

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- ☐ *NEW* SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- ☐ Local Plan Section B: Governance and Administration
- ☒ Local Plan Section D: Annual Budget Plan
- ☐ Select if this Local Plan Section D submission was revised after June 30th due date
- Local Plan Section D
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I-V are required
 - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.

☒ Local Plan Section E: Annual Service Plan

- ☐ Select if this Local Plan Section E submission was revised after June 30th due date
- Local Plan Section E
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I and VI are required
 - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.

☐ Local Educational Agency Membership Changes

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

Section A: Contacts and Certifications

SELPA

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A3. SELPA Director Contact Information

Enter address information for the SELPA. Include current SELPA Director contact information.

NOTE: SELPA Director position changes do not require amendments to the Local Plan.

However, in such cases the new SELPA Director assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	Tehama		
Street Address	900 Palm Street	Zip Code	96080
City	Red Bluff	County	CA
Mailing Address	900 Palm Street		
City	Red Buff	Zip Code	96080
Director First Name	Veronica	Administrator Last Name	Coates
Director Title	Assistant Superintendent		
Director's Email	vcoates@tehamaschools.org		
Telephone	(530)527-8614	Extension	614

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan and must electronically sign Certification 1 and 2.

Administrative Entity Name	Tehama County Department of Education		
Street Address	1135 Lincoln Street	Zip Code	96080
City	Red Bluff	County	Ca
Contact First Name	Richard	Last Name	DuVarney
Contact Title	Superintendent of Schools		

Section A: Contacts and Certifications

SELPA

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Email

Telephone Extension

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☒ Yes ☐ No ☐ N/A (Section D and/or Section E submissions)

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

☒ N/A (Section D and/or Section E submissions)

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

☒ COE responsible for approving the Local Plan

Local Plan section(s) was/were provided to the COE(s) listed for approval on

Add COE

Delete COE

Section A: Contacts and Certifications

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Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

- ☐ Single LEA SELPA: This selection includes only one district LEA; or
- ☐ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☒ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

Section A: Contacts and Certifications

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- ☒ Small and Sparse or Isolated: This selection must meet requirements for COE joined SELPAs as described above, and EC sections 56211 through 56212.

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by EC sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	Tehama County SELPA	Loreina Santana	Teacher-Spec. Ed.	All
-	Tehama County SELPA	Mark Pfaff	Teacher-Gen. Ed.	All
-	Tehama County SELPA/ CAC	Michelle Kinner	CAC	All
-	Tehama County SELPA/ Parent of SWD/CAC	KC Allen	CAC	Section E
-	Tehama County SELPA/ General ED Parent	Mandi Gozzo	Other	Section D
-	Tehama County SELPA	Andrea Gonzalez	Other	Section D

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

☐ Certification 1: SELPA Local Plan Section B: Governance and Administration

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☒ Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

☒ Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)

Number Submitted

☐ Certification 4: CAC (Required for all SELPA Local Plan Sections B)

☒ Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)

Number Submitted

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

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Certification 1

Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

☐ Single LEA SELPA ☐ Multiple LEA SELPA ☒ COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

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

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

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

Section A: Contacts and Certifications

SELPA

Tehama

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2025-26

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

<https://tehamacountyselpa.org/>

Richard DuVarney

Administrative Entity Signature*

May 29, 2025

Date

Tood Brose

SELPA Governance Council or Responsible Individual

May 29, 2025

Date

Veronica Coates

SELPA Administrator

May 29, 2025

Date

*The responsible individual identified as the Administrative Entity in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

IMPORTANT: Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the *Individuals with Disabilities Education Act (IDEA)*, Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the *Federal Rehabilitation Act of 1973*, 29 *USC*, Chapter 16 as applicable; the *Federal Americans with Disabilities Act of 1990*, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

☐ Single LEA SELPA ☐ Multiple LEA SELPA ☒ COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC Section 56195.1(b)* and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC Section 56195.7*.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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

C2-2. Specific web address where the SELPA Local Plan, including all sections, is posted.

