

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

SELPA Hacienda La Puente Unified School District

Fiscal Year 2026-27

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 Hacienda La Puente Unified School District (HLPUSD) was established in 1970. It covers the cities of Industry and La Puente, and the unincorporated Los Angeles county areas of Hacienda Heights and Valinda. HLPUSD is located in the Southeast Los Angeles County and covers a district area of 11.5 square miles. The 2025-2026 UPK-12 student enrollment was 15,097.

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)]

Hacienda La Puente Unified School District (HLPUSD) is a single district Special Education Local Plan Area (SELPA) and provides a comprehensive range of program options and related services to students residing in the HLPUSD attendance area. The Governing Board of the HLPUSD elects to operate as a single district SELPA, and as such it is the governing body of this plan and is solely responsible for the approval of policies governing this Local Plan for Special Education. HLPUSD Board of Education is the sole policymaking entity for the SELPA. Approval of the Local Plan, adoption of the budget and District policies and employment of SELPA personnel occur at regularly scheduled, public meetings of the governing board. The oversight and operations of the SELPA will be shared by the SELPA Director and administrators of the District. The SELPA shall include all school sites located within the District and will serve all eligible individuals with exceptional needs residing within the boundaries of the District, or attending its programs under other authorization, through grade twelve (12) or as applicable, students through age 22.

HLPUSD SELPA is designated as its own Administrative Unit (AU) for the SELPA. It shall be

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responsible for administrative functions including, but not limited to, the following:

- Receipt and distribution of special education funds to District accounts for the operation of special education programs and services.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use
- The employment of necessary staff to support SELPA functions

The Board is the governing body of the District and the SELPA. The members of the Board are elected public officials. The policy-making responsibilities of Board pertaining to the SELPA include, but are not limited to, the following:

- Approve the Local Plan
- Approve the annual budget and service plans
- Adopt District policies relating to special education
- Ensure compliance with all elements of the Local Plan
- Employment and evaluation of the SELPA staff using District-adopted employment and evaluation procedures.

It shall be the responsibility of the Superintendent or Designee to evaluate the SELPA Director. The SELPA Director is responsible for implementing policies and procedures for special education programs and services provided in the SELPA, according to the Local Plan and the Board's direction. Such policies and procedures shall include but not be limited to all areas specified in applicable sections of the Education Code.

Upon the recommendation of the Superintendent or Designee, the Board, as the governing board of the RLA is responsible for approval of the annual service and budget plans. The development of the annual service and budget plans shall coincide with the District budget process.

The SELPA Director serves under the supervision of the Superintendent or Designee and is responsible for the provision of administrative support to include:

- Provide coordination for due process, nonpublic school placements and staff development
- Coordinate the administration and implementation of the Local Plan and develop a calendar of meetings
- Develop and provide forms, manuals and handbooks related to special education
- Coordinate Community Advisory Committee activities, including the development of an annual

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calendar

- Coordinate the development and implementation of the SELPA program and student outcomes, and the annual accountability procedures
 - Ensures the HLPUSD SELPA complies with the CDE CALPADS requirements
 - Prepare the regional special education plan and State, Federal and local reports as required
 - Monitor compliance with Federal and State laws and regulations
 - Prepare and submit any and all State waiver requests that are needed to allow for the provision of appropriate programs and services to students with disabilities residing within the SELPA
 - Coordinate services to students with disabilities and to other local public agencies through the development of procedural handbooks, negotiation of agreements, understandings, and ongoing dialogue
 - Ensure provision of services to students with disabilities in charter schools and other alternative programs
 - Oversee the implementation of interagency agreements and memoranda of understanding related to the SELPA
 - Develop and implement a plan for providing staff development opportunities to staff, parents, the Community Advisory Committee
 - Collect, process and report program, personnel and fiscal data related to the State evaluation of special education as specified in accordance with State and federal laws and regulations
 - Maintain and modify, as necessary a Management Information System to be utilized in the referral, assessment, program planning, parent involvement and notifications, placement and evaluation of special education students
 - Identification, referral placement and monitoring of special education students will be provided in accordance with Education Code sections 56300 et. seq. and requirements and pertinent regulations in Title 5 of the California Code of Regulations.
 - Procedural safeguards will be followed, in accordance with State and Federal laws and regulations
- HLPUSD SELPA will participate, as necessary, in meetings with other public agencies established to coordinate and/or fund services for students with disabilities.

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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)]

DESCRIPTION OF GOVERNANCE STRUCTURE (56205(a)(12)(A)) The Governing Board desires to provide a free appropriate public education to all individuals with disabilities, ages three (3) through twenty-one (21) years who reside in the District including children who have been suspended or expelled or placed by the District in a nonpublic nonsectarian school. Furthermore, the District shall be responsible for administering services and programs for infants with solely visual, hearing, and severe orthopedic impairments and any combination thereof, who meet the criteria of Education Code 56026 and 56026.5. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate utilized (Education Code 56303).

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the District shall serve as a special education local plan area (HLPUSD SELPA). The HLPUSD SELPA Director shall develop a Local Plan for the education of individuals with disabilities residing in the District. The Plan shall be approved by the Board. The HLPUSD SELPA shall administer a Local Plan and administer the allocation of funds (Education Code 56195).

HLPUSD Board of Education is responsible for the special education programs operated within its jurisdiction. The HLPUSD Board of Education shall:

- Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the HLPUSD SELPA.

- Review and approve revisions of the HLPUSD SELPA Local Plan for Special Education.

- By approving the Local Plan, as applicable, enter into an agreement with other agencies participating in the Plan, for the purpose of delivery services and programs.

- Approve the annual budget and service plans.

- Participate in the governance of the HLPUSD SELPA through its designated representative.

- Approve all policies related to special education necessary to implement Education Code (EC) Part 30, Sections 56000 through 56885, special education programs et al. and EC selection provisions not included in Part 30 and governing specific areas of special education.

