Special Education Local Plan Area (SELPA) Local Plan

SELPA Siskiyou **Fiscal Year** 2025-26

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

CDE Form Version June 2022

SELPA Siskiyou Fiscal Year 2025-26

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The Siskiyou County Special Education Local Plan Area (SELPA) is composed of 26 LEA's (including 2 Charter School LEA's) within the geographic area of the Siskiyou County and the Siskiyou County Office of Education. The geographical area stretches to the Oregon Border, Humboldt County to the West, Modoc County to the East, and Trinity County and Shasta County to the South. These LEA's have joined in a cooperative plan to provide special education programs and services for all individuals with disabilities (Ages 0-22) who attend LEA's in Siskiyou County. The Siskiyou County Office of Education has been designated the Administration Unit (AU).

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

The Siskiyou County Special Education Local Plan Area shall include all local education agencies (LEAs) located within jurisdiction of the Siskiyou County Superintendent of Schools, and will serve all eligible individuals with special needs residing within the boundaries of the school districts and LEAs. The LEAs within Siskiyou County join together pursuant of Section 56195 and Section 56205 of the California Education Code to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by these LEAs, hereafter known as the Siskiyou County Special Education Local Plan Area (Siskiyou County SELPA).

It is the intention of the SELPA to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. Access to services is through each of the local education agencies. The referral, assessment and IEP process is utilized to identify the needs of each individual student with disabilities. The local education agencies have committed to policies and procedures to assure that students will have rights to appropriate services provided in the least restrictive environment.

In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan. Each LEA shall provide special education services to all eligible students within its boundaries, including students attending charter schools where an LEA of the SELPA have granted the charter. In addition, each agency shall cooperate to the maximum extent possible with other LEAs to serve individuals with disabilities who cannot be served in the program of the LEA of residence. Such cooperation ensures that a range of program options is available throughout Siskiyou County. Participating agencies may enter into additional contractual arrangements

to meet the requirements of applicable federal and state law.

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

Governance Council (GC)

Membership is limited to school superintendents or board designees. Size of the committee will be seven voting members representing local education agencies and the County Superintendent's Office.

One member representing districts of 500 or more based on prior years CBEDS enrollment.
Two members representing districts between 120 and 499 CBEDS enrollment operating special education programs by certificated staff.
One member representing districts with CBEDS enrollment up to 119 that do not operate special education programs.
The County Superintendent or designee.
Two members at large to insure representation of districts in north and south county, and elementary and high school districts.
SELPA Executive Director serves as non-voting facilitator of meetings.
The Chair of the Community Advisory Committee is invited to participate as a non-voting member.

Selection of the six district representatives will be taken from the Superintendents in the county. Each nominee is confirmed by a majority vote. The term for each member will be two years. A member may be re- elected to more than one term. To insure continuity of knowledgeable members, the terms for the six district representatives will not run simultaneously. Elections will be held each year at the December Governance Council meeting with terms to start in January.

The SELPA Executive Director serves as the chairperson of the Governance Council 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. The GC meets on a regular basis according to Brown Act requirements as established on a yearly calendar.

Meetings will be calendared monthly. No regular meetings will be calendared for July. Location of meetings will be the County Superintendent's Office. Meetings are open for attendance by any Superintendent of a participating district. At the SELPA Executive Director's discretion, if there are not enough issues to warrant a meeting, the meeting may be canceled and issues handled at the next Governance Council meeting.

A quorum is five members. A member's absence at three consecutive meetings without a valid excuse may result in the member's position being declared vacant. If declared vacant, an election to fill the vacancy will occur at the next Superintendents' meeting.

A charter school that has been approved to operate as its own local education agency for special education purposes shall be represented on the GC according to the above structure as verified by CBEDS enrollment data.

The GC ensures that all provisions of the Local Plan are implemented within the Local Education Agencies (LEAs)

in the SELPA by providing instruction to the SELPA Executive Director regarding the implementation, administration, and operation of the Local Plan. This includes ensuring equal access to programs and services for all individuals with special needs within the SELPA.

The GC shall act to establish operational procedures and make decisions on any matters regarding administration and operation of special education programs in accordance with the intent of the Local Plan. The GC will approve operational decisions for the SELPA such as, but not limited to the following:

Review and approve needed modification of this agreement on behalf of all districts in the SELPA; 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 of the State Board of Education (this is a three year cycle).

Approve SELPA policies, regulations, and procedures on behalf of their respective LEA Governing Boards to ensure compliance by districts with the Local Plan and state and federal laws and regulations. Each member shall assume the responsibility for communication and presentation to their respective governing boards of the adopted policies, regulations, and procedures.

Approve the SELPA-wide Annual Service and Budget Plans, and subsequent modifications.

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

Provide direction to the SELPA Executive Director regarding the development, revision, implementation, and review of the Local Plan.

Approve the Allocation Plan for the distribution of federal, state, and local funds received for special education programs.

Advise on the number and type of SELPA staff employed by the AU for SELPA-wide services.

Provide for the public, including parents or guardians of students with disabilities, to address the board with questions or concerns.

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

Administrative Unit

SELPA administrative staff shall be employed by the Administrative Unit and supervised by the SELPA Executive Director according to the Administrative Units' policy and practices. The SELPA Executive Director shall be hired using a selection process that includes representation from the Governance Council. The candidate selected in the final interview shall be recommended to the County Superintendent of Schools for consideration and approval.

The development of the Annual Budget Plan shall coincide with the Administrative Unit (AU) budget process for Maintenance of Effort in October. The Annual Service Plan shall be brought to the GC for review at the June meeting.

SELPA Executive Director and Administrative Support Staff

The fundamental role of the SELPA Executive Director is to provide leadership and facilitate the decision making process. The SELPA Executive Director's role includes the provision of information, specific services identified by the GC, technical assistance, leadership and arbitration. It is the SELPA Executive Director's responsibility to represent the interests of the SELPA, as a whole, without promoting any particular local education's interest over the interest of any other agencies. In the event there are differences of opinions and/or positions on issues, it is the SELPA Executive Director's responsibility to mediate a reasonable resolution of the issue(s).

The County Superintendent of Schools shall be responsible for the selection, direction, discipline and biennial evaluation of the SELPA Executive Director. It is understood that this responsibility includes responsibility for any allegations of violations arising under the federal and state equal employment opportunity act.

The SELPA Executive Director is subject to the Administrative Unit's policies and procedures for day-to-day operations, but receives direction from, and is responsible to the Governance Council.

Program Managers/Principals/Program Specialists

The Program Managers/Principals/Program Specialists are employed by the Administrative Unit and serve the SELPA under the direction of the SELPA Executive Director. The governing boards of the local education agencies identify the importance of Program Managers/Principals/Program Specialists, to provide unique and necessary services to the LEA and to pupils in the SELPA. LEAs will be given the opportunity annually to provide input to the SELPA on program quality and services delivery. Program Managers/Principals/Program Specialists shall provide the following services:

- Observe, consult with, and assist, resource specialists, designated instructions and services instructions, and special class teachers.
- Plan programs, coordinate curricular resources and evaluate effectiveness of programs for individuals with exceptional needs.
- Participate in each school's staff development, program development, and innovation of special methods of approvals

- Provide coordination, consultation and program development primarily in one or more specialized areas of expertise.
- Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.
- Upon request, participate in and/or conduct IEP team meetings where technical assistance is needed.
- Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.
- Assist in developing training for parents and members of the Community Advisory Committee.
- Provide inservice training and technical assistance for regular and special education teachers, administrators, support staff and parents.
- Assist as a liaison to various community agencies such as Department of Behavioral Health, Department of Human Services, Far Northern Regional Center, California Children's Services, and the Probation Department.
- Provide supervision and perform evaluation of certificated and classified employees of the County Office of Education in accord with collective bargaining agreements currently in force. (Program Specialists perform all the above duties except for evaluation of certificated staff).

The SELPA Executive Director shall serve on behalf of the member local education agencies and implement the Local Plan including the following regionalized services and operations:

- 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 and guardian 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.
- Fiscal and logistical support of the community advisory committee.
- Coordination of transportation services for individuals with exceptional needs.
- Coordination of career and vocational education and transition services.
- Assurance of full educational opportunity.
- Fiscal administration and the allocation of state and federal funds pursuant to Section 56836.01.
- District instructional program support that may be provided by program specialists in accordance with Section 56368.

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

(●) Yes ( ) No

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

CHARTER SCHOOLS

Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools
This policy applies to all charter Schools that are chartered by educational entities located within the member districts of the Siskiyou County SELPA. This policy also applies to any charter school petition granted by the State Board of Education (SBE) in which oversight responsibilities have been assigned to a district within the SELPA. As students enrolled in charter schools are entitled to special education services provided by State and Federal funding, the charter schools will comply with all requirements of state and federal law regarding provision of special education services.

Policy Statement
Special education and related services shall be provided to all eligible individuals within the jurisdiction of the Siskiyou County SELPA in accordance with this Local Plan. Students enrolled in charter schools chartered by member districts shall receive special education and designated instructional services in the same manner as other students. No governing board shall grant a charter unless the charter contains assurances that special education instruction and/ or services are made available to all eligible disabled students, enrolled in the charter school, in accordance with the Individual Education Program and the Siskiyou County SELPA Local Plan.

Funding for special education services, participation in the governance structure and responsibility for provision of services shall be based on the categorization of the individual charter school. A charter school that is deemed a Local Education Agency (LEA) will receive direct funding. Charter schools which do not meet the requirements as an LEA in the SELPA will be deemed a public school of the LEA that granted the charter and funded accordingly.

If approval of a new charter requires a change to the SELPA allocation plan, such change will be adopted pursuant to the policy making process of the SELPA.

