

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



California Department of Education  
Special Education Division

SELPA Capistrano Unified School District

Fiscal Year 2023-24

## 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]

Capistrano Unified School District SELPA is a single district SELPA. The District encompasses 200 square miles in seven cities and a portion of the unincorporated area of Orange County. The District includes 63 campuses in all or part of the cities of San Clemente, Dana Point, San Juan Capistrano, Laguna Niguel, Aliso Viejo, Mission Viejo and Rancho Santa Margarita, and the communities of Las Flores, Coto de Caza, Dove Canyon, Ladera Ranch, Sendero/Rancho Mission Viejo

It is the determination of the Governing Body that the Capistrano Unified School District SELPA is of sufficient size and scope. This Governing Body submits to the State Superintendent of Public Instruction a local plan for the education of all individuals with exceptional needs residing in the district in accordance with Education Code § 56205

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 District is governed by a seven-member Board of Trustees, which generally meets monthly at the Capistrano Unified School District (CUSD) Education Center, 33122 Valle Road, San Juan Capistrano. Information about meeting times and agendas is available on [this website](#).

The CUSD Board of Trustees has the task of initiating, reviewing, and adopting necessary policies for the operation of SELPA activities, including, but not limited to, the implementation of the Local Plan for Special Education.

The SELPA Director will provide staff assistance to the Capistrano Unified School District Superintendent Cabinet.

#### Duties of the SELPA Director

The Governing Body, also known as the Capistrano Unified Board of Trustees will participate with the Superintendent in the selection, supervision, and evaluation of the SELPA Director and will evaluate the Director's job performance. The Governing Body gives authority to the SELPA director as the administrator of the Special Education Local Plan Area.

Under the supervision of the Capistrano Unified School District Superintendent, the SELPA DirectorThe District is governed by a seven-member Board of Trustees, which generally meets

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The CUSD Board of Trustees has the task of initiating, reviewing, and adopting necessary policies for the operation of SELPA activities, including, but not limited to, the implementation of the Local Plan for Special Education.

The SELPA Director will serve on the Cabinet of the Superintendent. The SELPA Director will provide staff assistance to the Capistrano Unified School District Superintendent Cabinet.

Duties of the SELPA Director

The Governing Body, also known as the Capistrano Unified Board of Trustees will participate with the Superintendent in the selection, supervision, and evaluation of the SELPA Director and will evaluate the Director's job performance. The Governing Body gives authority to the SELPA director as the administrator of the Special Education Local Plan Area.

Under the supervision of the Capistrano Unified School District Superintendent, the SELPA Director will be responsible for

- Providing services as described in E.C.56836.23.
- Coordinating the administration and implementation of the Capistrano Unified School District SELPA Special Education Local Plan.
- Overseeing the development of SELPA forms, manuals, and handbooks.
- Working with the Special Ed Leadership team to schedule the Community Advisory Committee (CAC) meeting schedules.
- Making programmatic, operational, and fiscal recommendations to the Capistrano Unified School District Superintendent Cabinet relative to the SELPA.
- Coordinating the development and implementation of the SELPA program and student outcomes relative to annual accountability procedures.
- Evaluating some members of the SELPA leadership team.
- Overseeing the preparation of the regional special education plan and state, federal and local reports as required, with input from the CAC.
- Coordinating services to disabled students within the district and other local public agencies through the development of procedural handbooks, negotiation of agreements, understandings, and ongoing dialogue.
- Developing and overseeing a plan for providing staff development opportunities to staff, parents, CAC, and others.
- Overseeing the collecting, processing and reporting of program, personnel and fiscal data related to the state assessment of special education as specified in accordance with State and Federal laws and regulations.

Working with the Capistrano Unified School District Fiscal Department to develop budgets and distribute funds as approved by the Capistrano Unified Superintendent Cabinet and/or Board of Trustees.

- Overseeing the maintenance of a Management Information System to provide necessary CALPADS Data.
- Overseeing the coordination, documentation, and reporting of child find activities in public and

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private schools and public awareness activities for the Capistrano Unified School District SELPA as required by State and Federal laws and regulations.

