

**Certification of Annual Budget Plan
 Fiscal Year 2016-17**

1. Check one, as applicable:		
<input type="checkbox"/> Single District	<input type="checkbox"/> Multiple District	<input type="checkbox"/> District/County
Special Education Local Plan Area (SELPA) Code 2500	SELPA Name Modoc County SELPA	Application Date
SELPA Address 139 Henderson Street	SELPA City Alturas	SELPA Zip code 96101
Name SELPA Director (Print) Marian Hall	SELPA Director's Telephone Number (530) 233-7110	
2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency/Administrative Unit [RLA/AU])		
RLA/AU Name Modoc County Office of Education	Name/Title of RLA/AU Superintendent Mike Martin, County Superintendent	RLA/AU Telephone Number (530) 233-7101
RLA/AU Street Address 139 Henderson Street	RLA/AU City Alturas	RLA/AU Zip code 96101
Date of Governing Board Approval June 7, 2016		

**Certification of Approval of Annual Budget Plan Pursuant to California *Education Code*
 Section 56205(b)**

I certify that the Annual Budget Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school within the SELPA at least 15 days prior to the hearing.

The Annual Budget Plan was presented for public hearing on June 7, 2016.

Adopted this 7th day of June, 2016.

Signed: 
 RLA/AU Superintendent

**Annual Budget Plan
 Fiscal Year 2016-17**

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The Standardized Account Code Structure (SACS) codes provide source information from the local educational agency (LEA) reporting.

	Reference/Label	Instructions	Estimated Totals
A	Funds received in accordance with Chapter 7.2 (commencing with California <i>Education Code</i> [EC] Section 56836) (Special Education Program Funding)	SACS Resource Code 6500 (State), 3300-3499 (Federal) 6512-6535 (General Fund)	\$2,267,926
B	Administrative costs of the plan	SACS Goal Code 5001 Function 2100	\$232,880
C	Special Education services to pupils with: (1) severe disabilities , and (2) low-incidence disabilities	SACS Goal Code 5710	\$128,196
		SACS Goal Code 5730	\$40,269
		SACS Goal Code 5750	\$380,641
D	Special education services to pupils with non-severe disabilities	SACS Goal Code 5770	\$1,492,606
E	Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments	Any SACS Goal Code with SACS Function Code 1130 ¹	\$171,826
F	Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2 (SELPA Program Specialists Funding)	SACS Goal Code 5050	\$570,144
		SACS Goal Code 5060	\$107,682
G	The use of property taxes allocated to the special education local plan area pursuant to EC Section 2572	Statement is included in Local Plan	

¹ Function Activity Classification can be found <http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: _____ By: _____

MODOC COUNTY SELPA

NOTICE OF PUBLIC HEARING

**The Modoc County SELPA hereby gives notice
that a Public Hearing will be held as follows:**

TOPIC OF HEARING

2016-17 Annual Service & Budget Plan

HEARING DATE: June 7, 2016
TIME: 10:00 a.m.
LOCATION: Modoc County Office of Education
139 Henderson Street, Alturas, CA 96101

Copy of the *draft document* can be viewed at:

Modoc County Office of Education
139 Henderson Street, Alturas

Modoc Joint Unified School District
906 West 4th Street, Alturas

Surprise Valley Joint Unified School District
470 Lincoln Street, Cedarville

Tulelake Basin Joint Unified School District
400 "G" Street, Tulelake

**After the Public Hearing,
the *adopted plan* will be available for viewing
at the locations indicated above.**

**For additional information, call
Marian Hall, SELPA Director
(530) 233-7110**

Notice Posted: May 16, 2016

**Plan del Area Local de Educación Especial
Del Condado de Modoc (SELPA)**

Aviso de Audiencia Pública

**SELPA del condado de Modoc llevara a cabo una
Audiencia Pública con respect a:**

TEMA DE LA AUDIENCIA

**Plan de Servicio Annual y Plan de Presupuesto
Annual Para el Año 2016-2017**

**Fecha de la Audiencia: 7 de Juno del 2016
Hora: 10:00 a.m.
Lugar: Modoc County Office of Education
139 Henderson Street, Alturas, CA 96101**

