

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



California Department of Education

Special Education Division

January 2020

SELPA

Fiscal Year

## 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 following 31 Local Education Agencies (LEAs) comprise the membership of the Shasta County SELPA have approved elements of the Local Plan for Special Education. The geographic boundaries of Shasta County align with the SELPA boundary. A handful of independent charter schools are members of another SELPA outside the geographic boundaries of Shasta County. Each LEA Superintendent has provided a signed approval. Approval of the Local Plan incorporates approval of the LEA Local Assurances by reference within Part B of the Plan. Original signature pages from each LEA are maintained with the Shasta County SELPA office and copies of the same are on file with the California Department of Education.

Anderson Union High School District  
Bella Vista Elementary School District  
Black Butte Union Elementary School District  
Cascade Union Elementary School District  
Castle Rock Union Elementary School District  
Columbia Elementary School District  
Cottonwood Creek Charter School  
Cottonwood Union Elementary School District  
Enterprise Elementary School District  
Fall River Joint Unified School District  
French Gulch/Whiskeytown School District  
Gateway Unified School District  
Grant Elementary School District  
Happy Valley Union Elementary School District  
Igo-Ono/Platina Elementary School District  
Indian Springs Elementary School District  
Junction Elementary School District  
Millville Elementary School District  
Monarch Learning Center Charter School  
Mountain Union Elementary School District  
Mountain Valley Special Education JPA

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North Cow Creek Elementary School District  
Northern Summit Academy  
Oak Run Elementary School District  
Pacheco Union Elementary School District  
Redding Elementary School District  
Rocky Point Charter School  
Shasta County Office of Education  
Shasta Union Elementary School District  
Shasta Union High School District  
Whitmore Elementary 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:

The Shasta County SELPA is a multi-district SELPA comprised of 31 local education agencies; 26 local school districts, three (3) charter schools, one (1) joint powers authority, and the Shasta County Office of Education. The LEAs are joined together to provide for the coordinated delivery of programs and services to students with special needs. The Shasta County Office of Education is the designated Responsible Local Agency (RLA) or Administrative Unit (AU) for the Shasta County SELPA. The Shasta County Office of Education is considered an LEA for all purposes of this agreement except where referred to as the AU. In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan and to ensure equal access to programs and services to eligible persons requiring special education in the service region. The governance structure of the SELPA is established by agreement among the governing boards of the member LEAs and consists of the Governing Board (COS), the executive decision-making body; the Fiscal Advisory Council; the Program Advisory Council; and the Community Advisory Committee (CAC), which serve as advisory bodies to the Governing Board. The SELPA Executive Director may convene additional committees. The SELPA Executive Director is responsible for the coordination of the SELPA and the implementation of the Local Plan. The Governing Board, its committees, and the CAC operate under the requirements of the Ralph M. Brown Act (Brown Act), providing a method by which members of the public may address questions or concerns to the governing body.

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 governing body of the SELPA is the SELPA Governing Board and is comprised of a superintendent or designee from each of the following regions:

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Region 1:

Shasta Union High School District  
University Preparatory Academy

Region 2:

Anderson Union High School District  
Cottonwood Creek Charter School  
Cascade Union Elementary School District  
Northern Summit Academy

Region 3:

Igo-Ono-Platina Elementary School District  
Monarch Learning Center

Redding School District  
Shasta Elementary School District

Region 4:

Bella Vista Elementary School District  
Enterprise Elementary School District  
Millville Elementary School District  
Oak Run Elementary School District

Region 5:

Black Butte Union School District  
Columbia Elementary School District  
Cottonwood Union School District  
French Gulch-Whiskeytown School District  
Grant Elementary School District  
Happy Valley Union School District  
Indian Springs Elementary School District  
Junction Elementary School District  
Mountain Union Elementary School District  
North Cow Creek Elementary School District  
Pacheco Union School District  
Whitmore Union Elementary School District

Region 6:

Castle Rock Union Elementary School District

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Gateway Unified School District  
Rocky Point Charter School  
Shasta County Office of Education

Region 7:

Fall River Joint Unified School District

Note: All regions will determine a method, and appoint one person to represent their region. It should be noted that SELPA Governing Board meetings are public meetings and, therefore, all Superintendents may attend. Only designated representatives, however, will be considered voting members of the Governing Board.

The SELPA Governing Board shall meet on a regular basis according to Brown Act requirements.

The chairperson for the SELPA Governing Board shall be elected according to the voting procedures described herein at the last meeting of the school year. The term of office shall be one year commencing on July 1 of the year elected. The chairperson may be re-elected for additional terms.

The chairperson shall develop a schedule of meetings and convene and preside over each meeting. If the chairperson is unable to attend a meeting, she/he shall designate another member of the Governing Board to chair the meeting. When necessary, the chairperson may call for special meetings or cancel regular meetings. The Chairperson will collaborate with the SELPA Director in the development of meeting agendas.

**Responsibilities of the SELPA Governing Board**

The SELPA Governing Board members, under the direction of their respective elected Governing Boards, shall act to establish operational procedures and make decisions on any matters regarding the development, implementation, administration and operation of special education programs in accordance with the intent of the Local Plan. The SELPA Governing Board will perform the following functions:

- Review and approve needed modification of this agreement on behalf of all districts in the SELPA and adopt amendments to the permanent portion of the Local Plan on an "interim basis", not to exceed one year. Amendments approved in this manner shall become permanent upon subsequent approval by LEA Governing Boards during the annual service and budget plan process and upon subsequent approval by the State Board of Education. There will be a review after one year for possible realignment and it will be revisited after two years thereafter.
- Adopt SELPA policies and procedures on behalf of their respective LEA Governing Boards to ensure compliance with the Local Plan and state and federal laws and regulations.
- Assure equal access to programs and services for all individuals with exceptional needs

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within the SELPA regardless of their district of residence.

- Approve the annual services plan and annual budget plan.
- Regularly review SELPA data, including compliance data to assist in program development and services as well as training needs.
- Adopt policies for the distribution of federal, state and local funds received for special education programs.
- Adopt agreements including, but not limited to, interagency agreements with California Children's Services, Far Northern Regional Center and other public agencies that provide services to students with exceptional needs.
- Establish and promote the Community Advisory Committee. Encourage parental involvement through members of the CAC and consider requests and recommendations from the CAC and other parent groups.
- Responsible for the selection, direction, discipline, and evaluation of the SELPA Director with the collaboration and agreement of the AU.

**Voting by the Governing Board**

The votes are allocated to each region based on the total ADA of the region:

<u>ADA</u>	<u>Votes</u>
0 - 1999	1
2000 - 3999	2
4000 - over	3

Note: All Regions will agree on a procedure and criteria that the regional representative will use to make decisions for his/her region.

Note: When voting, each region must cast its entire allocation as one vote.

In order for a motion to pass the item must receive at least eight (8) votes.

A quorum will consist of four (4) voting members in attendance. Superintendents have the option of designating a representative from their region when he/she is unable to attend a meeting of the SELPA Governing Board. The SELPA Director must be notified in advance. Once an agenda item has been voted on by the Governing Board, it may not be placed on the agenda again unless two-thirds of the voting members present agree and one district with an ADA of 4500 or more must be included.

A charter school, chartered through one of the local Governing Boards of the SELPA that operates as its own LEA for special education purposes, shall be assigned to a region for

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representation on the SELPA Governing Board.

**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 Education Agency. EC 56195.5 (a)
- Act as a liaison between the Governing Board of the Local Education Agency and the SELPA Governing Board, transmitting suggestions for the development and/or modification of policy to the SELPA Governing Board 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 which 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:

**SELPA Staff**

**EC 56205 (a)(12)(D)(ii)(I)**

The LEA governing boards, through their representatives to the SELPA Governing Board, shall identify the need for and designate positions necessary for the operation of SELPA functions according to this policy. The SELPA Governing Board shall be responsible for designating staff to support the functioning of the SELPA. In reviewing and approving the SELPA budget on an annual basis, the Governing Board designates staffing for the SELPA office.

SELPA staff shall be employed by the Shasta COE and shall be supervised and evaluated by the SELPA Director according to policy and practice. SELPA positions will be advertised and

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selected according to Shasta COE personnel procedures. Representatives from participating LEAs will be involved in the screening and interview process. Recommendations will be submitted to the Shasta County Superintendent of Schools for approval.

Participating districts, through the Governing Board, designate the AU for the SELPA. The Shasta County Office of Education (SCOE) is the AU, as designated by the participating districts in the Local Plan for Special Education in Shasta County. SCOE functions as a Local Education Agency and has status equal to other Local Education Agency district program operations.

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

A charter school that includes in its petition for establishment or renewal, or that otherwise provides verifiable written assurances that the charter school will participate as an LEA member of a SELPA for the purposes of providing special education, may apply to become a member of the SELPA. The petition or other written assurance should state that prior to final approval of a request and any local plan amendments to be deemed an LEA, the charter school is deemed a public school within the chartering entity.

Charter schools wishing to become an LEA member of the SELPA shall follow all notification timelines required by the Education Code and CDE, including notifying all SELPAs affected by such change in status. The application must be made to the SELPA by July 1 of the school year preceding the school year in which the charter school wishes to (operate) as an LEA within the SELPA. If approved as an LEA member of the SELPA, the effective date of membership is July 1 following final approval. The review and approval of the application shall be treated in the same manner as a request from another district to join the SELPA. If the approval of a charter school requires a change in the SELPA's Local Plan and Allocation Plan, such changes shall be adopted pursuant to the policy-making process outlined in the Local Plan.

Once granted membership within the SELPA, the LEA charter school will participate on an equal basis with other member LEAs in the governance of the SELPA as provided by the Local Plan. A charter school LEA will have equal voting power with other LEAs as described in the Governance section of the Local Plan.

The applicant charter school will be deemed a member LEA of the Shasta County SELPA if the SELPA Board determines that the charter school has met all requirements to be included as a member LEA as specified in this policy and the Local Plan. These requirements include:

- Provide assurance that the charter LEA will independently comply with applicable requirements of the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.),



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federal regulations relating thereto, and Part 30 of the California Education Code, and state regulations relating thereto.

- Provide assurance that the charter LEA will comply with all SELPA policies, procedures and the Local Plan;
- Provide assurances that all enrolled individuals with exceptional needs have access to appropriate special education programs and services and the full continuum of program options and services;
- Provide assurances that the charter LEA, through employment or contract, can provide appropriately credentialed staff necessary to comply with applicable laws and regulations;
- Use only the Shasta County SELPA-approved forms in an appropriate manner, pursuant to direction by the SELPA, and enter IEP information in the SELPA's database(s);
- Attend SELPA sponsored in-service trainings (as appropriate);
- Place special education students enrolled in the Charter School in special education programs operated by other LEAs within the SELPA only with the expressed consent of the receiving entity and under the conditions that the charter school will be responsible for any excess costs attributable to the placement;
- Accept intra-SELPA placements only with agreement between the educational entities. Under such circumstances, the placing LEA will be responsible for any excess costs, including transportation; and
- Provide assurances that the charter LEA will (expend) special education funds consistent with the law.

Once deemed a member LEA, the charter school will be responsible for and entitled to the following:

Participate in governance of the SELPA in the same manner as other districts within the SELPA.

- Accept all responsibilities of an LEA in the implementation of the Local Plan.
- Fully comply with policies and procedures outlined in the Local Plan.
- Contribute to, participate in, and receive regionalized services in the same manner as other districts within the SELPA.

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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:

The Shasta County SELPA shall maintain a Community Advisory Committee (CAC) as defined in California Ed Code 56190. The CAC serves only in an advisory capacity and has such authority and fulfills such responsibilities as are defined for it in Ed Code 56194. Each individual CAC member represents his/her appointing body and is responsible for maintaining communication between the CAC and that appointing body. CAC responsibilities include, but need not be limited to, the following:

- Advising the SELPA Governance bodies regarding the development and review of the local plan. The SELPA Director shall review and consider comments from the Community Advisory Committee and bring recommendations forward to the Governing Board.
- Recommending annual priorities to be addressed by the local plan.
- Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the local plan, including planning and providing appropriate parent focused programs.
- Encouraging community involvement in the development and review of the local plan.
- Supporting activities on behalf of individuals with exceptional needs.
- Assisting in parent awareness of the importance of regular school attendance.
- Establishing CAC operational by-laws that are required to be consistent with state law, the local plan, and SELPA policies and procedures, including this SELPA procedure.
- Making recommendations to the SELPA Governing Board regarding policy and budget development.

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 Shasta County SELPA Local Plan is developed with input from the following groups:

- The SELPA Program Advisory Council members consult with their bargaining units or school site staff to select general education and special education teachers who may want to serve on a subcommittee for the purpose of providing input to the development of the Local Plan and/or the Annual Service Plan and Annual Budget Plan.

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- General and special education administrators are selected by their superintendents.
- Parent representatives are selected by the CAC. Parents may or may not be members of the CAC. Parents will be selected from the north and south regions of the county.