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]

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) 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 Education Code, Part 30.

56140. County offices shall do all of the following:

(a) Initiate and submit to the Superintendent a county wide plan for special education that demonstrates the coordination of all local plans submitted pursuant to Section 56205 and that ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by county offices of education, and juvenile court schools will have access to appropriate special education programs and related services. However, a county office shall not be required to submit a countywide plan when all the districts within the county elect to submit a single local plan.

(b) Within 45 days, approve or disapprove any proposed local plan submitted by a district or group of districts within the county or counties. If approved, the county office shall submit the plan with comments and recommendations to the Superintendent. If disapproved the county office shall return the plan with comments and recommendations to the district. The district may immediately appeal to the Superintendent to overrule the county office's disapproval. The Superintendent shall make a decision on an appeal within 30 days of receipt of the appeal. A local plan shall not be implemented without approval of the plan by the county office or a decision by the Superintendent to overrule the disapproval of the county office.

Approval shall be based on the capacity of the district to ensure that special education programs and services are provided to all individuals with exceptional needs and both of the following: (1) Whether the local plan adheres to the guidelines established pursuant to Section 56122 for the development of local plans. (2) Whether the local plan contains all of the required components as detailed in Section 56205. (c) Participate in the state onsite review of the district's implementation of an approved local plan. (d) Join with districts in the county that elect to submit a plan or plans pursuant to subdivision (c) of Section 56195.1

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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.

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)]

The HLPUSD SELPA has established a Community Advisory Committee (CAC) for Special Education. The CAC is a mandated committee that is made up of parents and professionals working together to provide input to the school district on behalf of the students parents, and others working with students who receive special education services. The CAC bylaws state the purpose of the organization, officers of the committee standing committee composition, terms of appointment attendance and dismissal, CAC meetings and By-Law amendment process. CAC procedures are outlined in the CAC By-Laws.

“The CAC shall be composed of parents of individuals with disabilities enrolled in public or private schools, parents of other students enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel representatives of other public and private agencies and persons concerned with the needs of individuals with disabilities. The CAC shall consist of not less than six (6) members and no more than twenty-four (24) members. At least the majority of the CAC shall be composed of parents of students enrolled in District schools and at least a majority of such parents shall be parents of individuals with disabilities” (CAC Bylaws).

The SELPA Director invites CAC officers, elected by CAC members to regularly consult on the development of the local plan, beginning review of the plan in the fall of the year of the review and development is due.

“The SELPA Director shall provide each CAC member with a copy of the currently approved Local Plan and/or any proposed amendments or revisions to the currently approved Local Plan” (CAC Bylaws).

The CAC shall have at least thirty (30) days to “review any proposed amendments or revisions to the currently approved Local Plan before its submission to the Los Angeles County Superintendent of Schools. A verification statement of this review shall be signed by the Chairperson” (CAC Bylaws).

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

The SELPA Director invites CAC officers, elected by CAC members to regularly consult on the development of the local plan, beginning review of the plan in the fall of the year the plan/development/review is due. Under direction of the SELPA Director, the committee will also include a special education teacher, general education teacher and administrators.

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]

Because Hacienda La Puente USD SELPA is a single district SELPA, it is responsible for the receipt and distribution of all special education funds. The district is also responsible for the provision of administrative support and the coordination and implementation of the local plan. The Annual Budget Plan is reviewed by the governing board. As a single district SELPA, funds are not distributed to multiple districts, and all special education funds that are received are used to provide special education and related services to students within the Hacienda La Puente Unified School District, SELPA.

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)]

It shall be the policy of HLPUSD that inter-agency agreements or other mechanisms for inter-agency coordination are in effect to ensure services required for FAPE are provided including the continuation of services during an inter-agency dispute resolution process.

In addition to providing a broad range of programs and services to students within the District attendance area the HLPUSD SELPA may provide for the education of individual students in special education programs maintained by other districts or counties and may include within the special education programs students who reside in other districts or counties.

Other public agencies are also responsible for the provision of services to some students with disabilities and their families. The HLPUSD SELPA shall develop written agreements to be entered into by entities participating in the Local Plan. Such agreements need not be submitted to the State Superintendent. Contractual agreements may include but are not limited to services provided through public agencies Non-Public Schools (NPS) or Non-Public

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Agencies (NPA). Inter-agency Agreements outline how students access services, define service delivery, case management and fiscal responsibility. Inter-agency agreements are developed and maintained when necessary and appropriate. Each participating agency agrees to carry out the duties and responsibilities that are stated in the Memorandum of Understanding (MOU).

Contracts with a nonpublic school or agency shall be made on forms provided by the California Department of Education and shall include an individual services agreement negotiated for each student. Individual services agreements shall be for the length of time for which nonpublic, nonsectarian school services are specified in the student's individualized education program not to exceed one year. Changes in educational instruction, services or placement shall be made only on the basis of revisions to the student's IEP.

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)]

Not Applicable

- 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)]

Not Applicable

- 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)]

Not Applicable

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)]

HLPUSD SELPA is designated as its own Administrative Unit (AU) for the SELPA.

It shall be the responsibility of the Superintendent or Designee to hire, evaluate and supervise

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the SELPA Director.

- 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)]

The Hacienda La Puente USD SELPA is a single district SELPA, both federal and state funds shall be allocated for use within the Hacienda La Puente special education programs. The SELPA Administrator is responsible to ensure that the funds are allocated appropriately for students with disabilities. Upon approval of the Annual Budget Plan, those documents shall be submitted to CDE.

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

The AU operates all of the special education programs within the Hacienda La Puente USD SELPA. The special administrators, including the SELPA Director, the director of special education and other special education administrators, are responsible for the development and implementation of the special education programs within the district. Since there is only one LEA within the SELPA, that LEA is responsible for all the programs within the jurisdiction of the district.