SELPA Involvement with Approval and Renewal
Prior to the approval of a new charter, or renewal of an existing charter, the superintendent or designee of the chartering entity shall consult with the SELPA Executive Director regarding the provision of special education services to students enrolled by the charter school. The petition presented must provide adequate assurances that all eligible students enrolled in the charter school will be offered appropriate special education services in accordance with the Siskiyou County SELPA Special Education Local Plan. The charter must provide assurances that no student will be denied enrollment in the charter school due to a disability. The SELPA will assist the chartering entity in calculating the potential fiscal risks that may be associated with granting the requested charter.

An approved charter must identify the entity responsible for providing special education instruction and services, any anticipated transfer of special education funds between the granting entity and the charter school and any provisions for sharing deficits in funding. These provisions may be included in a Memorandum of Understanding.

Types of Charter Schools
For the purpose of provision of special education services, charter schools may be deemed either a Local Education

Agency (LEA) or a public school within the chartering district.

a. Public School Within a District

Charter schools that are deemed to be public schools within a district will participate in state and federal funding in the same manner as other schools within the chartering district. The chartering district will be responsible for ensuring that all children with disabilities enrolled in the charter school shall be offered special education and designated instructional services in a manner that is consistent with all applicable provisions of state and federal law. The district will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students in the regular program.

The chartering district will receive all applicable special education funds, as outlined in the SELPA allocation plan. The chartering district will represent the needs of charter school, like other schools within the district, in the SELPA governance structure. The chartering district will be responsible for ensuring that all eligible students are offered appropriate services. The district will be responsible for procuring and funding appropriate special education services, even though the student may not reside within the boundaries of the chartering district. The district may contract for these services with public or private educational entities.

The district and the charter school shall enter into agreements whereby the charter school is billed for excess costs associated with providing special education services to identified students, including the administration of special education programs. The charter school shall be held fiscally responsible for a fair share of any encroachment on District general funds that is created by the provision of special education services throughout the district.

b. Charter School as An LEA Within the SELPA

Prior to approval of the petition to become a charter school, the charter school shall notify and consult with the SELPA no later than January 1, of the school year preceding the school year in which the charter school anticipates operating as an LEA within the SELPA. The Governance Council will make final determination whether the charter school has the capacity and intent to meet all the requirements of an LEA. These requirements include:

- Execute and sign the Agreement to Maintain the Siskiyou County SELPA Local Plan Area and establish its duties and obligations with regard to various school districts in Siskiyou County indicating intent to comply with all terms and conditions of the agreement.
- Provide assurances that students and staff will be instructed in a safe environment.
- Provide a copy of the original petition and minutes of the LEA Board documenting approval of the Charter.
- Be responsible for any legal fees as it relates to the application and assurances process in becoming an LEA.
- Provide a current operating budget in order to assure fiscal responsibility.
- Once deemed an LEA the charter school will be responsible for and entitled to the following:
    - Participation in governance of the SELPA 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
    - Participate in and receive regionalized services 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.
    - 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.

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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: [EC 56194(a)(b)(d); EC 56195.9(a)]

COMMUNITY ADVISORY COMMITTEE (CAC)

The name of the organization shall be the Siskiyou County Community Advisory Committee for the SELPA. Voting members are nominated to the CAC through their LEA or through the CAC Membership Committee. Applicants will be approved by Siskiyou County Office of Education Governing Board. The majority of voting members shall be parents of both general and special education students. The term of office shall be for a minimum of two years.

The SELPA Executive Director will act as SELPA representative liaison to the CAC. The SELPA Executive Director will facilitate the meetings. The SELPA Executive Director will be a non-voting member.

The CAC shall serve in an advisory capacity to the SELPA administration.

The responsibilities of the CAC shall include, but not be limited to:

- Advising in the development and review of the Local Plan. The CAC shall have a minimum of thirty days to review the Local Plan prior to submission to the State Board of Education.
- Advising in the development of the Annual Service and Budget Plans.
- Assisting in parent and public education.
- Acting in a support role to individuals and parents of individuals with exceptional needs.
- Assisting in recruiting volunteers who may contribute to the implementation of the Local Plan.
- Advising in the development of SELPA policies, procedures, handbook, and forms, as appropriate.

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

In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan. Each LEA shall provide special education services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA have granted the charter. In addition, each agency shall cooperate to the maximum extent possible with other LEAs to serve individuals with disabilities who cannot be served in the program of the LEA of residence. Such cooperation ensures that a range of program options is available throughout Siskiyou County. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

The Local Plan shall be developed and updated cooperatively by a committee of representatives of special and regular teachers and administrators and representatives of charter schools selected by the groups they represent, and with participation by parent members of the Community Advisory Committee, or parents selected by the Community Advisory Committee to ensure adequate and effective participation and communication.

Members of public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of the local education agencies, the Governance Council, and any subcommittees of the above.

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

Administrative Unit
The Siskiyou County Office of Education shall serve as the Administrative Unit (AU) for the SELPA.

- The Administrative Unit shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Plan. The SELPA Executive Director is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.
- The AU employs staff to support SELPA functions
- The AU provides coordination of the Local Plan.
- The AU provides preparation of program and fiscal reports required of the SELPA by Federal and State.
- The AU will operate special education programs to complete full continuum of services.

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

Each district is responsible for the students ages 3-22 within their jurisdiction. Children birth to 3 years will be served by Siskiyou County Office of Education Early Head Start Program. Far Northern Regional Center/Siskiyou County Office of Education also provides for services for children from birth to 3 years as outlined in the local inter-agency agreement between Far Northern Regional Center and Siskiyou County Office of Education.

10. For multi-LEA local plans, specify:

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

District Boards
The governing boards of LEAs in Siskiyou County shall adopt policies and administrative regulations for special education programs and services provided in the Siskiyou County Special Education Local Plan Area.

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

- Participating in the governance of the Siskiyou County SELPA by empowering their superintendent or designee to act as their agent in the approval and amendment of SELPA policies and administrative regulations.

- Reviewing and approving revisions to the Siskiyou County SELPA Local Plan. By approving the Local Plan the LEA Governing Board enters into an agreement with other local education agencies participating in the plan for the provision of services and programs. The governing board exercises authority over the programs

it directly maintains or contracts for, consistent with the Local Plan and individual LEA policies. It shall be fiscally accountable for special education programs operated or contracted for by it's LEA.

- Appointing members to the Community Advisory Committee (CAC).
- Maintaining responsibility for all aspects related to due process, California Department of Education (CDE) complaints, and Office of Civil Rights (OCR) complaints.
- Provide for public, including parents or guardians of students with disabilities, to address the board with questions or concerns.

In the event of a disagreement among, local education agencies, local education agencies and the Administrative Unit, local education agencies and/or the Administrative Unit and the SELPA
regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the Governance Council that issues be resolved in the governance structure outlined in the Local Plan. The GC is considered to be the board of last resort. This policy is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority.

If a local education agency disagrees with a decision or practice of another agency or the SELPA Office, that local education agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Executive Director, County Superintendent or his/her designee, or the services of a neutral mediator from outside the SELPA. In the event the issue has not been resolved, either party may request review by the Governance Council.

County Board
The County Board of Education shall be responsible for the following as related to management and operation of the SELPA.

- Review and adopt the Annual Budget Plan regarding income and expenditures of the SELPA.

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

Member District's Superintendent or Designee

Each superintendent or designee will:

- Provide administrative leadership to the local district programs in the following areas: program operations, curriculum, personnel, and budgeting.
- Supervise and be responsible for all special education personnel under their employment.
- Provide a representative to the Individual Education Plan meeting who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, can interpret the instruction implications of evaluations, is knowledgeable about general curriculum, and is knowledgeable about the LEA's available resources.
- Submit information to AU as required
- Perform other duties necessary to coordinate the administration of the Local Plan as agreed to.

- Assists in the coordination of community resources including implementation of interagency agreements.
- Maintain necessary records.
- Maintain and implement all procedural safeguards as defined by Individuals with Disabilities Education Act.
- Coordinate and conduct state verification reviews of district special education programs and data collection.
- Implement and monitor corrective action rulings of OCR and CDE complaints and the results of CDE verification reviews, as required.
- Submit to the SELPA Executive Director copies of any OCR, CDE, due process and/or complaint findings including verification review which have SELPA-wide implications.
- Recruit and select representative to the Siskiyou County SELPA Community Advisory Committee.

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

In adopting the Local Plan, each participating local education agency and the COE agrees to carry out the duties and responsibilities assigned to it within the plan. Each Agency shall provide special education services to all eligible students within its boundaries, including students attending charter schools where a local education agency of the SELPA has granted that charter.

In addition, each agency shall cooperate with other agencies to serve individuals with disabilities who cannot be served in the local agency of residence programs. Such cooperation ensures that a range of program options is available through Siskiyou County.

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

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

SELPA administrative staff shall be employed by the Administrative Unit and supervised by the SELPA Executive Director according to the Administrative Units' policy and practices. The SELPA Executive Director shall be hired using a selection process that includes representation from the Governance Council.The candidate selected in the final interview shall be recommended to the County Superintendent of Schools for consideration and approval.

The County Superintendent of Schools shall be responsible for the selection, direction, evaluation, and discipline, up to and including termination of the SELPA Executive Director. It is understood that this responsibility includes responsibility for any allegations of violations arising under the federal and state equal employment opportunity act.

The SELPA Executive Director is subject to the Administrative Unit's policies and procedures for day-to-day operations, but receives direction from, and is responsible to the Governance Council. The SELPA Executive

Director is evaluated by the County Superintendent of Schools.