Section A: Contacts and Certifications

SELPA

Tehama

Fiscal Year

2025-26

Richard DuVarney

May 29, 2025

Administrative Entity Signature*

Date

Tood Brose

May 29, 2025

SELPA Governance Council or Responsible Individual

Date

Veronica Coates

May 29, 2025

SELPA Administrator

Date

*The responsible individual identified as the Administrative Entity in Item A4 of Section A must electronically sign here.

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA

Fiscal Year

Certification 3: County Office of Education

IMPORTANT: Certification 3 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

I certify the attached Local Plan section(s) as submitted with this certification are approved by the county office of education (COE). I further assure the Local Plan section(s) being submitted meet(s) all applicable requirements of state and federal laws; policies and procedures including compliance with the Individuals with Disabilities Education Act (IDEA); and is/are included in a coordinated system of all Local Plans (as applicable) to ensure all students with disabilities 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 the COE, and juvenile court schools, will have access to appropriate special education programs and related services.

Cert 3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

☒ Yes ☐ No

Cert 3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to *EC* Section 56140(b).

☒ Yes ☐ No

If "Yes," the COE must enter comments and recommendations here:

County Superintendent of Schools was a member of the Local Plan Committee. Additionally, County Superintendent is the SELPA Governance Chair. County Superintendent was involved in all aspects of the local plan development and review.

Cert 3-3. Special Education Local Plan Area Governance Structure

The COE certifies the SELPA is a:

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☐ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or

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SELPA Tehama Conty SELPA

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- ☒ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).
- ☒ Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and *EC* sections 56211 through 56212.

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 3-4. The COE ensures the SELPA submitting the Local Plan meets one of the following conditions:

Single-LEA SELPA

The COE ensures the Single LEA SELPA has established a written procedure for the ongoing review of programs conducted, and procedures utilized under the Local Plan, and a mechanism for correcting any identified problem related to the regionalized service to local programs, including, but limited to, all of the services identified in California *Education Code (EC)* 56195.7(c). *EC* sections 56027, 56195, 56195.7(c) and (j)(1), and 56205; *OR*

Multiple LEA SELPA or COE joined SELPA

The COE ensures the Multiple LEA SELPA or COE joined SELPA has a written agreement entered into by entities participating in the Local Plan that includes a provision for ongoing review of programs conducted, and procedures utilized, under the Local Plan, and a mechanism for correcting any identified problem. *EC* 56195.1 and 56195.7

☒ Yes ☐ No

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA

Tehama Conty SELPA

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Cert 3-5. The county superintendent ensures the Local Plan, including amendments, is posted on the COE web site, or includes a link to the Local Plan.

☒ Yes ☐ No

Web address where the SELPA Local Plan, including all sections, is posted.

<https://www.tehamaschools.org/>

Authorized Signature

Richard DuVarney

COE Superintendent

May 29, 2025

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Fiscal Year

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☐ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☒ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).
- ☒ Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and *EC* sections 56211 through 56212.

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

Special Education Local Plan Area (SELPA) Local Plan Certification 5

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I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

<https://www.evergreenusd.org/>

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

Bradley Mendenhall

LEA Superintendent/Chief Administrator

May 29, 2025

Date

Local Plan Submission

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

SELPA Tehama County SELPA

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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 Local Education Agencies (LEAs) within Tehama County and the Tehama County Department of Education (TCDE) join together pursuant to Education Code Section 56195.1 (c) to adopt a plan in accordance with Education Code Section 56205 to assure equal access to special education and services for all eligible students with disabilities residing in the geographic area served by these agencies, hereafter known as the Tehama County Special Education Local Plan Area (Tehama County SELPA). In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state laws.

Participating LEA in the Geographical Boundaries of Tehama County SELPA:

Antelope Elementary School District
Corning Union Elementary School District
Corning Union High School District
Evergreen Union Elementary School District
Flournoy Elementary School District
Gerber Union Elementary School District
Kirkwood Elementary School District
Lassen View Union Elementary School District
Los Molinos Unified School District
Red Bluff Joint Union High School District
Red Bluff Union Elementary School District
Reeds Creek Elementary School District
Richfield Elementary School District
Tehama County Department of Education (TCDE)

Participating LEAs in the SELPA also agree to adhere to SELPA Agreement 1 (Intent), SELPA Agreement 2 (Service Delivery within Tehama County SELPA), and SELPA Agreement 9 (Preschool Continuum of Service) further defining geographical service area. These Agreements

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can be found within the SELPA Office at 900 Palm Street, Building 7401, Red Bluff, Ca 96080.