The committee shall develop the local plan in accordance with EC Sections 56195.3 (b), (c) and (d). Prior to approval by the LEA governing boards, the Local Plan will be submitted to the CAC for their review.

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 Shasta County Office of Education and Shasta County Board of Education shall serve as the Administrative Unit (AU) for the SELPA and perform the following functions.

- The AU is designated to receive and distribute special education funds according to the locally approved Special Education Funding Allocation Plan.
- The AU employs staff to support SELPA functions.
- The AU oversees the coordination of the Local Plan.

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:

In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan. Each district governing board and the Shasta County Office of Education 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. Each agency 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 SELPA's Charter School policy. 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 program. Such cooperation ensures that a range of program options is available throughout Shasta County. 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

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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 Boards of LEAs in Shasta County shall adopt policies and procedures for special education programs and services provided in the Shasta County SELPA. Such policies and procedures shall include, but not be limited to, all areas as required by federal and state statutes.

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

Responsibilities of LEA Superintendents or Designees and COE EC 56205 (a)(12)(D)(i)

- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

Each superintendent plays a role in the structure of Shasta County SELPA, and all LEA voices are welcomed and considered. The SELPA Governing Board uses weighted voting, which is rarely utilized, as the Governing Board works together to implement the Local Plan and a continuum of services within Shasta County. This encourages equity, transparency, open communication, collaboration, and sustainability over time.

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 LEA Governing Boards, through their representatives to the SELPA Governing Board, shall identify the need for and designate positions necessary for the operation of SELPA functions according to this policy.

The SELPA Governing Board shall be responsible for designating staff to support the functioning of the SELPA. In reviewing and approving the SELPA budget on an annual basis, the Governing Board designates staffing for the SELPA office.

SELPA staff shall be employed by the Shasta COE and shall be supervised and evaluated by

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the SELPA Director according to policy and practice. SELPA positions will be advertised and selected according to Shasta COE personnel procedures. Representatives from participating LEAs will be involved in the screening and interview process. Recommendations will be submitted to the Shasta County Superintendent of Schools for approval.

The SELPA Governing Board with the collaboration and mutual agreement of the AU shall be responsible for the selection, direction, discipline, and annual evaluation of the SELPA Director. The SELPA Governing Board shall be assisted in the hiring and selection process by the Administrative Unit. The SELPA Director is subject to the AU's policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the SELPA Governing Board. The SELPA Director is evaluated by the Chairperson of the SELPA Governing Board, the AU Superintendent, and the Chair-elect.

The evaluation action timeline:

- \* Proposed SELPA Director Goals Presented to the Board for the upcoming school year in June
- \* Goals review process starts January-February
- \* Input provided by Superintendents February
- \* Evaluation is developed by committee February
- \* Evaluation Meeting with SELPA Director Prior to March 15th

The evaluation is confirmed by a vote of the SELPA Governing Board.

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

The Shasta County Office of Education and Shasta County Board of Education shall serve as the Administrative Unit (AU) for the SELPA and perform the following functions.

- \* The AU is designated to receive and distribute special education funds according to the locally approved Special Education Funding Allocation Plan.

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c. The operation of special education programs:

**Regionalized Services and Operations EC 56205(a)(12)(B)**

The SELPA Director shall implement the Local Plan including the following regionalized services and operations: EC 56836.23

- \* Coordination of the special education Local Plan area and the implementation of the Local Plan.
- \* Coordinated system of identification and assessment.
- \* 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 Director will act as the liaison between the CAC and the SELPA Governing Board, sharing information and recommendations between the two groups. Assurance of full educational opportunity.
- \* Allocate state and federal funds to LEAs. EC 56205(a)(12)(ii)(II)
- \* Monitor the appropriate use of federal, state, and local funds allocated for special education programs. EC 56205(a)(12)(D)(ii)(IV)
- \* Direct instructional program support.
- \* Program Specialist Services (or Support Services Consultant) EC 56205(a)(12)(B); 56368 A program specialist is a specialist who holds a valid special education credential.

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

The SELPA's Fiscal staff also work closely with the business office of the Shasta County Office of Education as the AU.

Each LEA is independently audited annually. For the purpose of reviewing and submitting mandatory reports, including the Excess Cost Calculation, Special Education Maintenance of Effort - Actual, and Special Education Maintenance of Effort - Budget, the SELPA annually collects and aggregates LEA special education financial data which is reviewed by the FAC.

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 purchasing, leasing, or otherwise providing for the acquisition of specialized equipment (Assistive Technology) for the student is started with the identified/assessed need by the IEP team. The device(s) must be listed on the IEP Special Factors page and provided as soon as possible. If the device is not readily available, a "loaner" may be assigned temporarily, and/or a timeline for ordering and receiving the device should be noted. If needed, a member of the team should be designated to complete any necessary ordering form, submit it to the district's Special Education office, monitor its delivery, and notify IEP team members of its receipt. The specialized devices (Assistive Technology) are the property of the SELPA unless leased by agreement by the district/SCOE.

**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.

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**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 as stated:

Yes  No

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**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

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**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



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education and related services." The policy is adopted by the SELPA as stated:

Yes  No

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

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**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

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

Policy/Procedure Number:

Document Title:

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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

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**7. Evaluation: 20 USC Section 1412(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

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**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

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

Policy/Procedure Number:

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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

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**10. Private Schools: 20 USC Section 1412(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:

Yes  No

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**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

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**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:

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

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(CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes  No

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**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 indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes  No

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**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

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**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

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supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes  No

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**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 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)**

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

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**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,

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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

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

Yes  No

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**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

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**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

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Yes    No

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**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:

Reference Number:

Document Title:

Document Location:

The governing body of the SELPA is the SELPA Governing Board and is comprised of a Superintendent or designee from each of the following regions:

Region 1:

Shasta Union High School District  
University Preparatory Academy

Region 2:

Anderson Union High School District  
Cottonwood Creek Charter School  
Cascade Union Elementary School District  
Northern Summit Academy

Region 3:

Igo-Ono-Platina Elementary School District  
Monarch Learning Center  
Redding School District  
Shasta Elementary School District

Region 4:



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Bella Vista Elementary School District  
Enterprise Elementary School District  
Millville Elementary School District  
Oak Run Elementary School District

Region 5:

Black Butte Union School District  
Columbia Elementary School District  
Cottonwood Union School District  
French Gulch-Whiskeytown School District  
Grant Elementary School District  
Happy Valley Union School District  
Indian Springs Elementary School District  
Junction Elementary School District  
Mountain Union Elementary School District  
North Cow Creek Elementary School District  
Pacheco Union School District  
Whitmore Union Elementary School District

Region 6:

Castle Rock Union Elementary School District  
Gateway Unified School District  
Rocky Point Charter School  
Shasta County Office of Education

Region 7:

Fall River Joint Unified School District

Note: All regions will determine a method, and appoint one person to represent their region. It should be noted that SELPA Governing Board meetings are public meetings and, therefore, all Superintendents may attend. Only designated representatives, however, will be considered voting members of the Governing Board.

The SELPA Governing Board shall meet on a regular basis according to Brown Act requirements.

The chairperson for the SELPA Governing Board shall be elected according to the voting procedures described herein at the last meeting of the school year. The term of office shall be one year commencing on July 1 of the year elected. The chairperson may be re-elected for additional terms.

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Description:

The chairperson shall develop a schedule of meetings and convene and preside over each meeting. If the chairperson is unable to attend a meeting, she/he shall designate another member of the Governing Board to chair the meeting. When necessary, the chairperson may call for special meetings or cancel regular meetings. The Chairperson will collaborate with the SELPA Director in the development of meeting agendas.

**Responsibilities of the SELPA Governing Board**

The SELPA Governing Board members, under the direction of their respective elected Governing Boards, shall act to establish operational procedures and make decisions on any matters regarding the development, implementation, administration and operation of special education programs in accordance with the intent of the Local Plan. The SELPA Governing Board will perform the following functions:

- Review and approve needed modification of this agreement on behalf of all districts in the SELPA and adopt amendments to the permanent portion of the Local Plan on an "interim basis", not to exceed one year. Amendments approved in this manner shall become permanent upon subsequent approval by LEA Governing Boards during the annual service and budget plan process and upon subsequent approval by the State Board of Education. There will be a review after one year for possible realignment and it will be revisited after two years thereafter.
- Adopt SELPA policies and procedures on behalf of their respective LEA Governing Boards to ensure compliance with the Local Plan and state and federal laws and regulations.
- Assure equal access to programs and services for all individuals with exceptional needs within the SELPA regardless of their district of residence.
- Approve the annual services plan and annual budget plan.
- Regularly review SELPA data, including compliance data to assist in program development and services as well as training needs.
- Adopt policies for the distribution of federal, state and local funds received for special education programs.
- Adopt agreements including, but not limited to, interagency agreements with California Children's Services, Far Northern Regional Center and other public agencies that provide services to students with

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exceptional needs.

• Establish and promote the Community Advisory Committee. Encourage parental involvement through members of the CAC and consider requests and recommendations from the CAC and other parent groups.

• Responsible for the selection, direction, discipline, and evaluation of the SELPA Director with the assistance of the AU.

**Voting by the Governing Board**

The votes are allocated to each region based on the total ADA of the region:

<u>ADA</u>	<u>Votes</u>
0 - 1999	1
2000 - 3999	2
4000 - over	3

Note: All Regions will agree on a procedure and criteria that the regional representative will use to make decisions for his/her region.

Note: When voting, each region must cast its entire allocation as one vote.

In order for a motion to pass the item must receive at least eight (8) votes.

A quorum will consist of four (4) voting members in attendance. Superintendents have the option of designating a representative from their region when he/she is unable to attend a meeting of the SELPA Governing Board. The SELPA Director must be notified in advance. Once an agenda item has been voted on by the Governing Board, it may not be placed on the agenda again unless two-thirds of the voting members present agree and one district with an ADA of 4500 or more must be included.

A charter school, chartered through one of the local Governing Boards of the SELPA that operates as its own LEA for special education purposes, shall be assigned to a region for representation on the SELPA Governing Board.

**Responsibilities of LEA Superintendents or Designees**

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**EC 56205 (a)(12)(D)(i)**

- 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 SELPA Governing Board, transmitting suggestions for the development and/or modification of policy to the SELPA Governing Board 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 which 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.

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Note: Identification, evaluation, assessment, and instruction planning procedures for children younger than age three must conform with Education Code 56425-56432 and the California Early Intervention Services Act (Government Code 95000-95029). The California Department of Education and local education agencies are responsible for providing early intervention services to infants and toddlers who have visual, hearing, or severe orthopedic impairment; the Department of Developmental Services and its regional

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centers must provide services to all other eligible children in this age group. The law also requires regional center and local education agencies to coordinate family service plans for infants and toddlers and their families. Education Code 56441.11 sets forth eligibility criteria for preschool children ages three to five.

The SELPA Governing Board recognizes the need to actively seek out and evaluate school age LEA residents who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The District Superintendent or designee shall implement the designated SELPA process to determine when an individual is eligible for special education services and shall implement the SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301) The LEA's process shall prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

Note: The Individuals with Disabilities Education Act (IDEA), 20 USC 1412(a) (3), requires that the LEA's "child find" identification system include identification of students with disabilities resident in the LEA as well as highly mobile children with disabilities, such as migrant and homeless children.

The LEA Superintendent or designee shall implement the designated SELPA's method whereby parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Education Code 56302)

For assessment purposes, staff shall use appropriate tests to identify specific information about the individual's abilities in accordance with Education Code 56320.

The LEA or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the SELPA's procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)

3. Coordinated system of procedural safeguards:

Reference Number:

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Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

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Description:

based upon needs assessments that are completed by special educators in the spring of each school year. The SELPA staff develops the needs assessment with input provided by the Program Advisory Counsel. The SELPA Executive Director approves the resulting annual personnel development plan.

The personnel development plan shall include opportunities for all school personnel to participate in ongoing development activities. Planned activities will be provided in collaboration and coordination with staff development activities offered by LEAs within the SELPA and community agencies. A reasonable budget to cover necessary expenses for personnel development activities will be developed annually. Efforts will be made to operate the personnel development program within the funding received by the SELPA specifically for staff development.

Evaluation and modification of personnel development program will occur on a continuing basis.

Shasta SELPA builds capacity through a variety of means including, but not limited to the following:

- LEA support –Provision of feedback and assistance in the provision of special education services through site visits and consultations.
- Centralized comprehensive staff development –Development and provision of comprehensive series emphasizing evidence-based best practices to enhance implementation of special education programs.
- Collaborative workgroups –Leadership in collaborative workgroups that address specific topics of interest in special education.
- Evidence-based practice resources –Research updates made available via the SELPA website.
- Presentations for district use –Provision of professional development resources for LEA use on specific special education topics
- Pro-ACT training –Centrally based full certification and refresher certification is provided.
- Standards for training and supervision of paraprofessionals

Citations: (E.C. § 56195.7)(b)(2)) (E.C. § 56368)

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

Reference Number:

Document Title:

Document Location:

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is available in the least restrictive environment within the Shasta County SELPA member districts. The following are general descriptions of environments where special education and related services are provided in the SELPA.

