LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division
January 2020
Section B: Governance and Administration

SELPA Shasta SELPA Fiscal Year 2021-22

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
North Cow Creek Elementary School District
Northern Summit Academy
Oak Run Elementary School District
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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 local education agencies (LEAs) within Shasta County and the Shasta County Office of Education join together pursuant to Education Code Section 56195 to adopt a plan in accordance with Education Code Section 56200 to assure equal access to special education and services for all eligible persons with disabilities residing in the geographic area served by these agencies, hereafter known as the Shasta County Special Education Local Plan Area (Shasta County SELPA). In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state laws.

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.

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 a 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 in other districts or counties.
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.

Responsibilities of the governing boards include, but are not limited to:

- Participate in the governance of the Shasta County SELPA by empowering their superintendent or designee to act as their agent in the approval and amendment of policies and procedures.

- Approve the Local Plan and revisions to the Local Plan for the Shasta County SELPA.

- Ensure compliance with all elements of the Local Plan.

- Cooperate with the governing boards of participating Local Education Agencies to assure the availability of appropriate services to eligible individuals regardless of district of residence.

- Provide suitable housing for special education programs maintained by the Local Education Agency.

- Operate local programs consistent with state and federal law and regulations and policies and procedures approved for the Special Education Local Plan Area. EC 56195.5 (a)

- Annually review and approve special education programs and services of the Local Education Agency.

- Regularly review data, including compliance data to determine programs and services as well as SELPA wide training needs.

- Develop and adopt policies for the operation of the Local Education Agency, which are consistent with those of the Special Education Local Plan Area, and which promote the concept to ensure access to appropriate programs and services for all children with disabilities.

- Appoint members to the Shasta County Community Advisory Committee.

- Review formal complaints forwarded by the respective LEA superintendents as outlined in the district's Uniform Complaint Procedures.

- Address questions and concerns of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan. EC 56205 (b)(4)

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:
Region 1:
Shasta Union High School District
University Preparatory Academy

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

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

Region 4:
Enterprise Elementary School District
Millville Elementary School District

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

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

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 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.
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- 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.

- Provide assistance in the selection, direction, discipline and evaluation of the SELPA Director.

Voting by the Governing Board

The following votes are allocated to each region:
Region 1: 3 votes (4,500 - 6,000)
Region 2: 2 votes (0,000 - 2,999)
Region 3: 2 votes (0,000 - 2,000)
Region 4: 2 votes (3,000 - 4,499)
Region 5: 3 votes (4,500 - 6,000)
Region 6: 2 votes (0,000 - 2,999)
Region 7: 1 vote  (0,000 - 2,999)

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 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:

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.

SELPA Staff
EC 56205 (a)(12)(D)(ii)(l)
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 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.

SELPA Director (or Executive Director)
EC 56205(a)(12)(D)(ii)
The SELPA Director will ensure the provision of all special education services of the SELPA and will
administer those functions delegated to the SELPA pursuant to the Local Plan adopted by the SELPA Governing Board.

Responsibilities of the SELPA Director

• Ensure the Development, implementation, supervision and provide for the evaluation of the Renationalized Services.

• Serve as ex-officio member of the SELPA Governing Board to develop agendas, provide information and recommendations regarding the operation of the SELPA and report minutes of the meetings.

• Serve as the Chairperson of the SELPA Program Advisory Council and assist Council members to implement each LEA's responsibility under the Local Plan.

• Function as a liaison to the CAC, assist in promoting community involvement and work closely with the Committee to develop recommendations to be presented to the Program Advisory Council, Finance Advisory Council and the SELPA Governing Board.

• Prepare program and fiscal reports required of the SELPA by the state; manage the CASEMIS data system to comply with all state requirements. EC 56205(a)(12)(D)(ii)(V)

• Recommend employment of, assign, supervise and evaluate staff assigned to the SELPA Office.

• Provide assistance to the SELPA staff to carry out their responsibility to ensure that all pupils have access to full educational opportunity.

