

Special Education Local Plan Area (SELPA) Local Plan

SELPA Humboldt-Del Norte

Fiscal Year 2021-22

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021-22 Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Humboldt-Del Norte

Fiscal Year

2021-22

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

SELPA

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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 Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator 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="2822 Harris St."/>	Zip Code	<input type="text" value="95503"/>
City	<input type="text" value="Eureka"/>	County	<input type="text" value="CA"/>
Mailing Address	<input type="text" value="2822 Harris St."/>		
City	<input type="text" value="Eureka"/>	Zip Code	<input type="text" value="95503"/>
Administrator First Name	<input type="text" value="Mindy"/>	Administrator Last Name	<input type="text" value="Fattig"/>
Administrator Title	<input type="text" value="Executive Director"/>		
Administrator's Email	<input type="text" value="mfattig@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.

Administrative Entity Name	<input type="text" value="Humboldt County Office of Education"/>		
Street Address	<input type="text" value="901 Myrtle Ave."/>	Zip Code	<input type="text" value="95501"/>

Section A: Contacts and Certifications

SELPA Fiscal Year

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

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: 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:

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

SELPA

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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 (this selection does not include a COE); 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
-	South Bay Elementary Sc	Nichole Dollarhide	Administrator-Spec. Ed.	Multiple
-	Arcata Elementary School	Luke Biesecker	Administrator-Gen. Ed.	Section B

Section A: Contacts and Certifications

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Scotia Bay USD	Laurel Stokes	Teacher-Spec. Ed.	Multiple
<input type="checkbox"/>	HDN SELPA	Mindy Fattig	Administrator-Spec. Ed.	All
<input type="checkbox"/>	HDN SELPA	Heather Quigley-Cook	Administrator-Spec. Ed.	All
<input type="checkbox"/>	Redwood Coast Regional	Alesha Vader	CAC	Multiple
<input type="checkbox"/>	HCOE- Business	Corey Weber	Other	Multiple
<input type="checkbox"/>	HDN CAC	Jana Kirk-Levine	CAC	All
<input type="checkbox"/>	Pacific Union Elem.	Rene McBride	Administrator-Gen. Ed.	Multiple
<input type="checkbox"/>	HDN SELPA	Carol Ingram	Other	Section D

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, D, and E)
- 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.

Section A: Contacts and Certifications

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- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- 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 2021–22 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*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified 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 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.

C2-2. 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.)

C2-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

Section A: Contacts and Certifications

SELPA

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

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Chris Hartley

Jun 17, 2021

Administrative Entity*

Date

Michael Quinlan

Jun 17, 2021

SELPA Governance Council or Responsible Individual

Date

Mindy Fattig

Jun 24, 2021

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

SELPA

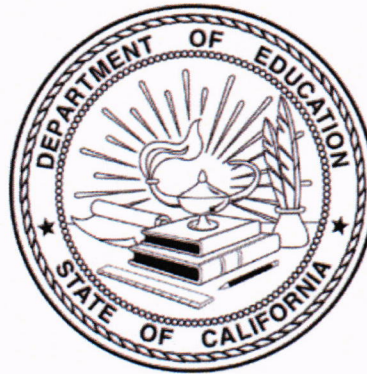
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LOCAL PLAN

Section B: Governance and Administration SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

Section B: Governance and Administration

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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:

The Humboldt-Del Norte Special Education Local Plan Area (SELPA) is composed of 34 school districts within the geographic area of Humboldt and Del Norte counties and the Humboldt and Del Norte County Offices of Education. Together these LEA's have joined in a cooperative plan to provide special education programs and services for all individuals with disabilities, birth through the age of 21, who resides in Humboldt and Del Norte counties. The Humboldt County Office of Education has been designated the Administrative Unit (AU). (ED Code Section 56195.1 (c))

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:

The governing body of the Humboldt-Del Norte SELPA is the Superintendents' Special Education Policy Council. Members of the Policy Council are responsible to the governing boards of the local education agencies (LEAs) in the SELPA.

In accordance with all applicable state and federal laws, the Humboldt- Del Norte SELPA shall be governed by a Superintendents' Special Education Policy Council composed of county, single district and regional voting members. The Policy Council conducts regular public meetings and is governed by a set of bylaws. The specific functions of the Policy Council necessary to carry out its responsibilities include, but are not necessarily limited to:

- Develops SELPA policies and agreements and reviews procedures for effective management and operation of special education programs and services throughout the SELPA;
- Develops 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;
- Recommends to the governing boards the designations of the Administrative Unit (AU) as reflected in the Local Plan;
- Review and approve 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

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- service priorities;
- Participates with the Humboldt County Office of Education (AU) in the hiring and evaluation of the SELPA Director;
 - 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 Director,
 - community agencies,
 - the SELPA 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.

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

The SELPA Director, under the direction of the Superintendents' Special Education Policy Council, 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 voting representation will be based on the previous year CALPADS count. 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 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 Policy Council which consists of regionalized votes based on ADA.

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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:

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.

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

For the purposes of provision of special education services, charter schools shall be deemed either a public school within the chartering LEA or an LEA that receives funds and provides services independent of the chartering entity. All approved charter schools will be deemed public schools within the chartering entity until the charter school has been deemed an LEA following the decision making process in this Local Plan.

Public School within a School District or County Office of Education:

Charter schools that are deemed to be public schools within the chartering entity will participate in state and federal funding in the same manner as other schools or programs within the chartering entity. The chartering entity will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and related services in a manner that is consistent with all applicable provisions of state and federal law. The chartering entity will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students enrolled in other schools or programs administrated by the chartering entity.

The chartering entity will receive all applicable special education funds as specified in the SELPA's approved funding allocations.

The chartering entity and the charter school may enter into business agreements or contracts whereby the charter school agrees to pay for the excess costs associated with providing special education services to identified students, including the administration of special education programs. When the chartering entity is a district, the charter school should be held fiscally responsible for a fair share of any encroachment on district general funds that is created by the provision of special education services throughout the district.

Charter School as an LEA Within the SELPA:

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A charter school that was chartered by or assigned to a SELPA member may apply to the Policy Council to become an LEA for the provision of special education services. Once granted LEA status, a charter school will participate on an equal basis with other members in the governance of the SELPA. The independent charter shall be assigned to the region in which the school/operation is located within the SELPA. Like other members of the SELPA, the charter school will be represented on the Policy Council by the individual chosen to represent that region.

The applicant charter school will be deemed an LEA if the Policy Council determines that the charter school has met all requirements to be included as a member LEA of the SELPA as specified in this Local Plan.

Participation of Charter Schools in the Local Plan:

A charter school may participate in the SELPA in one of two ways depending upon their governance structure. If the charter school is recognized as another public school within the LEA which serve special education students or in accordance with the charter school's MOU with an existing LEA SELPA member, then the charter will be represented by, and receive funding from, the existing LEA in the same manner as all other schools with the LEA. If the charter school is independent in all matters, including fiscal and governance, then the charter school will be deemed to be a separate LEA within the SELPA and will participate in the same manner as all other LEAs as described in this Local Plan.

A charter school which applies to be an independent LEA within the SELPA must conform to all of the policies and regulations of the Local Plan, and all applicable federal and state laws.

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:

Feedback and involvement from the Community Advisory Committee (CAC) is an important component of the development of the local plan. The CAC acts as an advisory body to the policy and administrative entity in the development, amendment, and review of the Local Plan. The Local Plan for special education shall be updated cooperatively by a committee of representatives of special and general education teachers and administrators selected by the groups they represent and with participation by parent members of the CAC, or parents selected by the CAC.

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:

The SELPA regularly seeks out 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.

Section B: Governance and Administration

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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:

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 Humboldt-Del Norte SELPA 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 Director
- Serving as the employing agency for the SELPA 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;
- Receiving and distributing the special education funds to LEA accounts for special education program 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 requirement and Policy Council recommendations;
- Coordinating with, and auditing the participating LEAs, the certification of fiscal, 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.

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:

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 Director shall develop, agree to and maintain Interagency agreements and/or memorandums of understanding necessary to support the implementation of the Local Plan.

Section B: Governance and Administration

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10. For multi-LEA local plans, specify:

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

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. Includes 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;
- 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.

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

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

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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 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 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 each LEA and COE for coordinating the administration of the local plan:

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

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- 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;
 - 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, and;
 - Coordinating California Department of Education evaluation activities within the LEA.

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

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

- The Policy Council shall approve positions necessary for the operation of the SELPA functions according to this Local Plan and based upon the recommendations from the SELPA Director.
- The AU is responsible for serving as the employing agency for the SELPA 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.
 - The AU is responsible for the recruitment and hiring of the SELPA Director and staff.
 - The Superintendents' Council shall jointly supervise and evaluate the SELPA Director's performance, including implementing disciplinary action as may be necessary.

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- The SELPA Director oversees the recruitment, supervision and evaluation of SELPA staff.

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

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 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: education programs:

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 are 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.

Role of the SELPA Administrator:

- 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;

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- 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.

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

It is the intent of the SELPA that the needs of students with disabilities 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. 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 Administrator:

The SELPA 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 CDE.

Role of the LEA:

The individual LEAs, along with support from the SELPA 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.

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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:

The SELPA and individual LEAs will ensure that specialized equipment is accessible to students and in alignment with federal and state law. Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined provides the program/services where the student with a free and appropriate public education is served in the least restrictive environment.

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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"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 a of 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)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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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)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

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Policy/Procedure Number:
Document Title:
Document Location:

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

Yes No

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

Policy/Procedure Number:
Document Title:
Document Location:

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

Yes No

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

Policy/Procedure Number:
Document Title:
Document Location:

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

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Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and

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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)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds

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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

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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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)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

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Reference Number:	<input type="text" value="LP: 1"/>
Document Title:	<input type="text" value="Humboldt- Del Norte SELPA Local Plan- Section B"/>
Document Location:	<input type="text" value="Humboldt-Del Norte SELPA Office"/>
Description:	<p>Role of the RLA/AU:</p> <ul style="list-style-type: none"> • Delegating administrative support and coordination of the implementation of the Local Plan to the SELPA Director • Receiving and distributing the special education funds to LEA accounts for special education program and services in accordance with the annual recommendations made by the Policy Council. <p>Role of the SELPA Administrator:</p> <ul style="list-style-type: none"> • Ensure that the local plan is implemented and will make recommendations to the Policy Council when revisions are needed. • Facilitate development and approval of SELPA policies and procedures necessary to implement the local plan. <p>Role of the LEA:</p> <ul style="list-style-type: none"> • Ensure a full continuum of services/supports are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. • Through their representative at the Policy Council, will review and approve policies and procedures to implement the Local Plan.

2. Coordinated system of identification and assessment:

Reference Number:	<input type="text" value="PM: 1"/>
Document Title:	<input type="text" value="Humboldt-Del Norte SELPA Special Education Procedural Manual & Humboldt Del Norte SELPA Eligibility Criteria Handbook"/>
Document Location:	<input type="text" value="https://hdnselpa.org/"/>
	<p>Guidelines for Special Education Identification and Eligibility and procedures related to identification and assessment.</p> <p>Identification procedures shall include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate</p>

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Description:

professionals and from other members of the public. A student shall be referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. All referrals shall 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.

3. Coordinated system of procedural safeguards:

Reference Number:

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. Parents should also give 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:

Reference Number:

Document Title:

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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 Administrator:

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 Administrator 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:

Reference Number:

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 Administrator:

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

Role of the LEA:

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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.

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

Reference Number:

Document Title:

Document Location:

Description:

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 Administrator:

- 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.

Role of the LEA:

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

7. Coordinated system of data collection and management:

Reference Number:

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Document Title:

Document Location:

Description:

Role of the of the SELPA:

The SELPA will approve the California Longitudinal Assessment and 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.

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.

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Description:

Role of the SELPA:

The SELPA Director, or designee, will review, revise, or develop interagency agreements as required to implement the plan. The SELPA 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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Reference Number:

Document Title:

Document Location:

Description:

Role of the SELPA:
The SELPA Director will facilitate the coordination of services to students in medical facilities within the geographic area of the SELPA and by the designated LEAs.

Role of the LEA:
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.

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

Reference Number:

Document Title:

Document Location:

Description:

Role of the SELPA:
The SELPA 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.

Role of the LEAs:
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 education code there is another district of special education accountability which would be responsible.

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

Reference Number:

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Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

Role of the SELPA:

The SELPA 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:

Reference Number:

Document Title:

Document Location:

Description:

Role of the SELPA:

The SELPA Administrator 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.

Reference Number:

Document Title:

Document Location:

Description:

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Description:

Role of the SELPA:

The SELPA Director will:

- 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:

Reference Number:

Document Title:

Document Location:

Description:

Role of the SELPA:

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

Under the direction of the SELPA 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:

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The program directors(s) will provide direct instructional support to LEAs as requested or determined necessary.

Special Education Local Plan Area Services

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

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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:

Reference Number:

Document Title:

Document Location:

Description:

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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:

Reference Number:

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:

Reference Number:

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*)

Reference Number:

Document Title:

Document Location:

Description:

The laws state that individuals between the ages of 18-21 who are incarcerated in an adult correctional facility are not entitled to a free appropriate public education (FAPE) if, in their educational placement prior to incarceration, they were determined not eligible for special education and did not have an IEP under Part B of the Individuals with Disabilities Education Act (IDEA)

The district in which the incarcerated student's parents reside is responsible for providing free appropriate public education (FAPE) to incarcerated students with disabilities in a county jail who do not fall into the above exception. This obligation would extend to a child-find obligation for students under the age of 18 who are incarcerated in an adult facility.

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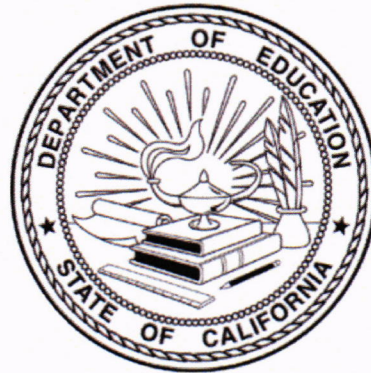
SELPA

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LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

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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: Pursuant to California *Education Code (EC)* Section 56048, 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.

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 Revenue by Source

D1. Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	12,131,620	59.31%
AB 602 Property Taxes	1,014,585	4.96%
Federal IDEA Part B	39,419	0.19%
Federal IDEA Part C	4,930,705	24.10%
State Infant/Toddler	726,428	3.55%
State Mental Health	1,366,350	6.68%
Federal Mental Health	246,059	1.20%
Other Revenue*	0	0.00%
Total Revenue	20,455,166	100.00%

D2. Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

D3. *Include a description of the revenue identified the "Other Revenue" category

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Table 2: Total Budget by Object Codes

D4. 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="18,318,323"/>	28.51%
Object Code 2000—Classified Salaries	<input type="text" value="12,655,277"/>	19.70%
Object Code 3000—Employee Benefits	<input type="text" value="17,400,227"/>	27.08%
Object Code 4000—Supplies	<input type="text" value="594,384"/>	0.93%
Object Code 5000—Services and Operations	<input type="text" value="5,922,495"/>	9.22%
Object Code 6000—Capital Outlay	<input type="text" value="12,000"/>	0.02%
Object Code 7000—Other Outgo and Financing*	<input type="text" value="9,344,044"/>	14.54%
Total Expenditures	64,246,750	100.00%

D5. Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D6. *Include a description of the expenditures identified under object code 7000:

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

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Table 3: Federal, State, and Local Revenue Summary

D7. Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	5,216,183	8.84%
Federal Revenue	14,224,398	24.10%
Local Contribution	39,588,307	67.07%
Total Revenue From All Sources	59,028,888	100.00%

D8. Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

D9. Describe the basic premise of the SELPA Allocation Plan.

The SELPA Allocation Plan begins with an Off the Top for Low Incidence Programs, Juvenile Court Schools and SELPA Administration costs. The amount remaining gets multiplied by 20.34% for AB-602 Augmentation funding, which is allocated by counts for high cost students determined by an AB-602 Allocation Committee. Next 20% of the remaining amount is distributed by ADA (better of current or prior year for SELPA ADA as a whole). Then 15% of the remaining is allocated to speech only students by district counts. Del Norte's non-speech unduplicated count is allocated out based on the remaining amount divided by all non-speech unduplicated counts. Lastly, there are two Humboldt only Off the Top set-asides for Autistic Preschool and a 1.0 FTE Behavior Specialist, which once reduced from the remaining amount is divided by the Humboldt only non-speech unduplicated counts and distributed by these counts.

D10. Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

The IDEA revenue is distributed by first setting aside 2017-18 Federal Preschool revenue with COLA each year and is distributed to districts with regional preschool programs and to offset the district wide preschool program. The remainder of the IDEA revenue is allocated by prior year special education unduplicated counts for each district.

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Table 4: Special Education Local Plan Area Operating Expenditures

D11. Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses. NOTE: For 2021-22 fiscal year, this table optional for single LEA SELPAs.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	253,231	36.87%
Object Code 2000—Classified Salaries	123,639	18.00%
Object Code 3000—Employee Benefits	213,521	31.09%
Object Code 4000—Supplies	10,000	1.46%
Object Code 5000—Services and Operations	34,259	4.99%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing*	52,232	7.60%
Total Operating Expenditures	686,882	100.00%

D12. *Include a description of the expenditures identified under object code 7000:

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

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5–22 Severely Disabled." Students with a low-incidence 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.

D13. 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)?

D14. Enter the total projected expenditures for supplemental aids and services (SAS) for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence (LI) disabilities.

Total Projected Expenditures for SAS in the Regular Classroom Provided to Students with Disabilities

Total Projected Expenditures for Students with LI Disabilities

D15. Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state expenditures by LEAs participating in the SELPA.

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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

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. (RSP- school based, RSP, SDC inclusion services, SDC-public integrated, SDC public segregated, SDC-non-public school.)

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- 210—Family Training, Counseling, Home Visits (Ages 0-2 only) *Service is Not Currently Provided*

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

Individual or group training/counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs.

- 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*

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 agencies.

- 250—Special Instruction (Ages 0-2 only) *Service is Not Currently Provided*

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

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can meet the educational standards within the jurisdiction of the public agency that apply to all children.

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 Instruction

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

IEP Team determination that student requires additional support for all or part of the day to meet their IEP goals. Such as the use of an one-on-one instructional assistant.

350-Individual and Small Group Instruction

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.

415-Speech and Language *Service is Not Currently Provided*

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

Service addresses receptive and expressive language, articulation, voice, and fluency and can occur individually or in a group.

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 adaptive physical education teacher.

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.

Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school. These include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.

436-Health and Nursing: Other *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.

445-Assistive Technology *Service is Not Currently Provided*

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

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students.

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450–Occupational Therapy

Service is Not Currently Provided

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

Occupational Therapy 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 play abilities and fine motor.

460–Physical Therapy

Service is Not Currently Provided

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

Services provided by a registered Physical Therapist pursuant to an IEP when assessment shows discrepancy between gross motor performance and other educational skills.

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 to address socio-emotional goals.

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 addressing socio-emotional goals.

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 pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child’s needs.

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525–Social Worker

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 other agencies as well as check in time for the student and family with the school social worker.

530–Psychological

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.

535–Behavior Intervention

Service is Not Currently Provided

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.

540–Day Treatment

545–Residential Treatment

610–Specialized Service for Low Incidence Disabilities

Service is Not Currently Provided

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

Low incidence services are defined as those provided to the student population of orthopedic impairment (OI), visual impairment (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed.

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710—Specialized Deaf and Hard of Hearing *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, parents, teachers, and other school personnel may also be included.

715—Interpreter *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.

720—Audiological *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 *Service is Not Currently Provided*

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

Includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs -- including Braille, large type, 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 & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.

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

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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 how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

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

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–Reading

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

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.

755-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.

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

Service is Not Currently Provided

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

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

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

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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.

- 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 for in self-advocacy, career planning, and career guidance.

- 850–Work Experience Education *Service is Not Currently Provided*

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

Work experience education includes organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

- 855–Job Coaching *Service is Not Currently Provided*

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

Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job that 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.

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865–Agency Linkages (referral and placement)

Service is Not Currently Provided

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

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.

890–Other Transition Services

Service is Not Currently Provided

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

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.

Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxxx-xxxxxxx)	Charter Number (if applicable) (xxxx)	Special Education Service																																																		
				330	210	220	230	240	250	260	270	340	350	415	425	435	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900				
Eureka City Unified	Pacific View Charter 2.0	1230150		X									X																																									
Eureka City Unified	Preschooler no school	Noschoo		X									X																																									
Eureka City Unified	Private Preschool	Private											X																																									
Eureka City Unified	Redwood Christian School	6926307											X																																									
Eureka City Unified	Ridgewood Elementary	6007744											X																																									
Eureka City Unified	St. Bernard's Catholic School	6933881		X														X																																				
Eureka City Unified	Washington Elementary	6007827		X								X	X	X			X																																					
Eureka City Unified	Winship Middle School	127407		X								X	X							X	X																													X	X			
Eureka City Unified	Winzler Children's Center	Winzler		X			X				X	X																																										
Eureka City Unified	Zoe Barnum High	1232057		X																	X																										X	X						
Ferndale Unified	Ferndale Elementary	6007843		X							X	X				X		X	X																													X	X					
Ferndale Unified	Ferndale High	1232909		X							X	X				X		X	X																												X	X						

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
2021-22 Local Plan Submission

Attachment I

SELPA:

Fiscal Year:

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). 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 bellow. 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 2020–21 or 2021–22 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.

Attachment I

SELPA:

Fiscal Year:

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	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	kcavangh@hcoe.org	<input type="text" value="Previously Reported"/>
	2	12	62679	0		Arcata Elementary	Inga	Townsend	(707) 822-0351	itownsend@arcata.sd.org	<input type="text" value="Previously Reported"/>
	3	12	62687	0		Northern Humboldt Union High	Gayle	Conway	(707) 839-6470	gconway@nohum.k12.ca.us	<input type="text" value="Previously Reported"/>
	4	12	62695	0		Big Lagoon Union Elementary	Linda	Row	(707) 677-3688	admin@biglagoon.org	<input type="text" value="Previously Reported"/>
	5	12	62703	0		Blue Lake Union Elementary	DeeAnn	Waldvogel	(707) 668-5674	dwaldvogel@bluelakeschool.org	<input type="text" value="Previously Reported"/>
	6	12	62729	0		Bridgeville Elementary	John	Blakely	(707) 777-3311	jblakely@bridgevilleschool.org	<input type="text" value="Previously Reported"/>
	7	12	62737	0		Cuddeback Union Elementary	Blaine	Sigler	(707) 768-3372	bsigler@cuddebackschool.org	<input type="text" value="Previously Reported"/>
	8	12	62745	0		Cutten Elementary	Sue	Ivey	(707) 441-3900	sivey@cuttensd.org	<input type="text" value="Previously Reported"/>
	9	12	75515	0		Eureka City Unified	John	Leonard	(707) 441-2414	leonardj@eurekacityschools.org	<input type="text" value="Previously Reported"/>
	10	12	75374	0		Ferndale Unified	Beth	Anderson	(707) 786-5900	banderson@ferndalek12.org	<input type="text" value="Previously Reported"/>
	11	12	62794	0		Fieldbrook Elementary	Justin	Wallace	(707) 839-3201	jwallace@nohum.k12.ca.us	<input type="text" value="Previously Reported"/>
	12	12	76802	0		Fortuna Elementary	Becky	Gallaty	(707) 725-2293	bgallaty@fortunae.sd.com	<input type="text" value="Previously Reported"/>

Attachment I

SELPA:

Fiscal Year:

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	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	Michelle	Roslosnik	(707) 725-4461	mroslosnik@fuhstrict.org	Previously Reported
	14	12	62828	0		Freshwater Elementary	Si	Talty	(707) 442-2969	stalty@freshwatersd.org	Previously Reported
	15	12	62836	0		Garfield Elementary	Michael	Quinlan	(707) 442-5471	mquinlan@garfield-school.org	Previously Reported
	16	12	62851	0		Green Point Elementary	Mark	Sahlberg	(707) 668-5921	msahlberg@greenpointsd.org	Previously Reported
	17	12	62885	0		Hydesville Elementary	Kevin	Trone	(707) 768-3610	ktrone@hydesville-school.org	Previously Reported
	18	12	62893	0		Jacoby Creek Elementary	Melanie	nannizzi	(707) 822-4896	mnannizzi@jcsk8.org	Previously Reported
	19	12	62901	0		Klamath-Trinity Joint Unified	Craig	Kimball	(530) 625-5600	ckimball@ktjUSD.org	Previously Reported
	20	12	62919	0		Kneeland Elementary	Greta	Turney	(707) 442-5472	admin@kneelandsd.org	Previously Reported
	21	12	62927	0		Loleta Union Elementary	Autumn	Chapman	(707) 733-5705	achapman@loleta.org	Previously Reported
	22	12	62935	0		Maple Creek Elementary	Wendy	Orlandi	(707) 668-5596	worlandi@maplecreekschool.org	Previously Reported
	23	12	75382	0		Mattole Unified	Karen	Ashmore	(707) 445-2660	kashmore@mattolevalley.org	Previously Reported
	24	12	62950	0		McKinleyville Union Elementary	Haley	Jones	(707) 839-1549	hjones@mckusd.org	Previously Reported

Attachment I

SELPA: Humboldt-Del Norte SELPA

Fiscal Year: 2021-22

25	12	62968	0		Orick Elementary	Amanda	Platt	(707) 488-2821	aplatt@orickschool.org	Previously Reported
26	12	62976	0		Pacific Union Elementary	Rene	McBride	(707) 822-4619	rmcbride@pacificunionschool.org	Previously Reported
27	12	62984	0		Peninsula Union Elementary	Lark	Doolan	(707) 443-2731	ldoolan@peninsulaschool.org	Previously Reported
28	12	63008	0		Rio Dell Elementary	Angela	Johnson	(707) 764-5694	ajohnson@riodellschools.net	Previously Reported
29	12	63024	0		Scotia Union Elementary	Amy	Gossien	(707) 764-2212	agossien@scotiasd.org	Previously Reported
30	12	63032	0		South Bay Union Elementary	Gary	Storts	(707) 476-8549	gstorts@southbayusd.org	Previously Reported
31	12	63040	0		Southern Humboldt Joint Unified	Sarah	Wilson	(707) 943-1789	sarahwilson@sohumusd.com	Previously Reported
32	12	63057	0		Trinidad Union Elementary	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	slovett@nucharter.org	Previously Reported
35	8	61820	0		Del Norte County Schools	Brooke	Davis	(707) 464-0725	bdavis@delnorte.k12.ca.us	Previously Reported
36										

Attachment II

SELPA: Humboldt-Del Norte SELPA

Fiscal Year: 2021–22

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:

Fiscal Year:

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	2,562,719	1,014,585	29,564	812,236	591,605	1,301,162	246,059	0	6,557,930
2	Arcata Elementary	413,704	0	0	187,294	0	0	0	0	600,998
3	Northern Humboldt Union High	918,893	0	0	345,546	0	65,188	0	0	1,329,627
4	Big Lagoon Union Elementary	7,491	0	0	4,568	0	0	0	0	12,059
5	Blue Lake Union Elementary	120,515	0	0	44,539	0	0	0	0	165,054
6	Bridgeville Elementary	12,091	0	0	6,852	0	0	0	0	18,943
7	Cuddeback Union Elementary	38,204	0	0	18,273	0	0	0	0	56,477
8	Cutten Elementary	170,515	0	0	71,948	0	0	0	0	242,463

Attachment II

SELPA: Humboldt-Del Norte SELPA

Fiscal Year: 2021-22

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 Unified	1,591,990	0	0	740,418	0	0	0	0	2,332,408
10	Ferndale Unified	195,215	0	0	84,511	0	0	0	0	279,726
11	Fieldbrook Elementary	48,057	0	0	22,841	0	0	0	0	70,898
12	Fortuna Elementary	695,365	0	0	282,033	0	0	0	0	977,398
13	Fortuna Union High	451,503	0	0	194,146	0	0	0	0	645,649
14	Freshwater Elementary	123,539	0	0	34,261	0	0	0	0	157,800
15	Garfield Elementary	21,844	0	0	11,420	0	0	0	0	33,264
16	Green Point Elementary	5,924	0	0	3,426	0	0	0	0	9,350
17	Hydesville Elementary	50,530	0	0	23,983	0	0	0	0	74,513
18	Jacoby Creek Elementary	121,522	0	0	63,954	0	0	0	0	185,476

Attachment II

SELPA: Humboldt-Del Norte SELPA

Fiscal Year: 2021-22

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	505,039	0	0	207,850	0	0	0	0	712,889
20	Kneeland Elementary	6,155	0	0	3,426	0	0	0	0	9,581
21	Loleta Union Elementary	131,674	0	0	42,225	0	0	0	0	173,899
22	Maple Creek Elementary	5,595	0	0	3,426	0	0	0	0	9,021
23	Mattole Unified	18,744	0	0	10,278	0	0	0	0	29,022
24	McKinleyville Union Elementary	510,371	0	0	238,685	0	0	0	0	749,056
25	Orick Elementary	8,703	0	0	5,710	0	0	0	0	14,413
26	Pacific Union Elementary	210,345	0	0	87,937	0	0	0	0	298,282
27	Peninsula Union Elementary	20,214	0	0	12,562	0	0	0	0	32,776
28	Rio Dell Elementary	92,198	0	0	45,681	0	0	0	0	137,879

Attachment II

SELPA: Humboldt-Del Norte SELPA

Fiscal Year: 2021-22

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	91,895	0	0	34,261	0	0	0	0	126,156
30	South Bay Union Elementary	301,225	0	0	133,539	0	0	0	0	434,764
31	Southern Humboldt Joint Unified	298,715	0	0	108,493	0	0	0	0	407,208
32	Trinidad Union Elementary	79,942	0	0	27,409	0	0	0	0	107,351
33	Pacific View Charter 2.0	66,636	0	0	37,687	0	0	0	0	104,323
34	Northern United - Humboldt Charter	131,326	0	0	66,238	0	0	0	0	197,564
35	Del Norte County Schools	2,103,222	0	9,855	913,049	134,823	0	0	0	3,160,949
36		0	0	0	0	0	0	0	0	0
Totals:		12,131,620	1,014,585	39,419	4,930,705	726,428	1,366,350	246,059	0	20,455,166

Attachment III

SELPA:

Fiscal Year:

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	4,331,432	4,561,337	6,868,264	317,360	1,828,395	12,000	1,309,886	19,228,674
2	Arcata Elementary	508,099	247,176	344,541	3,657	195,638	0	425,641	1,724,752
3	Northern Humboldt Union High	1,561,798	919,235	1,173,176	74,055	224,916	0	417,810	4,370,990
4	Big Lagoon Union Elementary	6,125	0	1,215	100	6,360	0	6,548	20,348
5	Blue Lake Union Elementary	138,754	48,681	80,840	0	24,503	0	18,611	311,389
6	Bridgeville Elementary	25,880	30,165	7,332	39	11,185	0	26,892	101,493
7	Cuddeback Union Elementary	43,957	39,019	22,736	257	11,794	0	1,713	119,476
8	Cutten Elementary	267,850	65,270	147,179	10,000	19,630	0	197,288	707,217
9	Eureka City Unified	2,556,574	1,579,466	2,217,399	40,990	976,652	0	2,611,783	9,982,864

Attachment III

SELPA:

Fiscal Year:

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	194,870	180,507	162,567	5,355	104,510	0	143,344	791,153
11	Fieldbrook Elementary	60,799	23,683	29,957	650	12,739	0	50,130	177,958
12	Fortuna Elementary	906,702	419,812	692,093	0	249,481	0	967,848	3,235,936
13	Fortuna Union High	488,800	74,600	363,269	0	2,665	0	989,995	1,919,329
14	Freshwater Elementary	133,681	91,490	138,574	180	47,593	0	64,968	476,486
15	Garfield Elementary	43,237	0	21,537	720	11,895	0	2,338	79,727
16	Green Point Elementary	11,824	0	421	0	23,990	0	3,992	40,227
17	Hydesville Elementary	44,493	20,636	38,534	620	81,544	0	43,230	229,057
18	Jacoby Creek Elementary	85,049	94,104	73,079	1,994	33,222	0	156,197	443,645
19	Klamath-Trinity Joint Unified	933,540	469,123	807,524	28,961	559,120	0	390,493	3,188,761
20	Kneeland Elementary	19,231	0	8,214	1,512	524	0	139	29,620

Attachment III

SELPA:

Fiscal Year:

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	94,115	64,021	82,408	596	63,485	0	99,789	404,414
22	Maple Creek Elementary	9,193	25	1,385	800	1,322	0	104	12,829
23	Mattole Unified	53,365	21,432	14,006	0	8,826	0	451	98,080
24	McKinleyville Union Elementary	874,743	618,411	657,174	4,600	136,404	0	591,866	2,883,198
25	Orick Elementary	15,712	0	4,275	500	6,765	0	174	27,426
26	Pacific Union Elementary	319,841	115,550	221,476	0	34,408	0	215,848	907,123
27	Peninsula Union Elementary	21,506	0	9,724	592	7,107	0	509	39,438
28	Rio Dell Elementary	145,761	64,358	92,510	0	20,500	0	78,230	401,359
29	Scotia Union Elementary	93,256	52,444	67,553	1,333	19,711	0	47,842	282,139
30	South Bay Union Elementary	377,260	291,625	260,081	14,636	19,374	0	281,333	1,244,309
31	Southern Humboldt Joint Unified	323,535	310,251	433,763	10,955	344,834	0	180,111	1,603,449

Attachment III

SELPA:

Fiscal Year:

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	48,952	46,212	39,930	5,566	14,525	0	6,810	161,995
33	Pacific View Charter 2.0	75,084	0	57,874	654	59,343	0	1,736	194,691
34	Northern United - Humboldt Charter	261,910	31,195	113,224	500	38,235	0	3,356	448,420
35	Del Norte County Schools	3,241,395	2,175,449	2,146,393	67,202	721,300	0	7,039	8,358,778
36		0	0	0	0	0	0	0	0
Totals:		18,318,323	12,655,277	17,400,227	594,384	5,922,495	12,000	9,344,044	64,246,750

Attachment IV

SELPA:

Fiscal Year:

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	1,087,859	20.86%	4,455,486	31.32%	10,687,436	5,543,345
2	Arcata Elementary	187,294	3.59%	413,704	2.91%	1,046,980	600,998
3	Northern Humboldt Union High	345,546	6.62%	984,081	6.92%	2,506,695	1,329,627
4	Big Lagoon Union Elementary	4,568	0.09%	7,491	0.05%	8,289	12,059
5	Blue Lake Union Elementary	44,539	0.85%	120,515	0.85%	134,932	165,054
6	Bridgeville Elementary	6,852	0.13%	12,091	0.09%	82,550	18,943
7	Cuddeback Union Elementary	18,273	0.35%	38,204	0.27%	62,999	56,477
8	Cutten Elementary	71,948	1.38%	170,515	1.20%	419,477	242,463
9	Eureka City Unified	740,418	14.19%	1,591,990	11.19%	6,904,527	2,332,408

Attachment IV

SELPA:

Fiscal Year:

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	84,511	1.62%	195,215	1.37%	459,220	279,726
11	Fieldbrook Elementary	22,841	0.44%	48,057	0.34%	99,553	70,898
12	Fortuna Elementary	282,033	5.41%	695,365	4.89%	2,086,202	977,398
13	Fortuna Union High	194,146	3.72%	451,503	3.17%	1,186,591	645,649
14	Freshwater Elementary	34,261	0.66%	123,539	0.87%	282,179	157,800
15	Garfield Elementary	11,420	0.22%	21,844	0.15%	39,017	33,264
16	Green Point Elementary	3,426	0.07%	5,924	0.04%	25,377	9,350
17	Hydesville Elementary	23,983	0.46%	50,530	0.36%	151,044	74,513
18	Jacoby Creek Elementary	63,954	1.23%	121,522	0.85%	226,399	185,476
19	Klamath-Trinity Joint Unified	207,850	3.98%	505,039	3.55%	2,396,730	712,889
20	Kneeland Elementary	3,426	0.07%	6,155	0.04%	19,120	9,581

Attachment IV

SELPA:

Fiscal Year:

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	42,225	0.81%	131,674	0.93%	210,322	173,899
22	Maple Creek Elementary	3,426	0.07%	5,595	0.04%	3,402	9,021
23	Mattole Unified	10,278	0.20%	18,744	0.13%	69,058	29,022
24	McKinleyville Union Elementary	238,685	4.58%	510,371	3.59%	2,054,226	749,056
25	Orick Elementary	5,710	0.11%	8,703	0.06%	11,856	14,413
26	Pacific Union Elementary	87,937	1.69%	210,345	1.48%	566,770	298,282
27	Peninsula Union Elementary	12,562	0.24%	20,214	0.14%	5,511	32,776
28	Rio Dell Elementary	45,681	0.88%	92,198	0.65%	235,008	137,879
29	Scotia Union Elementary	34,261	0.66%	91,895	0.65%	136,067	126,156
30	South Bay Union Elementary	133,539	2.56%	301,225	2.12%	716,069	434,764
31	Southern Humboldt Joint Unified	108,493	2.08%	298,715	2.10%	1,169,025	407,208

Attachment IV

SELPA:

Fiscal Year:

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	27,409	0.53%	79,942	0.56%	55,937	107,351
33	Pacific View Charter 2.0	37,687	0.72%	66,636	0.47%	81,554	104,323
34	Northern United - Humboldt Charter	66,238	1.27%	131,326	0.92%	250,856	197,564
35	Del Norte County Schools	922,904	17.69%	2,238,045	15.73%	5,197,329	3,160,949
36		0	0.00%	0	0.00%	0	0
Totals:		5,216,183	100.00%	14,224,398	100.00%	39,588,307	19,440,581

Attachment V

SELPA:

Fiscal Year:

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	18,396,455	832,219
2	Arcata Elementary	1,724,752	0
3	Northern Humboldt Union High	4,370,990	0
4	Big Lagoon Union Elementary	20,348	0
5	Blue Lake Union Elementary	311,389	0
6	Bridgeville Elementary	101,493	0
7	Cuddeback Union Elementary	119,476	0
8	Cutten Elementary	707,217	0
9	Eureka City Unified	9,982,864	0

Attachment V

SELPA:

Fiscal Year:

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	791,153	0
11	Fieldbrook Elementary	177,958	0
12	Fortuna Elementary	3,235,936	0
13	Fortuna Union High	1,919,329	0
14	Freshwater Elementary	476,486	0
15	Garfield Elementary	79,727	0
16	Green Point Elementary	40,227	0
17	Hydesville Elementary	229,057	0
18	Jacoby Creek Elementary	443,645	0
19	Klamath-Trinity Joint Unified	3,188,761	0
20	Kneeland Elementary	29,620	0

Attachment V

SELPA:

Fiscal Year:

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	404,414	0
22	Maple Creek Elementary	12,829	0
23	Mattole Unified	98,080	0
24	McKinleyville Union Elementary	2,883,198	0
25	Orick Elementary	27,426	0
26	Pacific Union Elementary	907,123	0
27	Peninsula Union Elementary	39,438	0
28	Rio Dell Elementary	401,359	0
29	Scotia Union Elementary	282,139	0
30	South Bay Union Elementary	1,244,309	0
31	Southern Humboldt Joint Unified	1,603,449	0

Attachment V

SELPA:

Fiscal Year:

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	161,995	0
33	Pacific View Charter 2.0	194,691	0
34	Northern United - Humboldt Charter	448,420	0
35	Del Norte County Schools	8,358,778	0
36		0	0
Totals:		63,414,531	832,219