**1) General Education**

General education classrooms offer the best opportunity for students with disabilities to attend their home school with age appropriate peers and access to the core curriculum, as well as extra-curricular activities. The general education teacher provides primary instruction with accommodations and modifications including supplementary aids and services designed to meet the needs of the student. Special education instruction and related services may be provided within the general education setting.

The general education classroom offers non-academic benefit of social interaction for all students. General education classrooms, with the use of supplementary aids and services, provide the most contact with general education students. Considerations for serving students in the general education classroom include the impact on general education students, as well as the student with special needs.

The primary focus of instruction is in the core academic curriculum with expanded instructional methodologies beyond those offered in general education classrooms.

All of the following factors shall be considered by the Individualized Education Program (IEP) team in determining the appropriateness of services in a general education classroom:

1. The educational benefits available to the student in a general education classroom, supplemented by appropriate aids and services, as compared with the educational benefits of a special education classroom.
2. The non-academic benefits of interaction with students who are not disabled.
3. The effect of the student's presence on the teacher and other students in the classroom.

**2) Specialized Academic Instruction**

Students have educational needs that have been identified by the IEP team and may require special education instruction and services. The primary focus of instruction is in the core academic curriculum with expanded instructional methodologies to augment those offered in general education classrooms. Special education staff should be focused on accommodating the student in the general education setting and/or remedial activities that would prepare a student to have the skills necessary to be successful in the core academic curriculum in a general education setting.

Students receiving such services should be accessing the core academic curriculum in the general education setting in all areas in which they are receiving special education services. Special education services should provide



supplementary support to what is already being accessed in the general education program including intervention and categorical programs to all students. Scheduling of all service needs is to be considered as well as considerations for the delivery location of services in order to allow access participation in core curriculum.

Resource Support:

The primary focus of resource support instruction is to provide targeted instruction to help bolster core academic skills with expanded instructional methodologies beyond those offered in general education classrooms. This service may be provided in a variety of ways, including co-teaching or collaboration between special education and general education teachers, or providing small group or individual pull out support by a special education teacher. By working in collaboration together, teachers can implement various assessment strategies and differentiated instruction, services, and supports. The Individualized Education Program (IEP) team should focus on accommodating the student in a general education setting and/or in research based strategies, interventions, and activities that would prepare the student to achieve the skills necessary to be successful in learning core curriculum and mastering state standards.

Special Day Class Support (including learning, emotional, and behavioral needs):

Special day classes provide services to students with more intensive needs. Students typically receive this service for the majority of their school day and are grouped according to age and instructional and/or behavioral needs. Special day class teachers work cooperatively with general education teachers and other related service providers to help identify, assess, and plan programs for students with disabilities, and providing targeted instruction. Most often, this level of support (i.e., a more restrictive learning environment) does not provide access to the same instruction, standards, and expectations of the core academic instruction in the general education classroom due to the more intensive needs of the student. The primary focus of instruction is rather, based on the age, disability, or severity of need as described in the student's IEP. Special education provides remedial instruction in academic and life skill areas. Depending on the student's needs as lined out by their IEP, will determine whether a student is on a diploma track (i.e., meeting criteria in order to obtain a high school diploma) or on a functional skills based track and earning a certificate of participation.

Special Day Classes on Comprehensive Education School Sites

Students with intensive learning, emotional, or behavioral needs may access district based services located on a comprehensive education setting. Districts provide access to SDC classes for students with intensive learning needs as determined by the IEP team. Students needing a more restrictive setting based on social-emotional and/or behavioral needs may be referred to an Educationally Related Intensive Counseling Services (ERICS) program. These programs provide access to a supportive small group, structured setting.

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Related services such as individual and group counseling are provided based on students' needs (listed in their IEP). Prior to placement in an ERICS program, the district must obtain approval from the Regional Placement Resource Committee (RPRC) to access SELPA funds to offset placement costs (see RPRC policy).

Special Day classes in Regional Programs

Students with moderate to severe cognitive, academic, and/or behavioral needs may access Shasta County's regional programs (determined by the IEP team's offer of Free and Appropriate Public Education (FAPE)).

1. The GREAT Partnership is a Pre-K through 8<sup>th</sup> grade regional program with classrooms located on comprehensive educational settings which provide special day class support for the majority of students' school day based on their cognitive, academic, and/or behavioral needs.

2. Excel Academy is a K-8 regional program for students with intensive emotional and behavioral needs. Related services such as individual and group counseling, behavior intervention services, etc. are provided based on the student's individual needs as per IEP team determination. Prior to placement in Excel, the district must obtain approval from RPRC to access SELPA funds to offset placement costs (See RPRC policy).

Special Day classes in Non Public/ Nonsectarian School Services

Students may need more intensive educational services and supports than what can be offered by the public schools. Nonpublic school placement or nonpublic agency services will be provided only when all public school programs have been explored and it is determined by an IEP team that no appropriate placement is available in public schools to meet the needs of the individual student in the manner and to the extent required by law. This placement recommendation is based on the IEP team decision that an appropriate public program is not available. Prior to placement the district must also obtain approval from the Regional Placement and Resource Committee (RPRC) to access SELPA funds to offset placement costs. (See RPRC Policy)

The student's District of Residence (DOR) will track student progress each month, and conduct a six month review in addition to the student's annual IEP.

Residential Schools

Students may require educational services and program in combination with a residential placement. These schools may be considered as a placement option when the IEP team has determined that no appropriate placement is available within the SELPA. Prior to placement the district must also obtain approval from the Regional Placement and Resource Committee (RPRC) before placement to access SELPA funds to offset placement costs. (See RPRC Policy). A SELPA representative is required to serve as an administrative designee on a student's IEP when the district wishes to access SELPA funds for residential placement. Necessity will be determined in conversation between the LEA

Special Education Administrator and the SELPA Coordinator.

A CDE approved placement in state must be considered prior to looking at an out of state placement. The student's District of Residence (DOR) will track student progress each month, and conduct a 6 month review in addition to the student's annual IEP.

*\*Additional note regarding LEAs - Districts wishing to place students in any regional or nonpublic school setting must invite the special education director who oversees the program to the student's IEP. The LEA of Operation is responsible for conducting all IEP reviews and reassessments of the student while the student is enrolled in the regional program. The LEA of Residence shall be invited to all IEP team meetings. District must have PRIOR approval from RPRC to access SELPA Funds.*

Home/Hospital or Home Instruction:

Home/Hospital Instruction serves students with temporary disabilities for whom it is impossible or unadvisable to attend regular classes. Typically this is due to a medical condition related to surgery, accidents, short-term illness, or medical treatment for chronic illness and restricts their ability to receive instruction in any other setting.

Home Instruction (also known as Homebound Instruction) is a program option for special education students who cannot be educated in a typical public school setting due to significant health or behavioral needs. These types of needs are not necessary considered "temporary".

Home Hospital/Home Instruction placements are made by the IEP team based on a medical report which:

- Is from a student's attending physician, surgeon, or psychologist
- States diagnosed condition
- Certifies the students condition prevents attendance in a less restrictive setting
- Contains a projected calendar date for students to return to school

**3) Related Services**

Related services shall be available when the instruction and services are necessary for the student to benefit educationally from his or her instructional program. Some students may need assistance in special areas. Examples of related services can include but are not limited to:

- Speech and Language Services
- Deaf and Hard of Hearing Services
- Orientation and Mobility
- Adaptive Physical Education
- Occupational Therapy
- Physical Therapy
- Vision Services

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Description:

- Counseling and Guidance
- Vocational Education and Career Development
- Behavior Intervention Services

**SELPA funding to offset program costs**  
Please see Appendix 1 for SELPA offsets for programs and services.

**Master Contracts for Non Public School and Non Public Agency services**  
Prior to providing services through an NPS or NPA, the responsible educational agency must enter into a master contract. The SELPA maintains a list of providers on its website and holds the master contract for those agencies. If the NPS is listed on the SELPA Website, the district only needs to complete an Individual Service Agreement (ISA) for their student. At this time, Shasta Union High School District provides Speech services to Out Of Home (OOH) students attending North Valley School. Districts may choose to contract with SUHSD for speech services on a per student basis. OOH and Foster students receive speech services under the OOH contract at no expense to the district. Other related services may be the district’s responsibility to fund. Districts must contract with approved NPAs for related services such as OT and Speech. The SELPA limits NPS/A placements between member LEAs and nonpublic schools and agencies to those certified by the California Department of Education.

Following execution of a master contract, an *Individual Services Agreement* (ISA) must be developed, executed, and implemented by the responsible LEA that outlines the specific special education and related services that will be provided to the individual student (District or OOH/Foster). A copy of the approved ISA will be forwarded to the SELPA Program Specialist within 15-days of placement in a NPS/A.

**Licensed Children’s Institutions (LCI), Short-Term Residential Treatment Centers (STRTP) and Foster Homes**  
Each district shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in LCIs/STRTP’s and foster homes located within the geographical area of the district. Each district shall first consider services operated by the district, other programs within the Shasta County SELPA and/or by Shasta County Office of Education (i.e. Regional Programs). As part of the continuum of services, Nonpublic school options (IEP School and North Valley Nonpublic) are accessible depending on level of need and determination of Least Restrictive Environment. If the special education services available within the entities are not appropriate, then the district shall contract with an appropriate service provider for implementation of the pupil's IEP.

**Coordination of Residential Placement**  
Before contracting with a nonpublic school or agency outside California the District shall document its efforts to find an appropriate program within California (ED 56365). If the District places the pupil within Shasta County the

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placing District shall remain the DOR. If the District fails to locate a suitable placement within Shasta County, the District will complete the Residential Placement Forms, located on the SELPA Website under “Forms.”

When the expanded IEP team (which includes a representative from SELPA) determines that it is necessary to place a pupil in residential care, the District shall ensure that:

- The SELPA in consultation with the Individualized Education Program team’s administrative designee, shall identify a mutually satisfactory placement that is acceptable to the parent and addresses the pupil’s educational and mental health needs in a manner that is cost-effective for both public agencies, subject to the requirements of state and federal special education law, including the requirement that the placement be appropriate and in the least restrictive environment.
- The SELPA will develop a Master Contract which addresses procedures for billing of NPS or NPA services, attendance reporting requirements, assurances of appropriately credentialed staff, fingerprinting requirements, a written course of study that provides the appropriate credits necessary for graduation, state testing, progress reports, confidentiality of and access to student records, medication permission and documentation, and other items necessary to assure appropriate educational, health and safety practices for the student.
- The LEA will schedule monthly progress meetings with RTC staff AND an IEP meeting at least every six (6) months and provide notification to the SELPA Office to ensure the SELPA Office will have a representative at the IEP meeting.
- If the District places a pupil with a nonpublic school or agency outside of California, the pupil’s DOR team shall report to the Superintendent of Public Instruction within 15 days of the placement decision (document located on CDE website) and provide a copy to the SELPA Office.
- The LEA will work with the SELPA to transport the student the placement.

**Procedures for Special Education Students placed in Shasta Juvenile Court School Programs**

*Juvenile court schools are operated and administered by the county superintendent per Education code 48645.2. Juvenile court schools operate year round.*

A change of placement of a special education student to a juvenile court school must be recommended by the County of Shasta Juvenile Court or by a parent/guardian on an emergency basis. In such case, juvenile court school personnel may make a 30-day administrative placement when more information is necessary and then a final placement recommendation according to California Education Code section 56325. When information is available, Shasta County Office of Education (SCOE) personnel may make a recommendation to accept or develop an addendum to the existing IEP, appropriate to meet the needs of a student.

*Special Education Services*

Juvenile court school personnel provide services to the extent necessary and practical to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals and objectives or benchmarks set out in the student's IEP.

*Student Records*

At the time of placement in a juvenile court school, juvenile court school personnel will contact the district of residence to request the student's records. The district of residence will immediately forward copies of the student's school records, including immunization records, current transcripts, the student's current IEP, and most recent triennial and annual evaluation(s). SCOE will complete psychological, educational assessments and coordinate assessments for the student's related services with the student's DOR.

*Additional Procedures for Ineligible Students*

Additional procedures for students who are not currently identified as eligible for Special Education Services placed in Juvenile Hall. Upon referral, the student's district of residence must inform SCOE-Alternative Education personnel when:

- 1) The student has been previously identified as eligible for special education services pursuant to the Individuals with Disabilities Education Act (IDEA);
- 2) The student has been identified eligible for accommodations pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504");
- 3) The student is being assessed for eligibility for special education services and/or Section 504 accommodations (including Student Study Team Coordination at district of residence);
- 4) The student has received educational accommodations despite no eligibility for special education services and/or Section 504 accommodations;
- 5) If, at the time of misconduct giving rise to the placement, the student's district of residence is assessing the student for eligibility for special education services, the district of residence must complete the assessment and conduct an IEP meeting adhering to all statutory timelines and other requirements; and/or
- 6) If while attending an Alternative Education program there is a request for an initial assessment for special education consideration, SCOE-Alternative education will contact the district of residence and discuss the option of the district completing the assessment and or doing a shared evaluation. When the district of residence completes or participates in the assessment and identification process, it is more likely that any supports needed for the student in the transition between alternative education programs and return to the district of residence will be successful and long term goals established for the student will be positive.