- Maintaining an inventory, completing required reports, and receiving funds and approving purchases for low incidence pupils utilizing the low incidence funds for equipment and services based on California Department of Education approved guidelines and local policies and procedures.

Duties of SELPA Personnel

It shall be the provision of the Governing Body that the SELPA shall employ any necessary administrative support to implement the plan. The Governing Body gives authority to the SELPA to identify the following administrators and their respective roles:

- SELPA Program Specialists
- SELPA Coordinators
- SELPA Executive Directors
- SELPA Assistant Superintendent

The Capistrano Unified School District SELPA will have the responsibility to ensure compliance with applicable state and federal laws and regulations. The SELPA shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, and seek to resolve those complaints in accordance with the procedures set out in accordance with the policies and procedures of the governing board.

The Capistrano Unified School District Board of Trustees shall adopt policies and procedures for the special education programs and services provided in the Special Education Local Plan Area. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the Education Code.

**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)]**

Board of Trustees will approve major operational decisions in the SELPA such as, but not limited to the following:

- Sets policy and direction for the SELPA.
- Approves Local Plan, Assurances and Procedures.
- Participates with the District Superintendent in the selection, supervision, and evaluation of the SELPA Director.
- Participates with the Superintendent in the selection of SELPA administrative staff.
- Approves SELPA financial actions including: distribution of special education funding to the special education department for the operation of special education programs and services
- Monitors the appropriate use of funds allocated for special education programs.

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- Adopts amendments to the permanent portion of the Local Plan.
- Approves the SELPA annual service and budget plans, and subsequent modifications.
- Approves other agreements including, but not limited to Master Contract Agreements, Intra-SELPA agreements, facility agreements, and bill-back agreements.
- Reviews exhibits such as manuals and guidelines to assist in the implementation of the Local Plan. These implementation tools are considered exhibit portions of the Local Plan and shall be consistent with adopted policy.

After final action by the SELPA Governing Body, a copy of each adopted policy shall be made available publicly within the Capistrano Unified School District SELPA Office or posted electronically.

**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 Orange County Office of Education may support the CUSD SELPA in the following ways:

- Reviews information provided at monthly state SELPA meetings (provided at monthly Orange County SELPA Directors meetings.)
- Discuss and review any necessary changes in the District/SELPA policies and procedures based on information from the State SELPA meetings
- Make recommendations for any actions or information to present to the Orange County SELPA Directors.
- Make recommendations for and collaborate in the development of interagency MOUs and agreements
- Assist with annual review and revision of the Master Contract
- Discuss and review the financial implications of potential significant changes to County Special Education programs or other programs that may impact the SELPA
- Receive and provide updates on local, regional, state, and federal special education legal implications.
- Receive and provide updates on local, regional, state, and federal special education financial or budgetary matters.

Assistance with Childfind

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Specialized programs for students with disabilities  
Staff Development

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

- Yes       No

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

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

It shall be the policy of the SELPA to participate in the SELPA's established Community Advisory Committee composed of parents of individuals with and without exceptional needs, educators, and community representatives concerned with the needs of individuals with exceptional needs.

At least a majority of the CAC shall be composed of parents of school-aged children with exceptional needs. The CAC members shall be appointed by, and responsible to, the Governing Body of the Capistrano Unified School District SELPA.

If any vacancies are not filled by December 1 of each school year, the CAC may request that these be filled through appointment by the SELPA Director.

The CAC shall have the authority and fulfill the responsibilities that include, but are not limited to, all the following:

1. Advising the policy and administrative entity of the Capistrano Unified School District SELPA, regarding the development, amendment, and review of the local plan.
2. Recommending annual priorities to be addressed by the plan.
3. Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
4. Encouraging community involvement in the development and review of the local plan.
5. Supporting activities on behalf of individuals with exceptional needs.
6. Assisting in parent training and staff development.

The SELPA local plan for special education shall be developed cooperatively with input from the

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community advisory committee and appropriate representation from special and regular education teachers and administrators selected by the groups they represent to ensure effective participation and communication. Signed verification shall be on file that the plan has been reviewed by the Community Advisory Committee. The CAC shall be provided sufficient time to conduct this review prior to submission of the plan to the Governing Body.

