

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

From the five choices below, check the box that best represents the Special Education Local Plan Area's (SELPA's) planned submission to the CDE:

- Initial Local Plan (new SELPAs only)
- Annual Plan
- Amended Governance and Administration
- Amended Local Educational Agency Membership
- Amended Annual Plan
- Amended Local Educational Agency Membership

Special Education Local Plan Area Contact Information

Include current contact information for the SELPA administrator and the administrative unit and fiscal agency responsible for the implementation of the local plan.

Special Education Local Plan Area Administrator

SELPA administrator position changes do not require amendments to the local plan. However, in such cases, new SELPA administrators assume the responsibility for the contents and implementation of the last submitted and approved local plan filed with the California Department of Education (CDE).

SELPA Contact Information

SELPA Name	<input type="text" value="Lodi Area Special Education Region"/>		
SELPA Code	<input type="text" value="3911"/>		
Street Address	<input type="text" value="1305 East Vine St."/>	Zip Code	<input type="text" value="95240"/>
City	<input type="text" value="Lodi"/>	County	<input type="text" value="San Joaquin"/>
Administrator First Name	<input type="text" value="Paul"/>		
Administrator Last Name	<input type="text" value="Warren"/>		
Email	<input type="text" value="pwarren@lodiUSD.net"/>		
Telephone	<input type="text" value="209-331-7062"/>	Extension	<input type="text"/>
Contact Title	<input type="text" value="Director"/>		
Web Address	<input type="text" value="https://www.lodiUSD.net/district/student-support-ser"/>		

Section A: Contacts and Certifications

SELPA

Fiscal Year

Responsible Local Agency (RLA)/Administrative Unit (AU) Contact Information

RLA/AU	<input type="text" value="Lodi Unified School District"/>		
Street Address	<input type="text" value="1305 East Vine St."/>	Zip Code	<input type="text" value="95240"/>
City	<input type="text" value="Lodi"/>	County	<input type="text" value="San Joaquin"/>
Superintendent First Name	<input type="text" value="Cathy"/>	Last Name	<input type="text" value="Washer"/>
Email	<input type="text" value="cwasher@lodiUSD.net"/>		
Telephone	<input type="text" value="209-331-7010"/>	Extension	<input type="text"/>
Web Address	<input type="text" value="https://www.lodiUSD.net/district/superintendents-cf"/>		

Special Education Local Plan Agency Review Requirements

Community Advisory Committee

The SELPA must provide the local plan Governance and Administration component (Section B) to the Community Advisory Committee (CAC) for review. The CAC must be provided with at least 30 days to conduct this review.

The local plan was provided to the CAC for review on what date

County Office of Education

(California Education Code (EC) sections 56140, 56195.1(c), and 56205)

Within 45 days, the County Office of Education (COE), or COEs (as applicable) must approve or disapprove any proposed initial local plan submitted by a local educational agency (LEA) or group of LEAs within the county or counties, and any amendment to the Governance and Administration element thereafter.

COE responsible for approving the Local Plan is the

The local plan was submitted to the COE on what date

Section A: Contacts and Certifications

SELPA

Fiscal Year

Public Hearing Requirements

Local Educational Agency

Annual Budget and Service Plans (Sections D, E, and Attachments)

LEAs participating in a SELPA's governance structure are not required to convene a separate public hearing for the adoption of the Annual Budget and Service Plans. However, LEAs must post PH notices at each school site with information related to the SELPA's PH for the adoption of the Annual Budget Plan, and/or Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available upon request by the CDE.

Special Education Local Plan Area

Annual Budget and Services Plans (Sections D, E, and Attachments)

A PH notice for the adoption of the Annual Budget and/or Annual Service Plan(s) shall be posted at least 15 days before the hearing.

Annual Budget Plan PH Posting Date	<input type="text" value="Sep 15, 2020"/>
Annual Budget Plan PH Date	<input type="text" value="Sep 15, 2020"/>
Annual Services Plan PH Posting Date	<input type="text" value="Sep 15, 2020"/>
Annual Services Plan PH Date	<input type="text" value="Sep 15, 2020"/>

Submitting the Local Plan to the California Department of Education

STEP 1:

Section A is required when submitting any and all local plan sections to the CDE for approval.

STEP 2:

Select the radio button and check-box that represents whether the SELPA's organization is a single-LEA, or multiple-LEA structure; and the membership participation (including charter schools, COEs, and whether the SELPA meets the criteria for a small and sparse SELPA).

Single-LEA **Multiple-LEAs**

- Charter Schools Only
- LEAs Only (including Charter LEAs)

Section A: Contacts and Certifications

SELPA

Fiscal Year

COE/LEA

Small and Sparse (EC sections 56211 through 56212)

STEP 3:

Is the local plan component (Governance and Administration, Annual Budget Plan, or Annual Service Plan) an amendment to a previously submitted plan?

Yes No If "Yes," enter the fiscal year of the previously approved plan

STEP 4:

Include the agency, name, and title of the participants who collaborated in the development of the local plan sections. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	Lodi USD	Paul Warren	Administrator	All Sections
-	Lodi USD	Cathy Washer	Administrator	All Sections
-	Lodi USD	Adina Andris	Finance	Multiple Sections
-	Lodi USD	April Juarez	Finance	Multiple Sections
-	Lozano Smith	Aimee Perry	Attorney	Multiple Sections
-				

STEP 5:

Select the check box to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- Certification 1 Number Submitted
- Certification 2 Number Submitted
- Certification 3 Number Submitted
- Certification 4 Number Submitted

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 5 Number Submitted

STEP 6:

Make sure all applicable certifications are signed electronically and are attached to this pdf.

STEP 7:

Electronically submit the completed section(s) to the CDE at SELPALocalPlan@cde.ca.gov. SELPAs may individually email the corresponding Sections (B, D, E), and the Attachments file to the CDE in the same manner. Or, SELPA may attach all files to a single email.

IMPORTANT: Include the SELPA name, "Local Plan" and the Sections (A, B, D, E, and/or Attachments) being submitted in the "Subject" line of all emails sent to the CDE.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 1: Governance and Administration

Certification 1 is required for an initial Section B submission to the CDE, and each subsequently amended submission.

I certify the attached Governance and Administration local plan section has been adopted at LEA public hearings by the represented local board(s) (LEA/county) and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under Title 34 *Code of Federal Regulations (34 CFR)* Parts 300 and 303, 29 *USC* 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California *EC* Part 30, and Chapter 3 Division 1 of Title 5 of the *California Code of Regulations (5 CCR)*. Copies of all interagency agreements have been attached to the Governance and Administration section of the local plan.