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

The fiscal department, in conjunction with the SELPA Administrator, monitors the use of all special education funds that are allocated for special education programs. Funds allocated for special education programs shall be used to provide services to students with disabilities. Funds may be used for the costs of special education and related services as well as supplementary aids and services provided to students with disabilities in accordance with the IEP. The SELPA administrator is responsible to monitor the use of funds, along with the Annual Budget process, as required by CDE.

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]

Specialized equipment and services will be distributed within the SELPA to the sites where students need the specialized services. Specialized equipment allows for students, as identified in their IEP, to be served in less restrictive environments. Low incident funds provided by the State allow for the purchase of specialized books, materials, and equipment, which are necessary due to the adverse educational impact of a low incidence disability on

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access to instruction and learning in the least restrictive environment. Low incidence funding is intended to supplement and not supplant other available funding for books and materials.

"Low Incidence Disability" means a severe disabling condition with an expected incidence of less than one percent of the total statewide in kindergarten through grade 12. For purposes of this definition severe disabling conditions are hearing impairments, vision impairments, and severe orthopedic impairments or any combination thereof. For purposes of this definition, vision impairments do not include disabilities within the function of vision specified in Section 56338. Ed. Code 56203

Low Incidence funds may be used for all students with low incidence disabilities (ages 0-21) as defined in law even though the students may have been counted in another category in the pupil count. For example a student who is deaf and developmentally delayed would still be eligible to receive services by low incidence funds even if the pupil was reported as developmentally delayed or multi-handicapped.

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.

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

Policy/Procedure Number: AR 6159, AR 0430, EC 5630

Document Title: HLPUSD Board Administrative Regulations- Individualized Education Program, HLPUSD Board Administrative Regulations- Comprehensive Local Plan for Special Education

Document Location: SELPA 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:

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☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

HLPUSD Board Administrative Regulations- Individualized Education Program, HLPUSD Board Administrative Regulations- Parent Rights and Responsibilities, HLPUSD Board Administrative Regulations- Identification of Individuals for Special Education

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

HLPUSD Board Administrative Regulations- Individualized Education Program, HLPUSD Board Administrative Regulations- Parent Rights and Responsibilities, HLPUSD Board Administrative Regulations- Student and Family Privacy Rights

Document Location:

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

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☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"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

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

Policy/Procedure Number:

Document Title:

HLPUSD Board Administrative Regulations- Certificated Personnel, HLPUSD Board Administrative Regulations- Staff Teaching Students of Limited English Proficiency, HLPUSD Board Administrative Regulations- Appointment and Conditions of Employment, HLPUSD Board Administrative Regulations- Comprehensive Local Plan for Special Education, HLPUSD Board Administrative Regulations- Behavioral Interventions for Special Education Students

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

HLPUSD Board Administrative Regulations- Comprehensive Local Plan for Special Education

Document Location:

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

☒ Yes ☐ No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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SELPA as stated:

☒ Yes ☐ No

Administration of Regionalized Operations and Services

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

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

Document Title:

HLPUSD Board Administrative Regulations- Comprehensive Local Plan for Special Education

Document Location:

SELPA Office

Description:

The SELPA administrator ensures that a full continuum of services is available in order to provide a free and appropriate public education to all students with disabilities for whom it is responsible for. The HLPUSD school board will approve any policies and procedures needed to implement the local plan and through its administrative purview and oversight, ensure implementation of the local plan. The SELPA director is responsible for coordination of all SELPA functions and implementation of the local plan. As such, the SELPA director coordinates the development and implementation of the program and student outcomes as well as the annual accountability procedures.

Local Education Agency (LEA) Administrators

The HLPUSD SELPA director serves under the supervision of the Superintendent's designee. The HLPUSD SELPA Director may also simultaneously serve as the Director of Special Education.

The SELPA Director is responsible for overseeing and coordinating administrative support and implementation of SELPA programs, services, compliance, and operations. Additional detailed responsibilities can be found through the district's Human Resources job descriptions available through the SELPA office. The Executive Director/Director of Special Education oversees the implementation and coordination of special education programs, services, compliance, and support systems across the district to ensure students receive appropriate educational

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support and services.

Coordinators of Special Education are for the purpose of ensuring compliance to established policies, procedures and/or regulations as well as addressing other duties and processes required to maintain the districts' program of services. Coordinators support the implementation of special education programs and services, provide guidance to school sites and staff, and assist with compliance and student support needs throughout the district. Additional detailed responsibilities can be found through the district's Human Resources job descriptions available at the SELPA office.

Program Specialists of Special Education for provide support to school sites, staff, and families through program guidance, instructional support, compliance assistance, and collaboration to help meet the educational needs of students receiving special education services. Program Specialist play a critical role in providing pupil services through coordinating and implementing special education programs and consulting with staff and parents. Additional detailed responsibilities can be found through the district's Human Resources job descriptions available through the SELPA office.

2. Coordinated system of identification and assessment:

Document Title:

HLPUSD Board Administrative Regulations-Individualized Education Program, HLPUSD Board Administrative Regulations- Education for Foster Youth, HLPUSD Board Administrative Regulations-Education for Homeless Children

Document Location:

SELPA Office

Description:

Reassessment for every identified special education student occurs at least every three years within the HLPUSD. Preparation for the assessment follows the same process as an initial evaluation, which includes an assessment plan with written parent consent.

An assessment of a child using various tests and measures per EC sections 56320-56339 and 20 U.S.C. section 1414(a), (b) and (c) to determine whether a child has a disability and the nature and extent of special and related services needed by the child for his/her educational benefit. The assessment tools are individually selected for the child and are administered by competent professionals employed by the local education agency. Testing and evaluation materials and procedures will be selected and administered so as not to be racially, culturally, or

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sexually discriminatory.