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)]

**Timelines Presented to Local Plan Committee - 2023-2024**

11/15/22	Local Plan Workgroup:	Discuss current local plan as it relates to the task of updating at this time. Task group committee to review and provide advice before next meeting.
3/23	Local Plan Workgroup:	Review and discuss any needed revisions and any recommended changes to the Local Plan, Sections A and B
April	District members	Prepare updated Local Plan with revisions, Template Sections A and B
April-May	District members	Complete Local Plans D and E (Annual Service and Budget Plan)
May		Local Plan provided to CAC and OCDE for final 30 day review prior to board submission
June 2023	SELPA Director	Action -Present Local Plan to Board of Trustees for Approval at June Board meeting.
June 2023	SELPA Director/ Administrator	Submit to CDE for Approval (Deadline June 30)

\*The Local Plan Workgroup consists of general education educators, special education educators, and parent representatives from the SELPA.

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]

It shall be the policy of the Capistrano Unified School District Board of Trustees that the Capistrano Unified School District shall be considered a single district Special Education Local Plan Area(SELPA)/local educational agency (LEA) for all purposes of this local plan except where referred to as the Administrative Unit (AU) or Responsible Administrative Unit (RAU). The AU is designated to perform such functions as:

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Receive and distribute funds;

Serve as the employing agency for personnel who have responsibilities throughout the Special Education Local Plan Area. Such personnel will include, but not be limited to, the SELPA Administrator for the Local Plan Area, SELPA Program Coordinators and Directors, and/or SELPA Program Specialists. Employment of such personnel will be in accordance with personnel policies and practices of Capistrano Unified School District and procedural employment policies;

Employ appropriate classified personnel in support of the Local Plan Area certificated staff;

Allow for coordination with all other departments within the LEA for the implementation of 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)]**

A determination that a student is eligible for special education programming and services shall be based on appropriate educational assessment(s). The district is solely responsible for obtaining all services and service providers needed to implement the IFSP or IEP.

The district serves low incident infants, age birth to 3 and any other infants referred up to the determined funded capacity. The district shall monitor the statutory timelines to ensure that services are provided without delays.

The SELPA shall maintain the following interagency agreements on file:

- California Children Services
  
- Regional Center of Orange County
  
- Department of Rehabilitation
  
- Head Start

**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)]



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

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

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

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

The Capistrano Unified School District Superintendent and Assistant Superintendent participates directly in the selection of the SELPA Administrator. The Assistant Superintendent, Student Support Services, supervises and evaluates the SELPA administrator, and participates in the discipline of the SELPA administrator when necessary.

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

The Capistrano Unified School District (SELPA RLA/AU), through coordination between the SELPA, Superintendent's Cabinet, and the Board of Trustees, has the task of:

- Approving SELPA financial actions including: budget and distribution of special education funding, development of cost containment agreements and procedures
- Monitors the appropriate use of local funds allocated for special education programs.
- Receive and distribute funds

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

The Capistrano Unified School District (SELPA RLA/AU), through coordination between the SELPA, Superintendent's Cabinet, and the Board of Trustees, has the task of:

- Approving SELPA financial actions including: budget and distribution of special education funding, development of cost containment agreements and procedures
- Monitors the appropriate use of local funds allocated for special education programs.

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- Receive and distribute funds

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

The State is the "grantor" of federal funds and the Capistrano Unified School District SELPA is the recipient of the grants. Maintenance of Effort (MOE) on the part of the SELPA is monitored by the California Department of Education (CDE) aka the State. The expenditure data of the SELPA will be reviewed to determine if the SELPA has met the MOE requirements.

It shall be the policy of the SELPA to allocate special education funds based on funding as per AB 602 annual distribution.

There shall be a budget review process annually.