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

SUPPLEMENTATION OF STATE/FEDERAL FUNDS

1. Home to School Transportation Bill Back
(50% factor for transported students; 50% mileage factor)

a. Using actual expenditures and revenues at the close of the fiscal year, determine the SELPA transportation deficit for that year.
b. Determine an amount per transported student by dividing 50% of the deficit by the average of the total number of students transported on December 1 and April 1.
c. Multiply the average number of students from each district transported during the year by the amount per transported student (step #2) to determine the district's share of the deficit based on pupil count.
d. Determine the mileage cost factor by dividing 50% of the deficit by the average of the total of on-way miles driven from home to school for all transported student on December 1 and April 1.
e. Multiply the mileage cost factor (step #4) by average of the total of one-way miles for all students transported for each district on December 1 & April 1 to determine the district's share of the deficit based on the mileage factor.

2. Vehicle Replacement Formula

The Home to School Student Transportation vehicle fleet needs to be maintained for safety. The Governance Council worked to come up with a formula to provide a fund that can be used for that purpose. The formula is as follows:
The formula would bill all districts in the SELPA based on 50% P2 ADA and 50% for student transportation mileage costs. The fund will be based on actual vehicle depreciation. The money will be held in an account specific for Pupil Transportation Vehicle Replacement Costs.

3. Psychologist Bill Back

a. The SELPA shall maintain 4.0 full time equivalent (FTE) psychologist positions.
b. The SELPA shall fund 1.0 FTE from Special Education Support Funds.
c. The County Superintendent of Schools shall fund 3.0 FTE.
d. The SELPA shall provide information to districts regarding dollar amount, program and account numbers to be used for budgeting
e. Annually at the February Governance Council Meeting, the County Superintendent will determine if SCOE will fund SELPA level psychologist billback for the following school year.

4. Residential Treatment Center (RTC)

a. Determine actual unfunded RTC cost of contracts for the current year.
b. Pro-rate unfunded RTC cost current year CBEDS enrollment in the County.
c. District Assessment: Multiply pro-rated cost CBED enrollment for the district for the current year.
d. Budget estimates for the following year will be calculated in the spring of the current year, and/or when a new contract is established. Education Code Section 56836.21 requires the California Department of Education (CDE) to administer an extraordinary cost pool that reimburses Special Education Local Plan Areas (SELPAs) for single high-cost nonpublic, nonsectarian school placement in excess of specific threshold.

5. Siskiyou County SELPA Professional Services Fund

To the extent of available fund resources, generated as described below, the SELPA Administrative Unit will provide supplemental reimbursement to assist district with the cost of legal and other professional services related to special education legal matters. The following process will be used:
a. Any child, who has been referred to Special Education or has an IEP, or any issue requiring professional assistance for due process matter, may create a situation eligible for supplementary funding through the Professional Service Fund.
b. Reimbursement may be provided upon application by letter of explanation with full invoice information due to the SELPA. A maximum of $30,000 will be provided per year per case for a mediated settlement from due process hearing.
c. The Governance Council will review and approve applications.
d. The SELPA Professional Services Fund formula: Balance of fund (up to $60,000) will be reestablished each year by multiplying the prorated need/cost by CBED enrollment for each district for the current year

6. Special Day Class Utilities Cost

SELPA will reimburse host districts for utility cost based on a square footage formula. The square footage for each SDC is calculated by the Siskiyou Office of Education. The total square footage for the host site is calculated by the district. The formula is: SDC square footage divide by total site square footage to get a percentage. The percentage will then be multiplied by total cost of site utilities. Then Siskiyou County Office of Education will take an average and determine one rate for all SDC utility costs.

7. Extraordinary Cost Pool

This fund will total $150,000 each year from the AB 602 allocation that is to be utilized for district extraordinary expenditures in the area of special education that cannot be funded in any other manner. The money not utilized each year will be used to offset the excess cost of SCOE special education programs.

Two types of reimbursement available:
Onetime expense
Reimburse based upon actual expenses, up to 80% of costs

Specialized support:
Documented in current IEP
$3,000 per year per hour of daily support by specialized support aide

Districts will only be eligible for funding if following financial criteria are met:
- Meet the SEMB Maintenance of Effort requirement of prior year actual compared to current year budgeted, once all exceptions are considered.
- Meet SEMA Maintenance of Effort requirement of prior year actual compared to second prior year actual, once all exceptions are considered.

No special education carry over funds from previous year.
The reimbursement will be for partial financial support to help offset the extraordinary cost incurred by a district when educating a student with intensive needs. Intensive needs defined as; behavioral issues that would result in the injury of themselves or others, medical issues that require specialized support, or full inclusion of a student who could be placed in a Special Day Class in the Siskiyou SELPA. All requests will be screened by SELPA Executive Director prior to submission to Governance Council for approval or

denial. Applications for new expenditures may be submitted at anytime during the year. Applications for ongoing support need to be submitted in the spring prior to the next school year.

An application for reimbursement will consist of a completed application with attached financial supporting documents. The SELPA Executive Director will attach the current IEP and present the District request to the Governance Council. Student names will be redacted for confidentiality. The SELPA Governance Council will review and approve or disapprove applications. A District may appeal the Governance Council decision at the next scheduled meeting following the decision.

The SELPA Executive Director will review the support services being provided at different times during the year to assure the student is still enrolled, a support services aide is still needed, and that the aide time is actually being provided as specified in the Extraordinary Cost Pool request. The SELPA Executive Director will make changes to the allocation if needed and will report any changes to the Governance Council.

8. Special Circumstance/Access to Services

This fund will total $75,000 each year to be utilized for district expenditures for classified staff in the area of special education that cannot be funded in any other manner. Responsibilities of the necessary classified staff are to include assisting in scheduling, and acting as a liaison between the teletherapist and school site, in order to provide and maintain access to services.

Funding will be based on the following formula: Balance of fund (up to $75,000) will be reestablished each year by multiplying the prorated need/cost by CBED enrollment for each district for the current year

Number of Students	Hours Reimbursed
1-3 student	One hour daily
4-6 students	Two hours daily
7-9 students	Three hours daily
10-12 students	Four hours daily
13-15 students	Five hours daily
16-18 students	Six hours daily
19-21 students	Seven hours daily
22 & above	Eight hours daily

The salary and payroll benefits will be based on the Siskiyou COE, Teacher Assistant salary schedule at Step 4 of the current fiscal year.

Districts must petition the Governance Council annually by November 1st to allow for reimbursement by June 30. (Backup documentation, i.e. pay 328 must be submitted at the time of request). In the case of special and unique circumstances, districts may petition the Governance Council at any time during the school year.

9. Tuition Agreement

This fund will total $50,000 each year to be utilized to provide tuition assistance.

The Tuition Agreement provides tuition for SELPA/Special Schools employees who wish to further their education in a manner that will assist the SELPA in providing services to students.

Funding will be based on the following formula: Balance of fund (up to $50,000) will be reestablished each year by multiplying the prorated need/cost by CBED enrollment for each district for the current year.

1. AB602 Funding Allocation Plan and Example

The allocation formula will fund Siskiyou County Office of Education programs first with remainder of funding to go to districts based on a 75%/25% ADA formula. Siskiyou County Office of Education budget will be reviewed and approved by Governance Council in June of each year, with the Governance Council review at first and second interim. This will allow for discussion and understanding of specific issues related to program delivery and its budget impact.

Siskiyou County Office of Education Allocation

The Siskiyou County Office of Education allocation will be based on Budgeted Expenditures as follows:

The revenue for SELPA Program Specialist/Regional Services (NSS PS/RS).The revenue from 75% to 100% of the Federal IDEA funds that are received by the SELPA.

Once an annual budget for the Siskiyou County Office of Education is established, a 4% reserve for Siskiyou County Office of Education expenditures, (district transfers, 50% administration and NPS expenditures excluded) will be added to the budgeted amount. This reserve amount will address unknown issues such as; allocation changes, prior year adjustments, COLA and deficit changes, negotiations, high needs student, etc.

SUPPLEMENTATION OF STATE/FEDERAL FUNDS

At year-end, if there are any excess funds remaining in the Siskiyou County Office of Education budget, funds will be reallocated to the districts based on the 75/25 District Allocation Formula. (See District Allocations.)

County Office:
Regional Services $ _____
Federal IDEA (75%) $ _____
*Dollars for Allocation $ _____
4% Reserve-SCOE Expenditures $ _____
(Equals Proposed Expenditures) $_____

Balance for Allocation to Districts $ _____

District Allocations

The remaining funds will be allocated to the districts with 120 ADA and above, and, any district under 120 ADA that has an exemption to run their own resource program granted the prior year by the SELPA Governance Council. The district allocation is based on 75% of dollars being allocated based on the funded P2 ADA from the AB602 allocation. The remaining 25% of the dollars will be allocated based on the district resource program unduplicated pupil count on December 1 of the current year. There may be adjustments for two districts that receive a portion of their funding from Federal sources.

Districts:
Balance of Dollars for Allocation

- 75% - P2 ADA from AB602 Calculation
- 25% - December 1st Unduplicated Pupil Count (Prior year)
- Adjustments for IDEA Funding
  - Yreka Union Elementary
  - Yreka Union High

In the event that a Local Education Agency does not expend their special education allocation, the funds will be returned to the SELPA to be reallocated to the remaining Local Education Agencies. The special education allocation money is to be utilized to provide services to students, not to pay the bill backs for: home to school transportation, psychologist, non public school funding pool, or the SELPA Professional Services Fund.

Special Education Cost to Districts with ADA 119 and below

Districts provided resource special education services directly by the SELPA will be billed 50% of the cost for those services based on the prior year average of students enrolled on Dec. 1 and April 1. The total cost of the Siskiyou County Office of Education itinerant resource services will be divided by the total of the average of the two dates of enrollment and then multiplied by 50 percent. This amount will be calculated for the following year's budget. The incarcerated youth receiving resource services would be pulled out of the cost calculations.

