Document Title:

LPRM 28.0

Document Location:

9625 Van Ruiten St. Bellflower, CA 90706

Description:

Role of the Program Specialist:

The program specialist provides technical assistance and compliance guidance as requested or determined appropriate for member LEAs.

Role of AU/RLA:

NIA

Role of the SELPA Director:

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SELPA Downey-Montebello SELPA

Fiscal Year 2026-27

The SELPA provides technical assistance and staff development as requested or determined appropriate for member LEAs.

Role of the individual LEAs:

Individual LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs.

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

Document Title: LPRM 29.0

Document Location: 9625 Van Ruiten St. Bellflower, CA 90706

Role of the Program Specialist:

When requested, the program specialist will evaluate effectiveness of programs for students with disabilities.

Role of the AU/RLA:

Monitor allocations

Role of the SELPA Director:

Review Annual Performance Reports, California School Dashboard, and other data sources with LEA administrators. Review Annual Budget Plan by Superintendents, CAC and other parents, community or educational groups. Review of the funding Allocation Plan by the Superintendents to ensure appropriate distribution of funds.

Description:

Role of the individual LEAs:

Review and monitor Annual Performance Reports, California School Dashboard, and other data sources to ensure SWDs receive a free and appropriate public education. Engage in monitoring activities as required by

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SELPA

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7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

Role of the Program Specialist:

SELPA program specialist(s) work under the direction of the SELPA Administrator to support a coordinated system of data collection and management.

Role of RLA/AU:

N/A

Role of the SELPA Director:

The SELPA 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 will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA

Role of the individual LEAs:

LEAs are responsible for data entry, quality, accuracy and integrity. LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA Downey-Montebello SELPA

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Description:

Role of the Program Specialist:

SELPA program specialist(s) work under the direction of the SELPA Director to support the coordination of interagency agreements.

Role of the AU/RLA

The AU is responsible for executing interagency agreements at the direction of the SELPA. Such agreements may be required to be approved the AU's governing board in the interest of the member districts of the SELPA.

Role of the SELPA Director:

The SELPA Director, 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 the California Education Code and provide technical assistance and dispute resolution as needed.

Role of the individual LEAs:

Through their Superintendent's participation in the Superintendents' Council and/or at the direction of the SELPA, LEAs will approve and implement interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Document Title:

LPRM 32.0

Document Location:

9625 Van Ruiten St. Bellflower, CA 90706

Role of the Program Specialist:

The program specialist will support with providing technical assistance to member LEAs as they coordinate services to medical facilities.

Role of AU/RLA:

N/A

Description:

Role of the SELPA Director:

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The SELPA will support LEAs as they coordinate these services.

Role of Individual LEAs:

Special education services for students with disabilities who are placed in public hospital, state licensed children's hospital, psychiatric hospital, propriety hospital, or a health facility for medical purposes are the educational responsibility of the local educational agency in which the hospital or facility is located.

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

Document Title: LPRM 33.0

Document Location: 9625 Van Ruiten St. Bellflower, CA 90706

Role of the Program Specialist:

The program specialist provides support and technical assistance to member LEAs in order to assure pupils have full educational opportunities regardless of district of education accountability.

Role of AU/RLA:

N/A

Description:

Role of the SELPA Director:

The SELPA will provide technical assistance and guidance of these services to the designated LEAs. The SELPA will facilitate the coordination of these services by designated LEAs.

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 licensed children's institution is located, unless based on education code there is another district of special

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SELPA Downey-Montebello SELPA

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education accountability which would be responsible.

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

Document Title: LPRM 34.0

Document Location: 9625 Van Ruiten St. Bellflower, CA 90706

Description:

Role of the Program Specialist:

N/A

Role of the RLA/AU:

N/A

Role of the SELPA Director:

Provide fiscal and logistical support for CAC meetings, events and trainings that is approved by the Superintendents' Council.

Role of the individual LEAs:

The LEAs' superintendents, through the Superintendents' Council, will ensure that the SELPA has appropriate fiscal and logistical support for the CAC. LEA Special Education Directors shall facilitate communication between their CAC representative from the LEA.

12. Fiscal and logistical support of the CAC:

Document Title: LPRM 35.0

Document Location: 9625 Van Ruiten St. Bellflower, CA 90706

Role of the Program Specialist:

The program specialist will provide technical assistance as needed or requested by member LEAs.

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Description:

Role of the RLA/AU:

N/A

Role of the SELPA Director:

Provide fiscal and logistical support for CAC meetings, events and trainings that is approved by the Superintendents' Council.

Role of the individual LEAs:

The LEA's superintendents through the Superintendents' Council will ensure that the SELPA has appropriate fiscal and logistical support for the CAC. LEA Special Education Directors shall facilitate communication between their CAC representative from the LEA.