**FISCAL ALLOCATION PLAN**

Summary of Funding Components for the SELPA AB602 SELPA Block Grant Components:

- Cost of Living Adjustment (COLA)
- Equalization
- Federal Local Assistance (IDEA Part 8)
- K-12 ADA Growth
- Regionalized Operations & Services Funded by the State:
  - Program Specialists
  - Regionalized Services

Separate State Funding Allocations to SELPA

- LCI Nonpublic School/Nonpublic Agency
- Low Incidence Equipment and Materials
- NPS Extraordinary Cost Pool

Separate Federal Grant Allocations to SELPA

- Preschool Staff Development
- IDEA Part C Infant
- Infant Discretionary
- Preschool Local Assistance IDEA Part C

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

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

Students with low incidence disabilities, i.e. deaf, hard of hearing, deaf/blind, visual impairment, and orthopedic impairment, are assessed by trained personnel and identified as eligible for special education services by individualized education program (IEP) teams. Personnel completes a written report that documents the need for specialized services, materials, and equipment for pupils with low incidence disabilities consistent with guidelines established pursuant to Education Code Section 56136. The specialized equipment and service needs for each student to achieve the designated goals and objectives and to progress and be involved in the general education curriculum are identified on the IEP document. The students are tracked by the management information system (MIS) of the SELPA.

Students with print disabilities have access to appropriate materials including Braille materials, large print, and recorded media. Materials are transcribed into Braille as required by the needs of each student.

Large print, Braille, and recorded state-adopted textbooks for students in kindergarten through grade eight are available through the Clearinghouse for Specialized Media and Technology.

These materials are at no cost to the SELPA or to the LEA and need not be subject to a request for low incidence funds. For students with print disabilities, these materials may be obtained by contacting vision teacher(s), the assistive technology consultant, or the program manager responsible for vision services. High school students may receive alternate texts through the High School Reimbursement Program or through the loan of materials from other SELPAs or school districts in California. This process may be initiated in the same manner as other alternates to regular print materials.

The district shall maintain a database of materials purchased with low incidence funds. The database shall be updated each summer.

**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.

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**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

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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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**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

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**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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**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

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programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes  No

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**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

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**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



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adopted by the SELPA as stated:

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

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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

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**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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**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

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**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

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other

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students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes  No

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

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**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

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**Administration of Regionalized Operations and Services**

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

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

Document Title:	<input type="text" value="CUSD SELPA Assurances and Procedures"/>
Document Location:	<input type="text" value="https://www.capousd.org/subsites/Education--Support-Services/Special-Education-/Local-Plan/index.html"/>
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>Role of the administrator of the SELPA: The SELPA administrator will ensure that the local plan is implemented and will make recommendations to the Superintendent Cabinet when revisions are needed. The SELPA administrator will facilitate development and approval of SELPA policies and procedures necessary to implement the local plan.</p> <p>The SELPA administrator will ensure that a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible.</p> <p>The CUSD Board of Trustees will approve any policies and procedures needed to implement the local plan.</p>

2. Coordinated system of identification and assessment:

Document Title:	<input type="text" value="CUSD SELPA Assurances and Procedures"/>
Document Location:	<input type="text" value="https://www.capousd.org/subsites/Education--Support-Services/Special-Education-/Local-Plan/index.html"/>
	<p>Direct instructional support provided by the program specialist: Observe, consult with, and provide management assistance to IEP team members</p> <p>Role of the SELPA administrator: ensure that the CUSD SELPA conducts child find activities. The SELPA administration provides technical support to teams and guidance to parents as needed. The CUSD SELPA participates in child find activities to ensure that appropriate interagency agreements are in place.</p> <p>The CUSD SELPA will identify and assess all students for whom they are responsible.</p>

Referral for assessments may be initiated by a parent/guardian, teacher, administrator, support personnel, outside agency, or individual who has knowledge that a student may need special education services. Referrals will be processed in a systematic manner, held in strict confidence, and include the written Notice of Procedural Safeguards for parents. If parents believe their child has a disability which requires special education services, they may submit a written request for assessment. When a verbal referral is made, staff of the school, CUSD SELPA administration shall offer assistance to the individual in making a request in writing, and provide assistance if requested. Interpreters are provided to assist parents in the Student Success Team/Student Intervention Team (SST/SIT) process to discuss their concerns, possible interventions, and areas of suspected disability to be considered in developing an assessment plan.

Families of children under age three with identified or suspected disabilities are referred to Regional Center of Orange County.