The materials or procedures will be provided and administered in the child's native language or mode of communication, unless it clearly is not feasible to do so. No single procedure shall be the sole criterion for determining an appropriate educational program for a child. All of the assessment data is completed and developed into a written multidisciplinary education report within state timelines.

3. Coordinated system of procedural safeguards:

Document Title:

HLPUSD Board Administrative Regulations- Procedural Safeguard and Complaints for Special Education, HLPUSD Board Administrative Regulations- Individualized Education Program Document

Document Location:

SELPA Office

Description:

Parents of children with disabilities ·from ages three through twenty-one have specific educational rights under the Individuals with Disabilities Education Act (IDEA). These rights are called procedural. safeguards. Individuals serving as surrogate parents and students aged eighteen (18) receiving special education services are also entitled to these rights. Education Code 56195.8(b)(3) mandates all entities providing special education to adopt policy on procedural safeguards and Education Code 56500.1 requires entities providing special education to establish and maintain all procedural safeguards granted by

Federal law. For California law related to due process rights and due process hearing rights and procedures, see Education Code 56501 - 56509 and 5 CCR 3082. For Federal due process procedure requirements, see 34 CFR

300.500-300.S20.

HLPUSD protects the rights of students with disabilities in accordance with the procedural safeguards set forth in State and Federal law. Parents/guardian shall receive written notice of their rights in accordance with law, board policy, and administrative regulations. Parent Rights and Procedural Safeguards are available in English, Spanish, Korean and Mandarin. Parents have the right to receive procedural safeguards in their primary/native language or other mode of communication (i.e., sign language or Braille), unless it is clearly not

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feasible to do so. These rights may also be translated orally to them if their primary/native language is not a written language.

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

Document Title:

HLPUSD Board Administrative Regulations- Professional Development, HLPUSD Board Administrative Regulations- Curriculum Development and Evaluation, HLPUSD Board Administrative Regulations- Vision, HLPUSD Board Administrative Regulations- Parent Rights and Responsibilities, HLPUSD Board Administrative Regulations- Shared Decision School Teams

Document Location:

SELPA Office

Description:

The district provides professional development for all staff, including special education teachers, related service providers and paraeducators. Professional development is coordinated with the district's goals, as well as to provide training to meet any new requirements from CDE.

Parents/guardians are offered opportunities to participate in trainings and informational sessions on various special education topics that are developed in response to parent feedback, input, and areas of interest.

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

Document Title:

HLPUSD Board Administrative Regulations- Parent Rights and Responsibilities, HLPUSD Board Administrative Regulations- Curriculum Development and Evaluation

Document Location:

SELPA Office

Federal law requires public schools to provide an equal opportunity to students with disabilities to participate in, and receive the benefits of, the educational program. When applied to instructional materials, this requirement means that any materials used for instruction must be accessible to students with disabilities. In instances when that is not possible, accommodations or modifications must be provided.

California stipulates that in order to meet its responsibility under paragraphs 34 CFR 300.172 (b)(2), (b)(3), and (c) to ensure that children with disabilities who need instructional materials in accessible formats are provided those materials in a timely manner, the SEA must

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Description:

ensure that all public agencies take all reasonable steps to provide instructional materials in accessible formats to children with disabilities who need those instructional materials at the same time as other children receive instructional materials. [34 CFR 300.172(b)] [20U.S.C. 1412(a)(23)(B)].

The IEP team determines if a student needs to receive the same content as other children in one or more specialized formats (Braille, large print, audio and digital text). The IEP team determines how a student will access the information contained in printed materials, which format helps the student work as independently as possible, helps the student develop literacy skills, and allows them to successfully participate and make progress in general education curriculum and IEP goals.

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

Document Title:

HLPUSD Board Administrative Regulations- Comprehensive Local Plan for Special Education

Document Location:

SELPA Office

Description:

HLPUSD is designated as the entity responsible for the administration of the Local Plan and assuring the HLPUSD SELPA is in compliance with all applicable laws and regulations.

The description of the governance and administration of the Local Plan and the policymaking process shall be consistent with subdivision (f) of Section 56001, Section 56195.3 and Section 56195.9 of the Education Code (EC), and shall reflect a schedule of regular consultations regarding the Local Plan development with representative of special education teachers, regular education teachers, administrators, and members of the Community Advisory Committee (CAC).

This Local Plan has been developed by the Local Plan Advisory Team, with input from CAC parents and community members, special education teachers, administrators and general education teachers. This document will be approved by the Hacienda La Puente Unified Board of Education and reviewed by the COE, for compatibility with other local plans and approved by the State Board of Education.

7. Coordinated system of data collection and management:

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Document Title:

HLPUSD Board Administrative Regulations- Board Policy
Comprehensive Local Plan for Special Education

Document Location:

SELPA Office

Description:

HLPUSD SELPA Director is responsible for the provision of administrative support and coordinates the implementation of the Local Plan with on-going monitoring through frequent program reviews. She/ he supervises the collection of data and reports, which subsequently oversees the preparation and submission of these reports to the California Department of Education.

8. Coordination of interagency agreements:

Document Title:

HLPUSD Board Administrative Regulations-Nonpublic, Nonsectarian
School and Agency Services for Special Education

Document Location:

SELPA Office

Description:

In addition to providing a broad range of programs and services to students within the District attendance area, the HLPUSD SELPA may provide for the education of individual students in special education programs maintained by other districts or counties, and may include within the special education programs, students who reside in other districts or counties.

Other public agencies are also responsible for the provision of services to some students with disabilities and their families. The HLPUSD SELPA shall develop written agreements to be entered into by entities participating in the Local Plan, if any. Contractual agreements may include, but not limited to, services provided through public agencies, Non-Public Schools (NPS) or Non-Public Agencies (NPA). Interagency Agreements outline how students access services, define service delivery, case management and fiscal responsibility. Interagency agreements are developed and maintained when necessary and appropriate.