• Provide leadership in the development of the Local Plan and policies and procedures necessary to operation of the SELPA. EC 56205(a)(D)(ii)(III)

• Provide support to participating LEAs in their operation of special education programs and services.

• Monitor the appropriate use of federal, state and local funds allocated for special education programs. EC 56205(a)(12)(D)(ii)(IV)

• Schedule regular meetings of the SELPA Governing Board, Program Advisory Council, Finance Advisory Council and Community Advisory Committee for policy and budget development, support and information sharing.

• Ensure the implementation of all federal, state and local responsibilities of the SELPA, including personnel development and procedural safeguards and other assurances.

• Assist LEAs in mediation and due process hearings.

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

**SELPA Support Services Consultant**

*EC 56205(a)(12)(B); 56368*

The SELPA Support Services Consultant is a specialist who holds a valid special education credential, clinical services credential, health services credential or a school psychologist authorization and advanced training and related experience in the education of individuals with exceptional needs. The Support Services Consultant services are provided by the SELPA and include the following services:

- Facilitation for the placement of students in programs outside their district of residence.

- Observation, consultation and assistance to special education teachers and support staff in accordance with LEA procedures.

- Program planning, coordination of curricular resources and the evaluation of the effectiveness of programs for children with disabilities.

- Provision of inservice training and technical assistance for regular and special education teachers, administrators, support staff and parents.

- Provision of coordination, consultation and program development in one or more specialized areas of expertise.
• Participation in and/or facilitation of IEP team meetings, upon request, when technical assistance is needed.

• Assistance in mediation, due process hearings and compliance proceedings by providing expertise and knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.

• Assistance in developing training for parents and members of the Community Advisory Committee.

• Assistance as a liaison to various community agencies such as the Department of Mental Health, Far Northern Regional Center, California Children's Services,Probation Department, etc.

• Assure that pupils have full educational opportunity regardless of the district of residence.

Support Services Consultant services shall be allocated to districts annually by mutual agreement of the SELPA Director and LEA Special Education Administrators. Allocations will be based on factors such as the number of staff available, SELPA priorities and LEA needs.

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 a 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 a LEA, the charter school is deemed a public school within the chartering entity.

Charter schools wishing to become a LEA member of a SELPA shall follow all notification timelines required by the Education Code and CDE, including notifying all SELPAs affected by such change in status. Application must be made to the SELPA by July 1 of the school year proceeding the school year in which the charter school wishes to (operate) as an LEA within the SELPA. If approved as a 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 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 determine 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:
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- 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.), 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 a 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.

- Receive state and federal funding for special education in the same manner as other districts within the SELPA.

- Be responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, nonpublic school/agency placements, inter-intra SELPA placements, due process proceedings, complaints and attorney fees.
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- Document that all State and Federal special education funds apportioned to the charter school are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of federal, state and local funds apportioned to charter schools, and may only be used for statutorily allowable costs.

- Return to the SELPA, any special education apportionment not used solely for the purpose of providing special education instruction and/or services to identified students with disabilities. With the exception that charter schools may retain an agreed upon percentage for the purpose of establishing a restricted reserve account to meet unanticipated special education costs as federal law permits.

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 governance 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.

- 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 local education agencies (LEAs) within Shasta County and the Shasta County Office of Education join together pursuant to Education Code Section 56195 to adopt a plan in accordance with Education Code Section 56200 to assure equal access to special education and services for all eligible persons with disabilities residing in the geographic area served by these agencies, hereafter known as the Shasta County Special Education Local Plan Area (Shasta County SELPA). In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state laws.

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 a 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 in other districts or counties.

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.

Responsibilities of the governing boards include, but are not limited to:

• Participate in the governance of the Shasta County SELPA by empowering their superintendent or designee to act as their agent in the approval and amendment of policies and procedures.

• Approve the Local Plan and revisions to the Local Plan for the Shasta County SELPA.