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

REGIONALIZED SERVICES IN THE SISKIYOU SELPA

1. Moderate to Severe Programs

The SELPA shall have the authority to operate programs and classes for those with moderate to severe disabilities. Nothing contained herein shall prevent a local district from operating its own programs as directed by Education Code when the operation of such programs meets the requirements of law.

2. Mild to Moderate Programs

Districts with 120 or greater Average Daily Attendance (ADA) shall operate their own programs and classes for those students with mild to moderate disabilities whose needs have been identified in an Individualized Education Program (IEP), developed by an IEP team, and who are assigned to regular classroom teachers. Districts may also provide Special Day Class services for mild to moderate students.

3. Mild to Moderate Programs Operated by the SELPA

The SELPA shall operate mild to moderate programs in those districts with 119 or fewer average daily attendance. The mild to moderate programs shall provide instructions and service for pupils whose needs have been identified in an Individualized Education Program (IEP), developed by an IEP team, and who are assigned to regular classroom teachers.

Any district with 119 and below ADA that can show they are fiscally sound to continue to run their own

resource program may petition the Governance Council to continue to receive the district portion of AB602 funding and to continue providing district resource services. If a district with 120 and above ADA wants their resource program provided by the SELPA they must also submit a petition to do so. These petitions must be made to the Governance Council no later than the January meeting that precedes the school year in question. Services provided to districts with 120 and above ADA will be provided in compliance with the students' IEPs.

4. Designated Instruction and Services (DIS)

Designated instruction and services as specified in the IFSP or Individualized Education Program shall be available when the instruction and services are necessary for the pupil to benefit educationally from his or her instructional programs.

a. The SELPA shall provide designated instruction services to a pupil assigned to SELPA-operated Moderate to Severe Programs, unless the district and the SELPA Governance Council agree otherwise in writing.

b. The SELPA shall provide the following Designated and Instruction Services to a student identified as disabled by an Individualized Education Program who is not enrolled in a SELPA operated moderate to severe program:

- Language and speech therapy except where the District is provided supplementary funding to support delivery of speech and language services.
- Health/nursing services except where the District employs a nurse.
- Specialized services for Low Incidence Disabilities, including but not limited to: Itinerant Teacher of Visually Impaired, Itinerant Teacher of Deaf and Hard of Hearing and Occupational Therapy.

A district of sufficient size may elect to provide selected designated instruction and service, such as speech and language development and remediation or health/nursing service, upon written agreement with the County Office.

For disabled students not enrolled in a County-provided special day class all designated instruction and service not specified in this section shall be provided by the district unless the district and the SELPA Governance Council agree otherwise in writing.

5. Educationally Related Mental Health Services (ERMHS)

The Governance Council agreed to an MOU process between SELPA and districts to have ERMHS money allocated to the districts to flow back to the SELPA to provide ERMHS services throughout the SELPA.

When a district chooses not to sign the MOU, financial records must be submitted annually to the SELPA by June to explain how the district's allocation for the State ERMHS money (Resource 6546) was utilized. For the Federal] money (Resource 3327), the district must submit expenditure reports quarterly to the Federal Government.

The consequences for ERMHS services to districts who choose not to sign the MOU is:

- No Behavior Management Aide (BMA) services
- A billback for student placement in an ED SDC program The billback formula is as follows:

$$\frac{\text{Daily Cost of Counseling and BMA} * \text{District Student Enrollment}}{\text{ED SDC Total Enrollment}}$$

6. Data Collection

The District shall assist the SELPA in collecting all required fiscal and program data to support special education services and for submission to the California Department of Education.

7. Transportation

The general education district buses are the first and preferred method of providing home-to-school transportation to pupils with disabilities identified by IEP's. When appropriate, pupils assigned to District-operated or County-operated special education classes will ride general education district buses.

The SELPA and District also recognize that general education buses may not be appropriate for certain pupils with disabilities. The SELPA shall arrange for or provide home-to-school transportation for the following pupils as specified in IEP's for which general education buses are not appropriate:

- Pupils assigned to SELPA-operated Programs.
- Pupils with handicaps whose disability, such as cognitive impairment, autism, or serious emotional disturbances, or whose assistive devices, such as wheelchairs, cannot be accommodated by general education busing.

8. Licensed Children's Institutions/Foster Homes/Group Homes Within Siskiyou County

A pupil with disabilities living in a licensed children's institution or foster home within Siskiyou County shall be provided special education services in the least restrictive environment. Special education placement shall be determined by the IEP teams in the same manner that placement decisions are made for other students living in the same geographical area. For example, the student may be placed in a mild/moderate program or a moderate/severe program depending on the severity of the disability.

A student residing in a foster family placement shall be the educational responsibility of the school district in which the foster family home is located.

A student placed in and now residing in a group home by a non-educational agency from within the geographical area of the Siskiyou County SELPA shall be the educational responsibility of the school district in which the custodial parent or guardian resides. If the custodians live in different districts the responsibility is shared. If only one parent showing joint custody lives within Siskiyou County the district within Siskiyou County is assigned as the responsible district.

9. Court and Community School

The SELPA shall provide special education services to students with disabilities who are in court or county operated community school placements.

10. Home and Hospital

The District of residence shall provide necessary special education and related services to an individual with exceptional needs in the home or hospital, as specified by an IEP, who was served by a District-operated special education program prior to the onset of the temporary disability.

The SELPA shall provide necessary home and hospital special education and related services to an individual with exceptional needs, as specified by an IEP, who was served by a SELPA-operated Mild to Moderate or SELPA-operated Moderate to Severe Program prior to the onset of the temporary disability.

11. Non-Public School/Agency

The SELPA responsibility for placement in a non-public school is limited to assisting and cooperating with the District and other agencies in finding an appropriate non-public school for the student. The SELPA Administrative Unit will enter into a contract with the non-public school on behalf of the District. The SELPA Executive Director will maintain IEP and communication between NPS, parent and districts.

Nothing in this section shall prohibit a District from finding an appropriate placement, entering into a contract, and seeking reimbursement from all available sources.

Non-Public Agency (NPA) Services Delivered in the District - Designated Instruction and Services may be provided by a NPA certified by the State of California, such as counseling or occupational therapy. The District may contract directly with the NPA, or request the SELPA contract with the NPA on behalf of the District.

12. State Schools

Students who require a more intense educational program in the areas of Low Incidence of Deaf and Hard of Hearing, Deaf/Blind, or Blind will by IEP team decision be offered placements at the California School for the Deaf or California School for the Blind. These two programs are at no cost to the districts or to the parents.

1. Residential Treatment Centers

The Siskiyou SELPA and member districts recognize that a very small number of disabled students will require a more restrictive placement than a Special Day Class on a Siskiyou County district site. Once all services to support students with mental health issues in Siskiyou SELPA are exhausted then the IEP team with the inclusion of the SELPA Executive Director will work together to offer a special educational program at a Residential Treatment Center that is appropriate to meet the intense mental health needs of the student. The funding for this placement will be a shared cost across the SELPA member districts by utilizing the Residential Treatment Center Funding Pool Assessment.

The SELPA Exrecutive Director will work to find the appropriate placement and to enter into a contract on behalf of the District of Residence. The SELPA Executive Director will maintain the IEP and communication between the Residential Treatment Center, parents, and district. The IEP team will meet at least every 90 days in order to stay informed on student progress. The IEP will include specific steps for completion of the treatment program and return to Siskiyou County.

Nothing in this section shall prohibit a district from finding an appropriate placement, entering into a contract, and funding the residential treatment.

2. Facility and Operations

The District/County Office shall make rooms which were built with special education funds available for special education classes as long as they are needed, provided that nothing contained herein shall prevent the parties from agreeing on using similar facilities. The District will use its best efforts to make rooms available for classes and programs operated by the SELPA. If the district will be utilizing SELPA occupied classrooms in the upcoming year, then the District must notify the SELPA Executive Director by January of the prior year.

3. Infant and Preschool

The SELPA shall provide special education and related services for eligible infants and preschool students with Individualized Family Service Plans (IFSP) and/or Individual Education Plans (IEP). The District of Residence shall be the responsible LEA for transportation of preschool students.

4. Referral and Assessment

The District and/or SELPA shall take all referrals for special education assessment and evaluate students in conjunction with services provided by the District and/or the SELPA in the manner prescribed by law with specific assurance that the needs of the child cannot be met with modifications in the regular classroom. There must be evidence of accommodations, modifications, and supplementary services that have been tried and found unsuccessful in the general education placement. The duration of the intervention must be six weeks minimum before referral to special education is made.

5. Independent Education Evaluation

The SELPA is responsible to provide independent assessment**,** when deemed appropriate by the IEP team**,** for the following:

- a student in a SELPA-operated Mild to Moderate or Moderate to Severe Program

- a student age 0-5 not eligible for service by a non-educational agency
- a student identified as having a low incidence disability, provided the need for the independent assessment arises out of the low incidence disability.

The District is responsible for the cost of an independent assessment, when deemed appropriate by the IEP team**,** for all other students not specifically listed above as the responsibility of the County Office. The Independent Education Evaluation qualified professional shall be located no further than 200 miles from Siskiyou County, unless a non-educational agency is funding the assessment.

6. Extended School Year

The District and the SELPA may operate extended school year (ESY) special education programs.

The SELPA ESY responsibility is limited to operating moderate to severe programs for students placed in the following regular-year programs operated by the SELPA: special day class, preschool special day class. The SELPA may, at its discretion, upon request by the District, enroll in a SELPA ESY program a disabled student (defined in E.C. Section 56030.5) placed during the regular year in a special education program operated by the District or SELPA.

The Early Start program for infants runs on a year round schedule of services.