9. Coordination of services to medical facilities:

Document Title:

California Code, Education Code - EDC § 56167

Document Location:

N/A

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Description:

"Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the local educational agency in which the hospital or facility is located." California Code, Education Code - EDC § 56167

The SELPA Director shall direct and ensure that written agreements are in place by entities participating in the Local Plan so that all students are identified and receive appropriate services.

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

Document Title:

HLPUSD Board Administrative Regulations- Nonpublic, Nonsectarian School and Agency Services for Special Education, HLPUSD Board Administrative Regulations- Education for Foster Youth, HLPUSD Board Administrative Regulations- Individualized Education Program

Document Location:

SELPA Office

Description:

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 and who are in need of special education and related services, are identified, located and evaluated.

The District has established a comprehensive system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation and review of the education and related services provided to such individuals.

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

Document Title:

HLPUSD Board Administrative Regulations- Comprehensive Local Plan for Special Education

Document Location:

SELPA Office

HLPUSD SELPA Director is responsible for the provision of administrative support and coordinates the administration and

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Description:

implementation of the Local Plan with on-going monitoring through program review. If a portion or portions of the currently adopted Local Plan are determined to be invalid, she/he will propose to the Local Plan Advisory Team and Community Advisory Committee amendments to the Local Plan to bring it into compliance. Additionally, she/he develop policies, procedures and guidelines for the implementation of State and Federal special education requirements along with the preparation and submission of all program and fiscal reports for the HLPUSD SELPA.

12. Fiscal and logistical support of the CAC:

Document Title:

HLPUSD SELPA Resource Guide/Board Policy Parent Rights and Responsibilities/Vision/Individualized Education Program

Document Location:

SELPA Office

Description:

The HLPUSD SELPA has established a Community Advisory Committee (CAC) for Special Education. The CAC is a mandated committee that is made up of parents and professionals working together to provide input to the school district on behalf of the students, parents, and others working with students who receive special education services. The CAC bylaws state the purpose of the organization, officers of the committee, standing committees, composition, terms of appointment, attendance and dismissal, CAC meetings and By-Law amendment process.

HLPUSD SELPA Director maintains consistent communication with CAC and serves as the liaison during the annual calendar of meetings.

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

Document Title:

HLPUSD SELPA Resource Guide/Board Policy Transportation for Students with Disabilities

Document Location:

SELPA Office

Description:

Transportation for students with disabilities shall be provided in accordance with a student's Individualized Education Program (IEP) or Section 504 accommodation plan and in accordance with procedures established by the SELPA. For purposes of this regulation, students with disabilities shall not be treated differently due to a disability and must obey all rules, regulations pertaining to safety and the authority of the bus driver.

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HLPUSD will provide IEP-related transportation for special education students. Transportation is based strictly on student need and is not provided as a matter of convenience.

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

Document Title:

HLPUSD Board Administrative Regulations- Individualized Education Program

Document Location:

SELPA Office

Description:

Related services are available to students if a supportive service is required for the student to benefit from special education. Certificated specialists provide these services and may work with students individually or in small groups either in the general education classroom or other appropriate setting. In some instances, these services are provided by certified nonpublic agencies/providers.

Related Services options for Transition Services include College Awareness/ Preparation, Vocational Assessment, Counseling, Guidance and Career Assessment, Career Awareness, Work Experience Education, Job Coaching, Mentoring, Agency Linkages (Referral and Placement), Travel Training (includes mobility training).

15. Assurance of full educational opportunity:

Document Title:

HLPUSD Board Administrative Regulations- Curriculum Development and Evaluation, HLPUSD Board Administrative Regulations- Comprehensive Local Plan for Special Education

Document Location:

SELPA Office

Description:

HLPUSD believes that all children, regardless of their family background, their residence, and/or their identified disability, are entitled to meaningful educational programs. Students are afforded the opportunity to graduate with a high school diploma or participate in a post-secondary adult transition program which grants students access to acquiring independent living skills. We promote a comprehensive approach to educational opportunity that ensures all students the full spectrum of resources, services, and supports most critical for school success.

The Hacienda La Puente Unified School District, a single district SELPA,

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accepts the responsibility for assuring that students have full and meaningful educational opportunities. Each Individualized Education Plan (IEP) team considers and chooses the services and placement that meets the student's needs.

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: Comprehensive Local Plan for Special Education

Document Location: SELPA Office

Description:

The HLPUSD SELPA Director shall develop a Local Plan for the education of individuals with disabilities residing in the District. The Plan shall be approved by the Board. The HLPUSD SELPA shall administer a Local Plan and administer the allocation of funds.

The Hacienda La Puente Unified School District as a single district SELPA is governed by the Board of Education. The Governing Board is responsible for the special education programs operated within its jurisdiction. HLPUSD Board of Education will exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the HLPUSD SELPA. HLPUSD Board of Education reviews the HLPUSD SELPA Local Plan and approves the annual budget and annual service plans.

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

Document Title: HLPUSD Board Administrative Regulations- Comprehensive Local Plan for Special Education, HLPUSD Board Administrative Regulations- Teacher Qualifications and No Child Left Behind Act

Document Location: SELPA Office

The position of Program Specialist has been established to provide guidance and consultative services in specialized areas of expertise. The Program Specialist plays a critical role in providing pupil services through coordinating and implementing special education programs and consulting with staff and parents. Program Specialists shall hold a valid special education credential, clinical services credential, health and

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Description:

service credential, or a pupil services credential and shall have advanced training and related experience in the education of individuals with disabilities and specialized in-depth knowledge in early childhood education, career vocational development, in one or more areas of major disabling conditions. The program specialist is employed and evaluated by HLPUSD (Ed. Code§ 56368)

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:

Individualized Education Program

Document Location:

SELPA Office

Description:

The Part C services include classroom-based and home-based services in natural environments. The Early Start services are provided by a multidisciplinary team, to the infants and their families, in accordance with the infant's Individual Family Service Plan (IFSP)

An IFSP is held within 45 calendar days from the time of referral. An interim IFSP may be created for an infant or toddler who "has been determined eligible when exceptional circumstances prevent the completion of assessment within 45 days. The IFSP shall be reviewed every six months or earlier if needed or requested by parent. The HLPUSD SELPA shall make families, school and agencies aware of available special education services and criteria for eligibility (Child Find). The Child Find information may be disseminated through letters, flyers, emailed program brochures, HLPUSD website, presentations and workshops.