• Ensure compliance with all elements of the Local Plan.

• Cooperate with the governing boards of participating Local Education Agencies to assure the availability of appropriate services to eligible individuals regardless of district of residence.

• Provide suitable housing for special education programs maintained by the Local Education Agency.

• Operate local programs consistent with state and federal law and regulations and policies and procedures approved for the Special Education Local Plan Area. EC 56195.5 (a)
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- Annually review and approve special education programs and services of the Local Education Agency.
- Regularly review data, including compliance data to determine programs and services as well as SELPA wide training needs.
- Develop and adopt policies for the operation of the Local Education Agency, which are consistent with those of the Special Education Local Plan Area, and which promote the concept to ensure access to appropriate programs and services for all children with disabilities.
- Appoint members to the Shasta County Community Advisory Committee.
- Review formal complaints forwarded by the respective LEA superintendents as outlined in the district's Uniform Complaint Procedures.
- Address questions and concerns of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan. EC 56205 (b)(4)

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)

* 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, COE Governing Board 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.
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 are 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 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.

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.

• The AU employs staff to support SELPA functions.

• The AU oversees the coordination of the Local Plan.
c. The operation of special education programs:

<table>
<thead>
<tr>
<th>Regionalized Services and Operations EC 56205(a)(12)(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SELPA Director shall implement the Local Plan including the following regionalized services and operations: EC 56836.23</td>
</tr>
<tr>
<td>* Coordination of the special education local plan area and the implementation of the local plan.</td>
</tr>
<tr>
<td>* Coordinated system of identification and assessment.</td>
</tr>
<tr>
<td>* Coordinated system of procedural safeguards. Coordinated system of staff development and parent education.</td>
</tr>
<tr>
<td>* 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.</td>
</tr>
<tr>
<td>* Coordinated system of data collection and management.</td>
</tr>
<tr>
<td>* Coordination of interagency agreements. Coordination of services to medical facilities.</td>
</tr>
<tr>
<td>* Coordination of services to licensed children's institutions and foster family homes.</td>
</tr>
<tr>
<td>* 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 liaison between the CAC and the SELPA Governing Board, sharing information and recommendations between the two groups. Assurance of full educational opportunity.</td>
</tr>
<tr>
<td>* Allocate state and federal funds to LEAs. EC 56205(a)(12)(ii)(II)</td>
</tr>
<tr>
<td>* Monitor the appropriate use of federal, state and local funds allocated for special education programs. EC 56205(a)(12)(D)(ii)(IV)</td>
</tr>
<tr>
<td>* Direct instructional program support.</td>
</tr>
<tr>
<td>* 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.</td>
</tr>
</tbody>
</table>

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

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

The Finance Advisory Council (FAC) is made up of the chief school business officers or designee from each Region. The Finance Advisory Council (FAC) makes recommendations to the SELPA Director and/or SELPA Governing Board regarding fiscal issues related to special education funding, facilities and
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Review of the fiscal allocation of special education funds. FAC will collaborate with the Program Advisory Committee (PAC) as needed.

A quorum will consist of four voting members in attendance. Finance Advisory Council (FAC) representatives have the option of designating a representative from their region when he/she is unable to attend a meeting of the SELPA Finance Advisory Council (FAC).

The SELPA Director serves as the chairperson of the Finance Advisory Council (FAC) and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting and additional documentation as needed to provide for informed decision making.

Recommend policies and procedures to the SELPA Governing Board.

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

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.

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

<table>
<thead>
<tr>
<th>Policy/Procedure Number</th>
<th>Local Plan, Section V, 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title</td>
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</table>

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Document Location:  https://www.shastacoe.org/programs-services/selpa

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

☐ Yes  ☐ No

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

Policy/Procedure Number:  Local Plan, Section V, 2
Document Title:  Shasta County Special Education Local Plan Area Local Plan
Document Location:  https://www.shastacoe.org/programs-services/selpa

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

☐ Yes  ☐ No

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

Policy/Procedure Number:  Local Plan, Section V, 3
Document Title:  Shasta County Special Education Local Plan Area Local Plan
Document Location:  https://www.shastacoe.org/programs-services/selpa

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

☐ Yes  ☐ No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4)
"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

- Yes  No

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

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

- Yes  No

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

"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
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- [ ] No

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

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<th><strong>Policy/Procedure Number:</strong></th>
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</table>

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

- [ ] Yes  
- [ ] No

#### 8. Confidentiality: 20 USC Section 1412(a)(8)

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

- [ ] Yes  
- [ ] No

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

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<tr>
<th><strong>Policy/Procedure Number:</strong></th>
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"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
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consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday. "The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

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

Policy/Procedure Number: Local Plan, Section V, 10

Document Title: Shasta County Special Education Local Plan Area Local Plan

Document Location: https://www.shastacoe.org/programs-services/selpa

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

☐ Yes  ☐ No

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

Policy/Procedure Number: Local Plan, Section V, 11

Document Title: Shasta County Special Education Local Plan Area Local Plan

Document Location: https://www.shastacoe.org/programs-services/selpa

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

☐ Yes  ☐ No

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

Policy/Procedure Number: Local Plan, Section V, 12

Document Title: Shasta County Special Education Local Plan Area Local Plan
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Document Location:  https://www.shastacoe.org/programs-services/selpa

"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:  Local Plan, Section V, 13
Document Title:  Shasta County Special Education Local Plan Area Local Plan
Document Location:  https://www.shastacoe.org/programs-services/selpa

"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:  Local Plan, Section V, 14
Document Title:  Shasta County Special Education Local Plan Area Local Plan
Document Location:  https://www.shastacoe.org/programs-services/selpa

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

☐ Yes  ☐ No

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

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Policy/Procedure Number: Local Plan, Section V, 15

Document Title: Shasta County Special Education Local Plan Area Local Plan

Document Location: https://www.shastacoe.org/programs-services/selpa

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

☐ Yes  ☐ No

16. Participation in Assessments: 20 USC Section 1412(a)(16)

Policy/Procedure Number: Local Plan, Section V, 16

Document Title: Shasta County Special Education Local Plan Area Local Plan

Document Location: https://www.shastacoe.org/programs-services/selpa

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

☐ Yes  ☐ No

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

Policy/Procedure Number: Local Plan, Section V, 17

Document Title: Shasta County Special Education Local Plan Area Local Plan

Document Location: https://www.shastacoe.org/programs-services/selpa

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

☐ Yes  ☐ No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)
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Policy/Procedure Number:  Local Plan, Section V, 18
Document Title:  Shasta County Special Education Local Plan Area Local Plan
Document Location:  https://www.shastcoe.org/programs-services/selpa

"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

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

Policy/Procedure Number:  Local Plan, Section V, 19
Policy/Procedure Title:  Shasta County Special Education Local Plan Area Local Plan
Document Location:  https://www.shastcoe.org/programs-services/selpa

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

☐ Yes  ☐ No

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

Policy/Procedure Number:  Local Plan, Section V, 22
Document Title:  Shasta County Special Education Local Plan Area Local Plan
Document Location:  https://www.shastcoe.org/programs-services/selpa

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

☐ Yes  ☐ No

## 22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)

<table>
<thead>
<tr>
<th>Policy/Procedure Number:</th>
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</tr>
</thead>
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</table>

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

- Yes
- No

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

<table>
<thead>
<tr>
<th>Policy/Procedure Number:</th>
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</table>

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

- Yes
- No

**Administration of Regionalized Operations and Services**
Section B: Governance and Administration

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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: | P13 |
| Document Title: | Shasta County Special Education Local Plan Area Local Plan |
| Document Location: | https://www.shastacoe.org/programs-services/selpa |

The local education agencies (LEAs) within Shasta County and the Shasta County Office of Education join together pursuant to Education Code Section 56195 to adopt a plan in accordance with Education Code Section 56200 to assure equal access to special education and services for all eligible persons with disabilities residing in the geographic area served by these agencies, hereafter known as the Shasta County Special Education Local Plan Area (Shasta County SELPA). In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state laws.

2. Coordinated system of identification and assessment:

| Reference Number: | PP100 |
| Document Title: | Shasta SELPA Policies |
| Document Location: | https://www.shastacoe.org/programs-services/selpa |

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 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:

<table>
<thead>
<tr>
<th>Reference Number:</th>
<th>PP190</th>
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<tbody>
<tr>
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<tr>
<td>The notice of procedural safeguards shall be written in language which is</td>
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understandable to the general public. Upon parent request the procedural safeguards must be provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.

If the native language or mode of communication of the parent is not a written language, the local education agency must ensure:

1. That the procedural safeguards are translated orally or by other means to the parent in his or her native language.
2. That the parent understands the content of the notice.
3. That there is written evidence that the requirements in the paragraph are met.

Parents must be informed of their procedural safeguards at each IEP meeting. This is done by asking the parents if they have received a copy and understand their procedural safeguards. The parent then initials the statement on the signature page of the IEP.

The procedural safeguards are developed by the SELPA office and approved by legal counsel, and distributed to all local education agencies through the SELPA Binder. The SELPA will update the procedural safeguards on an as needed basis due to changes in the federal or state law.

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

Reference Number: PP165

Document Title: Shasta SELPA Policies

Document Location: https://www.shastacoe.org/programs-services/selpa

The SELPA shall take steps to assist member LEAs in ensuring that personnel providing special education and related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities. Such steps shall include collaboration with local colleges and universities pertaining to teacher education program design and supervision of student teachers and interns, as well as provision of ongoing staff development activities for school personnel.

The SELPA shall coordinate the ongoing program of personnel development 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: P19 - C

Document Title: Shasta County Special Education Local Plan Area Local Plan

Document Location: https://www.shastacoe.org/programs-services/selpa

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

Description:
* Coordinated system of curriculum development and alignment with the core curriculum.
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6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

<table>
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<tr>
<td>Description:</td>
<td>The SELPA Director shall implement the Local Plan including the following regionalized services and operations: EC 56836.23</td>
</tr>
<tr>
<td></td>
<td>* Coordinated system internal program review, evaluation of the effectiveness of the local plan and implementation of a local plan accountability mechanism.</td>
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7. Coordinated system of data collection and management:

<table>
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<td>Document Title:</td>
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<td>Description:</td>
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<tr>
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<td>* Coordinated system of data collection and management.</td>
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8. Coordination of interagency agreements:

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9. Coordination of services to medical facilities:

| Reference Number: | P20-C (continued) |
Section B: Governance and Administration

SELPA  Shasta SELPA  Fiscal Year  2021-22

Document Title:  Shasta County Special Education Local Plan Area Local Plan

Document Location:  https://www.shastacoe.org/programs-services/selpa

Description:

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

* Coordination of services to medical facilities.

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

Reference Number:  P20-C (continued)

Document Title:  Shasta County Special Education Local Plan Area Local Plan

Document Location:  https://www.shastacoe.org/programs-services/selpa

Description:

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

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

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

Reference Number:  P20 - C (continued)

Document Title:  Shasta County Special Education Local Plan Area Local Plan

Document Location:  https://www.shastacoe.org/programs-services/selpa

Description:

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

* Preparation and transmission of required special education local plan area reports.  EC 56205(a)(12)(D)(ii)(V)

12. Fiscal and logistical support of the CAC:

Reference Number:  P20 - C (continued)

Document Title:  Shasta County Special Education Local Plan Area Local Plan

Document Location:  https://www.shastacoe.org/programs-services/selpa
Section B: Governance and Administration

SELPA  Shasta SELPA  Fiscal Year  2021-22

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

* Assist and participate in Community Advisory Committee activities. The SELPA Director will act as liaison between the CAC and the SELPA Governing Board, sharing information and recommendations between the two groups.

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

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<td><a href="https://www.shastacoe.org/programs-services/selpa">https://www.shastacoe.org/programs-services/selpa</a></td>
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Description:
SELPA has a transportation policy defined as follows: Specifically, special education transportation means “travel to and from school and between schools; travel in and around schools; and specialized equipment, such as special or adapted buses, lifts and ramps, if needed for an identified student with a disability.”

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

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15. Assurance of full educational opportunity:

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<td><a href="https://www.shastacoe.org/programs-services/selpa">https://www.shastacoe.org/programs-services/selpa</a></td>
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Description:
It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

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
Section B: Governance and Administration

 SELPA Shasta SELPA  Fiscal Year 2021-22

budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

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<td><a href="https://www.shastacoe.org/programs-services/selpa">https://www.shastacoe.org/programs-services/selpa</a></td>
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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.

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

<table>
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The Support Services Consultant (program specialist) is a specialist who holds a valid special education credential, clinical services credential, health services credential or a school psychologist authorization and advanced training and related experience in the education of individuals with exceptional needs. Program specialist services are provided by the SELPA and include the following services:

- Facilitation for the placement of students in programs outside their district of residence.
- Observation, consultation and assistance to special education teachers and support staff in accordance with LEA procedures.
- Program planning, coordination of curricular resources and the evaluation of the effectiveness of programs for children with disabilities.
- Provision of inservice training and technical assistance for regular and special
Section B: Governance and Administration

SELPA Shasta SELPA Fiscal Year 2021-22

Description:

- Provision of coordination, consultation and program development in one or more specialized areas of expertise.
- Participation in and/or facilitation of IEP team meetings, upon request, when technical assistance is needed.
- Assistance in mediation, due process hearings and compliance proceedings by providing expertise and knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.
- Assistance in developing training for parents and members of the Community Advisory Committee.
- Assistance as a liaison to various community agencies such as the Department of Mental Health, Far Northern Regional Center, California Children’s Services, Probation Department, etc.
- Assure that pupils have full educational opportunity regardless of the district of residence.

Program specialist services shall be allocated to districts annually by mutual agreement of the SELPA Director and LEA Special Education Administrators. Allocations will be based on factors such as the number of staff available, SELPA priorities and LEA needs.

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: PP81

Document Title: Shasta SELPA Policies

Document Location: https://www.shastacoe.org/programs-services/selpa

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.
Section B: Governance and Administration

SELPA  Shasta SELPA  Fiscal Year 2021-22

**Description:**

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:** P14

**Document Title:** Shasta County Special Education Local Plan Area Local Plan

**Document Location:** [https://www.shastacoe.org/programs-services/selpa](https://www.shastacoe.org/programs-services/selpa)

**Description:**

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

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:** PP80

**Document Title:** Shasta SELPA Policies

**Document Location:** [https://www.shastacoe.org/programs-services/selpa](https://www.shastacoe.org/programs-services/selpa)

**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
Section B: Governance and Administration

SELPA Shasta SELPA  Fiscal Year 2021-22

instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

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</table>

### 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.

### 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 a student is eligible and in need of special education services. Identification procedures shall include 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: PP154

Document Title: Shasta SELPA Policies

Document Location: https://www.shastacoe.org/programs-services/selpa

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 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.

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

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

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

Reference Number: PP206

Document Title: Shasta SELPA Policies

Document Location: https://www.shastacoe.org/programs-services/selpa

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

Attachments

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

2021–22 Local Plan Submission
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), SELPA 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/SD for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

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

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2020–21 or 2021–22 and there is a change in SELPA membership, DO NOT DELETE the entry. Instead, under the “LEA Status” column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.
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<th>School Code xxxxxxx</th>
<th>Charter Code (if applicable) xxxxx</th>
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<th>Special Education Director First Name</th>
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<td>Gina Murphy</td>
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