7. Allocation of Aides in Districts of ADA of 119 and below

Aide time will be allocated based on the December 1 Pupil Count according to the following formula; one hour daily for one to three students, two hours daily for four to six students, and three hours daily for seven and more students. Instructional aides assigned to the Itinerant Resource Specialist Program are employed by the resident district with annual contracts provided to the district by the county assuring reimbursement of salary and benefits at the level allocated based on pupil enrollment. The salary and statutory payroll benefits will be based on the Siskiyou County Office of Education, Teacher Assistant Salary of Step 4 of each school year. Reimbursement is assured by June 30 of each school year.

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

MAINTENANCE OF EFFORT

The Siskiyou County Special Education Local Plan Area ("SELPA") shall meet Maintenance of Effort (MOE) regulations requiring the federal funds be used only to pay the excess costs of providing special education and related services to children with disabilities and to supplement and not supplant state and local funds for special education (ref: Title 34 Code of Federal Regulations CFR Section 300.203-300.205).

The SELPA Administrative Unit, as the grantee of federal funds from the State Department of Education, shall distribute all or part of the federal funds received to participating Local Education Agencies (LEA) within the SELPA through a sub-granting process and shall annually conduct and report to the State Education Agency (SEA) the required MOE information. The LEAs within the Siskiyou County SELPA shall compile and submit budget and expenditure information including SEMA and SEMB reports. Siskiyou County Office of Education (SCOE). The two required comparison tests are as follows:

First Comparison - Grant year Budget to Prior Actual Expenditures (SEMB)

- Each LEA will submit to the SELPA the required MOE documentation each year.
- Budgeted local or state and local expenditures must equal or exceed prior year expenditures for each LEA and for the SELPA, as a whole.
- Comparison is made before the allocations of Part B funds are made to the LEAs

Section 1 - Each year, LEA's should record any of the exceptions listed below:

a. These items will reduce the amount required to meet MOE:
- The voluntary departure or departure for just cause, of special education or related service personnel, who are replaced by qualified, lower-salaried staff
- A decrease in the enrollment of children with disabilities
- The termination of the obligation of the agency to provide a program of special education to a particular child with disabilities that is an exceptionally costly program because the child:
  a) Has left the jurisdiction of the agency
  b) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
  c) No longer needs the program of special education
- The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities

Section 2 - LEA's who received a "meets requirement" compliance determination from CDE and have not been found to be significantly disproportionate may also reduce their MOE requirement. Under these conditions, the LEA may reduce the level of local or state and local expenditures otherwise required by the LEA MOE requirement by:

a. Calculating 50 percent of the increase in federal subgrant allocation received for the current fiscal year compared to the prior fiscal year, and reducing their state and local MOE requirement by that amount.

b. The LEA must spend the calculated "freed up" local, or state and local funds on activities that are authorized under the Elementary and Secondary Education Act (ESEA) of 1965. **This includes any activities under Title 1, Impact Aid, and other ESEA programs.**

Section 3 - MOE Test

a. Either local or state and local funding sources are used for comparison at the SELPA level as well as for each individual LEA.
b. When the capability exists to isolate "local only" funding sources the comparison may be made using only "local" resources.
c. Comparison may be either total amount or a per capita (per child with a disability unless some other basis is permitted by the SEA for determining "per capita") basis (34 CFR Section 300.203).

If the SELPA as a whole passes Comparison 1, the SELPA as a whole, is eligible to receive Part B funding.

If the SELPA still fails Comparison 1, the SELPA, as a whole, and all of its participating members will be ineligible to receive Part B funding until budgetary revisions are made to enable the SELPA, as a whole to meet MOE requirements.

If the SELPA, as a whole, passes Comparison 1, but one or more individual LEA sub-grant recipients fail Comparison 1, they shall have until First Interim occurs to comply with MOE requirements. If an LEA has not rectified the problem by the date that First Interim certification is made, its proportionate share of the federal funds shall be re-distributed, on a proportionate share basis, to those LEA sub-grant recipients that complied with the MOE requirements at Comparison 1, but only to the extent that they don't reduce state and local or "local only" expenditures to the point that they create MOE problems for the receiving LEA.

If the individual LEA is not a sub-grant recipient of federal funds and that LEA has not rectified the problem by the date that P-1 certification is made, its allocation of state and local funds shall be re-distributed, on a proportionate share basis, to those LEA recipients that complied with the MOE

Second Comparison - Prior Year Actuals vs. Second Prior Year Actuals (SEMA)

- Actual local or state and local expenditures must equal or exceed prior year expenditures
- Comparison is made after unaudited actuals data is submitted to CDE following the end of the fiscal year
- The comparison will occur annually

Section 1 - Each year LEA's should record any of the exceptions listed below:

These items will reduce the amount required to meet MOE:

- The voluntary departure or departure for just cause, of special education or related service personnel, who are replaced by qualified, lower-salaried staff
- A decrease in the enrollment of children with disabilities
- The termination of the obligation of the agency to provide a program of special education to a particular child with disabilities that is an exceptionally costly program because the child:
  a) Has left the jurisdiction of the agency
  b) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
  c) No longer needs the program of special education
- The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities

Section 2 - LEA's who received a "meets requirement" compliance determination from CDE and have not been found to be significantly disproportionate may also reduce their MOE requirement. Under these conditions, the LEA may reduce the level of local or state and local expenditures

otherwise required by the LEA MOE requirement by:

a. Calculating 50 percent of the increase in federal subgrant allocation received for the current fiscal year compared to the prior fiscal year, and reducing their state and local MOE requirement by that amount.
b. The LEA must spend the calculated "freed up" local, or state and local funds on activities that are authorized under the Elementary and Secondary Education Act (ESEA) of 1965. **This includes any activities under Title 1, Impact Aid, and other ESEA programs.**

Section 3 - MOE Test

a. Combined actual local or state and local funding sources are used for comparison at the SELPA level as well as for each individual LEA.
b. When the capability exists to isolate "local only" funding sources the comparison may be made using only "local" resources.
c. Comparison may be either total amount or a per capita (per child with a disability unless some other basis is permitted by the SEA for determining "per capita") basis (34 CFR Section 300.203(c))

If the SELPA, as a whole, still fails Comparison 2 after applying the exceptions, the SELPA will be billed by the State for the amount the SELPA, collectively, failed to spend from local or state and local funds to maintain its level of effort. The SELPA AU will then bill the individual LEA sub-grant recipients and/or SELPA member LEA that failed MOE Comparison Test 2 for the amount the LEA(s) failed to spend from local or state and local funds to maintain its level of effort.

If the SELPA, as a whole, passes Comparison 2, but one or more individual LEA sub-grant recipients fail to spend from local or state and local funds to maintain their level of effort, CDE will bill the LEA for the amount that the LEA failed to spend from local or state and local funds to maintain their level of effort. The amount must be paid to CDE by the LEA from its State and Local funding in the budget year.

If the SELPA, as a whole, passes Comparison 2, but one or more individual LEA who are not sub-grantees of federal funds fail to spend from local or state and local funds to maintain their level of effort, the SELPA AU will bill the LEA for the amount that the LEA failed to spend from local or state and local funds to maintain their level of effort. The amount must be paid to the SELPA AU by the LEA from its State and Local funding in the budget year. The funds will then be utilized to decrease the bill backs to districts.

For the purposes of Maintenance of Effort, the SELPA AU is the recipient of the federal funds from CDE and is, in turn, a grantor of all, or part, of those funds as sub-grants to participating LEAs.

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

The SELPA shall provide reasonable assistive technology devices and services as specified in a pupil's IEP for pupils assigned to SELPA-operated Moderate to Severe Programs. The District shall provide reasonable

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assistive technology devices and services specified in a pupil's IEP for pupils not enrolled in SELPA-operated Moderate to Severe Programs.

For pupils with Low Incidence disabilities who receive SELPA- operated Low Incidence services, assistive technology devices and services as designated in a pupil's IEP shall be provided by the SELPA, provided the need for the device or service arises out of the Low Incidence disability.

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code* (*USC*) and in accordance with Title 34 *Code of Federal Regulations* (*CFR*) Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); 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); *EC* 56205(a)(1)

Policy/Procedure Number:	SELPA Policies and Administrative Regulations 12.1
Document Title:	Free Appropriate Public Education
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

"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); *EC* 56205(a)(2)

Policy/Procedure Number:	SELPA Policy and Administrative Regulations 13.1
Document Title:	Full Educational Opportunity
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

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“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); *EC* 56205(a)(3)

Policy/Procedure Number:	SELPA Policies and Administrative Regulations 14.1
Document Title:	Child Find
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

"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

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

Policy/Procedure Number:	SELPA Policies and Administrative Regulations 15.1
Document Title:	Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP)
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

“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); *EC* 56205(a)(5)

Policy/Procedure Number:	SELPA Policies and Administrative Regulations 16.1
Document Title:	Least Restrictive Environment
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

"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); *EC* 56205(a)(6)

Policy/Procedure Number:	SELPA Policies and Administrative Regulations 17.1
Document Title:	Procedural Safeguards
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

“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); *EC* 56205(a)(7)

Policy/Procedure Number:	SELPA Policies and Administrative Regulations 18.1
Document Title:	Annual and Triennial Assessment/Evaluations (Plan Reviews/ Reevaluations)
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

SELPA Siskiyou Fiscal Year 2025-26

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

◉ Yes ○ No

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

Policy/Procedure Number:	SELPA Policies and Administrative Regulations 19.1
Document Title:	Confidentiality
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

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

◉ Yes ○ No

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

Policy/Procedure Number:	SELPA Policies and Administrative Regulations 20.1
Document Title:	Part C to Part B Transition
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

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

◉ Yes ○ No

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

Policy/Procedure Number:	SELPA Policies and Regulations 21.1

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Document Title:	Private Schools
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

"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); *EC* 56205(a)(11)