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)]

Governance and Administrative Structure

The Local Education Agencies (LEAs) within Tehama County and the Tehama County Department of Education (TCDE) join together pursuant to Education Code Section 56195.1 (c) to adopt a plan in accordance with Education Code Section 56205 to assure equal access to special education and services for all eligible persons with disabilities residing in the geographic area served by these agencies, hereafter known as the Tehama County Special Education Local Plan Area (Tehama County SELPA). The Tehama County Department of Education is designated as the Administrative Unit (AU) for the SELPA. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state laws.

Each district or LEA governing board and the Tehama County Department of Education shall have authority over the programs it directly maintains consistent with the local plan. Regional programs operated on behalf of the SELPA are subject to oversight by the SELPA Governing Board according to SELPA policies and procedures. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA has granted that charter. Charter schools with LEA status in the SELPA are responsible for special education services according to the provisions of the SELPA's Charter School policy. The two independent LEA charters in the SELPA are authorized by the Tehama County Department of Education, and the County Superintendent or designee represents those LEA charters, TCDE Regional Special Education Programs, and Administrative Unit. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve students with disabilities who cannot be served in the LEA of residence District of Special Education Accountability (DSEA) programs. Such cooperation ensures that a range of program options is available throughout Tehama County. The county office, LEA, or district governing boards may enter into agreements to provide service to students in special education programs maintained by other districts, LEAs, or counties and may include within their special education programs students residing in other districts or counties.

Governance Council

The Governance Council is the governing body for the Tehama County SELPA. The Governance Council is comprised of the superintendents from each participating LEA and the TCDE. Superintendents are responsible to each of their respective governing boards. The Superintendent of the Administrative Unit or designee serves as the chairperson for the

SELPA

Tehama County SELPA

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Governance Council. The SELPA Administrator is an ex-officio member. The SELPA Governance Council is charged with the responsibility of adopting appropriate policies regarding the implementation of the Local Plan for Special Education. Each LEA superintendent by participation in the Governance Council is charged with overseeing the operations of the Local Plan and implementing the policies adopted. Information is transmitted to the SELPA Executive Council for implementation of the directives and policies and for the development of procedures. The SELPA Administrator provides a coordinating function and serves as staff to each of the groups. Thus, a smooth and efficient operation of the administrative structure is achieved to assure a successful implementation of the Local Plan for Special Education in accordance with the policies adopted by the SELPA Governance Council.

All council members have one vote and decisions will be made by a two thirds majority vote except in circumstances where state or federal mandates require a unanimous vote. Designees may attend meetings on behalf of a superintendent but may not be voting members, with the exception of the Administrative Unit, TCDE, who can authorize a designee as a voting member in their absence. A quorum shall consist of 10 members. A two thirds majority vote, in this instance, must include at least 5 districts that are program operators and 1 district that is not a program operator.

The Governance Council meets a minimum of two times per school year. All meetings of the council shall be held according to Brown Act requirements. The notice and minutes of all regular meetings shall be sent to all LEA member superintendents, if requested, the president of the Community Advisory Committee, and others as requested. The SELPA Administrator prepares agendas and disseminates minutes from Governance Council meetings.

The responsibilities of the Governance Council include but are not limited to the following:

- to appoint representatives to the Executive Committee,
- to review and take action to approve or deny amendments to the local plan,
- to make changes in the allocation model and expenditure agreements as necessary,
- to approve or deny requests for program transfers and
- to address any other items determined necessary by the Executive Committee.

Administrative Unit (AU)

The Tehama County Department of Education (TCDE) shall serve as the AU for the SELPA.

In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan.

Participating LEAs in the SELPA also agree to adhere to SELPA Agreement 1 (Intent), SELPA Agreement 2 (Service Delivery within Tehama County SELPA), and SELPA Agreement 9 (Preschool Continuum of Service) further defining geographical service area. These Agreements

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can be found within the SELPA Office at 900 Palm Street, Building 7401, Red Bluff, Ca 96080.

