

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

SELPA Humboldt Del-Norte

Fiscal Year 2025-26

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Member votes shall be determined by CALPADS count as follows:

CALPADS Range for county/region/district: 0 - 1,600 = 1 vote

1,601 - 3,200 = 2 votes

3,201 - 4,800 = 3 votes

4,801 - 6,400 = 4 votes

6,401 - 8,000 = 5 votes

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

3,501 - 8,000 = 2 votes

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

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

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

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

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

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Education Agency. [EC 56195.5 (a)]

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

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

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

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

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

SELPA Staff

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

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the HCOE Superintendent of Schools for approval.

SELPA Executive Director

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

Responsibilities of the SELPA Executive Director:

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

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policies, regulations, and procedures.

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

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

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

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

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- Coordinated system of procedural safeguards.
- Coordinated system of staff development and parent education.
- Coordinated system of curriculum development and alignment with the core curriculum.
- Coordinated system of internal program review, evaluation of the effectiveness of the local plan and implementation of a local plan accountability mechanism.
- Coordinated system of data collection and management.
- Coordination of interagency agreements.
- Coordination of services to medical facilities.
- Coordination of services to licensed children's institutions and foster family homes.
- Preparation and transmission of required Special Education Local Plan Area reports. EC 56205(a)(12)(D)(ii)(V).
- Assist and participate in Community Advisory Committee activities.
- The SELPA Executive Director will act as liaison between the CAC and the SELPA Superintendent's Policy Council, sharing information and recommendations between the two groups.
- Assurance of full educational opportunity.
- Monitor the appropriate use of federal, state and local funds allocated for special education programs. EC56205(a)(12)(D)(ii)(IV).

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

☒ Yes

☐ No

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

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

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

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

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

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

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

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

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

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

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attendance, transportation and student management information systems

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

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

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

10. For multi-LEA local plans, specify:

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

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

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

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

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

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

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

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compliance officers, and

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

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

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

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

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

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

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

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

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

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

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

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

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the HCOE Superintendent of Schools for approval.

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

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

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

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

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

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

Role of the AU/RLA:

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

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

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Role of the SELPA Executive Director:

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

Role of the LEA:

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

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

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

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

Role of the RLA/AU:

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

Role of the SELPA Executive Director:

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

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Role of the LEA:

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

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

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

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

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

Policies, Procedures, and Programs

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

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

Administration of Regionalized Operations and Services

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

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

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Document Title: Humboldt-Del Norte SELPA Local Plan - Section B

Document Location: Humboldt-Del Norte SELPA Office; hdnselfa.org

Description:

Role of the RLA/AU:

- Delegating administrative support and coordination of the implementation of the Local Plan to the SELPA Executive 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

Role of the SELPA Executive Director:

- 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.

Role of the LEA:

- 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:

Document Title: Humboldt Del-Norte SELPA Special Education Procedural Manual & Humboldt Del Norte SELPA Eligibility Criteria Handbook & Child Find Policy

Document Location: hdnselpa.org

Guidelines for Special Education Identification and Eligibility and procedures related to identification and assessment.

Identification procedures shall include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professionals and from other members of the public (i.e. Student Study Teams). 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

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Description:

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

3. Coordinated system of procedural safeguards:

Document Title:

Humboldt-Del Norte SELPA Special Education Procedural Manual

Document Location:

hdnselpa.org

Description:

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

Document Title:

Humboldt-Del Norte SELPA Local Plan - Section B

Document Location:

hdnselpa.org

Role of the RLA/AU:

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

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Description:

Role of the SELPA Executive Director:

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

Role of the LEA:

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

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

Document Title:

Humboldt-Del Norte SELPA Local Plan - Section B

Document Location:

hdnselpa.org

Description:

Role of the RLA/AU:

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

Role of the SELPA Executive Director

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

Role of the LEA:

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

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

Document Title: Humboldt-Del Norte SELPA Local Plan - Section B

Document Location: hdnselpa.org

Description:

Role of the RLA/AU:

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

Role of the SELPA Executive Director:

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

Role of the LEA:

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

7. Coordinated system of data collection and management:

Document Title: Humboldt-Del Norte SELPA Local Plan - Section B

Document Location: hdnselpa.org

Role of the of the SELPA:

The SELPA will approve the California Longitudinal Assessment and

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Description:

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

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

Role of the LEAs:

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

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

8. Coordination of interagency agreements:

Document Title:

Humboldt-Del Norte SELPA Local Plan - Section B

Document Location:

hdnselpa.org

Description:

Role of the SELPA:

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

Role of the LEA:

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

9. Coordination of services to medical facilities:

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Document Title: Humboldt-Del Norte SELPA Local Plan - Section B

Document Location: hdnselfpa.org

Description:

Role of the SELPA:

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

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:

Document Title: Humboldt-Del Norte SELPA Local Plan - Section B

Document Location: hdnselfpa.org

Description:

Role of the SELPA:

The SELPA Executive Director will facilitate the coordination of services to students in licensed children's institutions and foster homes within the geographic area of the SELPA and by the designated LEAs.

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 the education code, there is another district of special education accountability which would be responsible.

LEAs and placing agencies must work together to develop a plan that ensures that children and youth in foster care attend the school of origin as default. The child should remain in the school of or following a change of placement unless the ERH, in consultation with the other parties in court and the school districts, determines it is in the student's best interest to change schools.