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

Document Title:

LPRM 36.0

Document Location:

9625 Van Ruiten St. Bellflower, CA 90706

Description:

Role of the Program Specialist:

SELPA program specialist(s) work under the direction of the SELPA Administrator to provide technical assistance as requested.

Role of the RLA/AU:

N/A

Role of the SELPA Director:

Provide technical assistance as requested.

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Role of individual LEA:

Each member LEA will be responsible for providing transportation for their students with disabilities as determined by their IEP.

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

Document Title:

LPRM 37.0

Document Location:

9625 Van Ruiten St. Bellflower, CA 90706

Role of the Program Specialist:

SELPA program specialist(s) will work under the direction of the SELPA Administrator, support staff development, program development, and evidenced-based practices related to career and vocational/transition services.

Role of RLA/AU:

N/A

Description:

Role of the SELPA Director:

Ensure appropriate inter-agency agreements are in place, as appropriate for regionalized programs and services and support the member districts with coordination of career and vocational educational services.

Role of individual LEA:

Individual LEAs will participate in inter-agency agreements and assure that appropriate inter-agency agreements are in place. Individual LEAs will provide appropriate career and vocational education and transition services as required under the state and federal law.

15. Assurance of full educational opportunity:

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Document Title: LPRM 38.0

Document Location: 9625 Van Ruiten St. Bellflower, CA 90706

Role of the Program Specialist:

The program specialist supports member districts as they assure pupils have a full educational opportunity regardless of the district special education accountability.

Role of the AU/RLA:

N/A

Role of the SELPA Director:

Description: Through approval of the Services Plan the SELPA Director will ensure that the full continuum of services is provided. The SELPA Director will assist with 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 Superintendents' Council 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.

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: LPRM 39.0

Document Location: 9625 Van Ruiten St. Bellflower, CA 90706

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SELPA Downey-Montebello SELPA

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Description:

Role of the Program Specialist:

NIA

Role of the RLA/AU:

Support and monitor the SELPA staff to ensure that distribution and allocation of funds are distributed based on the funding Allocation Plan.

Role of the SELPA Director :

The SELPA Director will:

- Ensure that the distribution and allocation of funds to member LEAs is in alignment with the SELPA Allocation Plan.
- Review, monitor and submit required fiscal reports as identified by COE. Review and submit the Annual Budget Plan.

Role of the individual LEAs:

The individual LEAs, through representation to the Superintendents' Council representative, determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will submit required fiscal reports as required by state and federal law.

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

Document Title: LPRM 40.0

Document Location: 9625 Van Ruiten St. Bellflower, CA 90706

Role of the Program Specialist:

Under the direction of the SELPA Director, direct instructional program support that may be provided by SELPA program specialist(s) shall include, but are not limited to:

- Conduct observations consult with special and general education staff,

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Description:

administrators, and parents regarding appropriate placement and services for students.

- Participate in program development, including the development and support of regionalized programs.
- Coordinate curricular resources and take leadership in ensuring the use of appropriate instructional methods, strategies, interventions and resources.
- Facilitate the development and implementation of staff development and parent education activities.

Role of the RLN/AU:

N/A

Role of the SELPA Director:

The SELPA Director supervises and evaluates designated SELPA program specialist(s) and provides training and guidance to the program specialist(s) as needed.

Role of the individual LEAs:

LEAs are responsible to provide direct instructional support to programs in order to ensure students have access to a full continuum of Special Education and Related Services.

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:

LPRM 41.0

Document Location:

9625 Van Ruiten St. Bellflower, CA 90706

Downey-Montebello SELPA member districts provide Early Start services identified children birth - 3 years of age, providing service coordination and special education and related services. The individual LEAs will make timely referrals to the Regional Center for potentially eligible infants and toddlers with additional needs. The Downey-Montebello SELPA is committed to providing procedural safeguards to families of infants and toddlers with

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disabilities as mandated by state and federal law. Parent rights are given to all families upon initial Individual Family Service Plan (IFSP) meetings.

Referrals for students ages 3, 4, and 5 who are not in transitional kindergarten or kindergarten are made to the child's school district of residence. Referrals for assessment may be received from parents, pediatricians, social workers or other community members. Parents will receive either an Assessment Plan or Prior Written Notice within 15 days of the referral. If an Assessment Plan is signed by the parent/guardian, the assessment will be completed according to timelines by the LEA.

Description:

Preschool special education services are provided to students with IEPs in a variety of ways according to LEA procedures. Some LEAs offer individual and small group instruction in special education class settings. Trans-disciplinary teams share their expertise, working with parents, in addressing the needs of children. LEAs may work collaboratively to provide regionalized preschool services and/or programs within the SELPA. Some 3, 4 and 5-year olds with disabilities are enrolled in state preschool programs or Head Start as part of their IEP and receive special education and related services to support progress in that setting. The IEP team may determine that some special education eligible 3, 4, and 5-year olds do not require individual and small group instruction to address their special education needs.