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)]

Executive Committee

The Executive Committee is comprised of the following:

- the superintendent of the administrative unit (TCDE)
- the superintendent from each LEA that is designated a program operator
- the superintendent from three LEAs that do not operate special education program

The Executive Committee shall appoint members to serve as chair and vice-chair. Members shall be appointed for two years and may be re-appointed for additional terms.—Appointments shall take effect in July. The SELPA Administrator is an ex-officio member.

Each representative shall have one vote and decisions will be made by majority vote except in circumstances where state or federal mandates require a unanimous vote. A majority vote must include at least one vote from an LEA that does not operate special education programs. A quorum shall consist of 7 members present. A majority vote, in these cases, must include at least one district that is not a program operator. Designees may attend meetings on behalf of a superintendent but may not be voting members.

The Executive Committee shall meet not less than 4 times per school year, but may meet more often as needed. Additional meetings may be called at the request of any representative on the committee. All meetings of the committee shall be held according to Brown Act requirements. The committee chair(s) and the SELPA Administrator shall prepare the agenda for each meeting; the SELPA Administrator shall provide all support materials. The chair, vice-chair, or designee shall conduct the meeting.

The notice and minutes of all regular meetings shall be sent to all member LEA superintendents, if requested, the president of the Community Advisory Committee (CAC), and others as requested.

Executive Committee responsibilities shall include, but not be limited to:

- Recommending action on proposed amendments to the local plan to the Governance Council.
- Recommending allocation plans for the distribution of federal, state and local funds allocated for special education programs to the Governance Council.
- Taking action to approve or deny annual service and budget plans and revisions to those plans.

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- Taking action to approve or deny SELPA policies, administrative regulations, procedures, resolutions, and guidelines for the management and implementation of special education programs and services within the SELPA.
- Collaborate with the Administrative Unit regarding the recruitment, selection and evaluation of the SELPA Administrator.
- Providing direction to the SELPA Administrator for regionalized and program specialist services.
- Directing that data be gathered, interpreted, and reported regarding the implementation, administration and operation of the local plan.
- Reviewing data in order to monitor planned and actual accomplishments of special education programs in the member LEAs that comprise the local plan.
- Authorizing ad hoc committees for the purpose of assisting the Executive Committee to study and explore solutions regarding designated issues.
- Analyze, review and make appropriate recommendations regarding fiscal issues that impact the SELPA to the Governance Council.
- Collaboration among members to develop policies and implement the Local Plan to ensure that all students within the SELPA are provided with a continuum of services and free and appropriate public education (FAPE).

Special Focus Other Committees

Subject to approval from the governing council or executive committee, the SELPA Administrator may convene Ad Hoc Committees and appoint members as needed to address current issues. Membership on these committees is designed to fulfill a particular task within a specified time frame. SELPA personnel or selected representatives will serve as chairpersons of committees.

Each district governing board and the Tehama County Department of Education shall have authority over the programs it directly maintains consistent with the local plan. Regional programs operated on behalf of the SELPA are subject to oversight by the SELPA Governing Board according to SELPA policies and procedures. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA has granted that charter. Charter schools with LEA status in the SELPA are responsible for special education services according to the provisions of the SELPA's Charter School policy. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve students with disabilities who cannot be served in the LEA of residence program. Such cooperation ensures that a range of program options is available throughout Tehama County. The county office or district governing boards may enter into agreements to provide service to students in special education programs maintained by other districts or counties and may include within their special education programs students residing in other districts or counties.

Participating LEAs in the SELPA also agree to adhere to SELPA Agreement 1 (Intent), SELPA

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Agreement 2 (Service Delivery within Tehama County SELPA), and SELPA Agreement 9 (Preschool Continuum of Service). This Agreement can be found within the SELPA Office at 900 Palm Street, Red Bluff, Ca 96080. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan.

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

Administrative Unit (AU)

The Tehama County Department of Education (TCDE) shall serve as the AU for the SELPA and perform the following functions:

- Receive and distribute special education funds for the operation of special education programs and services, according to the locally approved Special Education Funding Allocation Plan and SELPA Governance Board Policies.
- Provide administrative support, including establishing and maintaining an office for SELPA staff.
- Employment of staff as necessary to carry out the implementation of the local plan.
- Collaborate with the Executive Committee in the recruitment, hiring, supervision and evaluation of the SELPA Administrator.
- Collaborate with the Executive Committee regarding the recruitment, employment, and retainment of staff hired in support of SELPA operations.