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Citations: (E.C. § 48645.2)(E.C. § 56325)(E.C. § 56001)(E.C. § 48200)(E.C. § 48204)(E.C. §48853)(Title 20 U.S. Code Section 1415(k); Title 34 Code of Federal Regulations Section 300.519 et seq)

**Correctional Facilities (Jail)**

Adults (aged 18 to 21 years) incarcerated in California adult jails and prisons are entitled to a free appropriate public education (FAPE) if they meet the following criteria:

- 1) Not a graduate with a high school diploma; and
- 2) At the time they turned 18, were identified as an individual with exceptional needs and had an individualized education program (IEP) under the IDEA.

An individual who was not identified as an individual with exceptional needs or did not have an IEP under the IDEA in the educational placement prior to his or her incarceration in an adult correctional facility is not entitled to a FAPE.

*In December 2013, the California Supreme Court unanimously ruled in LAUSD v. Garcia that, under EC § 56041, the school district where the pupil's parent resides is responsible for providing special education and related services to a qualifying individual who is incarcerated in a county jail. This decision means that every school district in California can be held responsible to provide, or contract to provide, special education and related services to eligible incarcerated young adults if the youth's parent resides in the district, even if the student is incarcerated outside of the school district's boundaries. This includes obligations for all of the rights afforded by the IDEA and related state law including child find/search and serve, the provision of FAPE in the least restrictive environment (LRE), and the right to due process.*

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons:

- 1) The requirements relating to participation in general assessments; eligible individuals incarcerated in adult prisons are exempted from participation in state and district-wide assessment programs under the IDEA.
- 2) The requirements relating to transition planning and transition services do not apply with respect to such individuals whose eligibility under the IDEA will end because of their age before he or she will be released from prison.
- 3) The IEP Team may modify the individual's IEP or placement notwithstanding the LRE requirements and the IEP contents requirements if there is a bona fide security or compelling legal interest that cannot otherwise be accommodated.

Anderson Union High School (AUHSD) provides educational services to the Shasta County Jail. AUHSD will provide special education services to eligible

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inmates. AUHSD will complete educational and psychological assessment and coordinate assessment and provision of related services with the inmate's District of Residence.

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:

The Shasta County SELPA has been formed by member public school agencies to assure access to special education and services for all individuals with exceptional needs residing in the geographic area served by the member district. The SELPA Board is responsible for monitoring the completed plan to verify that each participating Local Education Agency (LEA) carries out the duties and responsibilities assigned to it within the plan. A combination of factors must be reviewed to determine the quality of a program or service or the degree to which an agency is compliant with the intentions of the law. As the State monitors LEAs and takes action to encourage and enforce compliance, it is incumbent upon SELPAs to precede State sanction with prevention and intervention activities. Through monitoring of the practices of LEAs, the SELPA can support LEA efforts with targeted prevention activities and appropriate intervention when necessary.

This policy is designed to identify the combination of factors that will be monitored by the LEA, SELPA, and State to ensure responsibilities are met and to direct the SELPA staff in the level of support to be provided by the SELPA.

The State has identified Annual District Level Special Education Annual Performance Report, State test scores, Data Informed Noncompliance (DINC), Complaint outcomes, Hearing outcomes, Pupil Count, Special Education Self Review every four years, Verification Reviews, Maintenance of Effort, adherence to the Local Plan which is currently on file with California Department of Education, are some of the activities that will be monitored for compliance and potential State intervention. LEAs and the SELPA will monitor these areas as well. Program reviews will be conducted at least annually by the members of the Program Advisory Committee, and/or LEA's who access the services of a Regional Provider. The following programs are regional providers for the Shasta County SELPA:

- Excel
- Intensive Educationally Related Mental Health Program
- K-8



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- Deaf and Hard-of-Hearing Regional Program
  - K-8

The local education agencies (LEAs) within Shasta County join together pursuant to Education Code Section 56195 to adopt the local 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 geographical area served by Shasta County SELPA. Each district governing board and the Shasta County Office of Education shall have authority over the programs it directly maintains consistent with the local plan. Charter Schools with LEA status are responsible for special education services. Regional programs operated on behalf of the SELPA are subject to oversight by the SELPA Governing Board.

When a combination of characteristics is present, the SELPA will provide specific support. The goal is to recognize the exemplary practices with commendations and target SELPA staff resources in support of LEAs requiring assistance, while assuring that the practices of one LEA are not detrimental to other LEAs or the SELPA as a whole.

1) Compliance Commendation

- a) No significant non-compliance findings identified at the local level
- b) Report data sources complete and provided in timely manner
- c) Frequency of complaint and due process filings are below acceptable levels determined by the State
- d) No issues identified by the State

❖ SELPA Support

- Monitors data and notifies special education administrator and LEA Superintendent/Special Ed Administrator or designee
- Provides general training
- Recognizes exemplary practices by sharing with other LEAs

2) Operational Non-Compliance

- a) Non-compliance issues identified at the local level
- b) Report data sources NOT complete and provided in timely manner
- c) Frequency of complaint and due process filings are below acceptable levels determined by the State
- d) Issues identified by the State from self review process

❖ SELPA Support

- Monitors data and notifies special education administrator and LEA Superintendent/Special Ed Administrator or designee
- Assists with development and implementation of corrective action plan or improvement plan
- Provides general training

Description:

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- 3) Substantial Non-Compliance
  - a) Corrective action plan requires SELPA involvement
  - b) Data incomplete or not provided in a timely manner
  - c) Frequency of complaint and due process filings may be above acceptable levels determined by the State
  - d) State involved in on-site review and identification of non-compliant issues
  - ❖ SELPA Support
    - Notifies SELPA Board and LEA superintendent
    - Provides technical assistance
    - Assists with development and implementation of corrective action plan or improvement plan
    - Provides specific training
    - Delay monthly deposit of special education funding until reports, overdue after the State deadlines, are provided
- 4) Systemic Non-Compliance
  - a) Corrective action plan with outstanding issues after 3-12 months
  - b) Data incomplete or not provided in a timely manner
  - c) Frequency of complaint and due process filings are above acceptable levels determined by the State and clusters of issues identified
  - d) Multiple issues with performance among the lowest 15% of the State and/or Verification Review
  - e) State involved in on-site corrective action plan or improvement plan
  - ❖ SELPA Support
    - Notifies SELPA Board, LEA superintendent
    - Will provide SELPA training to support assistance, specific training and monitoring of outcomes
    - CDE may direct SELPA to delay monthly deposit of special education funding until reports, overdue after the State deadlines, are provided
- 5) State Sanctions
  - a) Corrective action plan with outstanding issues after 12 months
  - b) Data incomplete or not provided in a timely manner
  - c) Frequency of complaint and due process filings may be above acceptable levels determined by the State and clusters of issues identified. Orders, agreements, or corrective action not implemented
  - d) Multiple issues with performance among the lowest 15% of the State with no substantial improvement over time
  - e) State involved in on-site corrective action plan, verification review or improvement plan including but not limited to assignment of an external monitor, court order, or the withholding of funds
  - ❖ SELPA Support

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- Notifies SELPA Board, LEA superintendent, and Shasta County Superintendent of Schools
- Withholds funds from the specified LEA reflective of State action impacting the SELPA allocation
- Will provide training to support implementation of elements of the corrective action plan to focus on technical assistance, specific training and monitoring of outcomes
- Delay monthly deposit of special education funding until reports, overdue after the State deadlines, are provided.

7. Coordinated system of data collection and management:

Reference Number:	<input type="text" value="PP79"/>
Document Title:	<input type="text" value="SELPA Policies"/>
Document Location:	<input type="text" value="https://www.shastacoe.org/programs-services/selpa"/>
Description:	<p>It shall be the policy of the LEA to provide data or information to the SELPA and the California Department of Education that may be required by regulations.</p> <p>Legal References: Education Code 56205(a)</p> <p>United States Code, Title 20 1418 (a-d)</p>

8. Coordination of interagency agreements:

Reference Number:	<input type="text" value="PP92"/>
Document Title:	<input type="text" value="SELPA Policies"/>
Document Location:	<input type="text" value="https://www.shastacoe.org/programs-services/selpa"/>
	<p>The governing body of the SELPA is the SELPA Governing Board and is comprised of a Superintendent or designee from each of the following regions:</p> <p>Region 1: Shasta Union High School District University Preparatory Academy</p> <p>Region 2: Anderson Union High School District Cottonwood Creek Charter School</p>

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Cascade Union Elementary School District  
Northern Summit Academy

Region 3:  
Igo-Ono-Platina Elementary School District  
Monarch Learning Center  
Redding School District  
Shasta Elementary School District

Region 4:  
Bella Vista Elementary School District  
Enterprise Elementary School District  
Millville Elementary School District  
Oak Run Elementary School District

Region 5:  
Black Butte Union School District  
Columbia Elementary School District  
Cottonwood Union School District  
French Gulch-Whiskeytown School District  
Grant Elementary School District  
Happy Valley Union School District  
Indian Springs Elementary School District  
Junction Elementary School District  
Mountain Union Elementary School District  
North Cow Creek Elementary School District  
Pacheco Union School District  
Whitmore Union Elementary School District

Region 6:  
Castle Rock Union Elementary School District  
Gateway Unified School District  
Rocky Point Charter School  
Shasta County Office of Education

Region 7:  
Fall River Joint Unified School District

Note: All regions will determine a method, and appoint one person to represent their region. It should be noted that SELPA Governing Board meetings are public meetings and, therefore, all Superintendents may attend. Only designated representatives, however, will be considered voting members of the Governing Board.

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Description:

The SELPA Governing Board shall meet on a regular basis according to Brown Act requirements.

The chairperson for the SELPA Governing Board shall be elected according to the voting procedures described herein at the last meeting of the school year. The term of office shall be one year commencing on July 1 of the year elected. The chairperson may be re-elected for additional terms.

The chairperson shall develop a schedule of meetings and convene and preside over each meeting. If the chairperson is unable to attend a meeting, she/he shall designate another member of the Governing Board to chair the meeting. When necessary, the chairperson may call for special meetings or cancel regular meetings. The Chairperson will collaborate with the SELPA Director in the development of meeting agendas.

Responsibilities of the SELPA Governing Board

The SELPA Governing Board members, under the direction of their respective elected Governing Boards, shall act to establish operational procedures and make decisions on any matters regarding the development, implementation, administration and operation of special education programs in accordance with the intent of the Local Plan. The SELPA Governing Board will perform the following functions:

- Review and approve needed modification of this agreement on behalf of all districts in the SELPA and adopt amendments to the permanent portion of the Local Plan on an "interim basis", not to exceed one year. Amendments approved in this manner shall become permanent upon subsequent approval by LEA Governing Boards during the annual service and budget plan process and upon subsequent approval by the State Board of Education. There will be a review after one year for possible realignment and it will be revisited after two years thereafter.
- Adopt SELPA policies and procedures on behalf of their respective LEA Governing Boards to ensure compliance with the Local Plan and state and federal laws and regulations.
- Assure equal access to programs and services for all individuals with exceptional needs within the SELPA regardless of their district of residence.
- Approve the annual services plan and annual budget plan.
- Regularly review SELPA data, including compliance data to assist in program development and services as well as training needs.
- Adopt policies for the distribution of federal, state and local funds

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received for special education programs.

- Adopt agreements including, but not limited to, interagency agreements with California Children's Services, Far Northern Regional Center and other public agencies that provide services to students with exceptional needs.
- Establish and promote the Community Advisory Committee. Encourage parental involvement through members of the CAC and consider requests and recommendations from the CAC and other parent groups.
- Responsible for the selection, direction, discipline, and evaluation of the SELPA Director with the assistance of the AU.

Voting by the Governing Board

The votes are allocated to each region based on the total ADA of the region:

ADA	Votes
0 - 1999	1
2000 - 3999	2
4000 - over	3

Note: All Regions will agree on a procedure and criteria that the regional representative will use to make decisions for his/her region.

Note: When voting, each region must cast its entire allocation as one vote.

In order for a motion to pass the item must receive at least eight (8) votes.

A quorum will consist of four (4) voting members in attendance.

Superintendents have the option of designating a representative from their region when he/she is unable to attend a meeting of the SELPA Governing Board. The SELPA Director must be notified in advance. Once an agenda item has been voted on by the Governing Board, it may not be placed on the agenda again unless two-thirds of the voting members present agree and one district with an ADA of 4500 or more must be included.

A charter school, chartered through one of the local Governing Boards of the SELPA that operates as its own LEA for special education purposes, shall be assigned to a region for representation on the SELPA

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Governing Board.