See Memorandum of Understanding between the Downey-Montebello SELPA, individual LEAs and South Central Los Angeles Regional Center or East Los Angeles Regional Center regarding related to services for children aged birth to three years. For a listing of programs and/or services for children aged three through five years of age, refer to the Annual Service Plan.

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: LPRM 42.0Document Location: 9625 Van Ruiten St. Bellflower, CA 90706
Members of the public, including parents or guardians of students with

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Description:

disabilities, may address questions or concerns to the governing boards of each LEA, the Superintendents' Council, the LEA Special Education Administrators, the SELPA Director, and/or the CAC.

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:

LPRM 43.0

Document Location:

9625 Van Ruiten St. Bellflower, CA 90706

Description:

In the event of a disagreement among the local educational agencies, and the Administrative Unit, local educational agencies and/or the Administrative Unit and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the local Plan, it is the intent of the Superintendents' Council that issues be resolved at the lowest level possible in the SELPA's governance structure. The Superintendents' Council is the board of last resort. This policy is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority.

If a local educational agency disagrees with a decision or practice of another agency or the SELPA Office, that local educational agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties directly involved. The parties involved will present the issues to their respective superintendents or designees who will attempt to resolve the matter. Either party may request direct assistance of the SELPA Program Director or designee, or Chairperson of the Superintendents' Council. In the event the issues have not been resolved, either party may request review by the Finance Committee. If this process fails, the parties may pursue a hearing on the issues and resolution with the Superintendents' Council. The decision of the Superintendents' Council shall be final.

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:

LPRM 44.0

Document Location:

9625 Van Ruiten St. Bellflower, CA 90706

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Description:

The SELPA provides a full continuum of services to students identified with disabilities, including students in charter schools, alternative education, and students who are not in residence but approved to attend the LEA. Access to services is through each of the LEAs. The referral, assessment, and Individual Education Program (IEP) process is utilized to identify the needs of each individual student with disabilities. The LEA ensures that supplemental aids and services are provided in the Least Restrictive Environment (LRE). A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and where appropriate, utilized.

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:

LPRM 45.0

Document Location:

9625 Van Ruiten St. Bellflower, CA 90706

Description:

Nonpublic, nonsectarian school (NPS) means a private, nonsectarian school that enrolls individuals with exceptional needs pursuant to an IEP and is certified by the COE. The LEA may contract with an NPS when no public education program is available, as determined by the IEP team.

The LEA, or SELPA on behalf of the LEA, shall oversee and evaluate all placements in nonpublic, nonsectarian schools. The LEA, or SELPA on behalf of the LEA, shall do the following when no public education program is available, as determined by the IEP team.

- Annually verify the NPS has conducted training pursuant to EC 56366.1 (a)(4)
- Conduct onsite monitoring visits each school year that the LEA has a pupil attending and which it maintains a master contract. The monitoring visit shall include:
 - A review of services provided to the pupil through the individual service agreement between the LEA and NPS.
 - A review of progress the pupil is making toward the goals in the IEP.
 - A review of progress the pupil is making toward the goals set forth in the pupil's behavior intervention plan, should one be included in

SELPA Downey-Montebello SELPAFiscal Year 2026-27

the IEP.

- Observation of the pupil during instruction.
- Conduct a walkthrough of the facility.
- The onsite monitoring visit shall be documented in a report to be submitted to the COE within 60 calendar days of the visit.
- The IEP team shall consider the onsite monitoring visit report when evaluating whether the student is making appropriate educational progress at the NPS.

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

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

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

Document Title:

LPRM 46.0

Document Location:

9625 Van Ruiten St. Bellflower, CA 90706

The LEAS of the SELPA shall:

- Seek out eligible adults residing within its boundaries.
- Review and revise IEPs as necessary, including conducting annual reviews.
- Determine whether the qualified individual wishes to receive FAPE and if so, ensure FAPE is provided with consent.

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Description:

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons.

Eligible individuals are exempt from:

- State and LEA-wide assessment programs.
- Transition Planning and transition services.

IEP team may modify the individual's IEP or placement notwithstanding the least restrictive environment requirement if there is a security or compelling penological interest that cannot otherwise be accommodated.

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Local Plan Section D: Annual Budget Plan

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

IMPORTANT: 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.