Inter-agency collaboration: Hacienda La Puente Unified School District works with the San Gabriel Pomona Regional Center to locate infants and toddlers who may be eligible for early intervention services. The HLPUSD SELPA collaborates with California Children's Services (CCS) to meet the medically necessary occupational therapy and physical therapy needs of infants. Other referral sources include parents, physicians, Department of Public Health, school personnel, and Jay-care providers.

Part C, Transition to Pre-School

The Hacienda La Puente Unified School District/HLPUSD SELPA shall

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ensure a smooth transition to the District's preschool programs for the infants who remain eligible for the special education services. The District recognizes that high-quality preschool experiences for preschool aged children with special needs help them develop knowledge, skills, and attributes necessary to be successful in school and provide for a smooth transition into the elementary education program. These programs provide developmentally appropriate activities in a safe, well-supervised, cognitively and language rich environment.

It shall be the policy of the HLPUSD SELPA that children participating in Early Intervention Programs (IDEA, Part C) and who will be participating in preschool programs (IDEA, Part B) experience a smooth and effective transition between these programs. When eligible under Part B, an IEP shall be written and implemented by the toddler's third birthday.

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:

HLPUSD Board Administrative Regulations- Parent Rights and Responsibilities, HLPUSD Board Administrative Regulations- Parent Involvement, HLPUSD Board Administrative Regulations- Vision, HLPUSD Board Administrative Regulations- Comprehensive Local Plan for Special Education

Document Location:

SELPA Office

Description:

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns first to school site staff and administration, next to district-level administration, and finally to the Board. Nothing in this paragraph limits the rights of the members of the public to address the Board according to the policies and procedures set by the Board for such communication. It shall be the policy of the Hacienda La Puente Unified School District to resolve issues at the site level as promptly as possible.

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:

HLPUSD Board Administrative Regulations- Comprehensive Local Plan for Special Education, HLPUSD Board Administrative Regulations-

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Individualized Education Program

Document Location:

SELPA Office

Description:

HLPUSD has in place a dispute resolution process and utilizes district level personnel to facilitate in relevant activities to support conflict resolution.

Further, HLPUSD certificated staff may answer questions about the child's education and the parents' rights and procedural safeguards. When the parent has a concern, it is important they contact their child's teachers or administrators to discuss their concerns. HLPUSD practices open communication and dialogue in the facilitation of seeking a solution to a parent/ family's concerns. The Superintendent's or designee shall address a complaint concerning compliance with State or Federal law regarding special education in accordance with the District's uniform complaint procedures.

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:

HLPUSD Board Administrative Regulations- Comprehensive Local Plan for Special Education, HLPUSD Board Administrative Regulations- Individualized Education Program

Document Location:

SELPA Office

Description:

The team bases the services and placement decisions on the assumption that this student should be educated and participate with his/her peers (disabled/non-disabled) in general education classroom(s) and activities, both academic and non-academic.

A full range of program options is provided by the Hacienda La Puente Unified School District SELPA. The appropriate placement for a student is determined by the IEP team based on the student's instructional needs and not on the student's disability category. The least restrictive environment is always considered first. As appropriate, students are educated in general education classrooms at their neighborhood schools with the necessary accommodations, supports and services to ensure success and progress toward IEP goals and objectives.

5. A description of the process being used to oversee and evaluate placements in nonpublic,

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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:

HLPUSD Board Administrative Regulations- Individualized Education Program, HLPUSD Board Administrative Regulations- Nonpublic, Nonsectarian School and Agency Services for Special Education

Document Location:

SELPA Office

Description:

The Board of Education may contract with State-certified nonpublic, nonsectarian schools (including residential treatment centers inside or outside of California) or agencies to provide special education services when an appropriate public education program is not available.

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

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

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

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

Document Title:

Comprehensive Local Plan for Special Education/Individual Education Program, HLPUSD Board Administrative Regulations- Individualized Education Program

Document Location:

SELPA Office

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Description:

Full educational opportunities mean that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to non-disabled students.

Free and appropriate education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education; include appropriate services for children aged 3 through 21 years; and are provided in conformity with the student's individualized education program pursuant to 34 CFR 300.340-300.350. The right to FAPE extends to students who are suspended or expelled or placed by the district in nonpublic school or agency services. (34 CFR 300.13, 300.12 I)

Special Education Local Plan Area (SELPA) Local Plan

SELPA Hacienda La Puente Unified School District

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LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA Hacienda La Puente Unified School District

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Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT: Adjustments to any year's apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. California *Education Code (EC)* Section 56048

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

Section D: Annual Budget Plan

SELPA Hacienda La Puente Unified School District

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TABLE 1

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	14,103,370	66.12%
AB 602 Property Taxes	1,050,540	4.93%
Federal IDEA Part B	4,836,431	22.67%
Federal IDEA Part C	84,532	0.40%
State Infant/Toddler	1,000	0.00%
State Mental Health	0	0.00%
Federal Mental Health	184,334	0.86%
Other Projected Revenue	1,069,762	5.02%
Total Projected Revenue:	21,329,969	100.00%