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 Education Agency. EC 56195.5 (a)
  - Act as a liaison between the Governing Board of the Local Education Agency and the SELPA Governing Board, transmitting suggestions for the development and/or modification of policy to the SELPA Governing Board 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 which 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.

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

The governing body of the SELPA is the SELPA Governing Board and is comprised of a Superintendent or designee from each of the following regions:

Region 1:  
Shasta Union High School District  
University Preparatory Academy

Region 2:  
Anderson Union High School District  
Cottonwood Creek Charter School  
Cascade Union Elementary School District

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<p>Northern Summit Academy</p> <p><u>Region 3:</u> Igo-Ono-Platina Elementary School District Monarch Learning Center Redding School District Shasta Elementary School District</p> <p><u>Region 4:</u> Bella Vista Elementary School District Enterprise Elementary School District Millville Elementary School District Oak Run Elementary School District</p> <p><u>Region 5:</u> Black Butte Union School District Columbia Elementary School District Cottonwood Union School District French Gulch-Whiskeytown School District Grant Elementary School District Happy Valley Union School District Indian Springs Elementary School District Junction Elementary School District Mountain Union Elementary School District North Cow Creek Elementary School District Pacheco Union School District Whitmore Union Elementary School District</p> <p><u>Region 6:</u> Castle Rock Union Elementary School District Gateway Unified School District Rocky Point Charter School Shasta County Office of Education</p> <p><u>Region 7:</u> Fall River Joint Unified School District</p> <p>Note: All regions will determine a method, and appoint one person to represent their region. It should be noted that SELPA Governing Board meetings are public meetings and, therefore, all Superintendents may attend. Only designated representatives, however, will be considered voting members of the Governing Board.</p> <p>The SELPA Governing Board shall meet on a regular basis according to Brown Act requirements.</p> <p>The chairperson for the SELPA Governing Board shall be elected according to the voting procedures described herein at the last meeting of the school year.</p>
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Description:

The term of office shall be one year commencing on July 1 of the year elected. The chairperson may be re-elected for additional terms.

The chairperson shall develop a schedule of meetings and convene and preside over each meeting. If the chairperson is unable to attend a meeting, she/he shall designate another member of the Governing Board to chair the meeting. When necessary, the chairperson may call for special meetings or cancel regular meetings. The Chairperson will collaborate with the SELPA Director in the development of meeting agendas.

**Responsibilities of the SELPA Governing Board**

The SELPA Governing Board members, under the direction of their respective elected Governing Boards, shall act to establish operational procedures and make decisions on any matters regarding the development, implementation, administration and operation of special education programs in accordance with the intent of the Local Plan. The SELPA Governing Board will perform the following functions:

- Review and approve needed modification of this agreement on behalf of all districts in the SELPA and adopt amendments to the permanent portion of the Local Plan on an "interim basis", not to exceed one year. Amendments approved in this manner shall become permanent upon subsequent approval by LEA Governing Boards during the annual service and budget plan process and upon subsequent approval by the State Board of Education. There will be a review after one year for possible realignment and it will be revisited after two years thereafter.
- Adopt SELPA policies and procedures on behalf of their respective LEA Governing Boards to ensure compliance with the Local Plan and state and federal laws and regulations.
- Assure equal access to programs and services for all individuals with exceptional needs within the SELPA regardless of their district of residence.
- Approve the annual services plan and annual budget plan.
- Regularly review SELPA data, including compliance data to assist in program development and services as well as training needs.
- Adopt policies for the distribution of federal, state and local funds received for special education programs.
- Adopt agreements including, but not limited to, interagency agreements with California Children's Services, Far Northern Regional Center and other public agencies that provide services to students with exceptional needs.
- Establish and promote the Community Advisory Committee. Encourage parental involvement through members of the CAC and consider requests and recommendations from the CAC and other parent groups.
- Responsible for the selection, direction, discipline, and evaluation of the SELPA Director with the assistance of the AU.

**Voting by the Governing Board**

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The votes are allocated to each region based on the total ADA of the region:

ADA	Votes
0 - 1999	1
2000 - 3999	2
4000 - over	3

Note: All Regions will agree on a procedure and criteria that the regional representative will use to make decisions for his/her region.

Note: When voting, each region must cast its entire allocation as one vote.

In order for a motion to pass the item must receive at least eight (8) votes.

A quorum will consist of four (4) voting members in attendance.

Superintendents have the option of designating a representative from their region when he/she is unable to attend a meeting of the SELPA Governing Board. The SELPA Director must be notified in advance. Once an agenda item has been voted on by the Governing Board, it may not be placed on the agenda again unless two-thirds of the voting members present agree and one district with an ADA of 4500 or more must be included.

A charter school, chartered through one of the local Governing Boards of the SELPA that operates as its own LEA for special education purposes, shall be assigned to a region for representation on the SELPA Governing Board.

**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 Education Agency. EC 56195.5 (a)
  - Act as a liaison between the Governing Board of the Local Education Agency and the SELPA Governing Board, transmitting suggestions for the development and/or modification of policy to the SELPA Governing Board 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 which 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

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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.

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

Reference Number:

Document Title:

Document Location:

The governing body of the SELPA is the SELPA Governing Board and is comprised of a Superintendent or designee from each of the following regions:

Region 1:  
Shasta Union High School District  
University Preparatory Academy

Region 2:  
Anderson Union High School District  
Cottonwood Creek Charter School  
Cascade Union Elementary School District  
Northern Summit Academy

Region 3:  
Igo-Ono-Platina Elementary School District  
Monarch Learning Center  
Redding School District  
Shasta Elementary School District

Region 4:  
Bella Vista Elementary School District  
Enterprise Elementary School District  
Millville Elementary School District  
Oak Run Elementary School District

Region 5:  
Black Butte Union School District  
Columbia Elementary School District  
Cottonwood Union School District  
French Gulch-Whiskeytown School District  
Grant Elementary School District  
Happy Valley Union School District  
Indian Springs Elementary School District  
Junction Elementary School District  
Mountain Union Elementary School District

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North Cow Creek Elementary School District  
 Pacheco Union School District  
 Whitmore Union Elementary School District

Region 6:  
 Castle Rock Union Elementary School District  
 Gateway Unified School District  
 Rocky Point Charter School  
 Shasta County Office of Education

Region 7:  
 Fall River Joint Unified School District

Note: All regions will determine a method, and appoint one person to represent their region. It should be noted that SELPA Governing Board meetings are public meetings and, therefore, all Superintendents may attend. Only designated representatives, however, will be considered voting members of the Governing Board.

The SELPA Governing Board shall meet on a regular basis according to Brown Act requirements.

The chairperson for the SELPA Governing Board shall be elected according to the voting procedures described herein at the last meeting of the school year. The term of office shall be one year commencing on July 1 of the year elected. The chairperson may be re-elected for additional terms.

The chairperson shall develop a schedule of meetings and convene and preside over each meeting. If the chairperson is unable to attend a meeting, she/he shall designate another member of the Governing Board to chair the meeting. When necessary, the chairperson may call for special meetings or cancel regular meetings. The Chairperson will collaborate with the SELPA Director in the development of meeting agendas.

**Responsibilities of the SELPA Governing Board**

The SELPA Governing Board members, under the direction of their respective elected Governing Boards, shall act to establish operational procedures and make decisions on any matters regarding the development, implementation, administration and operation of special education programs in accordance with the intent of the Local Plan. The SELPA Governing Board will perform the following functions:

- Review and approve needed modification of this agreement on behalf of all districts in the SELPA and adopt amendments to the permanent portion of the Local Plan on an "interim basis", not to exceed one year. Amendments approved in this manner shall become permanent upon subsequent approval by LEA Governing Boards during the annual service and budget plan process and

Description:

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upon subsequent approval by the State Board of Education. There will be a review after one year for possible realignment and it will be revisited after two years thereafter.

- Adopt SELPA policies and procedures on behalf of their respective LEA Governing Boards to ensure compliance with the Local Plan and state and federal laws and regulations.
- Assure equal access to programs and services for all individuals with exceptional needs within the SELPA regardless of their district of residence.
- Approve the annual services plan and annual budget plan.
- Regularly review SELPA data, including compliance data to assist in program development and services as well as training needs.
- Adopt policies for the distribution of federal, state and local funds received for special education programs.
- Adopt agreements including, but not limited to, interagency agreements with California Children's Services, Far Northern Regional Center and other public agencies that provide services to students with exceptional needs.
- Establish and promote the Community Advisory Committee. Encourage parental involvement through members of the CAC and consider requests and recommendations from the CAC and other parent groups.
- Responsible for the selection, direction, discipline, and evaluation of the SELPA Director with the assistance of the AU.

**Voting by the Governing Board**

The votes are allocated to each region based on the total ADA of the region:

ADA	Votes
0 - 1999	1
2000 - 3999	2
4000 - over	3

Note: All Regions will agree on a procedure and criteria that the regional representative will use to make decisions for his/her region.

Note: When voting, each region must cast its entire allocation as one vote.

In order for a motion to pass the item must receive at least eight (8) votes.

A quorum will consist of four (4) voting members in attendance.

Superintendents have the option of designating a representative from their region when he/she is unable to attend a meeting of the SELPA Governing Board. The SELPA Director must be notified in advance. Once an agenda item has been voted on by the Governing Board, it may not be placed on the agenda again unless two-thirds of the voting members present agree and one district with an ADA of 4500 or more must be included.

A charter school, chartered through one of the local Governing Boards of the

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SELPA that operates as its own LEA for special education purposes, shall be assigned to a region for representation on the SELPA Governing Board.

**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 Education Agency. EC 56195.5 (a)
  - Act as a liaison between the Governing Board of the Local Education Agency and the SELPA Governing Board, transmitting suggestions for the development and/or modification of policy to the SELPA Governing Board 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 which 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.

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

Reference Number:

Document Title:

Document Location:

Description:

Legal References: Education Code 56205(a)

United States Code, Title 20  
1418 (a-d)

12. Fiscal and logistical support of the CAC:

Reference Number:

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Document Title:

Document Location:

Reference: SELPA Local Plan Assurance Policy Statement # 20, Public Participation.

The Shasta County SELPA shall maintain a Community Advisory Committee (CAC) as defined in California Ed Code 56190. The CAC serves only in an advisory capacity and has such authority and fulfills such responsibilities as are defined for it in Ed Code 56194. Each individual CAC member represents his/her appointing body and is responsible for maintaining communication between the CAC and that appointing body. CAC responsibilities include, but need not be limited to, the following:

- Advising the SELPA Governance bodies regarding the development and review of the local plan. The SELPA Director shall review and consider comments from the Community Advisory Committee.
- Recommending annual priorities to be addressed by the local plan.
- Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the local plan, including planning and providing appropriate parent focused programs.
- Encouraging community involvement in the development and review of the local plan.
- Supporting activities on behalf of individuals with exceptional needs.
- Assisting in parent awareness of the importance of regular school attendance.
- Establishing CAC operational by-laws that are required to be consistent with state law, the local plan, and SELPA policies and procedures, including this SELPA procedure.
- Consulting with the SELPA Program Advisory Council regarding policy and budget development

**Frequency of Meetings**

The CAC will meet at least four times annually, and during the course of these meetings will plan events and activities that will fulfill the above described responsibilities (for example, regional parent conference, award dinner and evening programs for parents).

**Selection and Composition of the CAC:**

**General Membership**

- Upon request to the current CAC chairperson, any parent, agency staff member, educational member, or community member may have General Membership in the Shasta SELPA CAC. General membership is for one year.
- Board members must represent an LEA within Shasta County and must be approved by that District's board.
- At the beginning of each term, if there are an insufficient number of CAC Board members appointed by LEAs to meet the SELPA-wide representation

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Description:

goal, the SELPA Director shall request one or more LEA boards of education to appoint CAC Board members from available candidates up to the required number of seven CAC Board members.

**Candidate Eligibility for Board Membership**

- Persons interested in serving on the CAC Board must attend at least two business meetings of the CAC prior to submitting their name for a board vacancy.

**Nomination Process**

- Requests are reviewed by the CAC Nominating Committee and are submitted by the SELPA Director to respective LEA boards of education for approval.

**Recruitment**

- It will be the duty of the CAC to see that an active membership is maintained by engaging in the following activities: the CAC will solicit school boards for nominations to the CAC, the CAC will solicit organizations and agencies to nominate representatives to the CAC, all school districts will be encouraged to have active membership on the CAC, and organizations representing individuals with disabilities will be invited to participate in the CAC.

**Membership Composition**

- The general and board membership of the CAC may be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, disabled pupils and adults, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs.
- At least the majority of general membership and board membership of the CAC shall be composed of parents of pupils enrolled in schools participating in the local plan, and at least a majority of such parents shall be parents of individuals with exceptional needs.

**Board Member Terms of Appointment**

The normal term of CAC Board membership will be two years and will be annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year. Reappointment to the committee is acceptable.

**Channels of Communication**

The SELPA Director serves as a non-voting ex officio representative to the Community Advisory Committee (CAC) and is the official contact person for all communications between the CAC and the SELPA Commission, District Superintendents/Chief School Administrators, County Superintendent, and LEA boards of education.



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

Reference Number:	<input type="text" value="PP238"/>
Document Title:	<input type="text" value="SELPA Policies"/>
Document Location:	<input type="text" value="https://www.shastacoe.org/programs-services/selpa"/>
Description:	<input a="" adapted="" an="" and="" around="" as="" between="" buses,="" disability.\""="" equipment,="" for="" from="" identified="" if="" in="" lifts="" needed="" or="" ramps,="" school="" schools;="" special="" specialized="" student="" such="" to="" travel="" type="text" value="SELPA has a transportation policy defined as follows: Specifically, special education transportation means \" with=""/>

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

Reference Number:	<input type="text" value="PP188"/>
Document Title:	<input type="text" value="SELPA Policies"/>
Document Location:	<input type="text" value="https://www.shastacoe.org/programs-services/selpa"/>
Description:	<input type="text" value="Once a student is eligible for special education, a continuum of program options is available in the least restrictive environment within the Shasta County SELPA member districts. The following are general descriptions of environments where special education and related services are provided in the SELPA.&lt;br/&gt;&lt;br/&gt;&lt;b&gt;1) General Education&lt;/b&gt;&lt;br/&gt;General education classrooms offer the best opportunity for students with disabilities to attend their home school with age appropriate peers and access to the core curriculum, as well as extra-curricular activities. The general education teacher provides primary instruction with accommodations and modifications including supplementary aids and services designed to meet the needs of the student. Special education instruction and related services may be provided within the general education setting.&lt;br/&gt;&lt;br/&gt;The general education classroom offers non-academic benefit of social interaction for all students. General education classrooms, with the use of supplementary aids and services, provide the most contact with general education students. Considerations for serving students in the general education classroom include the impact on general education students, as well as the student with special needs.&lt;br/&gt;&lt;br/&gt;The primary focus of instruction is in the core academic curriculum with expanded instructional methodologies beyond those offered in general education classrooms."/>

All of the following factors shall be considered by the Individualized Education Program (IEP) team in determining the appropriateness of services in a general education classroom:

1. The educational benefits available to the student in a general education classroom, supplemented by appropriate aids and services, as compared with the educational benefits of a special education classroom.
2. The non-academic benefits of interaction with students who are not disabled.
3. The effect of the student's presence on the teacher and other students in the classroom.

### **2) Specialized Academic Instruction**

Students have educational needs that have been identified by the IEP team and may require special education instruction and services. The primary focus of instruction is in the core academic curriculum with expanded instructional methodologies to augment those offered in general education classrooms. Special education staff should be focused on accommodating the student in the general education setting and/or remedial activities that would prepare a student to have the skills necessary to be successful in the core academic curriculum in a general education setting.

Students receiving such services should be accessing the core academic curriculum in the general education setting in all areas in which they are receiving special education services. Special education services should provide supplementary support to what is already being accessed in the general education program including intervention and categorical programs to all students. Scheduling of all service needs is to be considered as well as considerations for the delivery location of services in order to allow access participation in core curriculum.

#### Resource Support:

The primary focus of resource support instruction is to provide targeted instruction to help bolster core academic skills with expanded instructional methodologies beyond those offered in general education classrooms. This service may be provided in a variety of ways, including co-teaching or collaboration between special education and general education teachers, or providing small group or individual pull out support by a special education teacher. By working in collaboration together, teachers can implement various assessment strategies and differentiated instruction, services, and supports. The Individualized Education Program (IEP) team should focus on accommodating the student in a general education setting and/or in research based strategies, interventions, and activities that would prepare the student to achieve the skills necessary to be successful in learning core curriculum and mastering state standards.

#### Special Day Class Support (including learning, emotional, and behavioral needs):

Special day classes provide services to students with more intensive needs. Students typically receive this service for the majority of their school day and are grouped according to age and instructional and/or behavioral needs. Special day class teachers work cooperatively with general education teachers and other related service providers to help identify, assess, and plan programs for students with disabilities, and providing targeted instruction. Most often, this level of support (i.e., a more restrictive learning environment) does not provide access to the same instruction, standards, and expectations of the core academic instruction in the general education classroom due to the more intensive needs of the student. The primary focus of instruction is rather, based on the age, disability, or severity of need as described in the student's IEP. Special education provides remedial instruction in academic and life skill areas. Depending on the student's needs as lined out by their IEP, will determine whether a student is on a diploma track (i.e., meeting criteria in order to obtain a high school diploma) or on a functional skills based track and earning a certificate of participation.

*Special Day Classes on Comprehensive Education School Sites*

Students with intensive learning, emotional, or behavioral needs may access district based services located on a comprehensive education setting. Districts provide access to SDC classes for students with intensive learning needs as determined by the IEP team. Students needing a more restrictive setting based on social-emotional and/or behavioral needs may be referred to an Educationally Related Intensive Counseling Services (ERICS) program. These programs provide access to a supportive small group, structured setting. Related services such as individual and group counseling are provided based on students' needs (listed in their IEP). Prior to placement in an ERICS program, the district must obtain approval from the Regional Placement Resource Committee (RPRC) to access SELPA funds to offset placement costs (see RPRC policy).

*Special Day classes in Regional Programs*

Students with moderate to severe cognitive, academic, and/or behavioral needs may access Shasta County's regional programs (determined by the IEP team's offer of Free and Appropriate Public Education (FAPE)).

1. The GREAT Partnership is a Pre-K through 8<sup>th</sup> grade regional program with classrooms located on comprehensive educational settings which provide special day class support for the majority of students' school day based on their cognitive, academic, and/or behavioral needs.

2. Excel Academy is a K-8 regional program for students with intensive emotional and behavioral needs. Related services such as individual and group counseling, behavior intervention services, etc. are provided based on the student's individual needs as per IEP team determination. Prior to placement in Excel, the district must obtain approval from RPRC to access SELPA funds to offset placement costs (See RPRC policy).

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*Special Day classes in Non Public/ Nonsectarian School Services*  
Students may need more intensive educational services and supports than what can be offered by the public schools. Nonpublic school placement or nonpublic agency services will be provided only when all public school programs have been explored and it is determined by an IEP team that no appropriate placement is available in public schools to meet the needs of the individual student in the manner and to the extent required by law. This placement recommendation is based on the IEP team decision that an appropriate public program is not available. Prior to placement the district must also obtain approval from the Regional Placement and Resource Committee (RPRC) to access SELPA funds to offset placement costs. (See RPRC Policy)

The student’s District of Residence (DOR) will track student progress each month, and conduct a six month review in addition to the student’s annual IEP.

*Residential Schools*  
Students may require educational services and program in combination with a residential placement. These schools may be considered as a placement option when the IEP team has determined that no appropriate placement is available within the SELPA. Prior to placement the district must also obtain approval from the Regional Placement and Resource Committee (RPRC) before placement to access SELPA funds to offset placement costs. (See RPRC Policy). A SELPA representative is required to serve as an administrative designee on a student’s IEP when the district wishes to access SELPA funds for residential placement. Necessity will be determined in conversation between the LEA Special Education Administrator and the SELPA Coordinator.

A CDE approved placement in state must be considered prior to looking at an out of state placement. The student’s District of Residence (DOR) will track student progress each month, and conduct a 6 month review in addition to the student’s annual IEP.

*\*Additional note regarding LEAs - Districts wishing to place students in any regional or nonpublic school setting must invite the special education director who oversees the program to the student’s IEP. The LEA of Operation is responsible for conducting all IEP reviews and reassessments of the student while the student is enrolled in the regional program. The LEA of Residence shall be invited to all IEP team meetings. District must have PRIOR approval from RPRC to access SELPA Funds.*

*Home/Hospital or Home Instruction:*  
Home/Hospital Instruction serves students with temporary disabilities for whom it is impossible or unadvisable to attend regular classes. Typically this is due to a medical condition related to surgery, accidents, short-term illness, or medical treatment for chronic illness and restricts their ability to receive instruction in any other setting.

Home Instruction (also known as Homebound Instruction) is a program option

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Description:

for special education students who cannot be educated in a typical public school setting due to significant health or behavioral needs. These types of needs are not necessary considered “temporary”.

Home Hospital/Home Instruction placements are made by the IEP team based on a medical report which:

- Is from a student’s attending physician, surgeon, or psychologist
- States diagnosed condition
- Certifies the students condition prevents attendance in a less restrictive setting
- Contains a projected calendar date for students to return to school

**3) Related Services**

Related services shall be available when the instruction and services are necessary for the student to benefit educationally from his or her instructional program. Some students may need assistance in special areas. Examples of related services can include but are not limited to:

- Speech and Language Services
- Deaf and Hard of Hearing Services
- Orientation and Mobility
- Adaptive Physical Education
- Occupational Therapy
- Physical Therapy
- Vision Services
- Counseling and Guidance
- Vocational Education and Career Development
- Behavior Intervention Services

**SELPA funding to offset program costs**  
Please see Appendix 1 for SELPA offsets for programs and services.

**Master Contracts for Non Public School and Non Public Agency services**  
Prior to providing services through an NPS or NPA, the responsible educational agency must enter into a master contract. The SELPA maintains a list of providers on its website and holds the master contract for those agencies. If the NPS is listed on the SELPA Website, the district only needs to complete an Individual Service Agreement (ISA) for their student. At this time, Shasta Union High School District provides Speech services to Out Of Home (OOH) students attending North Valley School. Districts may choose to contract with SUHSD for speech services on a per student basis. OOH and Foster students receive speech services under the OOH contract at no expense to the district. Other related services may be the district’s responsibility to fund. Districts must contract with approved NPAs for related services such as OT and Speech. The SELPA limits NPS/A placements between member LEAs and nonpublic schools and agencies to those certified by the California Department of Education.

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Following execution of a master contract, an *Individual Services Agreement* (ISA) must be developed, executed, and implemented by the responsible LEA that outlines the specific special education and related services that will be provided to the individual student (District or OOH/Foster). A copy of the approved ISA will be forwarded to the SELPA Program Specialist within 15-days of placement in a NPS/A.

**Licensed Children’s Institutions (LCI), Short-Term Residential Treatment Centers (STRTP) and Foster Homes**

Each district shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in LCIs/STRTP’s and foster homes located within the geographical area of the district. Each district shall first consider services operated by the district, other programs within the Shasta County SELPA and/or by Shasta County Office of Education (i.e. Regional Programs). As part of the continuum of services, Nonpublic school options (IEP School and North Valley Nonpublic) are accessible depending on level of need and determination of Least Restrictive Environment. If the special education services available within the entities are not appropriate, then the district shall contract with an appropriate service provider for implementation of the pupil’s IEP.

**Coordination of Residential Placement**

Before contracting with a nonpublic school or agency outside California the District shall document its efforts to find an appropriate program within California (ED 56365). If the District places the pupil within Shasta County the placing District shall remain the DOR. If the District fails to locate a suitable placement within Shasta County, the District will complete the Residential Placement Forms, located on the SELPA Website under “Forms.”

When the expanded IEP team (which includes a representative from SELPA) determines that it is necessary to place a pupil in residential care, the District shall ensure that:

- The SELPA in consultation with the Individualized Education Program team’s administrative designee, shall identify a mutually satisfactory placement that is acceptable to the parent and addresses the pupil’s educational and mental health needs in a manner that is cost-effective for both public agencies, subject to the requirements of state and federal special education law, including the requirement that the placement be appropriate and in the least restrictive environment.
- The SELPA will develop a Master Contract which addresses procedures for billing of NPS or NPA services, attendance reporting requirements, assurances of appropriately credentialed staff, fingerprinting requirements, a written course of study that provides the appropriate credits necessary for graduation, state testing, progress reports, confidentiality of and access to student records, medication permission and documentation, and other items necessary to assure appropriate educational, health and safety practices for the student.
- The LEA will schedule monthly progress meetings with RTC staff AND an IEP

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meeting at least every six (6) months and provide notification to the SELPA Office to ensure the SELPA Office will have a representative at the IEP meeting.

- If the District places a pupil with a nonpublic school or agency outside of California, the pupil’s DOR team shall report to the Superintendent of Public Instruction within 15 days of the placement decision (document located on CDE website) and provide a copy to the SELPA Office.
- The LEA will work with the SELPA to transport the student the placement.

**Procedures for Special Education Students placed in Shasta Juvenile Court School Programs**

*Juvenile court schools are operated and administered by the county superintendent per Education code 48645.2. Juvenile court schools operate year round.*

A change of placement of a special education student to a juvenile court school must be recommended by the County of Shasta Juvenile Court or by a parent/guardian on an emergency basis. In such case, juvenile court school personnel may make a 30-day administrative placement when more information is necessary and then a final placement recommendation according to California Education Code section 56325. When information is available, Shasta County Office of Education (SCOE) personnel may make a recommendation to accept or develop an addendum to the existing IEP, appropriate to meet the needs of a student.

*Special Education Services*

Juvenile court school personnel provide services to the extent necessary and practical to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals and objectives or benchmarks set out in the student’s IEP.

*Student Records*

At the time of placement in a juvenile court school, juvenile court school personnel will contact the district of residence to request the student’s records. The district of residence will immediately forward copies of the student’s school records, including immunization records, current transcripts, the student’s current IEP, and most recent triennial and annual evaluation(s). SCOE will complete psychological, educational assessments and coordinate assessments for the student’s related services with the student’s DOR.

*Additional Procedures for Ineligible Students*

Additional procedures for students who are not currently identified as eligible for Special Education Services placed in Juvenile Hall. Upon referral, the student’s district of residence must inform SCOE-Alternative Education personnel when:

- 1) The student has been previously identified as eligible for special education services pursuant to the Individuals with Disabilities Education Act (IDEA);

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- 2) The student has been identified eligible for accommodations pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504");
  
- 3) The student is being assessed for eligibility for special education services and/or Section 504 accommodations (including Student Study Team Coordination at district of residence);
  
- 4) The student has received educational accommodations despite no eligibility for special education services and/or Section 504 accommodations;
  
- 5) If, at the time of misconduct giving rise to the placement, the student's district of residence is assessing the student for eligibility for special education services, the district of residence must complete the assessment and conduct an IEP meeting adhering to all statutory timelines and other requirements; and/or
  
- 6) If while attending an Alternative Education program there is a request for an initial assessment for special education consideration, SCOE-Alternative education will contact the district of residence and discuss the option of the district completing the assessment and or doing a shared evaluation. When the district of residence completes or participates in the assessment and identification process, it is more likely that any supports needed for the student in the transition between alternative education programs and return to the district of residence will be successful and long term goals established for the student will be positive.

Citations: (E.C. § 48645.2)(E.C. § 56325)(E.C. § 56001)(E.C. § 48200)(E.C. § 48204)(E.C. §48853)(Title 20 U.S. Code Section 1415(k); Title 34 Code of Federal Regulations Section 300.519 et seq)

**Correctional Facilities (Jail)**

Adults (aged 18 to 21 years) incarcerated in California adult jails and prisons are entitled to a free appropriate public education (FAPE) if they meet the following criteria:

- 1) Not a graduate with a high school diploma; and
  
- 2) At the time they turned 18, were identified as an individual with exceptional needs and had an individualized education program (IEP) under the IDEA.

An individual who was not identified as an individual with exceptional needs or did not have an IEP under the IDEA in the educational placement prior to his or her incarceration in an adult correctional facility is not entitled to a FAPE.

*In December 2013, the California Supreme Court unanimously ruled in LAUSD v. Garcia that, under EC § 56041, the school district where the pupil's parent resides is responsible for providing special education and related services to a qualifying individual who is incarcerated in a county jail. This decision means*



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*that every school district in California can be held responsible to provide, or contract to provide, special education and related services to eligible incarcerated young adults if the youth's parent resides in the district, even if the student is incarcerated outside of the school district's boundaries. This includes obligations for all of the rights afforded by the IDEA and related state law including child find/search and serve, the provision of FAPE in the least restrictive environment (LRE), and the right to due process.*

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons:

- 1) The requirements relating to participation in general assessments; eligible individuals incarcerated in adult prisons are exempted from participation in state and district-wide assessment programs under the IDEA.
- 2) The requirements relating to transition planning and transition services do not apply with respect to such individuals whose eligibility under the IDEA will end because of their age before he or she will be released from prison.
- 3) The IEP Team may modify the individual's IEP or placement notwithstanding the LRE requirements and the IEP contents requirements if there is a bona fide security or compelling legal interest that cannot otherwise be accommodated.

Anderson Union High School (AUHSD) provides educational services to the Shasta County Jail. AUHSD will provide special education services to eligible inmates. AUHSD will complete educational and psychological assessment and coordinate assessment and provision of related services with the inmate's District of Residence.

15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Description:

It shall be the policy of the Shasta County SELPA that the local plan shall be adopted by the appropriate governing board(s) of each LEA, 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 Individuals with Disabilities Education Act, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

Legal References:  
Education Code

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56205(A)(11)  
56195.7  
  
United States Code, Title 20  
1412

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:

The governing body of the SELPA is the SELPA Governing Board and is comprised of a Superintendent or designee from each of the following regions:

Region 1:  
Shasta Union High School District  
University Preparatory Academy

Region 2:  
Anderson Union High School District  
Cottonwood Creek Charter School  
Cascade Union Elementary School District  
Northern Summit Academy

Region 3:  
Igo-Ono-Platina Elementary School District  
Monarch Learning Center  
Redding School District  
Shasta Elementary School District

Region 4:  
Bella Vista Elementary School District  
Enterprise Elementary School District  
Millville Elementary School District  
Oak Run Elementary School District

Region 5:  
Black Butte Union School District  
Columbia Elementary School District  
Cottonwood Union School District  
French Gulch-Whiskeytown School District

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Grant Elementary School District  
Happy Valley Union School District  
Indian Springs Elementary School District  
Junction Elementary School District  
Mountain Union Elementary School District  
North Cow Creek Elementary School District  
Pacheco Union School District  
Whitmore Union Elementary School District

Region 6:  
Castle Rock Union Elementary School District  
Gateway Unified School District  
Rocky Point Charter School  
Shasta County Office of Education

Region 7:  
Fall River Joint Unified School District

Note: All regions will determine a method, and appoint one person to represent their region. It should be noted that SELPA Governing Board meetings are public meetings and, therefore, all Superintendents may attend. Only designated representatives, however, will be considered voting members of the Governing Board.

The SELPA Governing Board shall meet on a regular basis according to Brown Act requirements.

The chairperson for the SELPA Governing Board shall be elected according to the voting procedures described herein at the last meeting of the school year. The term of office shall be one year commencing on July 1 of the year elected. The chairperson may be re-elected for additional terms.

The chairperson shall develop a schedule of meetings and convene and preside over each meeting. If the chairperson is unable to attend a meeting, she/he shall designate another member of the Governing Board to chair the meeting. When necessary, the chairperson may call for special meetings or cancel regular meetings. The Chairperson will collaborate with the SELPA Director in the development of meeting agendas.

**Responsibilities of the SELPA Governing Board**

The SELPA Governing Board members, under the direction of their respective elected Governing Boards, shall act to establish operational procedures and make decisions on any matters regarding the development, implementation, administration and operation of special education programs in accordance with the intent of the Local Plan. The SELPA Governing Board will perform the following functions:

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Description:

- Review and approve needed modification of this agreement on behalf of all districts in the SELPA and adopt amendments to the permanent portion of the Local Plan on an "interim basis", not to exceed one year. Amendments approved in this manner shall become permanent upon subsequent approval by LEA Governing Boards during the annual service and budget plan process and upon subsequent approval by the State Board of Education. There will be a review after one year for possible realignment and it will be revisited after two years thereafter.
- Adopt SELPA policies and procedures on behalf of their respective LEA Governing Boards to ensure compliance with the Local Plan and state and federal laws and regulations.
- Assure equal access to programs and services for all individuals with exceptional needs within the SELPA regardless of their district of residence.
- Approve the annual services plan and annual budget plan.
- Regularly review SELPA data, including compliance data to assist in program development and services as well as training needs.
- Adopt policies for the distribution of federal, state and local funds received for special education programs.
- Adopt agreements including, but not limited to, interagency agreements with California Children's Services, Far Northern Regional Center and other public agencies that provide services to students with exceptional needs.
- Establish and promote the Community Advisory Committee. Encourage parental involvement through members of the CAC and consider requests and recommendations from the CAC and other parent groups.
- Responsible for the selection, direction, discipline, and evaluation of the SELPA Director with the assistance of the AU.

**Voting by the Governing Board**

The votes are allocated to each region based on the total ADA of the region:

ADA	Votes
0 - 1999	1
2000 - 3999	2
4000 - over	3

Note: All Regions will agree on a procedure and criteria that the regional representative will use to make decisions for his/her region.

Note: When voting, each region must cast its entire allocation as one vote.

In order for a motion to pass the item must receive at least eight (8) votes.

A quorum will consist of four (4) voting members in attendance.

Superintendents have the option of designating a representative from their region when he/she is unable to attend a meeting of the SELPA Governing Board. The SELPA Director must be notified in advance. Once an agenda item

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has been voted on by the Governing Board, it may not be placed on the agenda again unless two-thirds of the voting members present agree and one district with an ADA of 4500 or more must be included.

A charter school, chartered through one of the local Governing Boards of the SELPA that operates as its own LEA for special education purposes, shall be assigned to a region for representation on the SELPA Governing Board.

**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 Education Agency. EC 56195.5 (a)
  - Act as a liaison between the Governing Board of the Local Education Agency and the SELPA Governing Board, transmitting suggestions for the development and/or modification of policy to the SELPA Governing Board 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 which 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.

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

Reference Number:

Document Title:

Document Location:

The governing body of the SELPA is the SELPA Governing Board and is comprised of a Superintendent or designee from each of the following regions:

Region 1:  
Shasta Union High School District

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<p>University Preparatory Academy</p> <p><u>Region 2:</u> Anderson Union High School District Cottonwood Creek Charter School Cascade Union Elementary School District Northern Summit Academy</p> <p><u>Region 3:</u> Igo-Ono-Platina Elementary School District Monarch Learning Center Redding School District Shasta Elementary School District</p> <p><u>Region 4:</u> Bella Vista Elementary School District Enterprise Elementary School District Millville Elementary School District Oak Run Elementary School District</p> <p><u>Region 5:</u> Black Butte Union School District Columbia Elementary School District Cottonwood Union School District French Gulch-Whiskeytown School District Grant Elementary School District Happy Valley Union School District Indian Springs Elementary School District Junction Elementary School District Mountain Union Elementary School District North Cow Creek Elementary School District Pacheco Union School District Whitmore Union Elementary School District</p> <p><u>Region 6:</u> Castle Rock Union Elementary School District Gateway Unified School District Rocky Point Charter School Shasta County Office of Education</p> <p><u>Region 7:</u> Fall River Joint Unified School District</p> <p>Note: All regions will determine a method, and appoint one person to represent their region. It should be noted that SELPA Governing Board meetings are public meetings and, therefore, all Superintendents may attend. Only designated representatives, however, will be considered voting members of the Governing Board.</p>
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The SELPA Governing Board shall meet on a regular basis according to Brown Act requirements.

The chairperson for the SELPA Governing Board shall be elected according to the voting procedures described herein at the last meeting of the school year. The term of office shall be one year commencing on July 1 of the year elected. The chairperson may be re-elected for additional terms.

The chairperson shall develop a schedule of meetings and convene and preside over each meeting. If the chairperson is unable to attend a meeting, she/he shall designate another member of the Governing Board to chair the meeting. When necessary, the chairperson may call for special meetings or cancel regular meetings. The Chairperson will collaborate with the SELPA Director in the development of meeting agendas.

**Responsibilities of the SELPA Governing Board**

The SELPA Governing Board members, under the direction of their respective elected Governing Boards, shall act to establish operational procedures and make decisions on any matters regarding the development, implementation, administration and operation of special education programs in accordance with the intent of the Local Plan. The SELPA Governing Board will perform the following functions:

Description:

- Review and approve needed modification of this agreement on behalf of all districts in the SELPA and adopt amendments to the permanent portion of the Local Plan on an "interim basis", not to exceed one year. Amendments approved in this manner shall become permanent upon subsequent approval by LEA Governing Boards during the annual service and budget plan process and upon subsequent approval by the State Board of Education. There will be a review after one year for possible realignment and it will be revisited after two years thereafter.
- Adopt SELPA policies and procedures on behalf of their respective LEA Governing Boards to ensure compliance with the Local Plan and state and federal laws and regulations.
- Assure equal access to programs and services for all individuals with exceptional needs within the SELPA regardless of their district of residence.
- Approve the annual services plan and annual budget plan.
- Regularly review SELPA data, including compliance data to assist in program development and services as well as training needs.
- Adopt policies for the distribution of federal, state and local funds received for special education programs.
- Adopt agreements including, but not limited to, interagency agreements with California Children's Services, Far Northern Regional Center and other public agencies that provide services to students with exceptional needs.
- Establish and promote the Community Advisory Committee. Encourage parental involvement through members of the CAC and consider requests and

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recommendations from the CAC and other parent groups.

- Responsible for the selection, direction, discipline, and evaluation of the SELPA Director with the assistance of the AU.

**Voting by the Governing Board**

The votes are allocated to each region based on the total ADA of the region:

ADA	Votes
0 - 1999	1
2000 - 3999	2
4000 - over	3

Note: All Regions will agree on a procedure and criteria that the regional representative will use to make decisions for his/her region.

Note: When voting, each region must cast its entire allocation as one vote.

In order for a motion to pass the item must receive at least eight (8) votes.

A quorum will consist of four (4) voting members in attendance.

Superintendents have the option of designating a representative from their region when he/she is unable to attend a meeting of the SELPA Governing Board. The SELPA Director must be notified in advance. Once an agenda item has been voted on by the Governing Board, it may not be placed on the agenda again unless two-thirds of the voting members present agree and one district with an ADA of 4500 or more must be included.

A charter school, chartered through one of the local Governing Boards of the SELPA that operates as its own LEA for special education purposes, shall be assigned to a region for representation on the SELPA Governing Board.

**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 Education Agency. EC 56195.5 (a)
  - Act as a liaison between the Governing Board of the Local Education Agency and the SELPA Governing Board, transmitting suggestions for the development and/or modification of policy to the SELPA Governing Board 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 which 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



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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.

**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:

Early Start services, as outlined in IDEA, Part C, ensure early intervention services to children with disabilities, ages birth through three years, and their families, in a coordinated family centered manner. Two lead agencies are responsible for these services: the California Department of Education (CDE) and the California Department of Developmental Services (DDS). Other agencies such as the ROWELL Family Empowerment, Public Health, Social Services and Head Start collaborate with these lead agencies to meet the needs of eligible children and their families.

Within the Shasta County SELPA, Shasta County Superintendent of Schools provides services to eligible children through the Early Start Program. An interagency agreement has been developed between the SELPA, the participating LEAs, and the Far Northern Regional Center. This agreement outlines the process that is used by the involved agencies for identifying, referring, assessing, and serving eligible children. A copy of this agreement can be obtained by contacting the Shasta County SELPA office.

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:

Document Location:

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Description:

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with part B of the IDEA.

Per the Local Plan, policies are adopted by the SELPA Governing Board. It is the practice that policies are presented for a first read and then brought back for revision, review and/or adoption at a second read. As adequate time occurs between the first and second readings, the LEAs will have the policies available for review and comment by the public, parents of children with disabilities, or individuals with disabilities.

Legal References:  
EDUCATION CODE  
56205(a)

UNITED STATE CODE, TITLE 20  
1412(a)(19)

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:

Should disputes among member LEAs arise concerning special education related matters, including but not limited to matters related to the interpretation of the SELPA Local Plan, policies or procedures, the disputing LEAs shall first attempt to arrive at a settlement. If settlement is not reached at the LEA level, the Shasta County SELPA Director shall mediate the dispute. Any dispute not successfully resolved by the Shasta County SELPA Director shall be referred to the Program Advisory Council for mediation.

If the Program Advisory Council does not successfully resolve the dispute, the matter shall be referred to the SELPA Governing Board. The SELPA Governing Board shall hear the facts of the dispute and shall render a written decision on the matter which shall be binding on the parties.

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:

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Reference Number:

Document Title:

Document Location:

**Pre-Referral Activities**

A student shall be referred for special education and related services only after the resources of the general education program have been considered, and when appropriate, utilized. The Student Success Team (SST) is the usual venue for ensuring that all appropriate general education resources have been attempted prior to referral including response to intervention. It is not mandatory, however, for a student to go through the SST process before being referred to special education if pre-referral interventions have been attempted and can be documented. The SST or other appropriate staff will ensure and document that all appropriate general education resources have been exhausted before referring a student to special education.

Parents will be provided with a notice of procedural safeguards upon:

1. Initial Student Success Team meeting (SST), district will retain a copy
2. Initial referral or parental request for evaluation and annually thereafter; district will retain a copy
3. The first occurrence of the filing of a due process or compliance complaint;
4. When a decision is made to apply disciplinary action that constitutes a change in placement (suspension of more than 10 days or expulsion); and
5. Upon request by a parent or adult student.

All referrals shall initiate the assessment process and shall be documented. When a verbal referral is made by a parent/guardian, 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.

Description:

**Legal Requirements**

All children with disabilities residing in the state, including children who are homeless or wards of the state and children attending private schools, who are in need of special education and related services, shall be identified, located and assessed. Each SELPA shall establish written policies and procedures for initiating a referral for assessment to determine if as student is eligible and in need of special education services. Identification procedures shall include

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systematic methods of utilizing referrals of pupils from teachers, parents, agencies, appropriate professionals and from other members of the public. A pupil 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.

(E.C.§ 56303)

Examples of general education interventions prior to referral include the following:

1. Consultation with specialists and/or other staff; (e.g., Regional Placement and Resource Committee)
2. Implementation of Universal Design into the general program and/or accommodations for the student to facilitate access to core curriculum;
3. Utilization of general program resources, (e.g., counselors, MTSS, Title I resource programs; tutorials; English language development programs; migrant programs; reading interventions programs; 504 accommodation plans,);
4. Parent/guardian conferences; and
5. Referral to appropriate community agencies.

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:

Nonpublic, nonsectarian school (NPS) and agency (NPA) services shall be available to pupils in the Shasta County SELPA. When no appropriate public educational services are available within the Shasta County SELPA, neighboring counties or SELPAs, or state special schools, a designated member of the IEP team or the Shasta County SELPA Director shall contact the LEA Superintendent/designee if this type of placement might be considered at an upcoming IEP meeting.

The LEA may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate

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Description:

public education program is not available.

When entering into agreements with nonpublic, nonsectarian schools or agencies, the LEA shall consider the needs of the individual student and the recommendations of the individualized education program (IEP) team. The IEP team shall remain accountable for monitoring the progress of student placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.

In accordance with law, any student with disabilities placed in an NPS/A shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, procedural safeguards, due process rights, and periodic review of the student's IEP.

Legal References: EDUCATION CODE  
 56034-56035 Definitions of nonpublic, nonsectarian school and agency  
 56042 Placement not to be recommended by attorney with conflict of interest  
 56101 Waivers  
 56163 Certification  
 56168 Responsibility for education of student in hospital or health facility school  
 56195.8 Adoption of policies  
 56360-56369 Implementation of special education  
 56711 Computation of state aid  
 56740-56743 Apportionments and reports  
 56760 Annual budget plan; services proportions  
 56775.5 Reimbursement of assessment and identification costs  
 GOVERNMENT CODE  
 757-7588 Interagency responsibilities for providing services to children with disabilities, especially:  
 7572.55 Seriously emotionally disturbed child; out-of-state placement

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*)

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Reference Number:

Document Title:

Document Location:

Description:

Adults (aged 18 to 21 years) incarcerated in California adult jails and prisons are entitled to a free appropriate public education (FAPE) if they meet the following criteria:

- 1) Not a graduate with a high school diploma; and
- 2) At the time they turned 18, were identified as an individual with exceptional needs and had an individualized education program (IEP) under the IDEA.

An individual who was not identified as an individual with exceptional needs or did not have an IEP under the IDEA in the educational placement prior to his or her incarceration in an adult correctional facility is not entitled to a FAPE.

*In December 2013, the California Supreme Court unanimously ruled in LAUSD v. Garcia that, under EC § 56041, the school district where the pupil's parent resides is responsible for providing special education and related services to a qualifying individual who is incarcerated in a county jail. This decision means that every school district in California can be held responsible to provide, or contract to provide, special education and related services to eligible incarcerated young adults if the youth's parent resides in the district, even if the student is incarcerated outside of the school district's boundaries. This includes obligations for all of the rights afforded by the IDEA and related state law including child find/search and serve, the provision of FAPE in the least restrictive environment (LRE), and the right to due process.*

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons:

- 1) The requirements relating to participation in general assessments; eligible individuals incarcerated in adult prisons are exempted from participation in state and district-wide assessment programs under the IDEA.
- 2) The requirements relating to transition planning and transition services do not apply with respect to such individuals whose eligibility under the IDEA will end because of their age before he or she will be released from prison.
- 3) The IEP Team may modify the individual's IEP or placement notwithstanding the LRE requirements and the IEP contents requirements if there is a bona fide security or compelling legal interest that cannot otherwise be accommodated.

Anderson Union High School (AUHSD) provides educational services to the

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Shasta County Jail. AUHSD will provide special education services to eligible inmates. AUHSD will complete educational and psychological assessment and coordinate assessment and provision of related services with the inmate's District of Residence.

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

**SELPA County/District/School Codes**

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



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Add or Delete Row	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	45	69856			Anderson High	Brandt	Shriner	(530) 378-0568	bshriner@auhsd.net	<b>Previously Reported</b>
	2	45	69872			Bella Vista Elementary	Brooke	Maguire	(530) 549-4415	bmaguire@bveagles.com	<b>Previously Reported</b>
	3	45	69880			Black Butte Elementary	Thomas	Safford	(530) 474-3125	tsafford@blackbutteschool.org	<b>Previously Reported</b>
	4	45	69914			Cascade Union	Tamara	Kendall	(530) 378-7000	tkendall@cuesd.com	<b>Previously Reported</b>
	5	45	69922			Castle Rock Elementary	Autumn	Funk	(530) 235-0101	afunk@castlerockschoo.net	<b>Previously Reported</b>
	6	45	69948			Columbia Elementary	Clay	Ross	(530) 223-1915	cross@columbiasd.org	<b>Previously Reported</b>
	7	45	69955	12164	1183	Cottonwood Creek Charter	Mark	Boyle	(530) 347-7200	mboyle@cwusd.com	<b>Previously Reported</b>
	8	45	69955			Cottonwood Union Elementary	Laurel	Kalnins	(530) 347-1698	lkalnins@cwusd.com	<b>Previously Reported</b>
	9	45	69971			Enterprise Elementary	Annie	Payne	(530) 224-4100	apayne@eesd.net	<b>Previously Reported</b>
	10	45	69989			Fall River Joint Unified	Brent	Beyer	(530) 335-4538	bbeyer@frjUSD.org	<b>Previously Reported</b>
	11	45	69997			French Gulch-Whiskeytown Elementary	Moira	Casey	(530) 359-2151	mcasey@frenchgulchschool.com	<b>Previously Reported</b>
	12	45	75267			Gateway Unified	Melissa	Maderios	(530) 245-7900	mmaderios@gwusd.org	<b>Previously Reported</b>

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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	45	70003			Grant Elementary	Robert	Effa	(530) 243-4952	reffa@grantschoolcougars.com	<b>Previously Reported</b>
	14	45	70011			Happy Valley Elementary	Shelly	Craig	(530) 357-2134	scraig@hvusd.net	<b>Previously Reported</b>
	15	45	70029			Igo-Ono, Platina Union	Kim	Bryant	(530) 225-0011	kbryant@rsdnmp.org	<b>Previously Reported</b>
	16	45	70037			Indian Springs Elementary	Clark	Redfield	(530) 337-6219	credfield@indianspringsesd.org	<b>Previously Reported</b>
	17	45	70045			Junction Elementary	Clay	Ross	(530) 337-6214	cross@columbiasd.org	<b>Previously Reported</b>
	18	45	70052			Millville Elementary	Mindy	DeSantis	(530) 547-4471	mrs.desantis@millvilleschool.net	<b>Previously Reported</b>
	19	45	70110	6117931	307	Monarch Learning Center	Ethan	Cohen	(530) 247-7307	ecohen@monarchkids.com	<b>Previously Reported</b>
	20	45	7300			Mountain Union Elementary	Clay	Ross	(530) 337-6214	cross@muesd.org	<b>Previously Reported</b>
	21	45	77339			Mountain Valley Special Education JPA	Raymond	Witte	(530) 547-3274	rwitte@mvjpa.com	<b>Previously Reported</b>
	22	45	70078			North Cow Creek Elementary	Ilene	English	(530) 549-4488	ienglish@northcowcreek.org	<b>Previously Reported</b>
	23	45	10454			Northern Summit Academy	Julia	Knight	(530) 338-1399	jknight@northernsummitacademy.org	<b>Previously Reported</b>
	24	45	70086			Oak Run Elementary	Misti	Livingston	(530) 472-3241	mlivingston@oakrunschool.org	<b>Previously Reported</b>

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	25	45	70094			Pacheco Union Elementary	Melissa	O'Dell	(530) 224-4585	modell@pacheco.k12.ca.us	<b>Previously Reported</b>
	26	45	70110			Redding Elementary	Kim	Bryant	(530) 225-0011	kbryant@rsdnmp.org	<b>Previously Reported</b>
	27	45	75267	113407	849	Rocky Point Charter	Glynn	Gregory	(530) 209-3221	ggregory@rockypointcharter.com	<b>Previously Reported</b>
	28	45	10454			Shasta County Office of Education	Gina	Murphy	(530) 410-6088	gmurphy@shastacoe.org	<b>Previously Reported</b>
	29	45	70128			Shasta Union Elementary	Kim	Bryant	(530) 225-0011	kbryant@rsdnmp.org	<b>Previously Reported</b>
	30	45	70136			Shasta Union High	Tim	Calkins	(530) 241-3261	tcalkins@suhsd.net	<b>Previously Reported</b>
	31	45	70169			Whitmore Union Elementary	Cindy	Gonzalez	(530) 472-3243	cgonzalez@wujesd.org	<b>Previously Reported</b>