Policy/Procedure Number:	SELPA Policies and Regulations 22.1
Document Title:	Compliance Assurances
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

"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); *EC* 56205(a)(12)(D)(iii)

Policy/Procedure Number:	SELPA Policies and Regulations 23.1
Document Title:	Interagency
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

"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

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

Policy/Procedure Number:	SELPA Policies and Administrative Regulations 24.1
Document Title:	Governance
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

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

◉ Yes ○ No

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

Policy/Procedure Number:	SELPA Policies and Administrative Regulations 25.1
Document Title:	Personnel Qualifications
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

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

◉ Yes ○ No

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

Policy/Procedure Number:	SELPA Policies and Administrative Regulations 26.1
Document Title:	Performance Goals
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

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"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); *EC* 56205(a)(15)

Policy/Procedure Number:	SELPA Policies and Administrative Regulations 27.1
Document Title:	Participation in Assessments
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

"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); *EC* 56205(a)(16)

Policy/Procedure Number:	SELPA Policies and Administrative Regulations 28.1
Document Title:	Supplementation of State, Local, and Federal Funds
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

"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

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

Policy/Procedure Number:	SELPA Policies and Administrative Regulations 29.1
Document Title:	Maintenance of Effort

SELPA: Siskiyou | Fiscal Year: 2025-26

Document Location: SELPA Office, SELPA Website, and each LEA District Office

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

(●) Yes ( ) No

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

Policy/Procedure Number: SELPA Policies and Administrative Regulations 30.1

Policy/Procedure Title: Public Participation

Document Location: SELPA Office, SELPA Website, and each LEA District Office

"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); *EC* 56205(a)(19)

Policy/Procedure Number: SELPA Policies and Administrative Regulations 31.1

Document Title: Suspension and Expulsion

Document Location: SELPA Office, SELPA Website, and each LEA District Office

"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

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

Policy/Procedure Number: SELPA Policies and Administrative Regulations 32.1

SELPA: Siskiyou | Fiscal Year: 2025-26

Document Title: Access to Instructional Materials

Document Location: SELPA Office, SELPA Website, and each LEA District Office

"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); *EC* 56205(a)(21)

Policy/Procedure Number: SELPA Policies and Administrative Regulations 33.1

Document Title: Over-identification and Disproportionality

Document Location: SELPA Office, SELPA Website, and each LEA District Office

"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); *EC* 56205(a)(22)

Policy/Procedure Number: SELPA Policies and Administrative Regulations 34.1

Document Title: Prohibition on Mandatory Medicine

Document Location: SELPA Office, SELPA Website, and each LEA District Office

"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

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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 respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function:"

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

Document Title:	Section B: Governance and Administration
Document Location:	SELPA Office, SELPA Website, and each LEA District Office
Description:	The Siskiyou County Special Education Local Plan Area shall include all local education agencies (LEAs) located within jurisdiction of the Siskiyou County Superintendent of Schools, and will serve all eligible individuals with special needs residing within the boundaries of the school districts and LEAs. The LEAs within Siskiyou County join together pursuant of Section 56195 and Section 56205 of the California Education Code to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by these LEAs, hereafter known as the Siskiyou County Special Education Local Plan Area (Siskiyou County SELPA). It is the intention of the SELPA to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. Access to services is through each of the local education agencies. The referral, assessment and IEP process is utilized to identify the needs of each individual student with disabilities. The local education agencies have committed to policies and procedures to assure that students will have rights to appropriate services provided in the least restrictive environment. In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan. Each LEA shall provide special education services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA have granted the charter. In addition, each agency shall cooperate to the maximum extent possible with other LEAs to serve individuals with disabilities who cannot be served in the program of the LEA of residence. Such cooperation ensures that a range of program options is available throughout Siskiyou County. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law. The Local Plan shall be developed and updated cooperatively by a committee of representatives of special and regular teachers and administrators and representatives of charter schools selected by the groups they represent, and with participation by parent members of the Community Advisory Committee, or parents selected by the Community Advisory Committee to ensure adequate and effective participation and communication. Members of public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of the local education agencies,

the Governance Council, and any subcommittees of the above.

2. Coordinated system of identification and assessment:

Document Title:	Section B: Governance and Administration
Document Location:	SELPA Office, SELPA Website, and each LEA District Office
Description:	The Siskiyou County SELPA works closely with public agencies such as Far Northern Regional Center, State Preschools, Head Start, California Children's Services, Behavioral Health, Public Health Services, Social Service Agencies, and others as appropriate in the identification of individuals with disabilities. Materials are distributed to pediatricians, health care professionals, and other agencies within the SELPA. Each local education agency within the SELPA has established procedures for the identification, location and evaluation of students who may require special education services. Information regarding child find activities is included in an annual notice that is distributed to parents of all children.

3. Coordinated system of procedural safeguards:

Document Title:	Section B: Governance and Administration
Document Location:	SELPA Office, SELPA Website, and each LEA District Office
Description:	Each LEA shall ensure the parents receive written notification of their procedural safeguards including their right to file a complaint or for a due process hearing. A copy of the procedural safeguards shall be given to the parents, at a minimum: 1. One time annually 2. Initial referral 3. Parent request for assessment 4. Filing for due process 5. Upon parent request 6. In accordance with discipline procedures if removal constitutes a change in placement. The notice of procedural safeguards shall be available in the primary language of parents upon their request, unless to do so is clearly not feasible. The procedural safeguards shall also be easily understood by the general public and shall include the following: 1. The right to initiate a referral of a child for special education services. 2. The right to obtain an independent educational assessment. 3. The right to participate in the development of the IEP and to be informed of the availability of free appropriate public education and of all alternative programs, both public and nonpublic.

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Planning for non-English speaking parents shall include access to interpreters and translators, unless to do so is clearly not feasible.

The SELPA will update the procedural safeguards on an as needed basis due to changes in federal or state law.

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

Document Title: Section B: Governance and Administration

Document Location: SELPA Office, SELPA Website, and each LEA District Office

The Program Managers/Principals/Program Specialists are employed by the Administrative Unit and serve the SELPA under the direction of the SELPA Executive Director. The governing boards of the local education agencies identify the importance of Program Managers/Principals/Program Specialists, to provide unique and necessary services to the LEA and to pupils in the SELPA. LEAs will be given the opportunity annually to provide input to the SELPA on program quality and services delivery. Program Managers/Principals/Program Specialists shall provide the following services:

- Observe, consult with, and assist, resource specialists, designated instructions and services instructions, and special class teachers.
- Plan programs, coordinate curricular resources and evaluate effectiveness of programs for individuals with exceptional needs.
- Participate in each school's staff development, program development, and innovation of special methods of approvals
- Provide coordination, consultation and program development primarily in one or more specialized areas of expertise.
- Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.
- Upon request, participate in and/or conduct IEP team meetings where technical assistance is needed.
- Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.
- Assist in developing training for parents and members of the Community Advisory Committee.
- Provide inservice training and technical assistance for regular and special education teachers, administrators, support staff and parents.

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Description:

- Assist as a liaison to various community agencies such as Department of Behavioral Health, Department of Human Services, Far Northern Regional Center, California Children's Services, and the Probation Department.
- Provide supervision and perform evaluation of certificated and classified employees of the County Office of Education in accord with collective bargaining agreements currently in force. (Program Specialists perform all the above duties except for evaluation of certificated staff).

The SELPA Executive Director shall serve on behalf of the member local education agencies and implement the Local Plan including the following regionalized services and operations:

- 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 and guardian 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.
- Fiscal and logistical support of the community advisory committee.
- Coordination of transportation services for individuals with exceptional needs.
- Coordination of career and vocational education and transition services.
- Assurance of full educational opportunity.
- Fiscal administration and the allocation of state and federal funds pursuant to Section 56836.01.
- District instructional program support that may be provided by program specialists in accordance with Section 56368.

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

Document Title: Section B: Governance and Administration

Document Location: SELPA Office, SELPA Website, and each LEA District Office

Description: Implement a coordinated system of curriculum development and alignment with the respective areas of 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:

Document Title: Section B: Governance and Administration

Document Location: SELPA Office, SELPA Website, and each LEA District Office

Description:

The Program Managers/Principals/Program Specialists are employed by the Administrative Unit and serve the SELPA under the direction of the SELPA Executive Director. The governing boards of the local education agencies identify the importance of employment of Program Managers/Principals/Program Specialists, to provide unique and necessary services to the LEA and to pupils in the SELPA. LEA's will be given the opportunity annually to provide input to the SELPA on program quality and services delivery. Program Managers/Principals/Program Specialists shall provide the following services:

- Observe, consult with, and assist, resource specialists, designated instructions and services instructions, and special class teachers.
- Plan programs, coordinate curricular resources and evaluate effectiveness of programs for individuals with exceptional needs.
- Participate in each school's staff development, program development, and innovation of special methods of approvals
- Provide coordination, consultation and program development primarily in one or more specialized areas of expertise.
- Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.
- Upon request, participate in and/or conduct IEP team meetings where technical assistance is needed.
- Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.
- Assist in developing training for parents and members of the Community Advisory Committee.
- Provide inservice training and technical assistance for regular and special education teachers, administrators, support staff and parents.
- Assist as a liaison to various community agencies such as Department of Behavioral Health, Department of Human Services, Far Northern Regional Center, California Children's Services, and the Probation Department.

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- Provide supervision and perform evaluation of certificated and classified employees of the County Office of Education in accord with collective bargaining agreements currently in force. (Program Specialists perform all the above duties except for evaluation of certificated staff).