The Tehama County Department of Education (AU) provides certain special education programs and services as approved by the SELPA Governance Council, and is responsible to collaborate with the SELPA Administrator and Governance Council regarding recruitment, employment, and retainment of staff hired in support of staffing these programs. The AU is reimbursed by the participating districts for the excess costs related to the provision of services by the TCDE and SELPA Office according to the SELPA approved billback formula.

The Tehama County Department of Education is designated as the Administrative Unit (AU) for the SELPA. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan.

In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan.

Participating LEAs in the SELPA, including TCDE, also agree to adhere to SELPA Agreement 1 (Intent), SELPA Agreement 2 (Service Delivery within Tehama County SELPA), and SELPA

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Agreement 9 (Preschool Continuum of Service). This Agreement can be found within the SELPA Office at 900 Palm Street, Red Bluff, Ca 96080. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan.

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)]

Community Advisory Committee (CAC)

The Tehama County SELPA Community Advisory Committee (CAC) serves in an advisory capacity. CAC membership shall be composed of parents/families of individuals with disabilities enrolled in public or private schools, parents/families of other students enrolled in school, students with disabilities, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with disabilities. At least a majority of the CAC shall be composed of parents/families of students enrolled in schools participating in the local plan and at least a majority of such individuals shall be parents/families of individuals with disabilities.

CAC members shall be appointed by and responsible to LEA governing boards. The SELPA Administrator or designee serves as ex-officio member of the CAC and acts as the liaison between the CAC, the Executive Committee, and the Governance Council.

CAC responsibilities include:

- Advising the policy and administrative entity on the development, amendment, and review of the local plan.
- Recommending annual priorities to be addressed by the SELPA.
- Assisting in parent education and in recruiting parents and other volunteers who may

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contribute to the implementation of the plan.

- Encouraging community involvement in the development of the local plan.
- Supporting activities on behalf of individuals with disabilities
- Assisting in parent awareness of the importance of regular school attendance.

The CAC shall meet no less than two times per year. Announcements of CAC meetings and activities will be distributed to parents/families of students with disabilities in the SELPA. In addition, information will be posted on the SELPA web page.

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 Administrator shall be responsible for the coordination of the development of any proposed amendments to the local plan.

Amendments to the permanent portion of the local plan may be considered at any time. The Governance Council may adopt changes to the local plan on an interim basis, not to exceed one school year. To formally adopt proposed and interim amendments the following procedure shall be followed:

- A committee comprised of representatives of special and regular education teachers and administrators as well as parent members of the CAC or parents selected by the CAC shall be convened to provide input and make recommendations regarding the proposed or interim amendments to the local plan. (EC 56195.9). The CAC shall meet no less than two times per year. Announcements of CAC meetings and activities will be distributed to parents/families of students with disabilities in the SELPA. In addition, information will be posted on the SELPA web page.
- The CAC and other advisory groups as determined appropriate by the SELPA Administrator will review the recommended amendments to the local plan, as presented by the committee, and provide additional input and revision recommendations, if needed.
- The Executive Committee will review the recommended amendments, propose any final revisions, and submit the final draft to the Governance Council for approval.
- The Governance Council will review and approve the final draft amendments of the local plan and submit to the LEA governing boards for approval.
- LEA governing boards will review and take action on the recommended amendments to the local plan within 30 days of submission from the Governance Council.

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- Amendments require the approval of each LEA governing board.
- Following approval by all LEA governing boards, the SELPA will submit the local plan to the California Department of Special Education for submission to the State Board of Education, and be posted on each website of member LEAs.

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the SELPA Governance Council, the Executive Committee, and/or the CAC. Opportunities for public input will be included on the meeting agendas of each committee.

The Tehama County SELPA Administrator and District/LEA Special Education Administrators are also available to meet with parents, families, or members of the public who may have questions or concerns. Meetings can be arranged by contacting the SELPA office.

