

INTERAGENCY AGREEMENT

BETWEEN

COMMUNITY ACTION PARTNERSHIP
OF SAN LUIS OBISPO COUNTY, INC.
MIGRANT AND SEASONAL HEAD START, STATE
CHILD DEVELOPMENT, HELP ME GROW, and
REGIONAL HEAD START PROGRAMS

&

SAN LUIS OBISPO COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

2023-2028

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LOCAL INTERAGENCY AGREEMENT

This agreement is between the Community Action Partnership of San Luis Obispo County, Inc., Migrant/Seasonal Head Start Program (MSHS), Regional Head Start, State Child Development, and Help Me Grow Programs of San Luis Obispo County, and the Special Education Local Plan Area (SELPA) of San Luis Obispo County.

The programs of Community Action Partnership of San Luis Obispo County, Inc., Migrant/Seasonal Head Start Program (MSHS), Regional Head Start, State Child Development, and Help Me Grow will be referred to as Child, Youth, Family Services (CYFS) within this Memorandum of Understanding (MOU).

The San Luis Obispo County Special Education Local Plan Area will be referred to as SLO SELPA within this MOU. The purpose of this local agreement is to provide guidelines and working procedures for staff and designees of the SLO SELPA, and the CYFS; the grantees responsible for the implementation of the State Interagency Agreement. The State-level agreement is between the California Department of Education and the Administration for Children, Youth and Families (ACYF), Region IX Head Start Programs, and Region XII Migrant Seasonal Head Start Programs.


The basic intent of this agreement is to coordinate services for individuals with exceptional needs, ages three to five years, inclusive, served by the agencies, and to delineate the responsibilities of these agencies for the delivery of services.

This agreement is entered into in order to provide a systematic, effective, continuum of service options to individuals with exceptional needs and their parents. The implementation of this agreement will ensure interagency coordination, smooth, timely transition of children from one agency to another and effective utilization of agency resources to meet the needs of individuals with exceptional needs.


Review of Interagency Agreement

It is our plan to review this agreement *every five years* and make changes, as necessary or as required by new legislation. No additions, deletions, or modifications may be made to this agreement without the joint, written approval of the parties to the agreement.

This document is in effect until replaced by a revised interagency agreement signed by all parties.
The current date of adoption is: January 1, 2023


Elizabeth "Biz" Steinberg, Chief
Executive Office, Community Action
Partnership of San Luis Obispo County,
Inc.

5/2/23
Date


Amber Gallagher,
Executive Director
San Luis Obispo County SELPA

05 / 23 / 2023
Date

PURPOSE STATEMENT

The purpose of this agreement is to provide guidelines and working procedures between local education agencies of San Luis Obispo County and CYFS for the provision of services to preschool children eligible for special education in compliance with federal and state laws and regulations under IDEA law of 2004 and the Head Start Law of 2007.

It is the intent of this agreement to:

1. Define which services will be provided by each agency, coordinate services for individuals with exceptional needs (ages three years to compulsory school age) in the most effective manner and to delineate the responsibilities of these agencies for the delivery of services;
2. Ensure that cooperative arrangements between local education agencies, SLO SELPA and CYFS.
3. Ensure that preschool children eligible for special education and related services receive a free, appropriate public education (FAPE), as required by law, in the least restrictive environment.
4. Ensure interagency coordination, smooth and timely transition of children from one agency to another;
5. Ensure that each agency maintains communication and shares leadership responsibility at the local level so that available resources are utilized in the most effective manner.

PROGRAM MANDATES

Responsibilities of Local Education Agencies

1. Mandated to serve eligible children with disabilities from age three through compulsory school age.
2. Respond in 15 days to written requests for assessment by either developing an Assessment Plan or outlining reasons for denying assessment when there is no area of suspended disability.
3. Hold an IEP team meeting within 60 days of receipt of written parental authorization for assessment. At this meeting, the assessment results are reviewed, and eligibility determined. If appropriate, either at this meeting or in a reasonable time frame, an Individualized Education Program is developed which includes special education services.