Initial referrals for preschool children are processed through the Preschool Assessment Center Team. Staff obtain information from the child's parent/guardian and, when appropriate, preschool staff. The team meeting provides the opportunity to discuss the child's growth and development relative to expectations, intervention strategies, and the child's potential need for assessments to determine eligibility for special education. The process for referring school age students (age 5 to 18 years old) for special education services begins at the neighborhood school and/or district. An individual with a concern about a student's progress may request consultation with the Student Success Team/ Student Intervention Team (SST/SIT). Forms to request SST/SIT Consultation are available from site staff. The SST/SIT is a general education function and may be composed of the principal or designee, general education staff member, the student's teacher and other categorical staff. The team may also include special education staff such as the speech pathologist and hearing specialist, resource specialist, and/or psychologist. The SST/SIT Chair sends notification of SST/SIT meetings to the appropriate participants, including parents, and facilitates the meeting. If the SST/SIT finds that the student's needs cannot be appropriately met with accommodations/modifications of the general program, a referral for special education assessment is considered. At the time of referral, parents are given a copy of the Notice of Procedural Safeguards.

Referral procedures are coordinated with other school site programs to ensure that students in all regular and supplemental programs have

Description:

access to needed special education services. Referrals from private schools, private preschools, and other agencies are processed in the same manner as referrals from the public schools. School personnel assist in the preparation of referral forms and provide orientation to persons making referrals. Private schools must show that accommodations/modifications of their programs have been attempted and the results of those accommodations/modifications. The accommodations/modifications attempted may be verified by assessment team members through personal interviews with private school teachers and parents.

#### Annual Reviews

The CUSD SELPA procedures for IEP Parent Notification and Participation ensure that the district complete annual reviews within required timelines. The student's IEP is scheduled for review by the IEP team at least once a year. In addition, a special review of the placement may be requested at any time by:

- Any staff member who provides services to, or who knows, the student and has a specific concern;
- The student's parent/guardian;
- A student whose due process rights were transferred at the age of 18.

Upon receipt of a written request, the IEP team administrative designee shall schedule a review meeting within 30 calendar days.

Parents and members of the IEP team must be notified by established notification procedures. The IEP team may:

- Review student progress on goals and objectives.
- Modify the IEP by referring the student to a more intensive or less intensive program.
- Recommend the continuation of the current program.

#### Triennial Assessments

All reevaluations are conducted within three calendar years of the last assessment or more frequently if requested by the student's parent or teacher. The reevaluation determines if the student continues to have a disability and if he/she continues to require special education services. It also determines how he/she is involved in and progressing in the



general education curriculum. Assessment and IEP meetings shall be completed within 60 calendar days upon receipt of the signed assessment plan.

The CUSD SELPA utilizes a Management Information System which tracks student IEP and three-year reevaluation due dates. A list is then compiled of students whose three-year reevaluations are due in that school year.

A completed three-year reevaluation is recorded in the student MIS file to assure continued monitoring. The term "evaluation" is used synonymously with "assessment" to designate the process for identifying children with disabilities and conducting the triennial evaluations.

**Assessment Process**

Evaluations are conducted by competent multi-disciplinary team members, including at least one teacher or specialist knowledgeable in the area of the suspected disability. Attention is given to the student's need for specialized services, materials, and equipment when the low incidence disabilities of visual, hearing and severe orthopedic impairment are suspected. Students assessed for initial and three-year evaluations have a vision and hearing screening unless parental permission is denied. Assessment personnel are competent and appropriately trained to administer and interpret test results and, when necessary, are knowledgeable and understanding of cultural and ethnic backgrounds and competent in both the oral and written skills of English Language Learners. When appropriate, an interpreter is used and reported in the evaluation.

Individuals are assessed in their primary language or other mode of communication unless it is clearly not feasible to do so. All areas of suspected disability are evaluated. Tests and materials used for evaluation are selected and administered so as not to be racially, culturally, or sexually discriminatory and to reflect the individual's skills and aptitude levels. The evaluation process ensures that no single procedure or evaluation is the sole criterion for determining placement. Staff work collaboratively to ensure that a student with a suspected incidence disability is assessed by qualified and trained personnel, in all areas related to the suspected disability, consistent with state guidelines.