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

Administrative Unit (AU)

The Tehama County Department of Education (TCDE) shall serve as the AU for the SELPA and perform the following functions:

- Receive and distribute special education funds for the operation of special education programs and services, according to the locally approved Special Education Funding Allocation Plan.
- Provide administrative support, including establishing and maintaining an office for SELPA staff.
- Employment of staff as necessary to carry out the implementation of the local plan.
- Collaborate with the Executive Committee in the recruitment, hiring, supervision and evaluation of the SELPA Administrator.
- Collaborate with the Executive Committee regarding the recruitment and employment of staff hired in support of SELPA Operations.

The Tehama County Department of Education (AU) provides certain special education programs and services as approved by the SELPA Governance Council. The AU is reimbursed by the participating districts for the excess costs related to the provision of services by the TCDE and SELPA Office according to the SELPA approved billback formula.

The Tehama County Department of Education is designated as the Administrative Unit (AU) for the SELPA. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan.

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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)]

In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state laws.

Each member LEAs governing board and the Tehama County Department of Education shall have authority over the programs it directly maintains consistent with the local plan. Regional programs operated on behalf of the SELPA are subject to oversight by the SELPA Governing Board according to SELPA policies and procedures. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA has granted that charter. Charter schools with LEA status in the SELPA are responsible for special education services according to the provisions of the SELPA's Charter School policy. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve students with disabilities who cannot be served in the LEA of residence program. Such cooperation ensures that a range of program options is available throughout Tehama County. The county office or district governing boards may enter into agreements to provide service to students in special education programs maintained by other districts or counties and may include within their special education programs students residing in other districts or counties.

The SELPA provides intensive special education services to infants with low incidence disabilities birth through age two through contracting with two entities. Through its agreement with the Far Northern Regional Center, and the Shasta County Office of Education, the SELPA coordinates the smooth transition of services for infants who are eligible for services upon turning age three to regional services offered by Tehama County Department of Education.

The SELPA has established a systematic method of referral for all students age three to five years of age suspected of being disabled and in need of services. The SELPA provides a full continuum of services for all students age three to five found eligible pursuant to EC 56441.11.

Services for infants and children three to five years of age with disabilities are updated yearly and described in detail in the SELPA Annual Service Plan included herein.

Oversight of Nonpublic School Placements

The SELPA Administrator, in collaboration with the appropriate LEA representatives, shall annually review the placement of each student attending a nonpublic, nonsectarian school to determine if all contracted services are being provided and whether the student is making satisfactory progress toward returning to a public school placement.

The review will include an analysis of the evaluations conducted by the nonpublic, nonsectarian

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school to ensure that they were appropriate and valid for measuring student progress. The LEA may choose to administer additional assessments as necessary, with parent consent where required, to determine whether the student is making adequate educational progress.

Participating LEAs in the SELPA also agree to adhere to SELPA Agreement 1 (Intent), SELPA Agreement 2 (Service Delivery within Tehama County SELPA), SELPA Agreement 9 (Preschool Continuum of Service), SELPA Administrative Regulation 34 (Non Public Schools) further defining LEA responsibility and contractual agreements. These Agreement can be found within the SELPA Office at 900 Palm Street, Red Bluff, CA 96080

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)]

LEA Governing Boards

The governing board of each participating school district authorizes its district's participation in the Tehama County Local Plan for Special Education through its approval of the local plan.

The local governing board responsibilities include, but are not limited to:

- Approval of the local plan.
- Approval for the operation of district special education programs
- Adoption of policies and procedures for special education programs and services within their districts.
- LEA compliance with all elements of the local plan.
- Input on SELPA policies and procedures through the district superintendent's participation on the Governance Council.
- Appointment of representatives to the CAC.

Tehama County Department of Education Governing Board

The governing board for the Tehama County Department of Education is responsible for the appointment of members to the CAC and serves as the appellate body in cases related to the expulsion of students with disabilities. The governing board participates in the development of SELPA policies and procedures through the county superintendent's membership on the SELPA Governance Council.

- 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)]

LEA and COE Superintendents

The district superintendents are responsible to their respective Boards of Education. The district superintendents and county superintendent participate on the SELPA Governance Council and assist in the development and approval of policies for the operation of the Special Education

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Local Plan Area.