The SELPA Executive Director shall serve on behalf of the member local education agencies and implement the Local Plan including the following regionalized services and operations:

- 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 and guardian 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.
- Fiscal and logistical support of the community advisory committee.
- Coordination of transportation services for individuals with exceptional needs.
- Coordination of career and vocational education and transition services.
- Assurance of full educational opportunity.
- Fiscal administration and the allocation of state and federal funds pursuant to Section 56836.01.
- District instructional program support that may be provided by program specialists in accordance with Section 56368.

7. Coordinated system of data collection and management:

Document Title: Section B: Governance and Administration

Document Location: SELPA Office, SELPA Website, and each LEA District Office

The Program Managers/Principals/Program Specialists are employed by the Administrative Unit and serve the SELPA under the direction of the SELPA Executive Director. The governing boards of the local education agencies identify the importance of employment of Program Managers/Principals/Program Specialists, to provide unique and necessary services to the LEA and to pupils in the SELPA. LEA's will be given the opportunity annually to provide input to the SELPA on program quality and services delivery. Program Managers/Principals/Program Specialists shall provide the following services:

- Observe, consult with, and assist, resource specialists, designated instructions and

Description:

services instructions, and special class teachers.

- Plan programs, coordinate curricular resources and evaluate effectiveness of programs for individuals with exceptional needs.
- Participate in each school's staff development, program development, and innovation of special methods of approvals
- Provide coordination, consultation and program development primarily in one or more specialized areas of expertise.
- Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.
- Upon request, participate in and/or conduct IEP team meetings where technical assistance is needed.
- Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.
- Assist in developing training for parents and members of the Community Advisory Committee.
- Provide inservice training and technical assistance for regular and special education teachers, administrators, support staff and parents.
- Assist as a liaison to various community agencies such as Department of Behavioral Health, Department of Human Services, Far Northern Regional Center, California Children's Services, and the Probation Department.
- Provide supervision and perform evaluation of certificated and classified employees of the County Office of Education in accord with collective bargaining agreements currently in force. (Program Specialists perform all the above duties except for evaluation of certificated staff).

The SELPA Executive Director shall serve on behalf of the member local education agencies and implement the Local Plan including the following regionalized services and operations:

- 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 and guardian 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.

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- 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.
- Fiscal and logistical support of the community advisory committee.
- Coordination of transportation services for individuals with exceptional needs.
- Coordination of career and vocational education and transition services.
- Assurance of full educational opportunity.
- Fiscal administration and the allocation of state and federal funds pursuant to Section 56836.01.
- District instructional program support that may be provided by program specialists in accordance with Section 56368.

8. Coordination of interagency agreements:

Document Title:	Section B: Governance and Administration
Document Location:	SELPA Office, SELPA Website, and each LEA District Office
Description:	The SELPA will coordinate interagency agreements.

9. Coordination of services to medical facilities:

Document Title:	Section B: Governance and Administration
Document Location:	SELPA Office, SELPA Website, and each LEA District Office
Description:	The SELPA will coordinate services to medical facilities, licensed children's institutions and family foster homes.

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

Document Title:	Section B: Governance and Administration
Document Location:	SELPA Office, SELPA Website, and each LEA District Office
Description:	A pupil with disabilities living in a licensed children's institution or foster home within Siskiyou County shall be provided special education services in the least restrictive environment. Special education placement shall be determined by the IEP teams in the same manner that placement decisions are made for other students living in the same geographical area. For example, the student may be placed in a mild/moderate program or a moderate/severe program depending on the severity of the disability.

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A student residing in a foster family placement shall be the educational responsibility of the school district in which the foster family home is located.

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

Document Title:	Section B: Governance and Administration
Document Location:	SELPA Office, SELPA Website, and each LEA District Office
Description:	The SELPA will serve as a liason to the State Department of Education and prepare program and fiscal reports as required.

12. Fiscal and logistical support of the CAC:

Document Title:	Section B: Governance and Administration
Document Location:	SELPA Office, SELPA Website, and each LEA District Office
Description:	The responsibilities of the Community Advisory Committee shall be as follows: 1. Assist with information dissemination regarding region's efforts to seek out all children with disabilities. 2. Attend and participate in all scheduled meetings and training sessions of the Community Advisory Committee and maintain current by-laws for committee operation. 3. Review the Siskiyou County Special Education Local Plan Area Plan prior to having the Plan submitted to the Siskiyou County Board of Education and the State Department of Education. 4. Review and support objectives, programs, activities, and evaluation methods of the Siskiyou County Master Plan and make recommendations for annual program priorities specific to the Plan. 5. Encourage community involvement and further public awareness in the development and review of the Siskiyou County Local Plan Area, participate in site based planning. 6. Assist in parent education and in recruiting parents and other volunteers who may contribute to implementation of the Plan. 7. Participate in the Annual Program Review and periodic audits and other related meetings or conferences designed to further public awareness of the services and programs provided through the Special Education Local Plan Area.

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

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Document Title: Section B: Governance and Administration

Document Location: SELPA Office, SELPA Website, and each LEA District Office

Description:

The regular education district buses are the first and preferred method of providing home-to-school transportation to pupils with disabilities identified by IEP's. When appropriate, pupils assigned to District-operated or County-operated special education classes will ride regular education district buses.

The County Office and District also recognize that regular education buses may not be appropriate for certain pupils with disabilities. The County Office shall arrange for or provide home-to-school transportation for the following pupils as specified in IEP's for which regular education buses are not appropriate:

- Pupils assigned to County-operated Programs.
- Pupils with handicaps whose disability, such as cognitive impairment, autism, or serious emotional disturbances, or whose assistive devices, such as wheelchairs, cannot be accommodated by regular education bussing.

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

Document Title: Section B: Governance and Administration

Document Location: SELPA Office, SELPA Website, and each LEA District Office

Description:

he SELPA Executive Director shall serve on behalf of the member local education agencies and implement the Local Plan including the following regionalized services and operations:

- 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 and guardian 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.
- Fiscal and logistical support of the community advisory committee.
- Coordination of transportation services for individuals with exceptional needs.
- Coordination of career and vocational education and transition services.
- Assurance of full educational opportunity.

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- Fiscal administration and the allocation of state and federal funds pursuant to Section 56836.01.
- District instructional program support that may be provided by program specialists in accordance with Section 56368.

15. Assurance of full educational opportunity:

Document Title: Section B: Governance and Administration

Document Location: SELPA Office, SELPA Website, and each LEA District Office

Description:

In order to ensure that all students with disabilities have equal access to the variety of educational programs and services available to non-disabled students, including non-academic and extracurricular services and activities, each LEA shall implement non-discriminatory universal access opportunities to all such services and activities available to students who are not disabled. Access may include, but is not limited to: physical (transportation, structural); communicative (sign-language or other than English interpreters); information (outreach, notices), or other as determined by the IEP team. Such provisions apply whether or not students are enrolled on a general education campus and are equally applicable to academic, non-academic, and social activities.

Each LEA through the IEP process shall review the special education services provided to students to ensure adequate yearly progress is occurring. Adequate yearly progress can be addressed through a variety of data collection activities including but not limited to: STAR/CAPA testing, standards-based goals and objectives, curriculum assessments and portfolios. Per the Rowley Decision (1982), the Supreme Court decision indicated that the law (PL 94-142) generates no additional requirement that the services provided be sufficient to maximize each child's potential commensurate with the opportunity provided other students and that the IEP development is reasonable, and calculated to enable the child to receive educational benefit.

The LEAs within the Siskiyou County SELPA will consider the four-part, full inclusion test outlined in the 9th Circuit Court of Appeals decision in Holland v. Sacramento City Unified School District:

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

Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of it's pupil(s) in such schools on, at least, an annual basis as part of the annual IEP review. The local education agency representative shall review the master contract, the individual services agreement, and the IEP to ensure that all services agree upon and specified in the IEP are provided. Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the students to determine if they are making appropriate educational progress. The LEA representative

shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring pupil progress. The LEA may choose to administer additional assessments as necessary with parent consent, to determine whether the pupil is making appropriate educational progress.

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

Document Title: Section B: Governance and Administration

Document Location: SELPA Office, SELPA Website, and each LEA District Office

Description:

- The Administrative Unit shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Plan. The SELPA Executive Director is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.
- The AU employs staff to support SELPA functions
- The AU provides coordination of the Local Plan.
- The AU provides preparation of program and fiscal reports required of the SELPA by Federal and State.
- The AU will operate special education programs to complete full continuum of services.

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

Document Title: Section B: Governance and Administration

Document Location: SELPA Office, SELPA Website, and each LEA District Office

Special Education Teachers

Special education teachers providing instructional services shall meet the same “highly qualified” requirements outlined in the Every Student Succeeds Act (ESSA).

Related Personnel

All related services personnel will maintain appropriate certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which they are providing special education or related services.

Para-professionals

Para-professionals who are appropriately trained and supervised in accordance with

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Description:

State Law may be used to assist in the provision of special education and related services to children with disabilities. Para-professionals who assist students in core curriculum areas shall meet NCLB requirements.

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Para-professionals who are appropriately trained and supervised in accordance with State Law may be used to assist in the provision of special education and related services to children with disabilities. Para-professionals who assist students in core curriculum areas shall meet NCLB requirements.

Special Education Local Plan Area Services

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

Document Title: Section B: Governance and Administration

Document Location: SELPA Office, SELPA Website, and each LEA District Office

Early Education services are provided for all eligible infants, toddlers, and preschool children by member local educational agencies through the following ways for children from birth to age 3: will be served by the Siskiyou County Office of Education Early Child Program. Far Northern Regional Center also provides for services from birth to 3 as outlined by the Local Intra-Agency Agreement between Far Northern Regional Center and Siskiyou County Office of Education.

The service coordinator at or before 2 years and 6 months notifies parents that transition planning will begin within the next 3 months and that an IFSP transition plan will be developed before the toddler is 2 years 9 months. Parent consent is obtained to include an LEA preschool representative for a Transition IFSP conference. The service coordinator notifies the LEA that there will be a transition IFSP conference requiring the attendance of an LEA preschool representative before the toddler is 2 years 9 months.