Section D: Annual Budget Plan

SELPA

Fiscal Year

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	36,458,776	72.29%
AB 602 Property Taxes	2,789,760	5.53%
Federal IDEA Part B	10,791,561	21.40%
Federal IDEA Part C	135,366	0.27%
State Infant/Toddler	257,479	0.51%
State Mental Health	0	0.00%
Federal Mental Health	0	0.00%
Other Projected Revenue	0	0.00%
Total Projected Revenue:	50,432,942	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)

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

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	62,477,997	39.02%
Object Code 2000—Classified Salaries	24,143,673	15.08%
Object Code 3000—Employee Benefits	41,515,789	25.93%
Object Code 4000—Supplies	1,133,295	0.71%
Object Code 5000—Services and Operations	28,120,209	17.56%
Object Code 6000—Capital Outlay	21,553	0.01%
Object Code 7000—Other Outgo and Financing	2,693,285	1.68%
Total Projected Expenditures:	160,105,801	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:

Funds are primarily designated for payments to other districts for special education services and some indirect costs.

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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	39,506,015	24.67%
Projected Federal Revenue	10,926,927	6.82%
Local Contribution	109,672,859	68.50%
Total Revenue from all Sources:	160,105,801	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).

Funds are primarily allocated based on district Average Daily Attendance. Given that federal funds only cover 6.8% of the total cost, funds are allocated using prior year district pupil counts with the exception of shared low incidence services, the districts primarily serve students with disabilities in the district of accountability.

- 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 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

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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	338,881	32.25%
Object Code 2000—Classified Salaries	113,578	10.81%
Object Code 3000—Employee Benefits	256,445	24.41%
Object Code 4000—Supplies	60,000	5.71%
Object Code 5000—Services and Operations	247,157	23.52%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	34,648	3.30%
Total Projected Operating Expenditures:	1,050,709	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.

Funds are primarily designated for payments to other districts for special education services and some indirect costs.

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TABLE 5**Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)**

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

D-12. Defined Goals for Students with LI Disabilities

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

☐ YES ☒ NO

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

The SELPA uses a separate resource to identify low incidence disabilities.

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

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

4,123,590

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

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

1,087,792

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.

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



California Department of Education
Special Education Division
Local Plan Annual Submission

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Local Plan Section E: Annual Service Plan

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

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

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

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

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

- ☒ 330—Specialized Academic Instruction/
Specially Designed Instruction

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

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

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

☐ 220—Medical (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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

220 Medical will be made available as needed through the IFSP process.

☒ 230—Nutrition (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

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

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

☐ *Service is Not Currently Provided*

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

Services provided in students' home.

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

☐ *Service is Not Currently Provided*

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

Services provided in students' home.

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☐ 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.

Service can be provided but not currently needed at this time.

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

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

Service can be provided but not currently needed at this time.

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

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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:

Reasons for greater than 55 average caseload

☒ 425–Adapted Physical Education

☐ *Service is Not Currently Provided*

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

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

☒ 435–Health and Nursing: Specialized
Physical Health Care

☐ *Service is Not Currently Provided*

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

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

☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

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

This includes services that are provided to individuals with exceptional needs by a qualified

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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 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.

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 service. IEP required health and nursing services are expected to supplement the regular health services program.

☒ 450—Occupational Therapy

☐ *Service is Not Currently Provided*

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

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

☒ 460—Physical Therapy

☐ *Service is Not Currently Provided*

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

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

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

☒ 510—Individual Counseling

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

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

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

☒ 520—Parent Counseling

☐ *Service is Not Currently Provided*

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

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

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☒ 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 contacts, public events, and placement in the least restrictive environment.

☐ 540—Day Treatment Services

☒ Service is Not Currently Provided

☒ 545—Residential Treatment

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

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

☐ *Service is Not Currently Provided*

☒ 610—Specialized Service for Low Incidence Disabilities

☐ *Service is Not Currently Provided*

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

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

☒ 710—Specialized Deaf and Hard of Hearing Services

☐ *Service is Not Currently Provided*

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

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

☒ 715—Interpreter Services

☐ *Service is Not Currently Provided*

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

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

☒ 720—Audiological Services

☐ *Service is Not Currently Provided*

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

☒ 740—Specialized Orthopedic Services

☐ Service is Not Currently Provided

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

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

☐ 745–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.

Service can be provided but not currently needed at this time.

☐ 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.

Service can be provided but not currently needed at this time.

☐ 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.

Service can be provided but not currently needed at this time.

☐ 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.

Service can be provided but not currently needed at this time.

☒ 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

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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.

☒ 850—Work Experience Education

☐ *Service is Not Currently Provided*

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

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

☒ 855—Job Coaching

☐ *Service is Not Currently Provided*

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

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

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☒ 860—Mentoring

☐ Service is Not Currently Provided

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

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

☒ 865—Agency Linkages (referral and placement)

☐ Service is Not Currently Provided

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

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

☒ 870—Travel and Mobility Training

☐ Service is Not Currently Provided

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

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

☒ 890—Other Transition Services

☐ Service is Not Currently Provided

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

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

☒ 900—Other Related Service

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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"

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Qualifications of the Provider Delivering "Other Related Service"

Qualifications of the provider delivering services are consistent with the California Commission on Teacher Credentialing and education code.