Responsibilities of CYFS

1. Recruit, enroll and serve eligible children ages three to compulsory school age. A minimum of 10% of children with disabilities will be enrolled in the program, including severe disabilities if the IEP team deems Head Start as an appropriate placement for the child and the family is eligible for CYFS.
2. Screen children and begin needed services by 45 calendar days after the child enters the program. Screening consists of standardized health screening and developmental screening which includes speech, hearing and vision.
3. Refer children found to be "at risk" to the appropriate professionals for diagnostic evaluation.
4. Implement and support children's needs by providing recommended accommodations, supports, and instruction when appropriate.
5. Work with other agencies in order to provide services for children with disabilities.

AGREEMENT TOPIC AREAS

1. CHILD FIND/SCREENING/REFERRAL:

All children with disabilities who require special education must be identified, located and evaluated. (California Education Code sections 56300-56302, IDEA Part B Regulations 34 CFR section 300.220, Head Start – 45 CFR 1304.20(b), 1308.4, 1308.6(b), (c), (e))

<p style="text-align: center;">EDUCATION LEAs of San Luis Obispo County</p>	<p style="text-align: center;">CYFS</p>
<ol style="list-style-type: none"> 1. Shall include CYFS in the child-find system. 2. The local LEA will assign a case carrier who will contact CYFS personnel as indicated on the referral. 3. Each LEA shall exchange with CYFS Disabilities Coordinator or designated staff: <ol style="list-style-type: none"> a. Special education eligibility criteria and program information. The child's difficulties shall not be due primarily to unfamiliarity with the English language; temporary physical disabilities; social maladjustment; or environmental, cultural or economic factors. b. Procedures for request for referral about program eligibility and referral for special education assessment. c. Copies of all current IEP forms, parent rights and procedures. 4. Will coordinate with CYFS in screening activities. Appropriate district liaison participates, upon request, in pre-referral consultation. 5. District of special education accountability accepts referral for special education assessment request when there are areas of suspected disability present, and within 15 days develops an Assessment Plan. 	<ol style="list-style-type: none"> 1. Shall participate in the local education agency's (LEA's) child-find system. 2. CYFS will designate a coordinator of services for children with disabilities, who will ensure designated staff disseminates referrals to LEAs. 3. CYFS will exchange with LEA case carriers: <ol style="list-style-type: none"> a. CYFS eligibility criteria and program information; b. CYFS enrollment procedures, general eligibility requirements, slot sharing, dual enrollment, variations, and program options being offered; c. Procedures for identification of and provision of disability services for CYFS; d. Will Provide results of hearing, vision and developmental screenings as requested by LEAs 4. CYFS screens all children enrolled. For children suspected to need special education, CYFS Disabilities Coordinator, or designee, will refer to the LEA special education program. 5. CYFS Disabilities Coordinator, or designee, will notify/support the parent and follow referral procedures for the district of residence for assessment and consideration of special education eligibility. CYFS will provide a signed release of information with the referral enabling CYFS and the district of special education accountability to exchange information.

2. ASSESSMENT/EVALUATION:

Each child who is suspected of having a disability and needing special education who is referred for assessment shall have the benefits of a Transdisciplinary assessment process, and no single procedure shall be used as sole criterion for assessment. (California Education Code sections 56320-56321(a), IDEA PART B, 34 CFR Part 300.532, Head Start – 45 CFR 1308.6)

<p style="text-align: center;">EDUCATION LEAs of San Luis Obispo County</p>	<p style="text-align: center;">CYFS</p>
<ol style="list-style-type: none"> 1. Coordinate with CYFS to ensure parents are informed of their rights. 2. District of residence shall develop an Assessment Plan and consider screening results and additional information provided by CYFS in the development of the plan. 3. District of residence shall obtain written parental consent to Assessment Plan and implement the plan, providing a copy to the local CYFS. 4. District of residence shall be responsible for assessment of all children referred for assessment to determine eligibility for special education when an area of suspected disability is present. The LEA: <ol style="list-style-type: none"> a. Shall respond and process referrals within applicable legal timelines. The parent or guardian of the pupil shall be given, in writing, a proposed assessment plan within 15 days of the referral for assessment not counting days between the pupil’s regular school sessions or terms or days of school vacation in excess of five school days from the date of receipt of the referral, unless the parent or guardian agrees, in writing, to an extension. (EC 56321(a)) b. Shall conduct assessments using appropriately qualified personnel including a multi-disciplinary team of professionals (EC 56320) (EC 56441.6 and 5642.6). 	<ol style="list-style-type: none"> 1. Coordinate with LEA to ensure parents are informed of their rights. 2. CYFS shall provide additional information, including screening results to assist in the development of an Assessment Plan. 3. CYFS shall obtain written parental consent and participate with the LEA in implementation of the Assessment Plan, as appropriate. 4. CYFS shall be responsible for health screening/assessment (medical, dental, nutritional, and development) not performed by the LEA as part of the assessment..

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| <ul style="list-style-type: none">c. Shall conduct assessments so as not to be racially, culturally, or sexually discriminatory.
(EC 56001(j) and 56320)d. Shall conduct assessment in all areas of suspected disability.
(EC 56320(f))e. Within 60 days of receipt of signed permission to assess, shall conduct a meeting to review the assessment, determine eligibility and, if eligible, in a reasonable timeframe thereafter, develop an IEP.
(EC 56344)f. The assessment shall be conducted using a multidisciplinary team of professionals. (EC 56441.6 and 56426.6)g. The assessment shall be administered in the child's primary language unless it is clearly not feasible to do so.
(EC 56320(b)(1)) <ul style="list-style-type: none">5. District of residence shall be responsible for informing parents of assessment results and appropriate CYFS staff should be invited.6. District of residence will release, with written parental consent, assessment information and the diagnostic summary to CYFS. | <ul style="list-style-type: none">5. CYFS Disabilities Coordinator or designee may assist parent(s) as appropriate and necessary when parent(s) receive assessment results.6. CYFS Disabilities Coordinator or designee will review assessment information, and CYFS staff will keep copy in child's file, along with IEP copy to guide curriculum and individualization plans for child. |
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3. INDIVIDUALIZED EDUCATION PROGRAM (IEP):

An Individual Education Program must be developed and implemented for each child with a disability to receive special education and related services in the least restrictive environment (California Education Code section 56340-56382 – section 56445 (a-d), IDEA PART B, section 300.550-300.554; 45 CFR 1304.20(f)(2)(iv), 1308.19)

When children are eligible for both LEA special education and CYFS, it is intended that the IEP process be collaborative between the two agencies.

<p style="text-align: center;">EDUCATION LEAs of San Luis Obispo County</p>	<p style="text-align: center;">CYFS</p>
<ol style="list-style-type: none"> 1. Shall develop an IEP for each child who has been assessed by the LEA within 60 days of receipt of the parents written consent for assessment. (EC 56344) 2. The LEA shall include CYFS personnel in the development of the IEP when the child is enrolled in or being considered for enrollment in a CYFS program. (EC 56341 (b)(2) and (c)) 3. Send written notification of IEP meetings for children enrolled or planning enrollment in CYFS to CYFS staff. 4. Not applicable. 5. The IEP team shall meet at least annually to review the child's progress (EC 56343 (d)) and include the child's current teacher and parents. (EC 56341 (b)(1)(2)(3)) 6. The LEA will provide CYFS with a copy of the IEP with parent consent. 	<ol style="list-style-type: none"> 1. CYFS shall participate in the IEP for preschool age children with disabilities, consistent with the requirements of 45 CFR 1308.19 (45 CFR 1304.20(f)(2)(iv)) 2. When the LEA develops the IEP, a representative from CYFS must attempt to participate in the IEP meeting and placement decision for any child meeting CYFS program eligibility requirements. (45 CFR 1308.19 (c)) 3. Provide all comprehensive child development services to all children enrolled in CYFS. (45 CFR 1308.4(c)) 4. Shall participate at least annually in IEP reviews. (45 CFR 1308.19(e)(7)) 5. CYFS will ensure the confidentiality of LEA IEPs.

4. SERVICE DELIVERY:

Children with disabilities and their families shall receive educational and related services as identified in the IEP. (34 CFR 300.500(a), California Education Code, Chapter 4 and section 56441.1(a), Head Start – 45 CFR 1308.4(h))

<p style="text-align: center;">EDUCATION LEAs of San Luis Obispo County</p>	<p style="text-align: center;">CYFS</p>
<p>1. Shall consider as appropriate settings:</p> <ul style="list-style-type: none"> a. The regular public or private nonsectarian preschool program. b. The child development center or family day-care home. c. The child’s regular environment, which may include the home. d. A special site where preschool children with disabilities and children who are not disabled are located close to each other and have an opportunity to share resources and programming. e. A special education program with children who are not disabled attending and participating. f. A public LEA setting which provides an age-appropriate environment, materials and services, and defined by the superintendent. (EC 56441.4(a-f)) <p>2. Shall provide or ensure that services are provided in the child’s primary language unless it is clearly not feasible to do so. (EC 56345(b)(2) and 5CCR 3001(s))</p>	<p>1. Shall include options of:</p> <ul style="list-style-type: none"> a. Joint placement of children with other agencies; b. Shared provision of services with other agencies; c. Shared personnel to supervise special education services, when necessary to meet state requirements on qualifications; d. Administrative accommodations such as having two children share one enrollment slot when each child’s IEP calls for part-time service because of their individual needs; and e. Any other strategies to be used to ensure that special needs are met. These may include: <ul style="list-style-type: none"> i. Increased staff; ii. Use of volunteers; and iii. Use of supervised students in such fields as child development, special education, child psychology, various therapies and family services to assist the staff. (45 CFR 1308.4(j)(1-5)) <p>2. Staff and program consultants must be able to serve and effectively communicate, to the extent feasible, with children and families with no or limited English proficiency. (45 CFR 1304.52(b)(4)) CYFS can assist with identifying or providing interpreters.</p>

<p>3. The Local SELPA shall work to coordinate services with CYFS. (EC 56195.7(d))</p>	<p>3. CYFS shall work to coordinate services with the LEA. (45 CFR 1308.4(a)(2), (1), and (m))</p>
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5. TRANSITION:
 Young children with disabilities and their families shall be assessed and receive support in planning transitions between programs. (California Education Code (Chapter 4.45, section 56445(a-d)); Code – 45 CFR 1308, section 1308.21, subpart G and section 1308.4(g))

<p style="text-align: center;">EDUCATION LEAs of San Luis Obispo County</p>	<p style="text-align: center;">CYFS</p>
<p>1. Establish a system with the CYFS grantee to ensure a smooth transition of children with disabilities from LEA early intervention programs.</p> <p>2. Procedures for immediate interim 30-day placement for children with an IEP moving into another LEA shall be implemented according to CA EC 56325.</p> <p>3. Shall establish a system with CYFS to ensure a smooth transition of children with disabilities into the next placement.</p>	<p>1. Shall establish a system with the LEA to ensure a smooth transition of children with disabilities from infant toddler programs into CYFS. (45 CFR 1308.4(g))</p> <p>2. If a child enters CYFS with an IEP completed within two months prior to entry, CYFS supports for that child must begin within the first two weeks of program attendance. (45 CFR 1308.19(k))</p> <p>3. Shall establish a system with the LEA to ensure a smooth transition of children with disabilities from CYFS into the next placement. (45 CFR 1308.3(g))</p>

6. PROCEDURAL SAFEGUARDS:

Young children with disabilities and their families shall be afforded procedural safeguards and confidentiality of records requirements according to IDEA, (IDEA PART B, Regs. Section 300.500-300.515), California Education Code sections 56500.1 – 56507; and Head Start 45 CFR 1308.6, and 1308.21 (a)(6).

<p style="text-align: center;">EDUCATION LEAs of San Luis Obispo County</p>	<p style="text-align: center;">CYFS</p>
<p>1. Shall implement all rights and protections of IDEA, including procedural safeguards for IDEA (34 CFR 300.500-300.515), for all individuals with exceptional needs and their parents who are provided special education by the LEA according to California Education Code of Regulations, title 5 regulations, and federal law and regulations.</p> <p>2. Shall inform CYFS personnel and parents verbally and in writing of individual rights and protections under IDEA (in their primary language). (EC 56321(a)&(b))</p> <p>3. Shall inform CYFS verbally and in writing of procedural safeguards including due process hearing and complaint procedures for all children who are provided special education by the LEA and enrolled in CYFS programs. (EC 56500.1(a)&(b))</p>	<p>1. Shall ensure that all rights and protections of IDEA, including confidentiality of records requirements, prior notice, and placement in the least restrictive environment, are provided for all children with disabilities and their parents, according to appropriate state and federal laws and regulations. (45 CFR 1308.6(e)(3)&(4) and 1308.21 (a)(6))</p> <p>2. Shall inform parents verbally and in writing of individual rights and protections under IDEA in their primary language. (45 CFR 1308.21(a)(6)) Shall maintain confidentiality, inform parents of their rights to review their child’s records and obtain informed parental consent for evaluation, and maintain other procedural safeguards in a manner to assure that parents understand. (45 CFR 1308.6(e)(4))</p> <p>3. Inform parents verbally and in writing of procedural safeguards, and participate in hearings when requested.</p>

7. TRAINING AND TECHNICAL ASSISTANCE:

Training and technical assistance shall be provided for the implementation of early education programs for preschool children with disabilities. (California Education Code sections 56441.13 – IDEA PART B Regs. (34 CFR section 300.382) – 45 CFR Ch 41, subpart B section 1306.23; 45 CFR 1308.4(0)(7))

<p align="center">EDUCATION LEAs of San Luis Obispo County</p>	<p align="center">CYFS</p>
<p>1. The Local SELPA or LEA shall notify CYFS Disabilities Coordinator of training opportunities appropriate for special education, early education, and due process.</p> <p>2. Appropriate LEA personnel shall participate in CYFS-sponsored training programs, as deemed appropriate.</p>	<p>1. CYFS shall notify the SELPA and LEA’s contact person of training opportunities being provided or sponsored by CYFS which are appropriate for special education, early education, and due process.</p> <p>2. CYFS personnel, as appropriate, shall participate in SELPA/District/County training programs, as deemed appropriate.</p>

8. FUNDING:

<p align="center">EDUCATION LEAs of San Luis Obispo County</p>	<p align="center">CYFS</p>
<p>1. Shall finance the cost of special education and related services for all individuals with exceptional needs as specified in the IEP, and for whom the LEA, in accordance with the Local Plan, is mandated to provide special education and related services.</p> <p>2. May, by mutual agreement with CYFS, combine fiscal and service resources in a manner different than #1, above, provided the combination results in increased services to children with disabilities.</p> <p>3. No agency shall presume or determine eligibility for another agency.</p>	<p>1. Shall pay for the cost of comprehensive child development services provided to all children enrolled in CYFS.*</p> <p>2. May, by mutual agreement with LEAs, combine fiscal and service resources in a manner different than #1, above, provided the combination results in increased services to children with disabilities.</p> <p>3. No agency shall presume or determine eligibility for another agency.</p>

* Comprehensive child development services provided to all children enrolled in CYFS include: educational, social services, health (nutrition, medical, dental) mental health and disabilities, and parent involvement.

9. DISPUTE RESOLUTION:

Special education and CYFS staff at the state and local levels should address any disputes through a mutually agreed upon process (IDEA 34 CFR Part 300, section 300.142; CCR, title 2, Division 9, Article 9, section 60600).

<p align="center">EDUCATION LEAs of San Luis Obispo County</p>	<p align="center">CYFS</p>
<ol style="list-style-type: none"> 1. In the event that misunderstandings or disputes occur between agencies with regard to policies and procedures necessary to accomplish the objectives of this agreement, the staff of the LEA and CYFS will meet to develop a mutually agreeable solution. These disputes should be resolved at the lowest administrative level possible. 2. CYFS and SELPA agree to the principles and steps listed below to resolve disputes. Nothing in these dispute resolution procedures precludes a parent from initiating due process or complaint procedures. <ol style="list-style-type: none"> a. Case Manager: The first attempt at conflict resolution shall consist of the case/service managers involved in the situation meet in an attempt to resolve the conflict. b. Conflicts which cannot be resolved by the case managers shall be referred to the LEA Director of Special Education and the appropriate CYFS Program Director. They shall discuss the point(s) of difference. c. Any issue that is unresolved by Step B (above) shall be referred to the CYFS Division Director and to the SELPA Executive Director (or his/her designee) for resolution. 3. During any dispute between agencies all children must continue to receive the appropriate services currently being provided. 	<ol style="list-style-type: none"> 1. In the event that misunderstandings or disputes occur between agencies with regard to policies and procedures necessary to accomplish the objectives of this agreement, the staff of the LEA and CYFS will meet to develop a mutually agreeable solution. These disputes should be resolved at the lowest administrative level possible. 2. CAPSLO and SELPA agree to the principles and steps listed below to resolve disputes. Nothing in these dispute resolution procedures precludes a parent from initiating due process or complaint procedures. <ol style="list-style-type: none"> a. Case Manager: The first attempt at conflict resolution shall consist of the case/service managers involved in the situation meet in an attempt to resolve the conflict. b. Conflicts which cannot be resolved by the case managers shall be referred to the LEA Director of Special Education and the appropriate CYFS Program Director. They shall discuss the point(s) of difference. c. Any issue that is unresolved by Step B (above) shall be referred to the CYFS Division Director and to the SELPA Executive Director (or his/her designee) for resolution. 3. During any dispute between agencies all children must continue to receive the appropriate services currently being provided.

APPENDIX A-1: DEFINITION LEA Definitions

Appropriate Education

EC 56001 and C56040

FAPE, as in 'free, appropriate, public education,' is an educational program and related service(s) as determined on an individual basis which meets the unique needs of each individual with exceptional needs. Such an educational program and related service(s) shall be based on goals and objectives as specified in an individualized education program (IEP) and determined through the process of assessment and IEP planning in compliance with state and federal laws and regulations. Such an educational program shall provide the equal opportunity for each individual with exceptional needs to achieve his or her full potential, commensurate with the opportunity provided to other individuals.

Dual Enrollment

Subchapter 1. Special Education 5 CCR 3001 (m)

"Dual enrollment" means the concurrent attendance of the individual in a public education agency and a nonpublic school and/or a nonpublic agency.

IEP

EC 56032

"Individualized education program" means a written document described in Sections 56345 and 56345.1 for an individual with exceptional needs that is developed, reviewed, and revised in a meeting in accordance with Sections 300.340 to 300.350, inclusive, of Title 34 of the Code of Federal Regulations and this part. It also means "individualized family service plan" as described in Section 1436 of Title 20 of the United States Code if the individualized education program pertains to an individual with exceptional needs younger than three years of age.

IEP Team

EC 56341 (g) A member of the individualized education program team may be excused from attending an individualized education program meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if both of the following occur: (1) The parent and the local educational agency consent to the excusal after conferring with the member. (2) The member submits in writing to the parent and the individualized education program team, input into the development of the individualized education program prior to the meeting.

Individual with Exceptional Needs

EC 56026 "Individuals with exceptional needs" means those persons who satisfy all the following:

- (a) Identified by an individualized education program team as children with disabilities, as that phrase is defined in subparagraph (A) of paragraph (3) of section 1401 of title 20 of the United States Code.
- (b) Their impairment, as described by subdivision (a), requires instruction, services, or both, which

cannot be provided with modification of the regular LEA program.

(c) Come within one of the following age categories:

(1) Younger than three years of age and identified by the district, the special education local plan area, or the county office as requiring intensive special education and services, as defined by the State Board of Education.

(2) Between the ages of three to five years, inclusive, and identified by the district, the special education local plan area, or the county office as requiring intensive special education and services, as defined by the State Board of Education; or between the ages of three and five years, inclusive, and identified by the district, special education local plan area, or county office pursuant to section 56441.11.

Interagency Agreement

2 CCR 60010 (I) "Local interagency agreement" means a negotiated written document which defines each agency's role and responsibilities for serving individuals with exceptional needs and assist in promoting coordination of these services.

Responsible LEA

EC 56030 "Responsible local education agency" means the school district or county office designated in the local plan as the entity whose duties shall include, but are not limited to, receiving and distributing regionalized services funds, providing administrative support, and coordinating the implementation of the plan.

SELPA Special Education Local Plan Area

EC 56195.1 (d) The service area covered by the local plan developed under this article shall be known as the special education local plan area. The acronym also refers to SELPA, the agency which serves the local plan area.

Referral for Assessment

EC 56029 "Referral for assessment" means any written request for assessment to identify an individual with exceptional needs made by a parent, teacher, or other service provider.

Special Education

EC 56031 "Special Education" means specially designed instruction, at no cost to the parent, to meet the unique needs of individuals with exceptional needs, whose educational needs cannot be met with modification of the regular instruction program, and related services, at no cost to the parent, that may be needed to assist these individuals to benefit from specially designed instruction.

CYFS Head Start Eligibility Information

Age of Children and Family Income Eligibility

45 CFR, Section 1305.4, (a) To be eligible for Head Start services, a child must be at least three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located, except in cases where the Head Start program's approved grant provides specific authority to serve younger children. Examples of such exceptions are programs serving children of migrant families and Early Head Start programs. (b)(1) At least 90 percent of the children who are enrolled in each Head Start program must be from low-income families. (2) Except as provided in paragraph (b)(3) of this section, up to ten percent of the children who are enrolled may be children from families that exceed the low-income guidelines but who meet the criteria that the program has established for selecting such children and who would benefit from Head Start services. To be eligible for Migrant Seasonal Head Start families must prove that 51% of their income comes from working in agriculture.

Selection Process

45 CFR, Section 1305.6(a) Each Head Start program must have a formal process for establishing selection criteria and for selecting children and families that considers all eligible applicants for Head Start services. The selection criteria must be based on those contained in paragraphs (b) and (c) of this section. (b) In selecting the children and families to be served, the Head Start program must consider the income of eligible families, the age of the child, the availability of kindergarten or first grade to the child, and the extent to which a child or family meets the criteria that each program is required to establish in Sec. 1305.3(c)(6). Migrant programs must also give priority to children from families whose pursuit of agricultural work required them to relocate most frequently within the previous two-year period. (c) At least 10 percent of the total enrollment in each grantee and each delegate agency during an enrollment year must be children with disabilities who meet the definition for children with disabilities in Sec. 1305.2(a). An exception to this requirement will be granted only if the responsible HHS official determines, based on such supporting evidence he or she may require, that the grantee made a reasonable effort to comply with this requirement but was unable to do so because there was an insufficient number of children with disabilities in the recruitment area who wished to attend the program and for whom the program was an appropriate placement based on their Individual Education Plans (IEP) or Individualized Family Service Plans (IFSP), with services provided directly by Head Start or Early Head Start in conjunction with other providers. (d) Each Head Start program must develop at the beginning of each enrollment year and maintain during the year a waiting list that ranks children according to the program's selection criteria to assure that eligible children enter the program as vacancies occur.

Eligibility Criteria for Children with Disabilities

For information on Eligibility criteria for children with disabilities, including definitions under IDEA, refer to San Luis Obispo County SELPA's Eligibility Guide [LINK GUIDE HERE:](https://docs.google.com/document/d/1-WJ-O-1dX21hBJBczjtjaye-hysEt71bZ3i51sbIK4C4/edit?usp=sharing)
<https://docs.google.com/document/d/1-WJ-O-1dX21hBJBczjtjaye-hysEt71bZ3i51sbIK4C4/edit?usp=sharing>

APPENDIX A-2: TERMINOLOGY

SPECIAL EDUCATION

- CAC - Community Advisory Committee: A mandated advisory group consisting of parents, LEA personnel and other interested community members.
- CDE California Department of Education.
- FAPE - Free and appropriate education: Appropriate special services provided to the student at no cost to the family.
- IEP - Individualized Education Program: A written statement of the specific special education and related services required by the student, including educational goals and short-term instructional objectives.
- LEA - Local Education Agency: A public-school district or county office of education.
- LRE - Least Restrictive Environment: An educational setting which provides for maximum integration with non-disabled peers, consistent with the instructional needs of the child.
- RELATED SERVICES - Related Services: specific support services (related services) that allow a student to benefit from their education.
- RSP - Resource Specialist Program: An educational service delivery option providing support from a Resource Specialist within the regular classroom or in a separate room .
- SAI - 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 (32 CFR 300.39 (b) (3))
- SDC - Special Day Class: A separate service delivery option for some or much of the school day, serving students with more intensive educational needs.
- SEA - State Education Agency: The Department of Education in each state.
- SELPA - Special Education Local Plan Area: An administrative governance structure established by the California Department of Education to ensure adequate size and scope of special education services within a region, often involving a consortium of LEAs.
- SST - Student Study Team or Student Success Team or Student Support Team: a group of people at the LEA who meet together to look at students who are presenting a problem in the classroom. The purpose of the Team is to assist teachers to modify the regular classroom program to meet the students' individual needs.

HEAD START

- ACYF - Administration for Children, Youth and Families: The Federal agency administering Head Start programs.
- ACYF/IX - Region IX (the local region) Office of ACYF.
- CHDP - Child Health and Disability Prevention Program: State-administered, federal program for health screening and preventative activities for children 0-5 years of age.
- Grantee - Government agency, non-profit organization or other legal entity to which a grant and funding is awarded to directly or indirectly provide for Head Start programs, including monitoring, staff training and technical assistance to delegate agencies, the agency accountable to ACYF for program operation.
- PIR - Program Information Report: Annual statistical survey.
- PPC - Parent Policy Council: Head Start Administration – Parent Council at grantee level.
- RAP - Resource Access Project: Part of a national network of support services, such as training and technical assistance to local Head Start programs.
- SCC - Special Class or Center: a group of separated special day classes on one site or facility.
- HS - Regional Head Start
- MSHS - Migrant Seasonal Head Start

Title	CAPSLO and SLO SELPA MOU 2023-2028
File name	SLO SELPA MOU 1-1-23.pdf
Document ID	6b26b74ae2527521adb3d7d5a7a3c499476ea6d8
Audit trail date format	MM / DD / YYYY
Status	• Signed

Document History



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05 / 23 / 2023

12:45:25 UTC-7

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