I further certify written agreements have been developed and entered into by LEAs participating in the local plan. Such agreements include, but are not limited to all provisions pursuant to *EC* Section 56195.7.

Web address where the SELPA local plan, including all sections, is posted.

RLA/AU Authorized Agent

Date

Local Governance Council Chairperson

Date

SELPA Administrator

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2: Annual Budget Plan and Annual Service Plan

Certification 2 is required for an initial Section D, and/or E submission to the CDE and each subsequent annual revision.

I certify the attached local plan section(s) including, (1) the Annual Budget Plan; and/or (2) the Annual Service Plan has/have was/were adopted at a SELPA public hearing and is/are the basis for the operation and administration of special education programs specified herein. I further assure the agency(ies) represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), 20 USC 1400 et seq., and implementing regulations under 34 CFR Parts 300 and 303, 29 USC 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California EC Part 30, and Chapter 3 Division 1 of 5 CCR.

Web address where the SELPA local plan, including all sections, is posted.

RLA/AU Authorized Agent

Date

Local Governance Council Chairperson

Date

SELPA Administrator

Date

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

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

- Single LEA SELPA
- Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,

Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

LEA Superintendent/Chief Administrator

Date

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

Section B: Governance and Administration

SELPA Lodi Area Special Education Region

Fiscal Year 2020-21

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:

Lodi Unified School District, Oak View Union Elementary School District, New Hope Elementary School District and Rio Valley Charter School makeup the LASER SELPA.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

Lodi Unified is designated as the “Responsible Local Agency” (RLA). All of the districts, including the RLA, and Rio Valley Charter School are designated as “local educational agencies” (“LEA”).

The Superintendents' Council is made up of the Superintendents of the LEAs, the CEO of the charter school, and the SELPA Executive Director.

The Superintendents' Council acts as an executive board to establish operational procedures and make decisions in any matter regarding the implementation, administration, evaluation and operation of special education programs and services in accordance with the Local Plan. The RLA Superintendent and the LEA Superintendents and CEO of Rio Valley Charter School are responsible for the management and supervision of all special education program operations within the SELPA.

The SELPA Executive Director is a member of the Superintendents' Council, is advisory to the Superintendents' Council, acts at its direction, and is responsible to the RLA Superintendent. The SELPA Executive Director will administer and implement regionalized services as specified in this Local Plan, pursuant to rules, guidelines and procedures adopted by the Council of Superintendents.

The management structure of the SELPA consists of the SELPA Executive Director and such other management positions as may be specified by the Superintendents' Council.

The Superintendents' Council Responsibilities:

The Superintendents' Council shall determine the delivery of services, all matters pertaining to personnel, instruction and instructional requirements as well as the acquisition, allocation, utilization, and disposal of capital assets and supplies, and other necessary functions. No action will be taken except by majority

Section B: Governance and Administration

SELPA **Lodi Area Special Education Region**

Fiscal Year **2020-21**

vote of the members of the Council at an official meeting of that body. A quorum is defined as 75 percent of the members of the Council.

The Superintendents' Council is the decision-making entity of the local plan consortia. This Council performs the following functions:

1. Directing the allocation and utilization of special education management and support services and other resources within the SELPA in accordance with the provisions of the Local Plan.
2. Reviewing special education issues and recommending effective practices to the Boards of Education of each district and Board of Directors of each LEA charter school.
3. Providing leadership in the development of statements of policies and procedures, goals, priorities and plans for the comprehensive and systematic provision of special education programs and services and recommending their adoption by the Boards of each district or LEA charter schools.
4. Adopting administrative rules, regulations and procedures for the management of special education programs and services in the SELPA to insure the implementation of agreements.
5. Monitoring special education programs and services with respect to both planned and actual efforts, progress and results.
6. Adopting guidelines and procedures for the conduct of special education programs and services available through the Local Plan.
7. Providing executive direction to the SELPA Director through the RLA Superintendent regarding the implementation, administration and operation of special education programs and services in accordance with the Local Plan.
8. Making recommendations to the RLA Board of Education.
9. Advising the SELPA Director regarding current status and accomplishment of special

Section B: Governance and Administration

SELPA Lodi Area Special Education Region

Fiscal Year 2020-21

education programs in the respective districts.

10. Providing assistance to the SELPA Director.
11. Providing leadership for inter-district actions pertaining to the implementation, administration and operation of the Local Plan.
12. Being responsible to the governing boards of each of the member LEAs.
13. Specifying responsibility for the operation of special education programs.
14. Recommending an annual budget and program plan to the respective Boards.
15. Approve an annual budget and program plan and present it to the Boards of Trustees or Directors of each Local Educational Agency.
16. Assuring that all students residing in the LASER have access to Special Education.

It is the responsibility of the LEA Superintendents and CEO in implementing the Plan to:

1. Participate as a voting member, or designate an alternate participant, on the Superintendents' Council.
2. Implement special education programs and services agreed upon in the Local Plan.
3. Recommend policies governing special education to the local Governing Boards for approval. Review, recommend changes and/or approve the annual budget plan.
4. Provide input to the Responsible Local Agency Superintendent about the selection and evaluation of the SELPA Director and staff.
5. Implement due process policies and procedures and SELPA agreements.

Responsibilities of District Special Education Administrator:

The Special Education Administrator participates in the preparation of the annual budget plan for the district and the SELPA, advises the Superintendents, when appropriate, about policy development, collects information about program operations and reports that information to the Superintendents' Council, participates in the recruiting, screening and interview process for Responsible Local Agency staff that has a SELPA function. The Special Education Administrator participates in the recruiting, screening and interview process for Local Education Agency staff that has a SELPA function, participates in the evaluation of Responsible Local Agency staff that provides service to Local Education Agencies, and assists LEA Superintendents in the management and operation of Local Education Agency programs and services. The Special Education Administrator also provides mutual

Section B: Governance and Administration

SELPA **Lodi Area Special Education Region**

Fiscal Year **2020-21**

technical assistance in due process and complaint procedures.