3. Coordinated system of procedural safeguards:



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**Procedural Safeguards Notice**

A procedural safeguards notice shall be made available to parents/guardians of students with a disability annually and upon (20 USC§ 1415 (d))

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

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

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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Description:

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

The CUSD SELPA reviews and monitors Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education.

Among regular SELPA activities related to the State Performance Plan are activities for the provision of an ongoing review of programs and data monitoring procedures utilized. These include, but are not limited to:

- Review and analysis of CALPADS Data;
- Participation in the state's Quality Assurance Process
- Provision of ongoing training and technical assistance regarding compliant special education procedures;
- Collection and examination of data regarding the over/under representation of racially, ethnically, linguistically and culturally diverse students to determine whether an imbalance exists;
- Collection and examination of data regarding IEP and assessment timelines.
- Collection and examination of data regarding the over/under representation of racially, ethnically, linguistically and culturally diverse students to determine whether an imbalance exists;
- Collection and examination of data regarding IEP and assessment timelines.

7. Coordinated system of data collection and management:

Document Title:

Document Location:

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

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Description:

Role of the Administrator of the SELPA: The SELPA administrator will ensure that qualified personnel collect and coordinate data, prepare reports, and collaborate with other departments within the LEA. The SELPA administrator will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education. The SELPA administrator will ensure the provision of technical assistance and training to personnel supporting the data collection and management system as requested and/or deemed necessary by the SELPA.

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: Not applicable

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

The district Board of Trustees will approve interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: The program specialist /coordinator assures pupils have a full educational opportunity regardless of the district of residence.

Role of the Administrator of the SELPA: The SELPA will facilitate the

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Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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12. Fiscal and logistical support of the CAC:

Document Title:	<input type="text" value="CUSD SELPA Assurances and Procedures"/>
Document Location:	<input type="text" value="https://www.capousd.org/subsites/Education--Support-Services/Special-Education-/Local-Plan/index.html"/>
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>Role of the Administrator of the SELPA: The SELPA will ensure that fiscal and logistical support for coordinated and approved CAC meetings, events, and trainings is provided. The SELPA Administrator will work with the Superintendent's Cabinet to ensure that the SELPA has sufficient resources to provide fiscal and logistical support for the CAC.</p>

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

Document Title:	<input type="text" value="CUSD SELPA Assurances and Procedures"/>
Document Location:	<input type="text" value="https://www.capousd.org/subsites/Education--Support-Services/Special-Education-/Local-Plan/index.html"/>
Description:	<p>Direct Instructional support provided by the program specialist: The program specialist will provide staff development as requested.</p> <p>Role of the administrator of the SELPA: The SELPA is responsible for providing transportation for students with disabilities as determined by the IEP team. The role of the SELPA administrator is to ensure a coordinated system for operation between departments, and to ensure the provision of technical assistance and professional development training to staff as needed.</p>

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

Document Title:	<input type="text" value="CUSD SELPA Assurances and Procedures"/>
Document Location:	<input type="text" value="https://www.capousd.org/subsites/Education--Support-Services/Special-Education-/Local-Plan/index.html"/>
	<input type="text" value="Direct Instructional support provided by the program specialist/"/>



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Description:

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:



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Description:

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

Document Title:

Document Location:

Description:

**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:

Document Location:

within the district. Early Start Program is to enhance the development of the infant and toddler while supporting his or her family and includes, but is not limited to:

- Home visits-0-36 months
- Parent Support Group
- Parent and Me class at 18-36 months. This two hour class meets once per week and mainly focuses on:
  - Social/Emotional Play Skills
  - Gross and Fine Motor Skills
  - Language Enriched Activities through music, art and snack
  - Sensory Integration through play
  - Parenting Networking and Support

When referrals are received from the State of CA Newborn Hearing Screening Deaf and Hard of Hearing:

- Developmental Assessment completed by multidisciplinary team not limited to, Deaf and Hard of Hearing Teacher, School Psychologist, and Speech and Language Therapist team between 12-14 months old.

When referrals are received from Pediatrician/Direct Parent Referral

(Orthopedic Impairment and Vision Impaired)

- Child will be assessed in all developmental domains by Early Childhood Special Education Teacher and School Psychologist.
- Individual Family Service Plan is developed to determine services and unique needs of the family and child.