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

Document Title: Humboldt-Del Norte SELPA Local Plan - Section B

Document Location: hdnselfa.org

Description:

Role of the RLA/AU:

The AU is responsible for completing required accountability and fiscal reports on behalf of the SELPA.

Role of the SELPA:

The SELPA Executive Director will ensure preparation and timely submission of required reports and provide technical assistance to LEAs in completing said reports.

Role of the LEA:

Individual LEAs will submit required reports and/or data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Document Title: Humboldt-Del Norte SELPA Local Plan - Section B

Document Location: hdnselfa.org

Description:

Role of the RLA/AU:

The AU will approve those expenses deemed appropriate and approved by the Policy Council and/or SELPA Executive Director.

Role of the SELPA:

The SELPA Executive Director will provide fiscal and logistical support for CAC meetings, events, and trainings that are approved by the Policy Council when required.

Role of the LEA:

The LEA superintendents through the Policy Council will ensure that the SELPA has appropriate fiscal and logistical support for the CAC. LEA

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

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

Document Title:

Document Location:

Description:

Role of the SELPA:

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

Role of the LEA:

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

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

Document Title:

Document Location:

Description:

Role of the SELPA:

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

Role of the LEA:

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

15. Assurance of full educational opportunity:

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Document Title: Humboldt-Del Norte SELPA Local Plan - Section B

Document Location: hdnselfa.org

Description: Role of the SELPA:

Through approval of the Annual Services Plan the SELPA Executive Director will ensure that the full continuum of services is provided. Additionally, professional development and technical assistance is available upon request or as determined needed by the SELPA for LEAs.

Role of the LEA:

Each LEA, through their representative to the Policy Council will determine the regional programs required to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services in collaboration with the SELPA and supporting those regional programs provided by their LEA.

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

Document Title: Humboldt-Del Norte SELPA Local Plan - Section B

Document Location: hdnselfa.org

Role of the RLA/AU:

The AU will work collaboratively with the SELPA to ensure that the distribution of funds are in alignment with the Funding Allocation Plan

The AU shall be responsible for functions including, but not limited to:

- Receipt and distribution of any funds for the operation of special education programs to appropriate accounts.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

Role of the SELPA:

The SELPA Executive Director will:

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Description:

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

Role of the LEA:

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

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

Document Title:

Humboldt-Del Norte SELPA Local Plan - Section B

Document Location:

hdnselpa.org

Description:

Role of the SELPA:

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

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

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

Role of the individual LEAs:

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

Special Education Local Plan Area Services

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

Document Title: Humboldt County Office of Education: Special Beginnings

Document Location: hcoe.org/special-beginnings/

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

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

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

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

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

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

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Description:

- Regionalized structured day classrooms for children eighteen months-to-three years old who are diagnosed with autism.

- A Deaf and Hard of Hearing teacher who supports eligible children and families.

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

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

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

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

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

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address

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

Document Title:	<input type="text" value="Humboldt-Del Norte SELPA Local Plan - Section B"/>
Document Location:	<input type="text" value="hdnselpa.org"/>
Description:	<input type="text" value="Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the Superintendents' Council, the LEA Special Education Administrators, the SELPA Executive Director, and/or the CAC."/>

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

Document Title:	<input type="text" value="Humboldt-Del Norte SELPA Local Plan - Section B"/>
Document Location:	<input type="text" value="hdnselpa.org"/>
Description:	<input type="text" value="In the event of a disagreement among the local educational agencies, local educational agencies and the Administrative Unit, local educational agencies and/or the Administrative Unit and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the Policy Council that issues be resolved at the lowest level possible in the SELPA's governance structure."/> <input type="text" value="If a local educational agency disagrees with a decision or practice of another agency or the SELPA Office, that local educational agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties directly involved. The parties involved will present the issues to their respective superintendents or designees who will attempt to resolve the matter. Either party may request direct assistance of the SELPA Executive Director or designee, or Chairperson of the Policy Council. If this process fails, the parties may pursue a meeting on the issues and resolution with the Policy Council in closed session."/> <input type="text" value="The decision of the Policy Council shall be final."/> <input type="text" value="All LEA boards must approve the Local Plan for final submission to the State. If any board fails to approve the Local Plan, that board shall notify all other participating agencies of the reason for not approving the plan and request that the Administrative Unit (AU) Superintendent or designee conduct a meeting on the merits of the local board's objections and negotiate a settlement. If negotiations cannot be settled,"/>

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

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

Document Title: Humboldt-Del Norte SELPA Local Plan - Section B

Document Location: hdnselpa.org

Description: The SELPA provides a full continuum of services to students identified with disabilities, including students in charter schools, alternative education, and students who are not in residence but approved to attend the LEA. Services are provided through each of the member LEAs. The referral, assessment, and Individual Education Program (IEP) process is utilized to identify the needs of each individual student with disabilities. The LEA ensures that supplemental aids and services are provided in the Least Restrictive Environment (LRE). A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and where appropriate, utilized.

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

Document Title: Humboldt-Del Norte SELPA Local Plan-Section B

Document Location: hdnselpa.org

Description: Each LEA, or SELPA on behalf of the LEA, shall oversee and evaluate placements in nonpublic, non-secretarian school placements for students. The LEA/SELPA shall ensure that the students' IEPs are being implemented.

(NEED TO UPDATE TRAVEL/SITE VISIT REQUIREMENTS)

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

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

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

Document Title:

Humboldt-Del Norte SELPA Local Plan - Section B

Document Location:

hdnselpa.org

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.