Responsibilities of the RLA Superintendent and CEO of the Charter School:

As recommended by the Superintendents' Council, the RLA Superintendent/CEO of the Charter School will:

1. Establish and administer through a Special Education Program Administrator, special education programs and services that are most effectively provided by the RLA. The direct program operations part of the RLA will function as an LEA, have status equal to district program operation in other participating districts, and assure that all individuals with exceptional needs have access to services and instruction, as described on their individual education program.
2. Contract with other SELPAs, districts, agencies or non-public schools or agencies for services to individuals with exceptional needs that are not available within the Service Region.
3. Provide reasonable and necessary administrative support.
4. Coordinate implementation of the plan through the Superintendent's Council.
5. Serve as Chair and voting member of the Superintendent's Council.
6. Through the most cost-effective means, provide the Regionalized Services as described in Education Code Section 56200 (C) (2-6) which are:

a. Personnel Development

Annual Evaluation: The RLA shall be the responsible entity for conducting the annual evaluation as required by cooperation with the California Department of Education. RLA staff shall use accepted needs assessment procedures in determining the topic for the annual evaluation. RLA staff appointed by the RLA Superintendent shall assist LEAs in LASER, as needed in collecting and reporting data required by the CDE. An estimate of .10 FTE may be needed to accomplish the annual evaluation responsibility of the SELPA.

b. Data Collection and Management Information systems.

c. Curriculum Development

d. Ongoing Program Review

Provision for Ongoing Review of Programs - The State has in place a system for review of the special education programs in the districts. It is the responsibility of the SELPA to support the delivery of effective programs and services in its districts, to support a continuum of appropriate service options, to improve the quality of the programs offered, and to monitor them and participate in the review processes, including the Quality Assurance Process, the Procedural Safeguards and Complaints processes and mediation and due process procedures. The LASER SELPA endeavors first to provide adequate information, resources and support to all its member districts, so that they may deliver compliant, quality services. Further, SELPA staff will, under the

Section B: Governance and Administration

SELPA **Lodi Area Special Education Region**

Fiscal Year **2020-21**

direction of the Administrative Director Student Services/SELPA and Superintendents' Council, participate in all State review processes and any local review processes to ensure that appropriate and necessary services are offered for all children with disabilities and to support continuous improvement of those services. The SELPA will ensure that adequate information related to all areas of compliance is available to all the member LEAs. The SELPA will ensure the availability of a full continuum of options, supplemental aids and services, and regionalized programs, for all children with disabilities, severe low incidence, non-severe, and early childhood

The RLA Superintendent will also provide the Program Specialist Services as specified in Education Code Section 56220 (C) (1). These services are based upon the needs of participating LEAs and the RLA programs. Program Specialists shall be employed by the RLA through usual employment procedures of the RLA; secure the adoption and implementation of policies for due process decisions; and implement the mediation process when appropriate.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The role of the Governing Boards of Trustees and Boards of Directors is to review and adopt policies, which govern the implementation of the Local Plan or are required by the California Education Code. For the purposes of this Local Plan, the term "policy" shall not be restricted to Board of Education or Board of Director policies. The term "policy" shall include SELPA policies, procedures, regulations, agreements and memoranda of understanding.

The identification of issues for policy-making may be made by the Superintendents' Council, LEAs or RLA Boards of Education, LEA or RLA Superintendents/CEO. The SELPA Director will draft recommended policies when warranted. The RLA Superintendent will submit the recommended policies to the RLA Board of Education for review and adoption. LEA Superintendents/CEO will simultaneously review the policies with their Boards and, if appropriate, seek adoption.

The LASER Superintendents' Council shall annually review these provisions for funding distribution and determine whether revisions or amendments are warranted.

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:

It is the responsibility of the LEA Superintendents and CEO in implementing the Plan to:

1. Participate as a voting member, or designate an alternate participant, on the Superintendents' Council.
2. Implement special education programs and services agreed upon in the Local Plan.

Section B: Governance and Administration

SELPA Lodi Area Special Education Region

Fiscal Year 2020-21

3. Recommend policies governing special education to the local Governing Boards for approval. Review, recommend changes and/or approve the annual budget plan.
4. Provide input to the RLA Superintendent about the selection and evaluation of the SELPA Director and staff.
5. Implement due process policies and procedures and SELPA agreements.

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

A request by a charter school to participate as a local education agency in the SELPA will be treated in the same manner as such request. In reviewing and approving a request by a school district or a charter school to participate as a local education agency in the LASER, the following requirements shall apply:

1. The LEA or charter school shall participate in state and federal funding for special education and the allocation plan developed in the same manner as other local education agencies of the LASER. The LEA or charter school shall participate in the governance of the SELPA in the same manner as other local education agencies of the SELPA; all LEA charter schools jointly shall have one vote as SELPA members.
2. Charter schools making application for initial LEA status in the LASER-must submit the following documentation to the SELPA Director prior to July 1 for consideration of SELPA membership the following July:

API/AYP reports for each school for the past three (3) years; copy of letters from the CDE on Program Improvement status or other corrective actions; copy of audits for the past three (3) years; copy of unaudited Actuals submitted to the CDE for the past three (3) years; copy of any correspondence from the authorizing LEA/agency (if non-LUSD) regarding fiscal status of the charter school; written assurance statement that special education funds will be expended solely for special education purposes.

The approval of additional members of the LASER SELPA by the Superintendents' Council shall be followed by a redrafting of the Local Plan and action by each member's governing body. The LASER SELPA will provide services to eligible students enrolled in charter schools as described in the Local Plan.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

The Lodi Area SELPA CAC is comprised of parents of individuals with disabilities enrolled in public or non-public schools with the Lodi Area SELPA. The CAC may include pupils and adults with disabilities,

Section B: Governance and Administration

SELPA **Lodi Area Special Education Region**

Fiscal Year **2020-21**

general education teachers and parents, special education providers, and other school personnel within the Lodi Area SELPA. It may also include representatives of other public and non-public agencies, and persons concerned with the education of persons with disabilities.

The school boards of the participating LEAs shall appoint one member and alternates to the CAC. The Superintendents' Council shall establish policies for the operation of the CAC in accordance with the state regulations for CAC guidelines.

The CAC will be established as advisory to the Superintendents' Council and each member will be responsible to the appointing Board of Education or agency. Responsibilities of the CAC are as follows:

- Provide input from members regarding areas to be addressed in the Local Plan. Once the Plan has been developed, CAC members will receive it for review and comment.

- At the time initial input is solicited, members of the CAC may provide recommendations for prioritizing services.

- Members of the CAC are encouraged to provide suggestions for parent education activities. Members are encouraged to participate in parent education activities and to recruit individuals who may assist in the implementation of the Plan.

- Members of the CAC are encouraged to discuss all aspects of the Plan in the community. Information is made available to them so they can become a resource to the community.

- Members are encouraged to be supportive of families and individuals with disabilities and to support and participate in activities on their behalf.

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:

See number 6 above.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

See numbers 1-6 above.

Allocation of Resources to the SELPA AU

All other SELPA revenue will be retained by the AU of the SELPA, Lodi Unified School District. The revenue received will be utilized to operate SELPA-wide programs including: Special Day Classes for Learning Disabled, Communicatively Disabled, Infant, Preschool and K-12 Severely Disabled, Orthopedically and Multi-Disabled students; Resource Specialist Programs,

Section B: Governance and Administration

SELPA Lodi Area Special Education Region

Fiscal Year 2020-21

Designated Instruction and Services such as Language, Speech and Hearing (LSH), Adapted Physical Education, and Itinerant Services for Vision and Hearing Impaired students.