Duplicados de estos Planes pueden ser inspeccionados en:

Modoc County Office of Education
139 Henderson Street, Alturas

Modoc Joint Unified School District
906 West 4th Street, Alturas

Surprise Valley Joint Unified School District
470 Lincoln Street, Cedarville

Tulelake Basin Joint Unified School District
400 "G" Street, Tulelake

**Para información adicional, póngase en contacto con:
Marian Hall, SELPA Director
(530) 233-7110**

Adviso Publicado: 16 de Mayo del 2016

**Certification of Annual Service Plan
Fiscal Year 2016-17**


1. Check one, as applicable:		
[] Single District	[X] Multiple District	[] District/County
Special Education Local Plan Area (SELPA) Code 2500	SELPA Name Modoc County SELPA	Application Date
SELPA Address 139 Henderson Street	SELPA City Alturas	SELPA Zip code 96101
Name SELPA Director (Print) Marian Hall		SELPA Director's Telephone Number (530) 233-7110
2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency [RLA] or Administrative Unit [AU])		
RLA/AU Name Modoc County Office of Education	Name/Title of RLA/AU Superintendent (Type) Mike Martin, County Superintendent	RLA/AU Telephone Number (530) 233-7101
RLA/AU Street Address 139 Henderson Street	RLA/AU City Alturas	RLA/AU Zip code 96101
Date of Governing Board Approval June 7, 2016		

**Certification of Approval of Annual Service Plan Pursuant to California *Education Code*
Section 56205(b)**

I certify that the Annual Service Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each district within the SELPA at least 15 days prior to the hearing.

The Annual Service Plan was presented for public hearing on June 7, 2016.

Adopted this 7th day of June, 2016.

Signed: 
RLA/AU Superintendent

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: _____ By: _____

California Department of Education Form ASP-01a (rev March 2016)		California Special Education Management Information System			Special Education Division
Special Education Local Plan Area:		Service Descriptions			
Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
210	Family training, counseling, and home visits (ages 0–2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.	XX		XX	34 Code of Federal Regulations (CFR) sections 300.34 (c)(3), 300.226
220	Medical services (for evaluation only) (ages 0–2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.	XX		XX	34 CFR sections 300.34 (c)(3), 300.226
230	Nutrition services (ages 0–2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.	XX		XX	34 CFR sections 300.34 (c)(3), 300.226
240	Service coordination (ages 0–2 only)	XX		XX	34 CFR sections 300.34 (c)(3), 300.226
250	Special instruction (ages 0–2 only): Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.	XX			34 CFR sections 300.34 (c)(3), 300.226
260	Special education aide in regular development class, childcare center, or family childcare home (ages 0–2 only)	XX		XX	34 CFR sections 300.34 (c)(3), 300.226

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
270	Respite care services (ages 0–2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability. (Note: only for infants and toddlers from birth through 2, but under 3.)	XX		XX	34 CFR sections 300.34 (c)(3), 300.226
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	XX			34 CFR Section 300.39(b)(3)
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	XX			30 California Education Code (EC) Section 56364
350	Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.	XX		XX	5 California Code of Regulations (CCR) Section 3051; 30 EC Section 56441.2
415	Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.	XX			5 CCR Section 3051.1; 30 EC Section 56363; 34 CFR sections 300.34 (c)(15), 300.8 (c)(11)

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
425	<p>Adapted physical education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports, and rhythms, for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.</p>	XX			<p>5 CCR Section 3051.5; 30 EC Section 56363; 34 CFR sections 300.108, 300.39 (b)(2)</p>
435	<p>Health and nursing—specialized physical health care services: Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.</p>	XX		XX	<p>5 CCR Section 3051.12; 30 EC sections 56363, 49423.5(d) 34 CFR Section 300.107;</p>
436	<p>Health and nursing—other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.</p>	XX		XX	<p>5 CCR Section 3051.12; 30 EC Section 56363; 34 CFR Section 300.107</p>