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

5812-We Can Work; 6520-WorkAbility I; 6547-Early Intervention Preschool

D-3. Attachment II: Distribution of Projected Special Education Revenue

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

Section D: Annual Budget Plan

SELPA Hacienda La Puente Unified School District

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TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	24,610,339	41.02%
Object Code 2000—Classified Salaries	12,081,589	20.14%
Object Code 3000—Employee Benefits	12,282,483	20.47%
Object Code 4000—Supplies	374,995	0.63%
Object Code 5000—Services and Operations	9,770,956	16.29%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	876,071	1.46%
Total Projected Expenditures:	59,996,433	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

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

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

Indirect Costs and Excess Cost-School Districts

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TABLE 3

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	16,105,247	27.57%
Projected Federal Revenue	5,224,722	8.94%
Local Contribution	37,084,603	63.49%
Total Revenue from all Sources:	58,414,572	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

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

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

The Hacienda La Puente Unified SELPA distributes dollars as closely as possible to how they are earned by ensuring services and instruction are provided to meet the needs of individuals with disabilities who reside within the Local Plan area and in accordance with the provisions of the Annual Budget Plan.

- b. ☐ YES ☒ NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's

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adopted policy making process, and resubmitted to the COE and CDE for approval.

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SELPA **Hacienda La Puente Unified School District**Fiscal Year **2026-27****TABLE 4****Special Education Local Plan Area Expenditures (Items D-10 to D-11)****D-10. Regionalized Operations Budget**

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	0	0.00%
Object Code 2000—Classified Salaries	0	0.00%
Object Code 3000—Employee Benefits	0	0.00%
Object Code 4000—Supplies	0	0.00%
Object Code 5000—Services and Operations	0	0.00%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	0	0.00%
Total Projected Operating Expenditures:	0	0.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

Not Applicable

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TABLE 5

Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

☐ YES ☒ NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

Low incident disability codes are pulled from the online IEP system (Siras System) which provides identification by school location, student's teacher, the student and the type of equipment/services(s) required in support of the student. Additionally, legally compliant documentation is maintained by teh SELPA to document the agreement and implementation of low-incidence disabilities. Furthermore, the SELPA houses a budget summary of each low-incident, disability expenditure which are reviewed annually and monitored throughout the year in regard to further support, as needed for the student(s) with low-incident disabilities.

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

425,000

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

464,495

D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

LOCAL PLAN

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SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

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Local Plan Section E: Annual Service Plan

California *Education Code* (EC) sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with EC sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations* (34 CFR) Section 300.156(b), Title 5 of the *California Code of Regulations* (5 CCR) 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to EC sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

- ☒ 330–Specialized Academic Instruction/
Specially Designed Instruction

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

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR §300.30(b)(3))

☐ Service is Not Currently Provided

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☒ 210—Family Training, Counseling, Home
Visits (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

The service includes: services provided by social workers, psychologist, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development.

☐ 220—Medical (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided as District is not currently serving any students requiring this service as part of their Individual Family Service Plan (IFSP). If needed, per a student's IFSP, the service will be provided.

☐ 230—Nutrition (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided as District is not currently serving any students requiring this service as part of their Individual Family Service Plan (IFSP). If needed, per a student's IFSP, the service will be provided.

☒ 240—Service Coordination (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

This service includes the coordination of special education and related services.

☒ 250—Special Instruction (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of

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personnel, materials and time and space, that leads to achieving the outcomes in the child's Individual Family Service Plan (IFSP); providing families with information, skills and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.

☐ 260–Special Education Aide (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided as District is not currently serving any students requiring this service as part of their Individual Family Service Plan (IFSP). If needed, per a student's IFSP, the service will be provided.

☐ 270–Respite Care (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided as District is not currently serving any students requiring this service as part of their Individual Family Service Plan (IFSP). If needed, per a student's IFSP, the service will be provided.

☒ 340–Intensive Individual Service

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

Individualized Education Program (IEP) Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

☐ *Service is Not Currently Provided*

☒ 415–Speech and Language

☐ *Service is Not Currently Provided*

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

Services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result problems with articulation (excluding abnormal swallowing patters, if that is the sole assessed disability); abnormal voice quality,

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pitch or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included.

Services include: specialized instruction and services, monitoring, reviewing and consultation. Services may be direct or indirect including the use of a speech consultant.

Is the SELPA's average SLP caseload >55?

☒

Yes

☐

No

The average caseload for speech, language, and hearing specialists in the SELPA shall not exceed 55 cases, unless the SELPA Local Plan specifies a higher average caseload and the reasons for the greater average caseload. EC 56363.3

SELPA Average SLP Caseload: 55

Reasons for greater than 55 average caseload

Not Applicable

☒

425--Adapted Physical Education

☐

Service is Not Currently Provided

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

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designated developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5)

☒

435--Health and Nursing: Specialized
Physical Health Care

☐

Service is Not Currently Provided

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

Health care services mean those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related trainings of the individual who performs the services, and which are necessary during the school day to enable the child to attend school (CCR §3051.12 (b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin

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administration and glucose testing (EC §49423.5 (d)).

☒ 436—Health and Nursing: Other

☐ *Service is Not Currently Provided*

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

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service.

IEP- required health and nursing services are expected to supplement the regular health services program (34 CFR §300.4; CCR Title 5 §3051.12 (a)).

☒ 445—Assistive Technology

☐ *Service is Not Currently Provided*

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

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employees. (34 CFR §300.6)

☒ 450—Occupational Therapy

☐ *Service is Not Currently Provided*

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

Includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities.

Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to

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an Individualized Education Program (IEP), by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §3051.6, EC Part 30 §56363)

☒ 460—Physical Therapy

☐ *Service is Not Currently Provided*

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

These services are provided, pursuant to an Individualized Education Program (IEP), by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch.5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a)(2))

☒ 510—Individual Counseling

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

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(2), (CCF Title 5 §3051.9)

☐ *Service is Not Currently Provided*

☒ 515—Counseling and Guidance

☐ *Service is Not Currently Provided*

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

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(2); CCR Title 5 §3051.9)

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Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR §300.306; CCR Title 5 §3051.9)

☒ 520—Parent Counseling

☐ *Service is Not Currently Provided*

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

Individual or group counseling provided by a qualified individual pursuant to an Individualized Education Program (IEP) to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11)

☒ 525—Social Worker Services

☐ *Service is Not Currently Provided*

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

Services provided pursuant to an Individualized Education Program (IEP) by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13)

☒ 530—Psychological Services

☐ *Service is Not Currently Provided*

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

These services, provided by a credentialed or licenses psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24)

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IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10)

☒ 535—Behavior Intervention Services

☐ *Service is Not Currently Provided*

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

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (CFR Title 5 §30001(d))

☐ 540—Day Treatment Services

☒ *Service is Not Currently Provided*

☐ 545—Residential Treatment

☒ *Service is Not Currently Provided*

☒ 610—Specialized Service for Low Incidence Disabilities

☐ *Service is Not Currently Provided*

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

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education setting by an itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's Individualized Education Program (IEP), including frequency and duration for the services to the student. (CCR Title 5 §3051.16 & 3051.18)

☒ 710—Specialized Deaf and Hard of Hearing Services

☐ *Service is Not Currently Provided*

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

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to student, parents, teachers, and other school personnel may also be included. (CCR Title 5 §3051.16 and 3051.18)

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☒ 715—Interpreter Services

☐ *Service is Not Currently Provided*

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

Interpreter services are provided to ensure meaningful parent participation throughout the special education process. The District provides interpretation and translation services during IEP meetings, assessments, and other special education-related meetings for parents/guardians whose primary language is not English. These services are provided in accordance with IDEA 34 CFR §300.322(e), which requires districts to ensure parents understand IEP proceedings, including arranging for interpreters when necessary, and California Education Code §56341.5(i), which requires that IEP meetings be conducted in a language understandable to the parent or guardian.

☒ 720—Audiological Services

☐ *Service is Not Currently Provided*

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

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2)

☒ 725—Specialized Vision Services

☐ *Service is Not Currently Provided*

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

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CCR Title 5 §3030(d), EC §56364.1)

☒ 730—Orientation and Mobility

☐ *Service is Not Currently Provided*

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

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an Individualized Education Program (IEP).

☐ 735–Braille Transcription

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

This service is not currently provided as District is not currently serving any students requiring this service as part of their Individualized Education Program (IEP). If this service is needed per a student's IEP, the service will be provided.

☒ 740–Specialized Orthopedic Services

☐ *Service is Not Currently Provided*

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

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment. (CCR Title 5 §3030(e) & 3051.16)

☐ 745–Reader Services

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

This service is not currently provided as District is not currently serving any students requiring this service as part of their Individualized Education Program (IEP). If this service is needed per a student's IEP, the service will be provided.

☐ 750–Note Taking Services

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

This service is not currently provided as District is not currently serving any students requiring this service as part of their Individualized Education Program (IEP). If this service is needed per a student's IEP, the service will be provided.

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☐ 755–Transcription Services

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

This service is not currently provided as District is not currently serving any students requiring this service as part of their Individualized Education Program (IEP). If this service is needed per a student's IEP, the service will be provided.

☐ 760–Recreation Service, Including
Therapeutic Recreation

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

This service is not currently provided as District is not currently serving any students requiring this service as part of their Individualized Education Program (IEP). If this service is needed per a student's IEP, the service will be provided.

☒ 820–College Awareness Preparation

☐ *Service is Not Currently Provided*

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

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

☒ 830–Vocational Assessment, Counseling,
Guidance, and Career Assessment

☐ *Service is Not Currently Provided*

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment.
This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (CCR Title 5 §3051.14)

☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

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

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. There is a need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR §300.29)

☒ 850—Work Experience Education

☐ *Service is Not Currently Provided*

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR §300.26)

☐ 855—Job Coaching

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

This service is not currently provided as District is not currently serving any students requiring this service as part of their Individualized Education Program (IEP). If this service is needed per a student's IEP, the service will be provided.

☐ 860—Mentoring

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

This service is not currently provided as District is not currently serving any students requiring this service as part of their Individualized Education Program (IEP). If this service is needed per a student's IEP, the service will be provided.

☒ 865—Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

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

Service coordination and case management that facilitates the linkage of Individualized Education Programs (IEP) under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR

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§613)

☐ 870–Travel and Mobility Training

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

This service is not currently provided as District is not currently serving any students requiring this service as part of their Individualized Education Program (IEP). If this service is needed per a student's IEP, the service will be provided.

☒ 890–Other Transition Services

☐ *Service is Not Currently Provided*

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

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

☐ 900–Other Related Service

☒ *Service is Not Currently Provided*

☒ ☐ Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

Special Education Local Plan Area (SELPA) Local Plan Certification 4

SELPA

Hacienda La Puente USD

Fiscal Year

2026-27

Certification 4: Community Advisory Committee

IMPORTANT: Certification 4 is required only for the submission of the Section B: Governance and Administration section of the Local Plan

Cert 4-1. Community Advisory Committee Participation

The Community Advisory Committee (CAC), advised the SELPA during the development, amendment, and review of the Local Plan. The process involved a schedule of regular consultations regarding policy and budget development. California *Education Code* sections 56194 and 56205(a)(12)(E).

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

Cert 4-2. Community Advisory Committee Review Timeline

The CAC had at least 30 days to conduct a review of the completed Local Plan. This review was done prior to Local Plan being submitted to the COE and CDE.

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

Cert 4-3. Community Advisory Committee Comments

The CAC provided written comments to the SELPA regarding this Local Plan submission.

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

I certify the information presented herein is an accurate representation of the CAC's involvement in the development and/or amendment of the Local Plan.

Authorized Signature



CAC Chairperson

6/01/26.

Date

Local Plan Submission