The AU will use SELPA revenue to provide psycho-educational assessments to determine special education eligibility, consultation by school psychologists, LSH Specialists and program specialists to determine appropriate services for students in the least restrictive environments, assistive technology, occupational and physical therapy, school nursing services, and administrative support. Regionalized Services funding shall be allocated to the AU for the purpose of ensuring the provision of Regionalized Services specified in

Education Code 56836.23.

The AU will use SELPA revenue to support technology and the clerical staff required to comply with all state and federally mandated reports, including the California Special Education Management Information System (CASEMIS).

The AU will use SELPA revenue to provide legal consultation on all issues related to the operation of effective and legally compliant special education programs and services in all LEAs included in the Lodi Area SELPA. Individual LEA legal advisors shall consult with SELPA legal counsel to determine the most appropriate course of action for both the individual LEA and the SELPA as a whole.

The AU will use SELPA revenue to absorb all unfunded special education expenses for Lodi, Oak View and New Hope districts as well as the Rio Valley Charter School treated as a school of the district, to include, but not limited to individualized programs, related services, independent evaluations, due process hearings, legal guidance, attorneys' fees and any other costs as identified by the LASER Superintendents' Council. SELPA revenue for the Rio Valley Charter School will be limited to all special education expenses that can be met with existing revenue. Any excess costs for Rio Valley Charter School members are to be covered by the Rio Valley Charter School.

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:

Coordinating with Other Public Agencies:

The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. A Committee will develop each interagency agreement for consideration by the Superintendents' Council. The SELPA Director has the primary responsibility to negotiate agreements with other public agencies. These agreements include but are not limited to: Part C (Infants), California Children's Services, Head Start, Valley Mountain

Section B: Governance and Administration

SELPA Lodi Area Special Education Region

Fiscal Year 2020-21

Regional Center and others as needed.

Listing of agencies, designated agency liaisons, and the most current effective date for a Memorandum of Understanding/or Interagency Agreement:

1. Mental Health; Director; April 2001
2. Valley Mountain Regional Center Executive; Director; April 2002
3. California Children's Services; Director; March 2001
4. Head Start; Executive Director; September 2002
5. Department of Rehabilitation and Employment Development Dept.; Rehabilitation Supervisor; January 1998
6. Part H; Director; June 2002

10. For multi-LEA local plans, specify:

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

LEA Responsibilities:

Each LEA can identify issues for policy-making. Each LEA, in conjunction with its Board, has the option to adopt policies submitted for review by the RLA Superintendent.

Decision-Making Process:

The LEA Superintendents each act on behalf of their respective employing school districts (Lodi, Oak View and New Hope), and the LEA Chief Executive Officer (“CEO”) acts on behalf of Rio Valley Charter School in the SELPA and as members of the SELPA Board of Directors. In addition, the SELPA employs an Executive Director (SELPA Executive Director). The Superintendents of Lodi, Oak View, New Hope, and the CEO of Rio Valley Charter School, or their designee, and the SELPA Executive Director, collectively, constitute the Superintendents' Council. Meetings of the Council are held regularly or are called at the request of one of the members of the Council. All LEA Superintendents' Council members collectively will have 1 vote.

The following process will be used:

1. Items for consideration may be initiated from a Governing Board, a Superintendent, the Superintendents Council or the CAC.
2. Items will be presented at meetings for discussion and recommendations.

Section B: Governance and Administration

SELPA Lodi Area Special Education Region

Fiscal Year 2020-21

3. The SELPA Executive Director will develop a draft proposal, policy position paper.
4. The SELPA Executive Director will present draft to the Council.
5. The RLA Board of Education reviews the proposal (Local Boards), as appropriate. Each Board accepts the proposal when appropriate. If rejected by one or more boards, the RLA Superintendent activates the mediation process.

At the Superintendents' Council level, issues will be resolved by majority vote. If agreement cannot be reached, the RLA Superintendent or LEA Superintendent will request mediation from the County Superintendent of schools. The resultant recommendation will be advisory to the Superintendents' Council.

At the Governing Boards level, will resolve issues by majority vote. If an agreement cannot be reached, or if a proposal requires unanimous consent from each LEA, the RLA Superintendent or the LEA Superintendent will request mediation from the County Superintendent of schools. The resultant recommendation will be advisory to the Superintendents' Council. Thirty days after the advisory recommendation, the RLA Board has the authority to determine a resolution of the program.

Procedures for Making Changes in the Service Delivery System

Any of the LEAs comprising the LASER can request a change in the governance structure and the service delivery system of the LASER through the Superintendent's Council. Changes not agreed to by the Council shall be subject to the mediation process described in this section. Disputes over the distribution of funding, the responsibility for service and other governance activities are subject to the dispute process as provided herein.

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

It is the responsibility of the LEA Superintendents and CEO in implementing the Plan to:

1. Participate as a voting member, or designate an alternate participant, on the Superintendents' Council.
2. Implement special education programs and services agreed upon in the Local Plan.
3. Recommend policies governing special education to the local Governing Boards for approval. Review, recommend changes and/or approve the annual budget plan.
4. Provide input to the RLA Superintendent about the selection and

Section B: Governance and Administration

SELPA Lodi Area Special Education Region

Fiscal Year 2020-21

evaluation of the SELPA Director and staff.

5. Implement due process policies and procedures and SELPA agreements.

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

See responses to 2, 10a and 10b above.

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

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

The LEA Superintendents each act on behalf of their respective employing school districts (Lodi, Oak View and New Hope), and the CEO acts on behalf of Rio Valley Charter School in the SELPA and as members of the SELPA Board of Directors. In addition, the SELPA employs an Executive Director (SELPA Executive Director). The Superintendents of Lodi, Oak View, New Hope, and the CEO of Rio Valley Charter School, or their designee, and the SELPA Executive Director, collectively, constitute the Superintendents' Council. Meetings of the Council are held regularly or are called at the request of one of the members of the Council. All LEA Superintendents' Council members collectively will have 1 vote.

The Superintendents' council will also provide input to the RLA Superintendent about the selection and evaluation of the SELPA Director and staff.

Program Specialists shall be employed by the RLA through usual employment procedures of the RLA. Program Specialists shall be under the supervision of the SELPA Director or designee who shall allocate such services throughout the region.

The Superintendents' Council acts as an executive board to establish operational procedures and make decisions in any matter regarding the implementation, administration, evaluation and operation of special education programs and services in accordance with the Local Plan.

The Council shall determine the delivery of services, all matters pertaining to personnel, instruction and instructional requirements as well as the acquisition, allocation, utilization, and disposal of capital assets and supplies, and other necessary functions. No action will be taken except by majority vote of the members of the Council at an official meeting of that body. A quorum is defined as 75 percent of the members of the Council.

Section B: Governance and Administration

SELPA Lodi Area Special Education Region

Fiscal Year 2020-21

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

Revenue Sources

The California Department of Education (CDE) will allocate Special Education funding to the San Joaquin County Office of Education. Funding will then be allocated to the Administrative Unit (AU) of the LASER, which is the RLA, based on decisions made pursuant to the process and guidelines described herein. The LASER Superintendents' Council shall annually review and approve the distribution of funding based on available dollars, utilization of the funding in each of the LEAs, and requests from any LEA to operate programs. This process allows for the reallocation of funding when necessary and for recapturing funding should the SELPA ever experience declining enrollment.

Funds available are understood to be those allocated to the SELPA on the Advance Certification from the CDE. Each spring the CDE provides funding estimates for the AU of the SELPA using the AB 602 revenue calculations on forms distributed to each SELPA. The Lodi Area SELPA will follow the state apportionment cycle in the distribution of special education revenues.

Revenue limit dollars generated by students in special day classes will be used as a funding source for special education programs in accordance with Education Code requirements. Funding for the SELPA includes Growth, Cost of Living Adjustment (COLA), and Equalization allocations, as appropriate, annually as well as any other funding sources allocated to California SELPAs.

Each LEA within the SELPA is assured an equitable share of federal and state special education funds available to the SELPA to provide special education services to residents of the LEAs. Services may be provided through funding allocated to the district of residence, another school district, a county office or the AU of the SELPA.

Allocation of Resources to the LEA

1. The SELPA has the financial responsibility for special education and support services for all of its students. Distribution of SELPA funding to operate specific LEA programs will be calculated based on the actual costs of all special education programs operated by the LEA during the previous year and will be distributed to the LEA for all such costs. Each spring, funding estimates for the following year will be based on the special education program costs of the LEA program during the previous year. LEA costs will include teacher and instructional assistant expenses plus other operating costs to include instructional materials, books, equipment and staff training.

2. Charter schools within the Lodi Area SELPA that operate independently from a school district as an LEA shall be subject to the guidelines within the Lodi Area Special

Education Local Plan. Funding will be provided in the same manner as an LEA but not with the same allocation formula. If any charter school LEA exceeds the funding allocations specified in the Annual Budget as approved by the Superintendents Council, the cost of such excess shall be

Section B: Governance and Administration

SELPA Lodi Area Special Education Region

Fiscal Year 2020-21

borne by the charter school LEA responsible for the excess costs.

3. Special education budgeting for AB 602 funds will be based on estimated rates from School Services. Actuals will be based on State certification.

4. Any LEA or charter school applying to be an LEA in LASER and granted such status will be budgeted at the following rates:

Year 1: Lesser of the Growth rate or SELPA rate

Year 2 and beyond: Lesser of LEA/Charter base + COLA or SELPA base + COLA

5. In the event an LEA, i.e., Lodi, New Hope, Oak View, or Rio Valley Charter School obtains special education services by contracting with an outside entity, funding estimates for the following year will be based on the actual contracted expenses during the previous year and the SELPA will distribute funds for all such costs. Such expenses will include teacher and instructional assistant expenses plus other operating costs to include instructional materials, books, equipment and staff training.

6. In order to provide prudent fiscal safeguards and a consistent and equitable level of financial support, the allocation for other operating costs shall be based on a formula of \$12.30 per pupil of average daily attendance, or an amount to be determined annually by the LASER Superintendents' Council.

7. In determining special education allocations for each LEA, the annual P2 certification and the December special education pupil count will be utilized. All identified special

education students aged 3 to 22 years will be included in these formulas. Preliminary data gathering will begin in January each year. Priorities will be identified beginning in February and established in May-June. Distribution of dollars should be finalized no later than 30 days after the notification by the CDE of the actual funding available to the SELPA. All recommendations will be presented to the LASER Superintendents' Council for review and action.

8. The SELPA Director, in consultation with the Educational Services and Business Divisions of the AU, shall recommend the allocation of funding for instructional staffing. The allocation shall cover all estimated costs and be based on the actual costs of such staff during the previous year. The annual SELPA service delivery and budget allocation plan shall be adopted following a public hearing held by the Board of Education of the AU each year in accordance with the timeline established for adoption of the overall district budget.

9. Changes in funding distribution shall be recommended by the SELPA Director, in consultation with the Educational Services and Business Divisions of the AU, to the LASER Superintendents' Council. Changes in budget allocations will be reflected on the reporting documents required of the individual LEAs by the CDE. All LEA budgets are approved at public meetings.

10. Proposed changes by an LEA that would impact another LEAs budget or

program(s) shall be submitted to the SELPA Director who will present them to the LASER

Section B: Governance and Administration

SELPA **Lodi Area Special Education Region**

Fiscal Year **2020-21**

Superintendents' Council for consideration. Such changes shall include, but not be limited to 1) changes in services being provided by an LEA; 2) changes in facility needs/uses; 3) programmatic requests.

11. The audit trail of utilization of federal flow-through funds shall be maintained by setting up a separate budget. The SELPA Director will assist the Business Division in preparing annual reports based on expenditure information.

c. The operation of special education programs:

The SELPA Administrator shall serve on behalf of the member LEAs and implement the Local Plan including the direct instructional support provided by program specialists and the following regionalized services and operations:

- Coordination of the SELPA and the administration of the Local Plan.
- Coordinated system of identification and assessment.
- Coordinated system of procedural safeguards.
- Coordinated system of staff development and parent education.
- Coordinated system of curriculum development and alignment with the core curriculum.
- Coordinated system of internal program review, evaluation of the effectiveness of the local plan and implementation of a local plan accountability mechanism.
- Coordinated system of data collection and management.
- Coordination of interagency agreements.
- Coordination of services to medical facilities.
- Coordination of services to licensed children's facilities and foster family homes.
- Preparation and transmission of required SELPA reports.
- Fiscal and logistical support of the Community Advisory Committee.
- Coordination of transportation services for students with disabilities.
- Coordination of career and vocational and transition services.
- Assurance of full educational opportunity.
- Fiscal administration and the allocation of state and federal funds.

Section B: Governance and Administration

SELPA Lodi Area Special Education Region

Fiscal Year 2020-21

Direct instructional support provided by Program Specialists.

The SELPA Executive Director, in conjunction with the Program Specialists and based on service needs, will recommend how Program Specialist services should be allocated throughout the SELPA.

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

The audit trail of utilization of federal flow-through funds shall be maintained by setting up a separate budget. The SELPA Director will assist the Business Division in preparing annual reports based on expenditure information.

The SELPA Staff Development Committee shall develop the annual plan based on annual needs assessments. SELPA staff will prepare the Staff Development budget based on the committee's recommendations for the distribution and utilization of state personnel development funds.

Funding to operate special education programs for eligible students 0 through 5 shall be retained by the AU of the SELPA and shall be subject to the terms and conditions of federal and state Infant and Preschool funding and program mandates.

SELPA Low Incidence funding authorization shall be:

Based on IEP rationale that the equipment requested will promote the least restrictive environment for the student and minimize the necessity for placement in an isolated setting. A request for the expenditure of such funds for equipment shall be submitted in writing to the SELPA office for administrative approval as appropriate.

b. Requests for specialized services funds shall also be based on documented IEP justification. The SELPA staff will prioritize needs and recommend distribution of available state funds. The use of such services in home and schools is

individually determined based on educational needs.

Allocation of Resources to the SELPA AU

All other SELPA revenue will be retained by the AU of the SELPA, Lodi Unified School District. The revenue received will be utilized to operate SELPA-wide programs including: Special Day Classes for Learning Disabled, Communicatively Disabled, Infant, Preschool and K-12 Severely Disabled, Orthopedically and Multi-Disabled students; Resource Specialist Programs, Designated Instruction and Services such as Language, Speech and Hearing (LSH), Adapted Physical

Section B: Governance and Administration

SELPA **Lodi Area Special Education Region**

Fiscal Year **2020-21**

Education, and Itinerant Services for Vision and Hearing Impaired students.

The AU will use SELPA revenue to provide psycho-educational assessments to determine special education eligibility, consultation by school psychologists, LSH Specialists and program specialists to determine appropriate services for students in the least restrictive environments, assistive technology, occupational and physical therapy, school nursing services, and administrative support. Regionalized Services funding shall be allocated to the AU for the purpose of ensuring the provision of Regionalized Services specified in

Education Code 56836.23.

The AU will use SELPA revenue to support technology and the clerical staff required to comply with all state and federally mandated reports, including the California Special Education Management Information System (CASEMIS).

The AU will use SELPA revenue to provide legal consultation on all issues related to the operation of effective and legally compliant special education programs and services in all LEAs included in the Lodi Area SELPA. Individual LEA legal advisors shall consult with SELPA legal counsel to determine the most appropriate course of action for both the individual LEA and the SELPA as a whole.

The AU will use SELPA revenue to absorb all unfunded special education expenses for Lodi, Oak View and New Hope districts as well as the Rio Valley Charter School treated as a school of the district, to include, but not limited to individualized programs, related services, independent evaluations, due process hearings, legal guidance, attorneys' fees and any other costs as identified by the LASER Superintendents' Council. SELPA revenue for the Rio Valley Charter School will be limited to all special education expenses that can be met with existing revenue. Any excess costs for Rio Valley Charter School members are to be covered by the Rio Valley Charter School.

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:

Each LEA is given funds for specialized equipment:

SELPA Low Incidence funding authorization shall be:

Based on IEP rationale that the equipment requested will promote the least restrictive environment for the student and minimize the necessity for placement in an isolated setting. A request for the expenditure of such funds for equipment shall be submitted in writing to the SELPA office for administrative approval as

Section B: Governance and Administration

SELPA

Fiscal Year

appropriate.

b. Requests for specialized services funds shall also be based on documented IEP justification. The SELPA staff will prioritize needs and recommend distribution of available state funds. The use of such services in home and schools is

individually determined based on educational needs.

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Section B: Governance and Administration

SELPA

Fiscal Year

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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:

Section B: Governance and Administration

SELPA

Fiscal Year

Yes No

8. Confidentiality: 20 USC Section 1412(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)

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)

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Section B: Governance and Administration

SELPA

Fiscal Year

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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:

Section B: Governance and Administration

SELPA

Fiscal Year

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities

Section B: Governance and Administration

SELPA

Fiscal Year

except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National

Section B: Governance and Administration

SELPA

Fiscal Year

Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Section B: Governance and Administration

SELPA

Fiscal Year

Reference Number:

Document Title:

Document Location:

Description:

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Description:

3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

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

Reference Number:

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:

Reference Number:

Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Reference Number:

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.

Reference Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

Description:

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

Reference Number:

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:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA Lodi Area Special Education Region

Fiscal Year 2020-21

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

Reference Number: n/a

Document Title: Lodi Local Plan

Document Location: This document is not available online. SELPA office.

Description:

Disputes over the distribution of funding, the responsibility for service and other governance activities are subject to the dispute process as provided herein.

Procedures for Conflict Resolution

In the event the Superintendents' Council cannot achieve that consensus in the decision-making process either or the Governing Boards will activate the following procedures for mediation of differences.

**Level
Procedure
Superintendent's
Council**

Will resolve issues by majority vote. If agreement cannot be reached, the RLA Superintendent or LEA Superintendent will request mediation from the County Superintendent of schools. The resultant recommendation will be advisory to the Superintendents' Council.

**Level
Procedure
Governing Boards**

Will resolve issues by majority vote. If an agreement cannot be reached, or if a proposal requires unanimous consent from each LEA, the RLA Superintendent or the LEA Superintendent will request mediation from the County Superintendent of schools. The resultant recommendation will be advisory to the Superintendents' Council. Thirty days after the advisory recommendation, the RLA Board has the authority to determine a resolution of the program.

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:

Reference Number: 6164.4

Document Title: Identification and Evaluation of Individuals for Special Education

https://www.lodiusd.net/uploaded/Board_of_Education/Board_Policies/

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

Description:

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

Reference Number:

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)

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

Reference Number:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Title:

Document Location:

Description:

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Section D: Annual Budget Plan

SELPA

Fiscal Year

D. Budget Plan

Each special education local plan area (SELPA) must have a responsible local agency or an administrative unit (RLA/AU), which is the legal entity that receives funds and is responsible for seeing that every eligible child receives appropriate services.

Public Hearing Notice Posting Date:

The Budget Plan was adopted at a SELPA public hearing on (date):

Projected special education budget funding, revenues, and expenditures by local educational agencies (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), as well as those 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. Enter the following information:

RLA/AU Name

Number of LEAs

SELPA Mission Statement—(this field is optional)

SELPA Beliefs—(this field is optional)

SELPA Support Provided to LEAs

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 1: Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="\$17,262,268"/>	25.28%
AB 602 Property Taxes	<input type="text"/>	0.00%
Federal IDEA Part B	<input type="text" value="\$5,605,527"/>	8.21%
Federal IDEA Part C	<input type="text"/>	0.00%
State Infant/Toddler	<input type="text" value="\$469,780"/>	0.69%
Preschool	<input type="text" value="\$135,335"/>	0.20%
State Mental Health	<input type="text" value="\$1,879,288"/>	2.75%
Federal Mental Health	<input type="text" value="\$336,143"/>	0.49%
Other <input type="text" value="Unrestricted General Fund Contribution"/>	<input type="text" value="\$42,583,925"/>	62.37%
Other <input type="text"/>	<input type="text"/>	0.00%
Total Revenue	\$68,272,266	100.00%

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

Section D: Annual Budget Plan

SELPA Lodi Area Special Education Region

Fiscal Year 2020-21

Table 2: Total Budget by Object Codes

Object Code	Amount	Percentage of Total Funding
Object Code 1000—Certificated Salaries	26,630,292	39.54%
Object Code 2000—Classified Salaries	14,648,636	21.75%
Object Code 3000—Employee Benefits	15,754,476	23.39%
Object Code 4000—Supplies	\$254,994	0.38%
Object Code 5000—Services and Operations	\$9,569,954	14.21%
Object Code 6000—Capital Outlay		0.00%
Object Code 7000—Other Outgo and Financing*	\$492,952	0.73%
Total Expenditures	67,351,304	100.00%

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

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

Object 7310, State Special Schools = \$68,000
 Object 7221, Trans Apport to District \$632,553 (Note this fund 10 Special Ed. Pass-thru Only)
 Object 7310, Indirect Costs \$412,822
 Object 7439, Other Debt Service \$12,130

Section D: Annual Budget Plan

SELPA Lodi Area Special Education Region

Fiscal Year 2020-21

Table 3: Federal, State, and Local Revenue Summary

Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	19,611,336	28.73%
Federal Revenue	\$6,077,005	8.90%
Local Contribution	42,583,925	62.37%
Total Revenue From All Sources	68,272,266	100.00%

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

Special Education Local Plan Area Funding Distribution

Describe the basic premise of the SELPA Allocation Plan for distributing dollars as closely as possible to how they are earned.

SELPA allocation funds are directly connected with Special Education supports and services. Accounting and Budget Administrators are involved in the fiduciary coding and allocations to SELPA partners and accountability measures are in place to ensure grant compliance.

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

SELPA Director in concert with Lodi USD Departmental Managers ensure SELPA wide compliance with IDEA implementation as well as state and federal grant allocations/spending. SEIS, ARIES, and other electronic databases are used to monitor service needs and implementation and ensure service fidelity. Accounting and budgeting safeguards are in place to ensure SELPA compliance to state/federal allocation regulations.

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 4: Special Education Local Plan Area Operating Expenditures

Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses .

Accounting Categories and Codes		Amount	Percentage of Total
Certificated Salaries Code	<input type="text" value="1000"/>	<input type="text" value="26,630,292"/>	39.17%
Classified Salaries Code	<input type="text" value="2000"/>	<input type="text" value="14,648,636"/>	21.55%
Employee Benefits Code	<input type="text" value="3000"/>	<input type="text" value="15,754,476"/>	23.17%
Supplies Code	<input type="text" value="4000"/>	<input type="text" value="\$254,994"/>	0.38%
Services and Operations Code	<input type="text" value="5000"/>	<input type="text" value="\$9,569,954"/>	14.08%
Capital Outlay Code	<input type="text" value="6000"/>	<input type="text" value="\$0"/>	0.00%
Other Outgo/Financing Code	<input type="text" value="7000"/>	<input type="text" value="\$1,125,505"/>	1.66%
Total Operating Expenditures		67,983,857	100.00%

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom for Students with Low Incidence Disabilities

Enter the total revenue expenditures for supplemental aids and services for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence disabilities.

Total Federal and State Revenue budgeted for Supplemental Aids and Service Expenditures in the Regular Classroom Setting

Total Federal and State Funding

Percent of Total LEA Federal and State Revenue Expenditures for Supplemental Aids and Services in the Regular Classroom Setting

Total Projected Federal and State Revenue budgeted for Students with Low Incidence Disability Expenditures.

Percent of Total LEA Federal and State Revenue Expenditures for Students with Low Incidence Disabilities

Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state revenue expenditures by LEAs participating in the SELPA.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

Attachment I

SELPA:

Fiscal Year:

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

Users may remove all entries in each Attachment template (I through VI) by selecting the "Reset" button below. Similarly, users may add, or remove table rows by selecting the "plus" or "minus" buttons below. Actions taken here will be automatically repeated for each table included herein.

Add or Delete Row	List Number	CDS CODE	LEA
<input type="checkbox"/> + <input type="checkbox"/> -	1	3968585	Lodi Unified School District
<input type="checkbox"/> + <input type="checkbox"/> -	2	3968619	New Hope Elementary
<input type="checkbox"/> + <input type="checkbox"/> -	3	3968635	Oak View Union Elementary
<input type="checkbox"/> + <input type="checkbox"/> -	4	122580	Rio Valley Charter

Attachment II

SELPA: Lodi Area Special Education Region

Fiscal Year: 2020-21

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each local educational agency (LEA) participating in the local plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1.

LEA	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/Toddler	State Preschool	State Mental Health	Federal Mental Health	Subtotal
Lodi Unified School District	17,262,268	\$0	\$0	\$5,605,527	\$469,780	\$135,335	\$1,879,288	\$336,143	25,688,341
New Hope Elementary	\$154,771	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$154,771
Oak View Union Elementary	\$125,051	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$125,051
Rio Valley Charter	\$430,137	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$430,137
Totals:	17,972,227	\$0	\$0	\$5,605,527	\$469,780	\$135,335	\$1,879,288	\$336,143	26,398,300

Attachment III

SELPA:

Fiscal Year:

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

For each local educational agency (LEA) participating in the local plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2.

LEA	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
Lodi Unified School District	26,630,292	14,648,636	15,754,476	\$254,994	\$9,569,954	\$0	\$492,952	67,351,304
New Hope Elementary	\$77554	\$30227	\$55739	\$0	\$0	\$0	\$0	\$163,520
Oak View Union Elementary	\$94290	\$0	\$41249	\$1000	\$0	\$0	\$0	\$136,539
Rio Valley Charter	\$909,955	\$0	\$50143	\$0	\$0	\$0	\$0	\$960,098
Totals:	27,712,091	14,678,863	15,901,607	\$255,994	\$9,569,954	\$0	\$492,952	68,611,461

Attachment IV

SELPA:

Fiscal Year:

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

For each local educational agency (LEA) participating in the local plan, enter the projected special education expenditures allowed by each funding source. Information included in this table must be consistent with revenues identified in Section D, Table 3.

LEA	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Fundings
Lodi Unified School District	\$6,077,005	100.00%	19,611,336	96.51%	42,583,925	25,688,341
New Hope Elementary	\$0	0.00%	\$154,771	0.76%	\$0	\$154,771
Oak View Union Elementary	\$0	0.00%	\$125,051	0.62%	\$0	\$125,051
Rio Valley Charter	\$0	0.00%	\$430,137	2.12%	\$0	\$430,137
Totals:	\$6,077,005	100.00%	20,321,295	100.00%	42,583,925	26,398,300

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

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

LEA	Total Federal and State Revenue	Total Revenue Allocated to SAS in Regular Classroom	Percent of Total LEA Federal and State Revenue SAS	Total Revenue Allocated to Students with LI Disabilities	Percent of Total LEA Federal and State Revenue Low Incidence	Total Percent of Projected Total Revenue by LEA for SAS and LI
Lodi Unified School District	25,688,341	\$0	0%	\$0	0%	0.00%
New Hope Elementary	\$154,771	\$0	0%	\$0	0%	0.00%
Oak View Union Elementary	\$125,051	\$0	0%	\$0	0%	0.00%
Rio Valley Charter	\$430,137	\$0	0%	\$0	0%	0.00%
Totals:	26,398,300	\$0	Not Applicable	\$0	Not Applicable	Not Applicable

<p>LEA</p>	<p>1. Enter the names of all LEAs, vendors or contractors of the State Departments of Health Care Services, State Hospitals, and any designated local public health or mental health agency participating in the local plan. Select the California Longitudinal Pupil Achievement Data System (CALPADs) School Owner Code from the drop-down menu.</p> <p>2. Check the box for each service provided by the corresponding LEA. If a service is not provided by a provider, leave the box "blank." Service codes are defined in Section E of the local plan.</p>																																																				
<p>Rio Valley Charter</p>	<table border="0"> <tr> <td><input checked="" type="checkbox"/> 330</td> <td><input checked="" type="checkbox"/> 210</td> <td><input checked="" type="checkbox"/> 220</td> <td><input type="checkbox"/> 230</td> <td><input type="checkbox"/> 240</td> <td><input type="checkbox"/> 250</td> <td><input type="checkbox"/> 260</td> <td><input type="checkbox"/> 270</td> <td><input type="checkbox"/> 340</td> <td><input type="checkbox"/> 350</td> <td><input type="checkbox"/> 360</td> <td><input type="checkbox"/> 370</td> <td><input checked="" type="checkbox"/> 415</td> </tr> <tr> <td><input checked="" type="checkbox"/> 425</td> <td><input checked="" type="checkbox"/> 435</td> <td><input checked="" type="checkbox"/> 436</td> <td><input checked="" type="checkbox"/> 445</td> <td><input checked="" type="checkbox"/> 450</td> <td><input checked="" type="checkbox"/> 460</td> <td><input checked="" type="checkbox"/> 510</td> <td><input checked="" type="checkbox"/> 515</td> <td><input type="checkbox"/> 520</td> <td><input type="checkbox"/> 525</td> <td><input checked="" type="checkbox"/> 530</td> <td><input type="checkbox"/> 535</td> <td><input type="checkbox"/> 540</td> </tr> <tr> <td><input type="checkbox"/> 545</td> <td><input type="checkbox"/> 610</td> <td><input type="checkbox"/> 710</td> <td><input type="checkbox"/> 715</td> <td><input type="checkbox"/> 720</td> <td><input type="checkbox"/> 725</td> <td><input type="checkbox"/> 730</td> <td><input type="checkbox"/> 735</td> <td><input type="checkbox"/> 740</td> <td><input type="checkbox"/> 745</td> <td><input type="checkbox"/> 750</td> <td><input type="checkbox"/> 755</td> <td><input type="checkbox"/> 760</td> </tr> <tr> <td><input checked="" type="checkbox"/> 820</td> <td><input checked="" type="checkbox"/> 830</td> <td><input checked="" type="checkbox"/> 840</td> <td><input checked="" type="checkbox"/> 850</td> <td><input type="checkbox"/> 855</td> <td><input type="checkbox"/> 860</td> <td><input type="checkbox"/> 865</td> <td><input type="checkbox"/> 870</td> <td><input type="checkbox"/> 890</td> <td><input checked="" type="checkbox"/> 900</td> <td><input type="checkbox"/> 900</td> <td><input type="checkbox"/> 900</td> <td><input type="checkbox"/> 900</td> </tr> </table>	<input checked="" type="checkbox"/> 330	<input checked="" type="checkbox"/> 210	<input checked="" type="checkbox"/> 220	<input type="checkbox"/> 230	<input type="checkbox"/> 240	<input type="checkbox"/> 250	<input type="checkbox"/> 260	<input type="checkbox"/> 270	<input type="checkbox"/> 340	<input type="checkbox"/> 350	<input type="checkbox"/> 360	<input type="checkbox"/> 370	<input checked="" type="checkbox"/> 415	<input checked="" type="checkbox"/> 425	<input checked="" type="checkbox"/> 435	<input checked="" type="checkbox"/> 436	<input checked="" type="checkbox"/> 445	<input checked="" type="checkbox"/> 450	<input checked="" type="checkbox"/> 460	<input checked="" type="checkbox"/> 510	<input checked="" type="checkbox"/> 515	<input type="checkbox"/> 520	<input type="checkbox"/> 525	<input checked="" type="checkbox"/> 530	<input type="checkbox"/> 535	<input type="checkbox"/> 540	<input type="checkbox"/> 545	<input type="checkbox"/> 610	<input type="checkbox"/> 710	<input type="checkbox"/> 715	<input type="checkbox"/> 720	<input type="checkbox"/> 725	<input type="checkbox"/> 730	<input type="checkbox"/> 735	<input type="checkbox"/> 740	<input type="checkbox"/> 745	<input type="checkbox"/> 750	<input type="checkbox"/> 755	<input type="checkbox"/> 760	<input checked="" type="checkbox"/> 820	<input checked="" type="checkbox"/> 830	<input checked="" type="checkbox"/> 840	<input checked="" type="checkbox"/> 850	<input type="checkbox"/> 855	<input type="checkbox"/> 860	<input type="checkbox"/> 865	<input type="checkbox"/> 870	<input type="checkbox"/> 890	<input checked="" type="checkbox"/> 900	<input type="checkbox"/> 900	<input type="checkbox"/> 900	<input type="checkbox"/> 900
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