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
445	<p>Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.</p>	XX			<p>5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR sections 300.6, 300.105</p>
450	<p>Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.</p>	XX			<p>5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(6)</p>

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
460	<p>Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.</p>	XX			<p>5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(9); California <i>Business and Professions Code</i> (B&PC) Chapter 5.7 sections 2600-2696; Government Code (GC) Interagency Agreement Chapter 26.5 Section 7575(a)(2)</p>
510	<p>Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.</p>	XX			<p>5 CCR Section 3051.9; 34 CFR Section 300.34(c)(2)</p>
515	<p>Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.</p>	XX			<p>34 CFR sections 300.24.(b)(2), 300.306; 5 CCR Section 3051.9</p>

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
520	<p>Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.</p>	XX		XX	5 CCR Section 3051.11; 34 CFR Section 300.34(c)(8)
525	<p>Social work services: Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.</p>	XX		XX	5 CCR Section 3051.13; 34 CFR Section 300.34(c)(14)
530	<p>Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.</p>	XX		XX	5 CCR Section 3051.10; 34 CFR Section 300.34 (c)(10)
535	<p>Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.</p>	XX		XX	5 CCR Section 3001(d); 34 CFR Section 300.34 (c)(10)
540	<p>Day treatment services: Structured education, training, and support services to address the student's mental health needs.</p>	XX		XX	Health & Safety Code, Div.2, Chap.3, Article 1, Section 1502(a)

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
545	Residential treatment services: A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.				Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, Section 5671
610	Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.	XX		XX	5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
710	Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.	XX			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
715	Interpreter services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	XX			5 CCR Section 3051.16; 34 CFR Section 300.34 (c)(4)
720	Audiovisual services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.	XX		XX	5 CCR Section 3051.2; 34 CFR Section 300.34 (c)(1)

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
725	Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.	XX		XX	5 CCR Section 3030(d); 30 EC Section 56364.1
730	Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	XX		XX	5 CCR Section 3051.3; 30 EC Section 56363; 34 CFR Section 300.34 (c)(7)
735	Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.	XX		XX	5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(13)
740	Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.	XX		XX	5 CCR sections 3030(e), 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(8)
745	Reading services	XX		XX	5 CCR Section 3051.16

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
750	Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.	XX		XX	5 CCR Section 3051.16
755	Transcription services: Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.	XX		XX	5 CCR Section 3051.16
760	Recreation services, includes therapeutic recreation: Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.	XX		XX	5 CCR Section 3051.15; 34 CFR Section 300.34 (c)(11)
820	College awareness: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.	XX			34 CFR sections 300.39 (b)(5), 300.43
830	Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	XX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
840	Career awareness: Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	XX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
850	Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	XX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
855	Job Coaching: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	XX		XX	5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.	XX		XX	5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
865	Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	XX		XX	30 EC Section 56341.5 (f); 34 CFR Section 300.344 (3)(b)
870	Travel training (includes mobility training)	XX		XX	5 CCR Section 3051.3; 34 CFR sections 300.39 (c)(7)
890	Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.	XX		XX	
900**	Other special education/related services: Any other specialized service required for a student with a disability to receive educational benefit.	XX		XX	

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
* B&PC –Business and Professional Codes CCR –California Code of Regulations CFR –Code of Federal Regulations EC –Education Code GC –Government Code					
** Use of CASEMIS Code 900 necessitates further explanation. Please list the other special education/related services to be provided as Code 900 on the form ASP-01b: Customized Service Descriptions.					

Customized Service Descriptions

Special Education Local Plan Area:

California Department of Education Form ASP-01b (rev March 2016)		Special Education Division				
CASEMIS Code	Special Education Service Category Descriptions Birth-21 Years	Compliance Standard (Legal Requirement)	For CDE Use Only		Findings/ Comments	
			Compliance	Meets Compliance		
				Yes	No	
			<p>Has the Special Education Local Plan Area (SELPA) included:</p> <ul style="list-style-type: none"> - Name of service? - Description of service? - How service provided? 			

Special Education Local Plan Area:

Local Educational Agency (LEA):

Annual Service Plan (001)

Location List the site name and type of facility providing services to students enrolled in the LEA.		Services Provided at this Location List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.										
Site Name	Type Of Facility	CASEMIS Service Codes (Use of Code 900 requires further explanation)										
		330	340	415	425	450	460	510	830	840	850	
Modoc High School	10	330	340	415	425	450	460	510	830	840	850	
Surprise Valley High School	10	330	340	510	830	840	850					
Tulelake High School	10	330	340	425	450	460	510	830	840	850		
Alturas Elementary	10	330	340	415	425	450	460	510	610	710	715	
Tulelake Elementary	10	330	340	415	450	460	610	710	715			
Surprise Valley Elementary	10	330	340	415	450	460	510					
Modoc Middle School	10	330	340	415	510	610	710	715				
Modoc High School	24	330	340	450	460							
Modoc Middle School	24	330	510									
Alturas Elementary	24	330										
County Jail	32											

Use these codes to identify the type of facility providing services to students ages 6-22:

10–Public Day School	11–Public Residential School	15–Special Education Center/Facility
19–Other Public School/Facilities	20–Continuation School	22–Alternative Work Education Center/ Work Study Program
24–Independent Study	31–Community School	55–Charter School (operated by an LEA/ District/County Office of Education)
56–Charter School (operating as an LEA)		

Special Education Local Plan Area:

Local Educational Agency (LEA):

Pre-School Services (004)

Location List the site name and type of facility providing services to students enrolled in the LEA.		Services Provided at this Location List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.					
Site Name	Type Of Facility	CASEMIS Service Codes (Use of Code 900 requires further explanation)					
Parent Home	00	250	330	415	450	460	
Alturas Elementary	10	330	415				
Tulelake Elementary	10	300	415	450			
Headstart	61	330	415				
Tulelake Preschool	63	330	415	450	460		
Alturas Preschool	63	330	415	450	460		
Surprise Valley Preschool	63	330	415				
Private	64	330	415				

Use these numbers to identify the type of facility where Pre-School Services (ages 3-5) are provided:

40-Home Instruction	45-Hospital Facility
61-Head Start Program	62-Child Development or Child Care Facility
63-State Preschool Program	64-Private Preschool
65-Extended Day Care Program	

**Certification of Participation, Compatibility,
and Compliance Assurances**

Community Advisory Committee Certification		
CAC Compliance Verification	Yes	No
The Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the Local Plan pursuant to California <i>Education Code (EC)</i> Section 56194.	X	
To ensure adequate and effective participation and communication pursuant to <i>EC</i> 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the Local Plan for special education.	X	
The plan has been reviewed by the CAC, and the committee had at least 30 days to conduct this review, prior to submission of the Local Plan to the Superintendent pursuant to <i>EC</i> 56205(b)(6).		X
The CAC has reviewed any revisions made to the Local Plan as a result of recommendations or requirements from the California Department of Education.		X
Certifying Signature		
Name of Chairperson (print) Stacy Sphar	Phone (530) 233-6311	
Signature of CAC Chairperson 	Date 6/2/14	

If you checked [] "No" for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the special education local plan area (SELPA) met the requirement. (Attach a separate sheet, if necessary.) The Department will take this into consideration in its review of this Local Plan application.

Please note: The Local Plan was created in 2007 with a modification to the appendix in 2014. The CAC committee did not have at least 30 days to conduct a review of the plan as the Modoc County Office of Education did not receive the initial budget plan until April 7 and could not prepared for the scheduled CAC meeting that was April 19. The next CAC meeting was May 24 where the plan was on the agenda to be previewed. However, unfortunately this did not meet the 30 requirement. Next year the CAC will hold a special meeting, if needed, in order to have time to fully review the plan. Per the SELPA Director of MCOE there was minor revisions to the plan in 2014 (in the appendix) for which the CAC did not review. However, no revisions were made in 2015.