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Description:

At no later than 2 years 9 months, transition IFSP conference is held with service coordinator, parent(s) and preschool representative of LEA. At the transition IFSP conference a projected date for conducting the final review of the IFSP and the initial IEP is set including the identification of the persons responsible for convening the IEP/ final IFSP review meeting(s). The date(s) is set collaboratively between the LEA staff, the parent(s) and the FNRC service coordinator. Information about assessments that may be needed to determine eligibility for LEA and continued FNRC services is discussed. Steps to prepare the toddler of changes in services delivery, including steps to help the toddler adjust to and function in the new setting is discussed. Service coordinator reviews transition materials with family, including information about community resources for those children who may not qualify for LEA Part B services.

At no less than 90 days prior to the third birthday, referral and notification of children receiving Early Start Part C Services is completed to appropriate LEA provider, and with parent consent includes all pertinent medical and Early Start records. LEA's have 15 days to develop the assessment plan. All Part C toddlers are to be referred for assessment for Part B eligibility. If the LEA determines evaluation for Part B would not be appropriate the LEA will notify parents in writing.

At no later than 2 years 10 months of age, evaluation for school placement begins with continued FNRC eligibility.

At 2 years 11 months of age, prepare for IEP meeting. Eligibility review for continued FNRC services takes place, if appropriate.

At least 10 days prior to the IEP the LEA confirms the date of the IEP meeting with FNRC. If possible this meeting may be combined with the exit IFSP review. The IEP was tentatively set at the transition IFSP Conference.

By the child's 3rd birthday, LEA sends evaluation results to FNRC. IEP and IFSP meetings are held.
Note: If the initial IEP meeting is also the final IFSP meeting. Adequate time must be given at the IEP meeting to review progress in achieving IFSP outcomes before initiating discussion of the IEP.

The local education agency shall ensure the attendance of a regular education preschool teacher at the IEP/IFSP meeting.

The IEP for a child aged three through five shall reflect developmentally appropriate activities, including goals and objectives to enhance the child's ability to access the normal activities for a preschool aged child. These activities may include play, self help skills, language development, social skills, and motor skills. Access to normally developing age peers shall be supported by the IEP whenever possible.

An IEP shall be scheduled by the local education agency of residence/preschool program operator to take place prior to the child's third birthday so that services under Part B may commence by that date or, if school is not in session, by the date that school is next in session, including Extended School Year. If scheduled by the preschool program operator, the local education agency shall be invited to the IEP meeting.

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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:

Document Title:	Section B: Governance and Administration
Document Location:	SELPA Office, SELPA Website, and each LEA District Office
Description:	The Siskiyou County Special Education Local Plan Area shall include all local education agencies (LEAs) located within jurisdiction of the Siskiyou County Superintendent of Schools, and will serve all eligible individuals with special needs residing within the boundaries of the school districts and LEAs. The LEAs within Siskiyou County join together pursuant of Section 56195 and Section 56205 of the California Education Code to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by these LEAs, hereafter known as the Siskiyou County Special Education Local Plan Area (Siskiyou County SELPA). It is the intention of the SELPA to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. Access to services is through each of the local education agencies. The referral, assessment and IEP process is utilized to identify the needs of each individual student with disabilities. The local education agencies have committed to policies and procedures to assure that students will have rights to appropriate services provided in the least restrictive environment. In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan. Each LEA shall provide special education services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA have granted the charter. In addition, each agency shall cooperate to the maximum extent possible with other LEAs to serve individuals with disabilities who cannot be served in the program of the LEA of residence. Such cooperation ensures that a range of program options is available throughout Siskiyou County. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law. The Local Plan shall be developed and updated cooperatively by a committee of representatives of special and regular teachers and administrators and representatives of charter schools selected by the groups they represent, and with participation by parent members of the Community Advisory Committee, or parents selected by the Community Advisory Committee to ensure adequate and effective participation and communication. Members of public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of the local education agencies, the Governance Council, and any subcommittees of the above.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service

provision, and the other governance activities specified within the local plan:

Document Title:	Section B: Governance and Administration
Document Location:	SELPA Office, SELPA Website, and each LEA District Office
Description:	In the event of a disagreement among, local education agencies, local education agencies and the Administrative Unit, local education agencies and/or the Administrative Unit and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the Governance Council that issues be resolved in the governance structure outlined in the Local Plan. The GC is considered to be the board of last resort. This policy is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority. If a local education agency disagrees with a decision or practice of another agency or the SELPA Office, that local education agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Executive Director, County Superintendent or his/her designee, or the services of a neutral mediator from outside the SELPA. In the event the issue has not been resolved, either party may request review by the Governance Council.

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

Document Title:	Section B: Governance and Administration
Document Location:	SELPA Office, SELPA Website, and each LEA District Office

Special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between students with disabilities and students without disabilities, in a manner appropriate to the needs of both. To the maximum extent appropriate; students with disabilities will be educated with students who are not disabled. Special classes, separate schooling, or other removal of students with disabilities from the general education environment occurs only when the nature or severity of the disability of a child is such that education in general education classes with the use of supplementary aids and services cannot be satisfactorily achieved. To support this at an individual student level, the requirements of legally compliant individualized education program (IEP) meetings will be reviewed, including the responsibility to first consider the general education classroom for each student. The four-part full inclusion test (listed below), as outlined by the 9th Circuit Court of Appeals in Holland vs. Sacramento Unified School District, is the guiding principle to be used by LEAs and IEP teams.

- The educational benefits available to the student in a general classroom, supplemented with appropriate aids and services, as compared with the

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Description:

educational benefits of a special education classroom;
- The non-academic benefits of interaction with students who are not disabled;
- The effect of the student's presence on the teacher and other students in the classroom; and
- The cost of mainstreaming the student in a regular (general) educational classroom.

Special education programs, appropriate to student needs, are housed on regular school campuses and dispersed throughout the SELPA as equitably as possible to ensure that individuals with disabilities are served as close to home as possible and on a regional basis.

It is the intent of federal and state statutes and regulations that students with disabilities have the opportunity, whenever possible, to attend the same public school as non-disabled students except as they are determined by the Individualized Education Program (IEP) team to require alternative programs to meet their educational and social needs as close to home as possible.

The Siskiyou County SELPA governing boards believe that placement in an educational environment other than a regular class should be considered only when the IEP team determines that the regular environment, services, and/or curriculum cannot be modified effectively to meet the needs of the student as specified in his/her IEP.

To ensure that a full continuum of program options are available, education agencies review their current delivery systems annually to determine that:

- Program options in regular education environments are available at local schools, whenever appropriate, inclusion programs at the student's home school or, within the district, as near to the home school as possible, are considered by the IEP team.

- Special education programs, appropriate to student needs, are housed on regular school campuses and dispersed throughout the SELPA as equitably as possible to ensure that students with disabilities are served as close to home as possible.

- The physical location of the program facilities shall provide for continuing social interaction with non-disabled students.

- Students with disabilities have equal access to regular education activities, programs, and facilities on the regular school site and participate in those activities as appropriate to their needs.

- Administrative policies and procedures encourage the close cooperation of all school personnel to facilitate opportunities for social interaction between students with disabilities and non-disabled students.

- Administrative policies and procedures allow students with disabilities maximum access to appropriate general education academic programs and school personnel are given necessary support to ensure student success.

- Long range plans and commitments for physical housing on regular school

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campuses are made in order to avoid frequent and disruptive program relocations.

- Through long-range commitments for physical housing on regular school campuses, students with disabilities are afforded opportunities to develop and maintain continuing relationships with non-disabled peers.

Consistent with the determination of an IEP team, students may be placed in residential schools or nonpublic schools and may be provided educational services in medical facilities. Administrators of those facilities and programs are encouraged to provide opportunities for participation with non-disabled students in both educational and social activities.

The IEP team determines the extent to which a student with disabilities participates in regular education with non-disabled students. The determination of appropriate program placement, related services needed, and curriculum options to be offered is made by the IEP team based on the unique educational needs of the disabled student.

The IEP form contains a statement of:

- Supplemental aids and services that the student needs to ensure participation in general education;
- A statement that students will participate in the general education environment with non-disabled peers unless the student's full time involvement and progress in general education curriculum is precluded by the nature and severity of the disability.

No student will be referred for special education unless the general education resources have been considered, utilized, and the documented accommodations and/or modifications have been made prior to referral for special education.

For the purposes of program offerings, special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between students with disabilities and students who are not disabled, in a manner that is appropriate to the needs of both.

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

Document Title: Section B: Governance and Administration

Document Location: SELPA Office, SELPA Website, and each LEA District Office

The County Office responsibility for placement in a non-public school is limited to assisting and cooperating with the District and other agencies in finding an appropriate non-public school for the student. The SELPA Administrative Unit will enter into a contract with the non-public school on behalf of the District. The SELPA Executive Director will maintain IEP and communication between NPS, parent and districts.

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Description:

Nothing in this section shall prohibit a District from finding an appropriate placement, entering into a contract, and seeking reimbursement from all available sources.

Non-Public Agency (NPA) Services Delivered in the District - Designated Instruction and Services may be provided by a NPA certified by the State of California, such as counseling or occupational therapy. The District may contract directly with the NPA, or request the County Office contract with the NPA on behalf of the District.

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

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

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

Document Title: Section B: Governance and Administration

Document Location: SELPA Office, SELPA Website, and each LEA District Office

Description: The SELPA will provide technical support to any districts identified as the DOR for students age 18-21 who are incarcerated in a County Jail and remain eligible for Special Education to assist in meeting their obligation. The SELPA may facilitate collaborations with the County Jails as requested.