Services

Once the IFSP has been developed the Early Start Team, including the parents, will determine appropriate services that may include but are not limited to:

- Home Visits

- Parent Support group
- Audiological Services
- Speech and Language sessions begin at 18-22 months
- Physical Therapy
- Vision Hearing Screenings
- Parent and Me class start at 18-36 months

In addition, our Early Start Program begins to assess and work with parents as the child turns 2.9 years of age to begin the transition from Early Start to an Educational Program, if needed. An Initial Individual Education Plan (IEP) will help determine eligibility for Special Education services at age 3 years.

Preschool (age 3-5) Program Elements

STEPS (Structured Teaching, Education Prepared Students)

8-12 students

1 teacher, 2 aides

- Students require slower pacing, small group instruction, adaptations and modifications.
- Curriculum fundamentally altered to address student needs (i.e. start with access).
- Developmental, language based activities.
- Structured teaching may be utilized to address student needs.
- Adult directed instruction and play
- Repeat Instruction.
- Hand over hand adult guided prompting.
- Communication
- Language & Literacy

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SELPA Capistrano Unified School District

Fiscal Year 2023-24

Description:

-Fine & Gross Motor Skills  
-Self-Help Skills  
-Attending Skills  
-Social Emotional Skills  
-Academic or Readiness Skills  
-Behavior  
-Recess  
-Lunch  
5 hours, 5 days/wk  
SAC (Structured Autism Class)  
Around 10 students  
small staff to student ratio  
-Transition from 1:1 teaching as child learns in 1:2 & small groups.  
Lessons taught in short intervals with frequent repetition and breaks.  
-Individual student schedules.  
-Intensive, highly structured, language-based Preschool classroom model offering intensity through the concentrated number of quality opportunities for learning engagement, in addition to the comprehensive number of program hours.  
-Direct structured instruction utilizing IBI strategies throughout the day.  
-Adult directed instruction & play.  
-Repeat Instruction.  
-Hand over hand adult guided prompting.  
-Cognitive and Language Development  
-Sensory and Motor Skills  
-Social Skills Development

- Adaptive Behavioral Development
  - Compliance Training
  - Reverse Mainstreaming
  - Daily Social Skills with typical peers
  - Recess
  - Lunch
- 4 hours, 5 days/wk
- SEALS (Supporting Early Academic and Language Skills)
- 8-14 students
- 1 teacher, 1 aide
- Learning areas or centers. Slower pace, small and whole group instruction, and use of mild to moderate supports (i.e. visuals, group or class schedule, fading of individual schedules, repetition.
  - A balance between child directed and adult facilitated and/or directed play and exploration and teacher-led small and large groups.
  - Minimal adult directed play. Socialization with peers and independence at recess is encouraged.
  - Follow group instruction.
  - Minimal adult guidance.
  - Communication
  - Language & Literacy
  - Fine & Gross Motor Skills
  - Self-Help Skills
  - Attending Skills
  - Social Emotional Skills

- Behavior
- Academic or Readiness Skills
- Adult facilitated language, play, instruction
- Peer modeling
- Large group activities
- Recess
- Lunch

2 hours 15 minutes, 5 days/wk

Language Builders

Around 6 students:1 SLP

-Language learning takes place while the children participate in a variety of group activities including Circle Time, table top activities and facilitated play.

-Pragmatic language and social skills are embedded in all activities.

-Adult facilitated language, play, and instruction.

-Independently access preschool.

- Receptive Language Skills
- Expressive Language Skills
- Social Emotional Skills
- Attending Skills

-Speech & language group

1 hour 15 minutes,

2 days

2 hours 15 minutes, 5 days/wk

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GEN ED  24 students  1:24, I.F. if per student needs  -Independently access preschool.  -Social skills  Half 3.5 hours or Full Day 7 hours Classes  2, 3, or 5 days/wk
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2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title:

Document Location:

Description:

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

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provision, and the other governance activities specified within the local plan:

Document Title:

Document Location:

Description:

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:

Document Location:

Description:



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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:

Document Location:

Description:

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)

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

Document Title:

Document Location:

Description: