

Special Education Local Plan Area (SELPA) Local Plan

SELPA Humboldt - Del Norte

Fiscal Year 2025-26

LOCAL PLAN
Section A: Contacts and Certifications
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- NEW* SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- Local Plan Section B: Governance and Administration
 - Local Plan Section B
 - Certifications 1, 3, 4 and 5 are required
 - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- Local Plan Section D: Annual Budget Plan
 - Select if this Local Plan Section D submission was revised after June 30th due date
 - Local Plan Section D
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I-V are required
 - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- Local Plan Section E: Annual Service Plan
 - Select if this Local Plan Section E submission was revised after June 30th due date
 - Local Plan Section E
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I and VI are required
 - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- Local Educational Agency Membership Changes

Section A: Contacts and Certifications

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A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

A3. SELPA Director Contact Information

Enter address information for the SELPA. Include current SELPA Director contact information.

NOTE: SELPA Director position changes do not require amendments to the Local Plan.

However, in such cases the new SELPA Director assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="Humboldt - Del Norte"/>		
Street Address	<input type="text" value="624 Harris Street"/>	Zip Code	<input type="text" value="95503"/>
City	<input type="text" value="Eureka"/>	County	<input type="text" value="Humboldt"/>
Mailing Address	<input type="text" value="624 Harris Street"/>		
City	<input type="text" value="Eureka"/>	Zip Code	<input type="text" value="95503"/>
Director First Name	<input type="text" value="Haley"/>	Administrator Last Name	<input type="text" value="Jones"/>
Director Title	<input type="text" value="Executive Director"/>		
Director's Email	<input type="text" value="hjones@hcoe.org"/>		
Telephone	<input type="text" value="(707) 441-2051"/>	Extension	<input type="text"/>

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan and must electronically sign Certification 1 and 2.

Administrative Entity Name

Section A: Contacts and Certifications

SELPA Fiscal Year

Street Address Zip Code
City County
Contact First Name Last Name
Contact Title
Email
Telephone Extension

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes No N/A (Section D and/or Section E submissions)

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

N/A (Section D and/or Section E submissions)

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

Section A: Contacts and Certifications

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COE responsible for approving the Local Plan

Local Plan section(s) was/were provided to the COE(s) listed for approval on

COE responsible for approving the Local Plan

Local Plan section(s) was/were provided to the COE(s) listed for approval on

Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

Section A: Contacts and Certifications

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STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

- Single LEA SELPA: This selection includes only one district LEA; or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by *EC* sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. 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
-	HDN SELPA	Haley Jones	Administrator-Spec. Ed.	All
-	HDN SELPA	Carol Ingram	Other	Section D

Section A: Contacts and Certifications

SELPA

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Arcata Elementary School	Luke Biesecker	Administrator-Gen. Ed.	Multiple
<input type="checkbox"/>	HCOE - Business	Corey Weber	Other	Multiple
<input type="checkbox"/>	HDN SELPA - CAC	Cassie Michel	CAC	All
<input type="checkbox"/>	HDN SELPA - CAC	Trevor Hammons	CAC	All
<input type="checkbox"/>	Del Norte County Schools	Tom Kissinger	Administrator-Gen. Ed.	All
<input type="checkbox"/>				
<input type="checkbox"/>				

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- Certification 1: SELPA Local Plan Section B: Governance and Administration
- Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)
Number Submitted
- Certification 4: CAC (Required for all SELPA Local Plan Sections B)
- Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)
Number Submitted

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.

Section A: Contacts and Certifications

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- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
 - Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

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Certification 1

Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I 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; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

- Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

- Yes No (If the answer is "NO," please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

- Yes No (If the answer is "NO," please include comments.)

Section A: Contacts and Certifications

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C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity Signature*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

*The responsible individual identified as the Administrative Entity in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA

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Certification 2

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

IMPORTANT: Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I 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; the *Federal Rehabilitation Act of 1973*, 29 *USC*, Chapter 16 as applicable; the *Federal Americans with Disabilities Act of 1990*, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC Section 56195.1(b)* and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC Section 56195.7*.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Yes No (If the answer is "NO," please include comments.)

C2-2. Specific web address where the SELPA Local Plan, including all sections, is posted.

Section A: Contacts and Certifications

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Administrative Entity Signature*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

*The responsible individual identified as the Administrative Entity in Item A4 of Section A must electronically sign here.

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



California Department of Education
Special Education Division

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B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [*EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212*]

Humboldt-Del Norte Special Education Local Plan Area (SELPA) is a two-county SELPA located on the beautiful north coast of California. The SELPA begins 200 miles north of San Francisco, extends to the Oregon border and encompasses 5,282 square miles. It is bordered on the west by the Pacific Ocean and on the east by the Trinity and Klamath National Forests. Contained within its boundaries are miles of beaches, State and National Redwood Parks, the Tolowa Dee-ni' Nation, Elk Valley Rancheria, Yurok Tribe, Resighini Rancheria, Big Lagoon Rancheria, Blue Lake Rancheria, Elk Valley Rancheria, Hoopa Valley Tribal Council, Karuk Tribe of California, Bear River Band of Rohnerville Rancheria, Smith River Rancheria, Trinidad Rancheria, and Wiyot Tribe. The more populated areas in Humboldt County include Eureka, Fortuna, Arcata, and McKinleyville, and Crescent City in Del Norte County. The SELPA is home to Cal Poly Humboldt in Arcata, as well as College of the Redwoods with campuses across both counties.

Humboldt-Del Norte SELPA is comprised of 35 school districts, the Humboldt County Office of Education, and the Del Norte County Office of Education. The region serves approximately 22,000 students, including approximately 3,550 students with special needs ranging from birth through the age of 21 who reside in Humboldt and Del Norte Counties.

Each SELPA must have an Administrative Unit, the legal entity that receives funds. The Humboldt County Office of Education is the Administrative Unit for Humboldt-Del Norte SELPA (AU). (ED Code Section 56195.1 (c))

The 35 Local Education Agencies (LEAs) that comprise of the SELPA are as follow:

1. Arcata School District
2. Big Lagoon School District
3. Blue Lake Union School District
4. Bridgeville School District

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5. Cuddeback Union School District
6. Cutten School District
7. Del Norte Unified School District
8. Eureka City Schools
9. Ferndale Unified School District
10. Fieldbrook School District
11. Fortuna Elementary School District
12. Fortuna Union High School District
13. Freshwater School District
14. Garfield School District
15. Green Point Elementary School District
16. Humboldt County Office of Education - Court and Community Schools & Glen Paul School(s)
17. Hydesville School District
18. Jacoby Creek School District
19. Klamath - Trinity Joint Unified School District
20. Kneeland School District
21. Loleta Union School District
22. Maple Creek School District
23. Mattole Unified School District
24. McKinleyville Union School District
25. Northern Humboldt Unified High School District
26. Northern United Humboldt Charter School
27. Orick School District
28. Pacific View Charter School 2.0
29. Pacific Union School District
30. Peninsula Union School District
31. Rio Dell School District

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- 32. Scotia Union School District
- 33. South Bay Union School District
- 34. Southern Humboldt Unified School District
- 35. Trinidad Union School District

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The Local Education Agencies (LEAs) within the Humboldt-Del Norte SELPA hereby join together pursuant to Education Code Section 56195 to adopt a plan in accordance with Education Code Section 56200 to assure equal access to special education and services for all eligible persons with disabilities residing in the geographic area served by these agencies, hereafter known as the SELPA. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state laws. [EC 56195; 56195.1(c); 56195.5(a); 56195.5(b); 56205(a) (12) (D)]. The Humboldt County Office of Education (HCOE) shall serve as the Responsible Local Agency (RLA) or Administrative Unit (AU) for the SELPA.

Each LEA and the HCOE shall have authority over the programs it directly maintains consistent with the local plan. Regional programs operated on behalf of the SELPA are subject to oversight by the SELPA Governing Board according to SELPA policies and procedures. The Governing Board of the SELPA is the Superintendents' Special Education Policy Council (PC).

Each LEA shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where an LEA of the SELPA has granted that charter. Charter schools with LEA status in the SELPA are responsible for special education services according to the provisions of the HDN SELPA's Charter School policy. In addition, each LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence program. Such cooperation ensures that a range of program options is available throughout the SELPA.

The county office or district governing boards may enter into agreements to provide service to pupils in special education programs maintained by other districts or counties and may include within their special education programs pupils residing in other districts or counties.

In accordance with all applicable state and federal laws, the SELPA shall be governed by a Superintendents' Special Education Policy Council composed of county, single district, and regional voting members. Members of the PC are responsible to the governing boards of the

local education agencies (LEAs) in the SELPA. The PC conducts regular public meetings and is governed by a set of bylaws. The specific functions of the PC necessary to carry out its responsibilities include, but are not necessarily limited to:

- Approves SELPA policies and agreements and reviews procedures for effective management and operation of special education programs and services throughout the SELPA;
- Approves SELPA policies and agreements and reviews procedures to assure individuals with disabilities equal access to special education programs and services and full educational opportunity and procedural safeguards for such individuals and their parents/guardians;
- Recommends to the governing boards the designations of the Administrative Unit (AU) as reflected in the Local Plan;
- Reviews and approves SELPA-wide services and related budgets including the SELPA administrative budget and the annual SELPA-wide budget and service plans;
- Directs the allocation of funding to members based upon Local Plan requirements, current pupil counts and service priorities;
- Participates with the Humboldt County Office of Education (AU) in the hiring and evaluation of the SELPA Executive Director as outlined in the AU Agreement;
- Recommends and reviews the activities of special education programs and services within the SELPA;
- Establishes committees as necessary to carry out the functions of the Policy Council;
- Reviews special education issues and recommends effective solutions to governing boards;
- Receives and considers recommendations from:
 - participating LEA governing boards,
 - the Community Advisory Committee,
 - other committees, task forces and advisory groups established by the Policy Council or the SELPA Executive Director,
 - community agencies,
 - the SELPA Executive Director and Regional Office staff, and other individuals concerned with special education in Humboldt and Del Norte counties;
- Promotes cooperation and communication among the LEAs and with the communities and community agencies; and
- Reviews and develops the Local Plan as required and assures each LEA's compliance with that plan, and compliance with all applicable laws, rules, regulations and policies.
- Appoints members to the SELPA Community Advisory Committee according to bylaws.

Section B: Governance and Administration

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- Ensures compliance with all elements of the local plan
- Cooperates with the Governing Boards of participating Local Education Agencies to assure the availability of appropriate services to eligible individuals regardless of district of residence.
- Operates local programs consistent with state and federal law and regulations and policies and procedures approved for the Special Education Local Plan Area. [EC56195.5(a)]
- Annually reviews and approves special education programs and services of the Local Education Agency.
- Develops and adopts policies for the operation of the Local Education Agency, which are consistent with those of the Special Education Local Plan Area, and which promote the concept to ensure access to appropriate programs and services for all children with disabilities.
- Each LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence program.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

The SELPA Executive Director, under the direction of the Superintendents' Special Education Policy Council (PC), provides administrative support and coordination of the implementation of the Local Plan. Each participating LEA agrees to carry out the responsibilities and functions assigned in the Local Plan. Each county/region/district/independently reporting charter schools (Charters considered their own LEA for Special Education Purposes) voting representation will be based on the previous year CALPADS count. At the May meeting following the January CALPADS Final count, the recalculation of the votes shall occur for the following school year. Membership is allocated as follows:

- A. Counties: Humboldt and Del Norte,
- B. Regional Designations: Districts of less than 1600 CALPADS,
- C. Single districts of more than 1600 CALPADS
- D. Independently Reporting Charter Schools (Charters considered their own LEA for Special Education Purposes) of less than 3500 CALPADS

Regional designation with more than one vote may appoint more than one voting representative. Appointments will be determined by each region and voting representatives will not exceed the total number of votes. The SELPA Executive Director shall serve as a non-voting member of the Council.

The Local Plan, or amendments to the Plan, shall be affected utilizing a voting structure agreed upon by the PC.

The PC shall be composed of the district and county superintendents or their designees. Designation of voting member(s) and an alternate voting member in the event of an absence will be submitted to the SELPA by September 1st of each school year. If both the voting member and the alternate are unable to attend, the vote will be considered absent. The PC consists of County, Regional, Single District, and Independently Reporting Charter School (Charters considered their own LEA for Special Education Purposes) designations. Regional

Section B: Governance and Administration

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designations may opt to split their votes amongst members of that region. Independently Reporting Charter Schools (Charters considered their own LEA for Special Education Purposes) shall be limited to one voting representative for all Independently Reporting Charter Schools (Charters considered their own LEA for Special Education Purposes). Once the combined CALPADS count exceeds 3,500, Independently Reporting Charter Schools (Charters considered their own LEA for Special Education Purposes) will have a second vote, and can appoint a second voting representative. The PC membership consists of eleven to sixteen representational seats. With the exception of Del Norte County Office of Education and Del Norte Unified School District, who may elect to combine their respective seats on the Council, all other representational seats shall be occupied by different individuals.

A quorum shall consist of a majority of members of the Policy Council. A majority vote of votes represented shall be determined by the majority of the total weighted votes of the current number of voting Policy Council members.

Meetings shall be conducted according to Robert's Rule of Order, revised and abridged version (2020). Unless the vote is unanimous, a roll call vote shall be recorded in the minutes for each vote, regardless of the outcome of the final vote.

The meetings shall be chaired by a person elected from the membership. The SELPA Executive Director's role at the meetings shall be to present information and data for review, and to propose recommendations for consideration, by the Policy Council.

Member votes shall be determined by CALPADS count as follows:

- CALPADS Range for county/region/district: 0 - 1,600 = 1 vote
- 1,601 - 3,200 = 2 votes
- 3,201 - 4,800 = 3 votes
- 4,801 - 6,400 = 4 votes
- 6,401 - 8,000 = 5 votes

CALPADS Range for Independently Reporting Charter Schools (Charters considered their own LEA for Special Education Purposes): 0 - 3,500 = 1 vote

3,501 - 8,000 = 2 votes

A participating agency of the SELPA and/or the SELPA Executive Director may propose changes in the Governance structure or amendments to the Local Plan at any time to the Policy Council. Proposed changes shall be announced at a prior meeting, and information shall be sent to all participating districts prior to the meeting at which the proposed change shall be up for the vote.

Changes to the Bylaws of the Policy Council or amendments to the Local Plan shall only be made upon a majority vote of the Policy Council.

Exception: If a participating agency proposed to withdraw its membership in the Humboldt-Del Norte SELPA, said proposal shall be submitted to the Policy Council no later than December 31 of the year preceding the proposed withdrawal. The option to withdraw from SELPA shall not be subject to a vote of the Policy Council but shall be subject to review/approval by the California Department of Education.

Responsibilities of LEA Superintendents or Designees [EC 56205(a)(12)(D)(i)]

- Provide administrative leadership in support of the special education programs operated by the Local

Section B: Governance and Administration

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Education Agency. [EC 56195.5 (a)]

- Act as a liaison between the governing board of the Local Education Agency and the PC, transmitting suggestions for the development and/or modification of policy to the PC and vote upon such matters in accordance with direction from the Local Education Agency governing boards.
- Annually recommend to the governing board the modifications of Local Education Agency special education programs that are necessary to meet the changing needs of students, to be included in the annual service and budget plans submitted to the SELPA.
- Maintain and submit financial and program information to the administrative unit and SELPA as required. Establish and maintain all procedural safeguards as defined by the Individuals with Disabilities Education Act.
- Provide for the ongoing evaluation of special education programs operated by the Local Education Agency in accordance with guidelines established by the California Department of Education.
- Respond to all complaints and requests for due process relative to the provision of services to students with disabilities

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The Humboldt County Office of Education (HCOE) is designated as the official administrative unit (AU) of the Humboldt- Del Norte SELPA to assure the implementation of the Local Plan and SELPA policies, agreements, and procedures of the SELPA Policy Council in cooperation with participating LEAs. The distribution of federal and state funds is the responsibility of HCOE in accordance with the Humboldt- Del Norte SELPA's Fiscal Allocation Plan and policies, agreements and procedures of the SELPA Policy Council.

The SELPA and the County Offices of Education work closely to align services, training and supports for all the member LEAs in accordance to the local plan.

The SELPA Executive Director is employed by the AU Superintendent. Employment, supervision, evaluation, and discipline follow the HCOE Human Resources Standard Operating Procedures. SELPA staff members are employed by the AU upon recommendation from the SELPA Executive Director. Supervision, evaluation, and discipline of the SELPA staff employed by the AU in support of the Local Plan shall be the responsibility of the SELPA Executive Director. The Humboldt County Office of Education is a member of the SELPA PC and is the Administrative Unit for the SELPA.

SELPA Staff

SELPA staff shall be employed by the HCOE and shall be supervised and evaluated by the SELPA Executive Director according to policy and practice. SELPA positions will be advertised and selected according to HCOE personnel procedures. Recommendations will be submitted to

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the HCOE Superintendent of Schools for approval.

SELPA Executive Director

The SELPA Executive Director will coordinate the provision of all special education services of the SELPA and will administer those functions delegated to the SELPA pursuant to the local Plan adopted by the Superintendents' Special Education Policy Council. [EC 56205(a)(12)(D)(ii)]

Responsibilities of the SELPA Executive Director:

- Assumes a lead role in the planning, implementation, and evaluation of all special education programs and services within the SELPA.
- Adheres to the Humboldt-Del Norte SELPA Local Plan policies, regulations, and procedures.
- Oversees the submission of local, state, and federal required reporting documents including special education pupil counts, Maintenance of Effort, and annual budget reports, etc.
- Serves as the Secretary to the SELPA Superintendent's Policy Council and assists the chairperson in developing the agenda and minutes of the meeting.
- Plans, submits for approval, and monitors the annual budget and service plan for the SELPA.
- Supervises and evaluates SELPA Staff, and SELPA management and classified personnel. Plays a key role in the selection, placement, and professional development planning for SELPA staff members.
- Serves as a member of the Superintendent's Leadership Council.
- May be called upon to assist an IEP (Individualized Education Plan) team with designing student assessment, individualized instructional plan design, implementation, and progress.
- Provides in-service training to SELPA Policy Council members, administrators, support staff, and general and special education teachers throughout the SELPA.
- Provides mediation services and other program-related consultation when requested by a district member of the SELPA.
- Provides information to parents, administrators, teachers, and agency personnel in the SELPA regarding existing resources available to children and families.
- Acquires and disseminates information regarding innovative instructional methods/ techniques to enhance SELPA services.
- Coordinates the SELPA Community Advisory Committee (CAC).
- Coordinates program delivery and student transition with district special education program administrative personnel and staff members from various community agencies including the regional center and county mental health.
- Supports the policies and programs of the Humboldt County Office of Education and performs assigned duties consistent with school, district, office, and SELPA

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policies, regulations, and procedures.

- Maintains current knowledge of laws, regulations, and procedures related to programs and services for disabled students.
- Maintains professional competency by actively engaging in employer-directed in-service activities and other similar opportunities provided to staff.
- Cooperatively engages in the professional evaluation process with supervisor to ensure ongoing professional growth and competence.
- Effectively communicates with staff, parents, and agencies.
- Attends regular and special staff meetings and actively participates as a member of the educational team.
- Responds effectively to the input from, and coordinates tasks with, district/school personnel as required by the assignment.
- Participates in interagency relationships including consultation and assistance in the development and implementation of interagency agreements.
- Oversees coordinated compliance reviews and necessary training.
- Guides Local Plan revision process.
- Oversees SELPA Policy Council Ad Hoc Committees and standing committees such as the Program Options and ED Committees.
- Recommends new procedures and changes in existing procedures governing the implementation and management of the department.
- Prepares and manages assigned budget.
- Actively engages in an ongoing program of professional development to maintain and improve management skills and leadership abilities.
- Performs other assigned duties.

It is the SELPA Executive Director's responsibility to represent the interests of the SELPA as a whole without promoting any particular LEA interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, the SELPA Executive Director will assist the parties in reaching a reasonable solution of the issue(s).

The SELPA Executive Director shall implement the Local Plan including the following regionalized services and operations: [EC 56836.23, EC 56205(a)(12) (B)]

- Coordination of the Special Education Local Plan Area and the implementation of the local plan.
- Coordinated system of identification and assessment.

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- 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 institutions and foster family homes.
- Preparation and transmission of required Special Education Local Plan Area reports. EC 56205(a)(12)(D)(ii)(V).
- Assist and participate in Community Advisory Committee activities.
- The SELPA Executive Director will act as liaison between the CAC and the SELPA Superintendent's Policy Council, sharing information and recommendations between the two groups.
- Assurance of full educational opportunity.
- Monitor the appropriate use of federal, state and local funds allocated for special education programs. EC56205(a)(12)(D)(ii)(IV).

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

Yes No

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

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

Feedback and involvement from the Community Advisory Committee (CAC) is an important component of the development of the local plan.

The Humboldt-Del Norte SELPA Community Advisory Committee serves the Special Education

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Local Plan Area and the Superintendent of the RLA in an advisory capacity, in accordance with Education Code 56190-56194 and CAC Bylaws. The CAC Advises the SELPA Administrator, the Superintendent of the RLA, the Special Education LEA Administrators and the SELPA Governing Board regarding the development, amendment and review of the Local Plan, programs and services.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

The SELPA regularly seeks guidance, input and feedback from individuals from LEAs including representation from General Education, Special Education, Administration, as well as parent members of the CAC. These representatives are encouraged to attend meetings and provide input dedicated to the development, revision or updating of the local plan.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

The selection of the Humboldt County Office of Education as the AU of the Humboldt-Del Norte SELPA is based upon an agreement between the Superintendents' Special Education Policy Council, the individual school districts within the boundaries of the SELPA and the Humboldt County Superintendent of Schools. The AU shall continue on a year-to-year basis with the mutual agreement of the parties. The AU shall be responsible for performing the following functions:

- Delegating administrative support and coordination of the implementation of the Local Plan to the SELPA Executive Director
- Serving as the employing agency for the SELPA Executive Director and the SELPA staff and developing procedures, policies, job descriptions and other necessary provisions that, with approval of the Policy Council, enable the SELPA to operate as a special program within the structure of the COE
- Receiving and distributing the special education funds to LEA accounts for special education programs and services in accordance with the annual recommendations made by the Policy Council
- Establishing appropriate fiscal record-keeping procedures in accordance with state and federal requirements, maintaining accurate fiscal accounting records and submitting required fiscal reports to the appropriate authorities;
- Maintaining accountability for the SELPA AU budget and expenditures in accordance with state and federal requirements and Policy Council recommendations
- Coordinating with, and auditing the participating LEAS to ensure the certification of fiscal,

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- attendance, transportation and student management information systems
- Certifying that each participating LEA meets all applicable state and federal laws pertaining to the education of individuals with disabilities
- All other functions as outlined and agreed upon within the AU yearly contract

9. Describe the contractual agreements and the SELPA’s system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

Each participating LEA shall carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA has granted that charter, unless stated otherwise in the charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a continuum of program options is available throughout Humboldt and Del Norte counties. The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. The SELPA Executive Director shall develop, agree to and maintain interagency agreements and/or memorandums of understanding necessary to support the implementation of the Local Plan.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

The governing board of each District is responsible for the education of all individuals with disabilities, who are properly enrolled within the LEA's jurisdiction in accordance with state and federal requirements and policies, agreements and procedures described in the Local Plan. The specific functions of the governing board necessary for carrying out that responsibility include, but may not necessarily be limited to:

- Approving its district's participation within the SELPA including complying with the adopted Local Plan and all subsequent revisions of the Local Plan or notifying the Policy Council, at least one year prior, of its intent to elect an alternative option
- Delegating the administrative policy-making process and procedures for carrying out its responsibility to the Policy Council
- Designating the district's superintendent to either assist in the selection of the regional representative for the region in which the district is located or to appoint a district representative if the district is considered a single district in the membership designation

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- Advising the Policy Council through its representative
- Selecting, compensating and determining the duties of special education teachers, instructional aides and other personnel needed to provide those special education programs and services it has contracted to operate
- Developing and maintaining budgets for those special education programs and services it has contracted to operate
- Ensuring its district's adherence to all applicable state and federal laws and policies of the Policy Council
- Adopting district determined necessary procedures for the operation of those special education programs and services it has contracted to operate which are not in conflict with the state or federal requirements or policies, agreements and procedures described in the Local Plan
- Providing facilities for regionalized programs for special education services it has contracted to operate
- Providing or arranging for required special transportation
- Cooperating with the governing boards of Humboldt-Del Norte SELPA LEAs to assure the availability of special education services to all individuals with disabilities regardless of their district of residence
- Encouraging representation to the Community Advisory Committee.
- Provide administrative leadership in support of the special education programs operated by the Local Education Agency. [EC 56195.5 (a)]
- Act as a liaison between the governing board of the Local Education Agency and the PC, transmitting suggestions for the development and/or modification of policy to the PC and vote upon such matters in accordance with direction from the Local Education Agency governing boards
- Annually recommend to the governing board the modifications of Local Education Agency special education programs that are necessary to meet the changing needs of students, to be included in the annual service and budget plans submitted to the SELPA
- Maintain and submit financial and program information to the administrative unit and SELPA as required. Establish and maintain all procedural safeguards as defined by the Individuals with Disabilities Education Act
- Provide for the ongoing evaluation of special education programs operated by the Local Education Agency in accordance with guidelines established by the California Department of Education
- Respond to all complaints and requests for due process relative to the provision of services to students with disabilities

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

The superintendent of each participating local school district is responsible for assuring the provision of appropriate special education programs and services for students with disabilities for whom the district is responsible in accordance with the policies, agreements, and procedures established by the governing board and those described in the Local Plan. The specific functions of the district superintendents necessary for carrying out that responsibility include, but are not necessarily limited to:

- Representing, or appointing a designated representative of that educational agency, or selecting a representative to act on behalf of the educational agency if the district is in a regional designation, the district as a member of the SELPA Policy Council and carrying out the functions of the Policy Council as described in the Local Plan;
- Acting as a liaison between the governing board and the Policy Council;
- Providing leadership within the district in support of special education programs and services;
- Advising the governing board of policies adopted by the Policy Council;
- Recommending to the governing board the development and adoption of local policies for special education programs and services;
- Recommending to the governing board any revisions of special education programs and services which are necessary to meet the changing needs of the district and which should be considered in the SELPA budget planning process;
- Developing and maintaining fiscal accounting records and information compatible with procedures established by the Policy Council and the Humboldt County Office of Education and in a manner that facilitates an audit by a certified public accountant, the California Department of Education or the Policy Council;
- Collecting information on the district's special education program operation and reporting such information to the SELPA Director;
- Supporting and cooperating in SELPA regional activities, such as:
 - personnel development,
 - coordination of curriculum,
 - program evaluation, and
 - student management information systems;
- Consulting with the SELPA Executive Director regarding actions involving the due process, a complaint or a major programmatic change affecting the SELPA;
- Implementing and monitoring actions directed by administrative hearing officers or

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compliance officers, and

- Providing oversight to all special education programs and services within the district in order to ensure maintenance of standards and adherence to all relevant laws, rules, regulations and policies.

c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

The responsibilities of each LEA and COE for coordination and administration of the local plan include, but are not necessarily limited to:

- Advising the superintendent and governing board regarding the status, accomplishments and needs of the special education programs and services operating within the LEA
- Gathering, interpreting and reporting data regarding the implementation, administration and operation of the Local Plan within the LEA
- Monitoring the assessment, instructional planning, placement and review procedures of individuals with disabilities
- Serving as the administrator for IEP team meetings, as necessary
- Supervising the development and implementation of appropriate curriculum and instruction for individuals with disabilities, including modification of the regular core curriculum;
- Coordinating child find activities at the local level
- Assisting in or directing the development and monitoring of the special education budget for the LEA;
- Assisting in or providing the supervision and evaluation of special education personnel
- Monitoring special education programs and services to ensure their provision in the least restrictive environment and in appropriate facilities
- Working cooperatively with other SELPA LEAs in the planning and implementation of the full continuum of programs and services on a regional bases
- Assisting in the identification of personnel development needs and inservice education programs;

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- Advising the development of local and SELPA-wide policies and procedures;
- With the assistance of parents and staff, identifying potential candidates for membership on the Community Advisory Committee (CAC) to submit for governing board selection
- Coordinating California Department of Education evaluation activities within the LEA, including compliance and improvement monitoring activities and reporting required annually by the CDE
- Participation in Differentiated Assistance Activities, LCAP review, CIM Plan Completion as required

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

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

The Policy Council shall approve positions necessary for the operation of the SELPA functions according to the Local Plan and based upon the recommendations of the SELPA Executive Director.

HCOE, as the AU, shall be responsible for serving as the employing agency for the SELPA Executive Director and the SELPA staff and developing procedures, policies, job descriptions and other necessary provisions that, with approval of the Policy Council, enables the SELPA to operate as a special program within the structure of the County Office.

HCOE agrees to recruit and hire the SELPA Executive Director, who shall be selected by the Policy Council of which the AU is a member of, and any other necessary staff in the SELPA Office to handle fiscal and business functions, in collaboration with HCOE fiscal staff, as well as state reporting mandates. The designated personnel shall provide financial reports to the Policy Council as requested. The Administrative Unit shall be responsible for delegating administrative support and coordination of the implementation of the Local Plan to the SELPA Executive Director who, under the direction of the Policy Council, supports the implementation of the Local Plan.

The Policy Council shall supervise and evaluate the SELPA Executive Director's performance, including implementing disciplinary action as may be necessary. The SELPA Executive Director oversees the recruitment, supervision and evaluation of SELPA staff.

SELPA staff shall be employed by the HCOE and shall be supervised and evaluated by the SELPA Executive Director according to policy and practice. SELPA positions will be advertised and selected according to HCOE personnel procedures. Recommendations will be submitted to

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

All federal and state special education funds shall be allocated to the SELPA AU for allocation to LEAS according to an approved Special Education Funding Allocation Plan. Any changes to the allocation plan of federal and state special education funds shall be made by the Policy council and approved by the LEA governing boards (Del Norte County/District shall be considered one governing board).

The governing boards of the LEAs participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Policy Council has been designated the authority to verify the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The AU shall be responsible for the distribution of the funds according to the approved Special Education Funding Allocation Plan. The SELPA Executive Director is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The Superintendents' Special Education Policy Council shall annually review and allocate the special education funds to all the participating LEAs in the SELPA according to the allocation model described in this Local Plan.

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

It is the intention of the SELPA to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. Access to services is through each of the LEAs. The referral, assessment and IEP processes are utilized to identify the needs of each individual student with disabilities. The LEAs shall assure that students will have their rights to appropriate services provided in the least restrictive environment.

Role of the AU/RLA:

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

In order to ensure that a full continuum of appropriate services is available on a regional basis throughout the SELPA, the AU shall be authorized to enter into agreements with one or more LEAs to develop and operate program services and to recover the costs associated with providing those services in accordance with the approved Local Plan and Program Reimbursement Matrix.

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Role of the SELPA Executive Director:

- Coordinate implementation of all components of the Local Plan
- Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services
- Monitor and ensure appropriate use of federal, state, and local funds allocated for special education operations
- Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.

Role of the LEA:

Each LEA shall utilize one or more of the following options to provide special education and services and to assure full educational opportunity:

- Provide a full continuum of special education programs within their district
- Contract with another LEA within the SELPA for special education programs/services, if applicable
- Refer for placement in programs and/or services provided by nonpublic schools or agencies or residential treatment centers
- Refer for diagnostic services and/or placement in State Special Schools (i.e. CA School for the Deaf).

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

It is the intent of the SELPA that the needs of students with exceptional needs as identified in their IEPs shall be met through the appropriate use of special education funds. To ensure the appropriate use of special education funds, the following steps shall be followed:

Role of the RLA/AU:

The AU, as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to the SELPA and its member LEAs. The AU will provide consultation and support to the SELPA related to the monitoring of the appropriate use of federal, state, and local funds used for special education programs.

Role of the SELPA Executive Director:

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

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CDE.

Role of the LEA:
The individual LEAs, along with support from the SELPA Executive Director, shall ensure that the funds received from part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local, and other Federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of students with disabilities except as provided in Federal law and regulations.

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

The SELPA and individual LEAs will ensure that specialized equipment is accessible to students and in alignment with federal and state law.

Low incidence funds may be used for all pupils with low incidence disabilities as defined in law (hearing impairments, visual impairments, severe orthopedic impairments or any combination thereof) where an IEP team has determined the student meets eligibility requirements for a low incidence disability and the specialized equipment and/or services are recommended in the student's IEP.

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

Policies, Procedures, and Programs

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

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the document title; and the physical location where the policy can be found.

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

Policy/Procedure Number:

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); EC 56205(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with

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disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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

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

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

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Document Title:

Document Location:

Description:

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

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Description:

initiate the development of an assessment process and shall be documented. In most situations, an initial referral for special education will result in an assessment plan to assess the student for special education eligibility. When a verbal referral is made, staff shall assist the individual in making the request in writing. All referrals made by school staff shall be written and include a brief reason for the referral and documentation of the resources of the general education program that have been considered, modified, and, when appropriate, the results of the intervention. LEAs shall follow the HDN SELPA Child Find Policy.

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Description:

In accordance with § 1415(d)(1)(A) of Title 20 of the United States Code, and § 300.504(a) of Title 34 of the Code of Federal Regulations, parents shall be given a copy of their rights and Procedural Safeguards, also known as Parent Rights, one time a school year (i.e. during Plan Review IEP). Parents should also be given a copy of the Procedural Safeguards:

1. Upon initial referral or parental request for assessment.
2. Upon receipt of the first state complaint under § 56500.2 in a school year.
3. Upon receipt of the first due process hearing request under § 56502 in a school year.
4. When a decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct in accordance with § 300.530(h) of Title 34 of the Code of Federal Regulations.
5. Upon request by a parent.

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

Document Title:

Document Location:

Role of the RLA/AU:

Coordinates training and support for districts related to special education needs in the LEAs.

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Description:

Role of the SELPA Executive Director:

On an annual basis, input is collected from the Special Education Administrators from member LEAs and staff to determine the staff development needs that the SELPA is requested to provide. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Executive Director or designee will coordinate and/or provide needed trainings and supports as requested or determined appropriate for each member LEA.

Role of the LEA:

LEAs will determine their staff development and parent/guardian education needs, based on their locally identified requirements. LEAs will seek assistance and staff and professional development from the SELPA when needed.

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

Document Title:

Document Location:

Description:

Role of the RLA/AU:

Coordinates training and support for districts related to special education needs in the LEAs.

Role of the SELPA Executive Director

The SELPA Executive Director will provide technical assistance and staff development as requested or determined appropriate for member LEAs.

Role of the LEA:

Individual LEAs will determine needs for curriculum development and alignment with the core curriculum, based on their locally identified needs. LEAs will seek technical assistance and staff and professional development from the SELPA when needed. LEAs will ensure the use of Evidence Based Practices and consider utilizing the framework of Universal Design for Learning while planning and developing curriculum.

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

Document Title:

Document Location:

Description:

Role of the RLA/AU:

The AU, as the grantee for state and federal funds, will monitor the SELPA funding allocations and distributions to member LEAs.

Role of the SELPA Executive Director:

- Review Annual Performance Reports, California School Dashboard, and other data sources with LEA administrators
- Review Annual Budget Plan by Superintendents, CAC and other interested parents, community or educational groups
- Review Annual Service Plan by Superintendents, CAC and other interested parents, community or educational groups
- Review of the SELPA Funding Allocation Plan by the Superintendents to ensure appropriate distribution of funds.
- Review Local Control and Accountability Plans of Member LEAs.
- Support in the review of compliance and intervention monitoring plans required by the CDE (i.e. Documents and requirements under CIM, Dispro, and small schools monitoring and review).

Role of the LEA:

- Review and monitor Annual Performance Reports, California School Dashboard, and other data sources to ensure SWOs receive a free appropriate public education.
- Engage in monitoring activities as required by the COE.
- Completion of mandated reporting and documentation required by CDE.

7. Coordinated system of data collection and management:

Document Title:

Document Location:

Role of the of the SELPA:
The SELPA will approve the California Longitudinal Assessment and

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Description:

Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA.

The SELPA will provide the required approval within the Standardized Account Code Structure (SACS) Web System for Special Education Maintenance of Effort (SEMOE). The HDN SELPA LEAs use the Special Education Information System (SEIS) as a tool to complete and track the IEP process. The CDE uses data compiled from SEIS and CALPADS for compliance monitoring activities. The SELPA offers support and guidance for LEAs to ensure procedures are carefully adhered to throughout all levels of recording data.

Role of the LEAs:

LEAs are responsible for data entry, quality and integrity. LEAs will ensure that CALPADS submissions are in a timely manner and as required by the California Department of Education.

Submit all data to SELPA in timely manner. Ensure that SEIS and CALPADS systems are accurate and up to date.

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

Role of the SELPA:

The SELPA Executive Director, or designee, will review, revise, or develop interagency agreements as required to implement the plan. The SELPA Executive Director will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed.

Role of the LEA:

LEA will support and implement interagency agreements developed and agreed to by the SELPA .

9. Coordination of services to medical facilities:

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Document Title:	<input type="text" value="Humboldt-Del Norte SELPA Local Plan - Section B"/>
Document Location:	<input type="text" value="hdnselpa.org"/>
Description:	<p>Role of the SELPA:</p> <p>The SELPA Executive Director will facilitate the coordination of services to students in medical facilities within the geographic area of the SELPA and by the designated LEAs.</p> <p>Role of the LEA:</p> <p>Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the LEA in which the hospital or facility is located.</p>

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

Document Title:	<input type="text" value="Humboldt-Del Norte SELPA Local Plan - Section B"/>
Document Location:	<input type="text" value="hdnselpa.org"/>
Description:	<p>Role of the SELPA:</p> <p>The SELPA Executive Director will facilitate the coordination of services to students in licensed children's institutions and foster homes within the geographic area of the SELPA and by the designated LEAs.</p> <p>Role of the LEAs:</p> <p>Special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the LEA in which the foster family home or the licensed children's institution is located unless based on the education code, there is another district of special education accountability which would be responsible.</p> <p>LEAs and placing agencies must work together to develop a plan that ensures that children and youth in foster care attend the school of origin as default. The child should remain in the school of or following a change of placement unless the ERH, in consultation with the other parties in court and the school districts, determines it is in the student's best interest to change schools.</p>

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

Document Title:	<input type="text" value="Humboldt-Del Norte SELPA Local Plan - Section B"/>
Document Location:	<input type="text" value="hdnselpa.org"/>
Description:	<p>Role of the RLA/AU:</p> <p>The AU is responsible for completing required accountability and fiscal reports on behalf of the SELPA.</p> <p>Role of the SELPA:</p> <p>The SELPA Executive Director will ensure preparation and timely submission of required reports and provide technical assistance to LEAs in completing said reports.</p> <p>Role of the LEA:</p> <p>Individual LEAs will submit required reports and/or data in order for the SELPA to submit timely reports.</p>

12. Fiscal and logistical support of the CAC:

Document Title:	<input type="text" value="Humboldt-Del Norte SELPA Local Plan - Section B"/>
Document Location:	<input type="text" value="hdnselpa.org"/>
Description:	<p>Role of the RLA/AU:</p> <p>The AU will approve those expenses deemed appropriate and approved by the Policy Council and/or SELPA Executive Director.</p> <p>Role of the SELPA:</p> <p>The SELPA Executive Director will provide fiscal and logistical support for CAC meetings, events, and trainings that are approved by the Policy Council when required.</p> <p>Role of the LEA:</p> <p>The LEA superintendents through the Policy Council will ensure that the SELPA has appropriate fiscal and logistical support for the CAC. LEA</p>

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Special Education administrators shall facilitate communication between their CAC representative and their LEA.

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

Document Title:

Document Location:

Description:

Role of the SELPA:

The SELPA Executive Director or designee will provide technical assistance as needed or requested by LEAs.

Role of the LEA:

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

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

Document Title:

Document Location:

Description:

Role of the SELPA:

The SELPA Executive Director will provide staff and professional development and technical assistance as needed or requested. The SELPA Administrator will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate.

Role of the LEA:

Individual LEAs will provide career and vocational education and transition services as required under state and federal law as appropriate. LEAs will also coordinate with local agencies (e.g., Regional Center and Department of Rehabilitation).

15. Assurance of full educational opportunity:

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Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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Description:

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

Role of the LEA:
The individual LEAs through representation at Policy Council, determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will submit required fiscal reports as required by state and federal law.

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

Document Title:

Document Location:

Description:

Role of the SELPA:

The SELPA Executive Director will supervise and evaluate the SELPA program director(s) and provide training and guidance as needed.

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

- Conduct observations, consult with and assist special and general education staff, administrators, and parents regarding appropriate services for students with disabilities.
- Participate and provide technical support in program development.
- Facilitate the development and implementation of staff development and parent education activities.

Role of the individual LEAs:
The program directors(s) will provide direct instructional support to LEAs as requested or determined necessary.

Special Education Local Plan Area Services

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1. A description of programs for early childhood special education from birth through five years of age:

Document Title:

Document Location:

The Early Start component of the program partners with the Redwood Coast Regional Center to provide service to infants and toddlers under age three in home and daycare settings. We also work closely with other agencies such as North Coast Children Services (Head Start) and private and state preschools in providing high-level support for children who attend their programs. The goal is to prepare them to transition successfully into district Kindergarten programs on regular school campuses.

Children aged three to five years may be referred to HCOE Special Beginnings by parents, teachers, physicians, community agencies or other concerned individuals with the parents' consent. For students who are eligible for special education services, an Individual Education Plan will be developed based on the child's identified needs.

Children under age three may be referred to the Redwood Coast Regional Center Early Start Coordinator or to the HCOE Special Beginnings Program Manager. We work closely with the Regional Center to provide special education services to forty infants and toddlers who are eligible for the California Early Start program.

Special Beginnings is an early intervention program that serves birth to five-year-old students in Humboldt County, under the department of Early Education at the Humboldt County Office of Education. The program operates various formats of service. Early intervention services function under different rules and serve specific consumers.

Birth-to-three services fall under the Early Start umbrella. This program partners with the Redwood Coast Regional Center to provide services to infants and toddlers under the age of three through their Individual Family Serve Plan (IFSP). The service models in the HCOE Early Start program are as follows:

- A home/daycare visiting teacher that provides targeted support based on the child's needs and family concerns through the IFSP.
- Regionalized language and speech groupings, that require parental participation.

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Description:

- Regionalized structured day classrooms for children eighteen months-to-three years old who are diagnosed with autism.
- A Deaf and Hard of Hearing teacher who supports eligible children and families.

Preschool services fall under IDEA and California special education rules and requirements. Preschool aged children who are eligible through an educational disability and qualify for an Individual Education Plan may be served by HCOE preschool programs. The programs operated are:

- Specialized, intensive intervention structured classrooms for children diagnosed with autism.
- Itinerant traveling special education teacher service, who provide services in the home, preschool, or in a regionalized grouping.
- Regionalized language groupings with speech oversight.
- Two California State Preschool Programs (CSPP). These programs operate an integrated model, with a co-teaching design of general education teachers and special education teachers.
- A Deaf and Hard of Hearing teacher who provides direct support to students, or consultation to parents and preschool/childcare settings.
- Screenings, psychological and speech/language assessments

Special Beginnings also works closely with other agencies, such as North Coast Children Services (Head Start) and private and state preschools, by providing high-level support for children who attend their programs. The goal is to prepare students to transition successfully into district transitional Kindergarten programs on regular school campuses.

Children aged three-to-five years may be referred to HCOE Special Beginnings by parents, teachers, physicians, community agencies and/or other concerned individuals with parental consent. An Individual Education Plan will be developed for special education eligible students based on the child's identified needs.

Children under age three may be referred to the Redwood Coast Regional Center Early Start Coordinator or to the HCOE Special Beginnings Program Manager.

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

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questions or concerns to the SELPA governing body or individual administrator:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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the superintendent shall convene a three-person panel as follows: (1) one person selected by the LEA objecting to the plan, (2) one person selected by one of the LEAs agreeing to the plan, and (3) one person selected by mutual agreement of the other two appointees within five days. The decision of the panel will be binding for all parties involved in the dispute.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

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

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

Document Title:

Document Location:

Description:

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Local Plan Section D: Annual Budget Plan

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

IMPORTANT: Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. California *Education Code (EC)* Section 56048

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

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TABLE 1

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="17,638,533"/>	69.51%
AB 602 Property Taxes	<input type="text" value="1,209,849"/>	4.77%
Federal IDEA Part B	<input type="text" value="5,601,212"/>	22.07%
Federal IDEA Part C	<input type="text" value="39,419"/>	0.16%
State Infant/Toddler	<input type="text" value="884,854"/>	3.49%
State Mental Health	<input type="text" value="0"/>	0.00%
Federal Mental Health	<input type="text" value="0"/>	0.00%
Other Projected Revenue	<input type="text" value="0"/>	0.00%
Total Projected Revenue:	25,373,867	100.00%

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

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

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

TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="22,875,292"/>	29.37%
Object Code 2000—Classified Salaries	<input type="text" value="18,505,121"/>	23.76%
Object Code 3000—Employee Benefits	<input type="text" value="23,998,548"/>	30.82%
Object Code 4000—Supplies	<input type="text" value="743,137"/>	0.95%
Object Code 5000—Services and Operations	<input type="text" value="9,141,633"/>	11.74%
Object Code 6000—Capital Outlay	<input type="text" value="338,467"/>	0.43%
Object Code 7000—Other Outgo and Financing	<input type="text" value="2,271,729"/>	2.92%
Total Projected Expenditures:	77,873,927	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

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

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

Transfers of Indirect Costs and Other Tuition, Excess Costs, and/or Deficit Payments to Districts and COEs.

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TABLE 3

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="18,523,387"/>	23.79%
Projected Federal Revenue	<input type="text" value="5,640,631"/>	7.24%
Local Contribution	<input type="text" value="53,709,909"/>	68.97%
Total Revenue from all Sources:	77,873,927	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

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

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

Humboldt-Del Norte SELPA Allocation Plan

The governing boards of the member Local Educational Agencies (LEAs) in the SELPA have agreed that students with disabilities will be provided with free and appropriate special education services. The Policy Council has been designated the authority to verify the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities. Approval by all the LEA governing boards is required for the allocation plan to be implemented. The Administrative Unit (AU) shall be responsible for the distribution of the funds according to the approved Special Education Funding Allocation Plan.

For the purposes of funding allocations, the AU as a COE is considered a member district of the SELPA. It also has administrative involvement in the pass-through of special education revenues.

The section on AB 602 Local Funding Allocations below applies specifically to funds received by the

Section D: Annual Budget Plan

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SELPA and disbursed to member LEAs for state AB 602 apportionments and federal IDEA 611 Local Assistance Entitlements. Due to the size and scope of services each member LEA provides, the SELPA may adjust the allocations as needed for purposes of meeting federal compliance standards.

AB 602 Local Funding Allocations

Off-the-Top Program Funding

The SELPA Allocation Plan utilizes off-the-top AB-602 state funding for:

- Low Incidence and Assistive Technology services for all member LEAs,
- Low Incidence equipment,
- Juvenile Court programs, and
- SELPA Administration costs.

Augmented Funding

Consistent with the 2000-01 base year, 20.34% of SELPA AB602 funding is then allocated as augmentation funding to member LEAs having high-cost students or classrooms, as outlined in the SELPA AB 602 Augmented Funding Policy. This percentage will remain constant until formally adjusted by the Policy Council, and changes will be implemented in the first subsequent year's funding formula.

ADA Allocation

20% of the remaining amount of AB 602 funding is distributed by ADA, based on the best of current, prior year or prior prior year LEA ADA.

Unduplicated Allocation

The balance of remaining AB 602 funds is distributed based on prior year Final Fall 1 Census Day unduplicated counts by member LEA.

Out-of-Home Care Funding

A portion of Out of Home Care funding is allocated to Del Norte based on its percentage of current year SELPA funded ADA. A portion of the remaining funds is allocated to behavior services, equivalent to the average programmatic cost of a 1.0 FTE Behaviorist. The remainder is set-aside for ongoing RTC reimbursements and other mental health programs and services in Humboldt County at the discretion of Policy Council.

Low Incidence Specialized Equipment Funds

Low incidence specialized equipment funds are set aside, equivalent to the amount of Low

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Incidence AB 602 state funding in 2019-20. A Low Incidence Specialized Equipment Fund Committee is established by the SELPA which oversees the expenditure of these funds in accordance with plans adopted by the Policy Council and state law. They are used to provide SELPA-wide equipment to all member LEAs but shall be operated within revenues available.

Allocation or Reallocation of Federal Infant Discretionary Funds and Federal Preschool Grant Funds
The Policy Council has determined that federal infant discretionary services shall be provided by the two county offices of education. The allocation of funds for the infant program is provided for by IPSU allocation. The pupil count is the determination for the number of units that are allocated to the SELPA.

Unfunded Costs of Provision of Special Education Services

The Policy Council has determined that unfunded program costs shall be shared among participating agencies according to the following criteria:

- The Matrix of Allowable Costs for Special Education Programs identifies allowable costs that would be part of determining if any unfunded costs exist. The matrix specifies the allowable chargeable cost levels determined by formulas.
- All participating agencies agree to budget and expend funds in accordance with the Matrix under separate program account numbers allowing for appropriate account monitoring and cost identification to a specific program.
- Any excess costs in fee for service programs authorized by the SELPA Policy Council and operated by the SELPA shall be offset by Off-the-Top funding or prorated fees to program utilizers, unless alternative funding is identified, at the direction of the Policy Council.

b. YES NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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TABLE 4

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="396,526"/>	34.87%
Object Code 2000—Classified Salaries	<input type="text" value="203,466"/>	17.89%
Object Code 3000—Employee Benefits	<input type="text" value="358,630"/>	31.54%
Object Code 4000—Supplies	<input type="text" value="20,750"/>	1.82%
Object Code 5000—Services and Operations	<input type="text" value="22,535"/>	1.98%
Object Code 6000—Capital Outlay	<input type="text" value="50,000"/>	4.40%
Object Code 7000—Other Outgo and Financing	<input type="text" value="85,162"/>	7.49%
Total Projected Operating Expenditures:	1,137,069	100.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

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TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

YES NO

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

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

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

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

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

D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

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LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

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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), 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.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons below. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

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Add or Delete Row	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
1	12	10124	0		Humboldt County Office of Education	Katie	Cavanagh	707-445-7000	kcavanagh@hcoe.org	Previously Reported
2	12	62679	0		Arcata Elementary School District	Julia	Leonard	707-822-0351	jleonard@arcatasd.org	Previously Reported
3	12	62687	0		Northern Humboldt Union High School District	Gayle	Conway	707-839-6470	gconway@nohum.k12.ca.us	Previously Reported
4	12	62695	0		Big Lagoon Union Elementary School District	Christy	Ng	707-677-3688	admin@biglagoon.org	Previously Reported
5	12	62703	0		Blue Lake Union Elementary School District	DeAnn	Waldvogel	707-668-5674	dwaldvogel@bluelakeschool.org	Previously Reported
6	12	62729	0		Bridgeville Elementary School District	John	Blakely	707-777-3311	jblakely@bridgevilleeschool.org	Previously Reported
7	12	62737	0		Cuddeback Union Elementary School District	Blaine	Sigler	707-768-3372	bsigler@cuddebackschool.org	Previously Reported
8	12	62745	0		Cutten Elementary School District	Rebecca	MacQuarrie	707-441-3900	bmacquarrie@cuttensd.org	Previously Reported
9	12	75515	0		Eureka City Schools	Lisa	Claussen	707-441-2414	claussen@eureka cityschools.org	Previously Reported
10	12	75374	0		Ferndale Unified School District	Danielle	Carmesin	707-786-5900	dcarmesin@ferndalek12.org	Previously Reported
11	12	62794	0		Fieldbrook Elementary School District	Wendy	Orlandi	707-839-3201	worlandi@fbk8.org	Previously Reported
12	12	76802	0		Fortuna Elementary School District	Laurie	Clendenen	707-725-2293	lclendenen@fortunaesd.com	Previously Reported

Attachment I

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Add or Delete Row	County Code	District Code	School Code	Charter Code (if applicable)	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
13	12	62810	0		Fortuna Union High School District	Kristie	Christiansen	707-725-4461	kchristiansen@fuh sdistrict.org	Previously Reported
14	12	62828	0		Freshwater Elementary School District	Si	Talty	707-442-2969	stalty@freshwater sd.org	Previously Reported
15	12	62836	0		Garfield Elementary School District	Michael	Quinlan	707-442-5471	mquinlan@garfield school.org	Previously Reported
16	12	62851	0		Green Point Elementary School District	Teresa	Mondragon	707-668-5921	admin@greenpoint sd.org	Previously Reported
17	12	62885	0		Hydesville Elementary School District	Kevin	Trone	707-768-3610	ktrone@hydesville school.org	Previously Reported
18	12	62893	0		Jacoby Creek Elementary School District	Melanie	Nannizzi	707-822-4896	mnannizzi@jcsk8. org	Previously Reported
19	12	62901	0		Klamath-Trinity Joint Unified School District	Erin	Moya	530-625-5600	emoya@ktjUSD.org	Previously Reported
20	12	62919	0		Kneeland Elementary School District	Greta	Turney	707-442-5472	admin@kneelands d.org	Previously Reported
21	12	62927	0		Lola Union Elementary School District	Linda	Row	707-733-5705	lrow@lolaeta.org	Previously Reported
22	12	62935	0		Maple Creek Elementary School District	Beth	Wylie	707-668-5596	admin@maplecree kschool.org	Previously Reported
23	12	75382	0		Mattole Unified School District	Karen	Ashmore	707-445-2660	kashmore@mattol eusd.org	Previously Reported
24	12	62950	0		McKinleyville Union Elementary School District	Eiwira	Salada	707-839-1549	esalata@mckusd. org	Previously Reported

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25	12	62968	0	Orick Elementary School District	Justin	Wallace	707-488-2821	jwallace@orickschool.org	Previously Reported
26	12	62976	0	Pacific Union Elementary School District	Rene	McBride	707-822-4619	rmcbride@pacificunionschool.org	Previously Reported
27	12	62984	0	Peninsula Union Elementary School District	Raven	Coit	707-443-2731	rcoit@peninsula.org	Previously Reported
28	12	63008	0	Rio Dell Elementary School District	Angela	Johnson	707-764-5694	ajohnson@riodelschools.net	Previously Reported
29	12	63024	0	Scotia Union Elementary School District	Amy	Gossien	707-764-2212	agossien@scotiaschool.org	Previously Reported
30	12	63032	0	South Bay Union Elementary School District	Teri	Waterhouse	707-267-9174	twaterhouse@southbayusd.org	Previously Reported
31	12	63040	0	Southern Humboldt Joint Unified School District	Sarah	Wilson	707-943-1789	sarahwilson@sohumusd.com	Previously Reported
32	12	63057	0	Trinidad Union Elementary School District	Alyse	Nichols	707-677-3631	anichols@trinidadusd.net	Previously Reported
33	12	75515	1230150	Pacific View Charter 2.0	James	Malloy	707-269-9490	jmalloy@pacificviewcharter.com	Previously Reported
34	12	10124	137364	Northern United - Humboldt Charter	Shari	Lovett	707-445-2600	slovetti@nucharters.org	Previously Reported
35	8	10082	0	Del Norte County Office of Education	Tom	Kissinger	707-464-0725	tkissinger@delnorte.k12.ca.us	Previously Reported
36	8	61820	0	Del Norte County Unified School District	Tom	Kissinger	707-464-0725	tkissinger@delnorte.k12.ca.us	Previously Reported

Attachment II

SELPA: Humboldt - Del Norte SELPA

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Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA: Humboldt - Del Norte SELPA

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Attachment II—Projected Special Education Revenue by Local Educational Agency

For each 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. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Humboldt County Office of Education	4,085,379	1,209,849	29,564	583,235	723,910	0	0	0	6,631,937
2	Arcata Elementary School District	813,089	0	0	291,179	0	0	0	0	1,104,268
3	Northern Humboldt Union High School District	1,359,258	0	0	452,344	0	0	0	0	1,811,602
4	Big Lagoon Union Elementary School District	7,061	0	0	2,709	0	0	0	0	9,770
5	Blue Lake Union Elementary School District	167,234	0	0	54,173	0	0	0	0	221,407
6	Bridgeville Elementary School District	16,609	0	0	6,772	0	0	0	0	23,381
7	Cuddeback Union Elementary School District	76,912	0	0	33,858	0	0	0	0	110,770
8	Cutten Elementary School District	284,513	0	0	111,054	0	0	0	0	395,567

Attachment II

SELPA: Humboldt - Del Norte SELPA

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Eureka City Schools	1,970,915	0	0	807,159	0	0	0	0	2,778,074
10	Ferndale Unified School District	254,464	0	0	105,637	0	0	0	0	360,101
11	Fieldbrook Elementary School District	35,635	0	0	12,189	0	0	0	0	47,824
12	Fortuna Elementary School District	900,986	0	0	372,438	0	0	0	0	1,273,424
13	Fortuna Union High School District	551,009	0	0	239,715	0	0	0	0	790,724
14	Freshwater Elementary School District	171,163	0	0	43,338	0	0	0	0	214,501
15	Garfield Elementary School District	55,671	0	0	12,189	0	0	0	0	67,860
16	Green Point Elementary School District	3,957	0	0	1,354	0	0	0	0	5,311
17	Hydesville Elementary School District	114,399	0	0	51,464	0	0	0	0	165,863
18	Jacoby Creek Elementary School District	295,422	0	0	113,763	0	0	0	0	409,185

Attachment II

SELPA: Humboldt - Del Norte SELPA

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
19	Klamath-Trinity Joint Unified School District	555,825	0	0	227,526	0	0	0	0	783,351
20	Kneeland Elementary School District	11,253	0	0	4,063	0	0	0	0	15,316
21	Loleta Union Elementary School District	83,910	0	0	33,858	0	0	0	0	117,768
22	Maple Creek Elementary School District	5,655	0	0	2,709	0	0	0	0	8,364
23	Mattole Unified School District	19,317	0	0	8,126	0	0	0	0	27,443
24	McKinleyville Union Elementary School District	590,515	0	0	228,880	0	0	0	0	819,395
25	Orick Elementary School District	5,544	0	0	2,709	0	0	0	0	8,253
26	Pacific Union Elementary School District	457,846	0	0	128,661	0	0	0	0	586,507
27	Peninsula Union Elementary School District	39,077	0	0	18,960	0	0	0	0	58,037
28	Rio Dell Elementary School District	174,171	0	0	60,944	0	0	0	0	235,115

Attachment II

SELPA: Humboldt - Del Norte SELPA

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
29	Scotia Union Elementary School District	122,248	0	0	35,212	0	0	0	0	157,460
30	South Bay Union Elementary School District	499,093	0	0	204,502	0	0	0	0	703,595
31	Southern Humboldt Joint Unified School District	370,344	0	0	105,637	0	0	0	0	475,981
32	Trinidad Union Elementary School District	129,898	0	0	41,984	0	0	0	0	171,882
33	Pacific View Charter 2.0	87,220	0	0	40,630	0	0	0	0	127,850
34	Northern United - Humboldt Charter	161,082	0	0	65,007	0	0	0	0	226,089
35	Del Norte County Office of Education	0	0	0	0	0	0	0	0	0
36	Del Norte County Unified School District	3,161,659	0	9,855	1,097,234	160,944	0	0	0	4,429,892
	Totals:	17,638,533	1,209,849	39,419	5,601,212	884,854	0	0	0	25,373,867

Attachment III

SELPA: Humboldt - Del Norte SELPA

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

For each 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 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Humboldt County Office of Education	5,293,793	5,208,534	7,493,896	305,860	2,653,035	338,467	1,699,610	22,993,195
2	Arcata Elementary School District	711,236	520,074	627,646	1,609	664,189	0	47,000	2,571,754
3	Northern Humboldt Union High School District	2,339,786	1,429,363	2,005,336	55,971	576,287	0	150,605	6,557,348
4	Big Lagoon Union Elementary School District	10,494	17,290	6,840	0	8,555	0	0	43,179
5	Blue Lake Union Elementary School District	137,069	154,368	132,874	8,538	52,962	0	8,474	494,285
6	Bridgeville Elementary School District	10,007	47,273	31,057	0	22,277	0	0	110,614
7	Cuddeback Union Elementary School District	57,027	41,529	40,256	2,049	19,249	0	0	160,110
8	Cutten Elementary School District	478,886	113,622	273,663	8,056	84,285	0	0	958,512
9	Eureka City Schools	2,863,159	1,899,382	2,984,472	47,413	883,465	0	968	8,678,859

Attachment III

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Ferndale Unified School District	328,086	222,215	243,449	5,355	54,210	0	0	853,315
11	Fieldbrook Elementary School District	30,888	23,159	21,112	2,500	43,125	0	0	120,784
12	Fortuna Elementary School District	936,868	648,756	815,972	2,191	287,548	0	0	2,691,335
13	Fortuna Union High School District	587,049	76,027	402,883	438	2,525	0	9,020	1,077,942
14	Freshwater Elementary School District	154,208	81,051	127,047	29,728	70,196	0	26,421	488,651
15	Garfield Elementary School District	59,439	55,530	46,424	2,500	15,254	0	1,574	180,721
16	Green Point Elementary School District	7,000	500	2,253	276	51,205	0	0	61,234
17	Hydesville Elementary School District	65,925	40,311	59,485	5,148	60,629	0	0	231,498
18	Jacoby Creek Elementary School District	180,151	231,201	166,309	18,609	136,093	0	23,464	755,827
19	Klamath-Trinity Joint Unified School District	1,035,607	730,655	1,127,126	43,502	456,263	0	226,205	3,619,358
20	Kneeland Elementary School District	10,601	5,082	5,347	3,276	12,784	0	0	37,090

Attachment III

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
21	Loleta Union Elementary School District	52,942	43,995	51,066	1,554	90,107	0	0	239,664
22	Maple Creek Elementary School District	15,273	0	1,474	2,179	969	0	0	19,895
23	Mattole Unified School District	51,518	18,985	40,577	0	18,787	0	0	129,867
24	McKinleyville Union Elementary School District	868,129	764,235	738,638	2,015	80,967	0	0	2,453,984
25	Orick Elementary School District	12,361	245	6,674	1,000	7,740	0	0	28,020
26	Pacific Union Elementary School District	414,516	289,407	316,083	0	80,053	0	0	1,100,059
27	Peninsula Union Elementary School District	25,067	14,492	18,812	578	79,239	0	0	138,188
28	Rio Dell Elementary School District	68,546	165,083	121,277	2,106	26,911	0	0	383,923
29	Scotia Union Elementary School District	84,546	89,227	78,915	881	91,898	0	4,000	349,467
30	South Bay Union Elementary School District	559,260	245,685	514,766	23,511	359,792	0	16,018	1,719,032
31	Southern Humboldt Joint Unified School District	406,133	588,401	615,417	8,846	369,105	0	0	1,987,902

Attachment III

SELPA: Humboldt - Del Norte SELPA

Fiscal Year: 2025-26

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
32	Trinidad Union Elementary School District	30,889	61,250	40,190	2,912	130,733	0	0	265,974
33	Pacific View Charter 2.0	88,642	13,000	54,864	1,377	70,652	0	0	228,535
34	Northern United - Humboldt Charter	381,660	25,000	247,211	0	41,503	0	0	695,374
35	Del Norte County Office of Education	0	0	0	0	0	0	0	0
36	Del Norte County Unified School District	4,518,531	4,640,194	4,539,137	153,159	1,539,041	0	58,370	15,448,432
	Totals:	22,875,292	18,505,121	23,998,548	743,137	9,141,633	338,467	2,271,729	77,873,927

Attachment IV

SELPA: Humboldt - Del Norte SELPA

Fiscal Year: 2025-26

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

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Humboldt County Office of Education	612,799	10.86%	4,809,289	25.96%	17,571,107	5,422,088
2	Arcata Elementary School District	291,179	5.16%	813,089	4.39%	1,467,486	1,104,268
3	Northern Humboldt Union High School District	452,344	8.02%	1,359,258	7.34%	4,745,746	1,811,602
4	Big Lagoon Union Elementary School District	2,709	0.05%	7,061	0.04%	33,409	9,770
5	Blue Lake Union Elementary School District	54,173	0.96%	167,234	0.90%	272,878	221,407
6	Bridgeville Elementary School District	6,772	0.12%	16,609	0.09%	87,233	23,381
7	Cuddeback Union Elementary School District	33,858	0.60%	76,912	0.42%	49,340	110,770
8	Cutten Elementary School District	111,054	1.97%	284,513	1.54%	562,945	395,567
9	Eureka City Schools	807,159	14.31%	1,970,915	10.64%	5,900,785	2,778,074

Attachment IV

SELPA: Humboldt - Del Norte SELPA

Fiscal Year: 2025-26

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Ferndale Unified School District	105,637	1.87%	254,464	1.37%	493,214	360,101
11	Fieldbrook Elementary School District	12,189	0.22%	35,635	0.19%	72,960	47,824
12	Fortuna Elementary School District	372,438	6.60%	900,986	4.86%	1,417,911	1,273,424
13	Fortuna Union High School District	239,715	4.25%	551,009	2.97%	287,218	790,724
14	Freshwater Elementary School District	43,338	0.77%	171,163	0.92%	274,150	214,501
15	Garfield Elementary School District	12,189	0.22%	55,671	0.30%	112,861	67,860
16	Green Point Elementary School District	1,354	0.02%	3,957	0.02%	55,923	5,311
17	Hydesville Elementary School District	51,464	0.91%	114,399	0.62%	65,635	165,863
18	Jacoby Creek Elementary School District	113,763	2.02%	295,422	1.59%	346,642	409,185
19	Klamath-Trinity Joint Unified School District	227,526	4.03%	555,825	3.00%	2,836,007	783,351
20	Kneeland Elementary School District	4,063	0.07%	11,253	0.06%	21,774	15,316

Attachment IV

SELPA: Humboldt - Del Norte SELPA

Fiscal Year: 2025-26

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
21	Loleta Union Elementary School District	33,858	0.60%	83,910	0.45%	121,896	117,768
22	Maple Creek Elementary School District	2,709	0.05%	5,655	0.03%	11,531	8,364
23	Mattole Unified School District	8,126	0.14%	19,317	0.10%	102,424	27,443
24	McKinleyville Union Elementary School District	228,880	4.06%	590,515	3.19%	1,634,589	819,395
25	Orick Elementary School District	2,709	0.05%	5,544	0.03%	19,767	8,253
26	Pacific Union Elementary School District	128,661	2.28%	457,846	2.47%	513,552	586,507
27	Peninsula Union Elementary School District	18,960	0.34%	39,077	0.21%	80,151	58,037
28	Rio Dell Elementary School District	60,944	1.08%	174,171	0.94%	148,808	235,115
29	Scotia Union Elementary School District	35,212	0.62%	122,248	0.66%	192,007	157,460
30	South Bay Union Elementary School District	204,502	3.63%	499,093	2.69%	1,015,437	703,595
31	Southern Humboldt Joint Unified School District	105,637	1.87%	370,344	2.00%	1,511,921	475,981

Attachment IV

SELPA: Humboldt - Del Norte SELPA

Fiscal Year: 2025-26

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
32	Trinidad Union Elementary School District	41,984	0.74%	129,898	0.70%	94,092	171,882
33	Pacific View Charter 2.0	40,630	0.72%	87,220	0.47%	100,685	127,850
34	Northern United - Humboldt Charter	65,007	1.15%	161,082	0.87%	469,285	226,089
35	Del Norte County Office of Education	0	0.00%	0	0.00%	0	0
36	Del Norte County Unified School District	1,107,089	19.63%	3,322,803	17.94%	11,018,540	4,429,892
	Totals:	5,640,631	100.00%	18,523,387	100.00%	53,709,909	24,164,018

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. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Humboldt County Office of Education	0	1,098,356
2	Arcata Elementary School District	12,386	0
3	Northern Humboldt Union High School District	0	0
4	Big Lagoon Union Elementary School District	0	0
5	Blue Lake Union Elementary School District	64,302	0
6	Bridgeville Elementary School District	0	0
7	Cuddeback Union Elementary School District	0	0
8	Cuttien Elementary School District	89,135	0
9	Eureka City Schools	1,475,000	0

Attachment V

SELPA: Humboldt - Del Norte SELPA

Fiscal Year: 2025-26

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Ferndale Unified School District	0	0
11	Fieldbrook Elementary School District	0	0
12	Fortuna Elementary School District	121,325	0
13	Fortuna Union High School District	229,167	0
14	Freshwater Elementary School District	0	0
15	Garfield Elementary School District	0	0
16	Green Point Elementary School District	0	0
17	Hydesville Elementary School District	0	0
18	Jacoby Creek Elementary School District	249,402	0
19	Klamath-Trinity Joint Unified School District	975,240	0
20	Kneeland Elementary School District	0	0

Attachment V

SELPA: Humboldt - Del Norte SELPA

Fiscal Year: 2025-26

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
21	Loleta Union Elementary School District	0	0
22	Maple Creek Elementary School District	0	0
23	Mattole Unified School District	0	0
24	McKinleyville Union Elementary School District	421,949	0
25	Orick Elementary School District	0	0
26	Pacific Union Elementary School District	176,057	0
27	Peninsula Union Elementary School District	0	0
28	Rio Dell Elementary School District	55,136	0
29	Scotia Union Elementary School District	0	0
30	South Bay Union Elementary School District	290,769	0
31	Southern Humboldt Joint Unified School District	0	0

Attachment V

SELPA: Humboldt - Del Norte SELPA

Fiscal Year: 2025-26

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
32	Trinidad Union Elementary School District	92,973	0
33	Pacific View Charter 2.0	0	0
34	Northern United - Humboldt Charter	53,141	0
35	Del Norte County Office of Education	0	0
36	Del Norte County Unified School District	0	0
Totals:		4,305,982	1,098,356

**Attachment VI
must be
completed
using the CDE
approved
Microsoft Excel
Template**

SELPA:

Fiscal Year:

Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of EC Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Del Norte County Unified School District		Delete This Row							<input type="text"/>

DO NOT
DISTRIBUTE

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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



California Department of Education

Special Education Division

Local Plan Annual Submission

SELPA:

Fiscal Year:

Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330–Specialized Academic Instruction/
Specially Designed Instruction

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

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3)).

Service is Not Currently Provided

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210–Family Training, Counseling, Home Visits (Ages 0-2 only)

Service is Not Currently Provided

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

220–Medical (Ages 0-2 only)

Service is Not Currently Provided

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

230–Nutrition (Ages 0-2 only)

Service is Not Currently Provided

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

240–Service Coordination (Ages 0-2 only)

Service is Not Currently Provided

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

250–Special Instruction (Ages 0-2 only)

Service is Not Currently Provided

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

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 Individual 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.

260—Special Education Aide (Ages 0-2 only) *Service is Not Currently Provided*

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

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

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

340—Intensive Individual Service

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

Individualized Education Program (IEP) Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

Service is Not Currently Provided

350—Individual and Small Group Instruction

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

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 (30 EC 56441.2, 5 CCR 305.1)

Service is Not Currently Provided

415–Speech and Language

Service is Not Currently Provided

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

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. Services may be direct or indirect including the use of a speech consultant.

425–Adapted Physical Education

Service is Not Currently Provided

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

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

435–Health and Nursing: Specialized
Physical Health Care

Service is Not Currently Provided

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

Health care services means those health services prescribed by the child’s licensed physician and/or surgeon, requiring medically related training of the individual who performs the services

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and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (EC §49423.5 (d)).

436–Health and Nursing: Other

Service is Not Currently Provided

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

This includes services that are provided to individuals with exceptional needs by a qualified 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. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

445–Assistive Technology

Service is Not Currently Provided

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

450–Occupational Therapy

Service is Not Currently Provided

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

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 a group or on an individual basis; 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 Individualized Education Program (IEP), by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.

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460–Physical Therapy *Service is Not Currently Provided*

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

These services are provided, pursuant to an Individualized Education Program (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. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a)(2)).

510–Individual Counseling

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

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, 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. (34 CFR §300.24(b)(2), (CCR Title 5 §3051.9).

Service is Not Currently Provided

515–Counseling and Guidance *Service is Not Currently Provided*

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

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, 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. (34 CFR §300.24(b)(2)); CCR Title 5 §3051.9) 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

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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. (34 CFR 300.306; CCR Title 5 §3051.9).

520–Parent Counseling

Service is Not Currently Provided

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

Individual or group counseling provided by a qualified individual pursuant to an Individualized Education Program (IEP) to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).

525–Social Worker Services

Service is Not Currently Provided

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

530–Psychological Services

Service is Not Currently Provided

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

These services, provided by a credentialed or licensed psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; 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. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

535–Behavior Intervention Services

Service is Not Currently Provided

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

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (CCR Title 5 §3001(d)).

540–Day Treatment Services

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

Service is Not Currently Provided

545–Residential Treatment

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

Service is Not Currently Provided

610–Specialized Service for Low Incidence Disabilities

Service is Not Currently Provided

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

710–Specialized Deaf and Hard of Hearing Services

Service is Not Currently Provided

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

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

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parents, teachers, and other school personnel may also be included. (CCR Title 5 §3051.16 and 3051.18).

715–Interpreter Services *Service is Not Currently Provided*

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

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

720–Audiological Services *Service is Not Currently Provided*

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

725–Specialized Vision Services *Service is Not Currently Provided*

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

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student’s educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); 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. (CCR Title 5 §3030(d), EC 56364.1).

730–Orientation and Mobility *Service is Not Currently Provided*

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

Students with identified visual impairments are trained in body awareness and to understand

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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 Individualized Education Program (IEP).

735–Braille Transcription *Service is Not Currently Provided*

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

740–Specialized Orthopedic Services *Service is Not Currently Provided*

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

745–Reader Services *Service is Not Currently Provided*

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

750–Note Taking Services *Service is Not Currently Provided*

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service

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availability. IEP teams are encouraged to discuss all student needs and appropriate services.

755–Transcription Services *Service is Not Currently Provided*

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

760–Recreation Service, Including Therapeutic Recreation *Service is Not Currently Provided*

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

820–College Awareness Preparation *Service is Not Currently Provided*

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

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.

830–Vocational Assessment, Counseling, Guidance, and Career Assessment *Service is Not Currently Provided*

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (CCR Title 5 §3051.14).

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840–Career Awareness

Service is Not Currently Provided

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

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. There is a need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR §300.29).

850–Work Experience Education

Service is Not Currently Provided

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

855–Job Coaching

Service is Not Currently Provided

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

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.

860–Mentoring

Service is Not Currently Provided

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

865–Agency Linkages (referral and placement)

Service is Not Currently Provided

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

870–Travel and Mobility Training

Service is Not Currently Provided

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

This service is not currently provided due to decisions made by IEP teams based on student needs determining that no additional services were needed, not due to lack of service availability. IEP teams are encouraged to discuss all student needs and appropriate services.

890–Other Transition Services

Service is Not Currently Provided

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

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

900–Other Related Service

Pursuant to Title 5 of the *California Code of Regulations (5 CCR) 3051.24*, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.

Service is Not Currently Provided



Description of the "Other Related Service"

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Fiscal Year: 2025-26

Qualifications of the Provider Delivering "Other Related Service"