Local superintendents are responsible for preparing their district's special education budgets and for the operation of programs and services within their districts, as well as maintenance and operation of the facilities for special education programs and services.

Responsibilities of the Local Education Agency (County and District) Superintendent in the implementation of the Local Plan include, but are not limited to the following:

- Assist in the identification of special education program and service needs for the Tehama County SELPA through participation on the Governance Council.
- Communicate SELPA information to their governing boards.
- Collecting information on program operations and reporting to the SELPA Administrator
- Managing the operation of local special education programs and services
- Providing assistance in due process and complaint procedures

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)]

Local Educational Agency (LEA)

LEA's are responsible for ensuring that students with disabilities are educated in the least restrictive environment (LRE). Placement in special education programs or services occurs only when the nature or severity of the disability is such that the student's education, even with the use of modifications of the general education program or use of supplementary aids or programs, cannot be achieved satisfactorily. Students with disabilities are served in their home districts whenever the needs identified on the individualized education program can be met within the home district.

LEAs are allocated special education funds based on their ability to meet all of the following requirements:

- demonstrate fiscal capability,
- demonstrate the ability to comply with student IEPs,
- to provide adequate support of special education staff,

and are subject to local plan policies and agreements. LEA's, authorized by the Governance Council, are allocated funds based on the SELPA funding allocation plan and operate their own special education programs/services. LEA's that do not receive special education funding are provided services through the TCDE or by arrangement with another LEA or authorized non-public school.

LEA responsibilities include, but are not limited to:

- Coordinating and conducting child find activities.
- Identifying and serving students in medical, foster or LCI facilities.
- Participating in state/district-wide assessments.

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- Operating special education programs and services according to SELPA guidelines
- Complying with state and federal laws and regulations regarding special education.
- Responding to compliance and due process complaints and implementing the decisions of compliance investigations or due process hearings.
- Utilizing the same management information system, forms, procedures and guidelines as all other LEAs within Tehama County.
- Collecting and completing state and federal report requirements; including California Longitudinal Pupil Achievement Data System (CALPADS) submissions, reports, self-reviews, verification reviews and any other state and federal reviews as required by the California Department of Education, Special Education Division, or the Federal Office of Special Education Programs (OSEP).
- Monitoring the appropriate use of federal, state and local funds.
- Complying with state and federal requirements regarding maintenance of effort (MOE)
- Cooperation with other LEAs to ensure the provision of services to all identified students in the SELPA

The Tehama County Department of Education is designated as the Administrative Unit (AU) for the SELPA. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state laws.

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

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

The SELPA Administrator for the Tehama County SELPA serves two important functions, administrator of the SELPA and program administrator for the Tehama County Department of Education regional programs and services. Because of the dual nature of this position, all matters related to the hiring, supervision and evaluation of this individual, shall be performed by the AU in collaboration with the Executive Committee. It is the duty of the SELPA Administrator to oversee and supervise the evaluation of SELPA and TCDE Regional Special Education program and services staff. The SELPA Administrator assures equal access to all programs and services in the SELPA and provides advice to members of the public, including parents, guardians or families of students with disabilities who are receiving services under the local plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Administrator provides information to ensure that all students with disabilities and students eligible for special education services, receive due process of law.

The Executive Committee collaborates with the Administrative Unit regarding the recruitment, selection, retainment, and evaluation of the SELPA Administrator.

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- 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)]

Tehama County Special Education Local Plan Allocation Plan and Budget Categories:
Governance and Administrative Structure

The local education agencies (LEAs) within Tehama County SELPA and the Tehama County Department of Education join together pursuant to Education Code Section 56195.1 (c) to adopt a plan in accordance with Education Code Section 56205 to assure equal access to special education and services for all eligible students with disabilities residing in the geographic area served by these agencies, Tehama County Special Education Local Plan Area (Tehama County SELPA). The SELPA Governance Council adopts an annual budget and service plan at a public hearing yearly, and a review of Section B of the SELPA Local Plan, including their funding allocation plan, once every three years. The SELPA Administrator manages the budget adopted by the Governance Council. Budget reports are provided to the Governance council, quarterly.

SELPA Funding Allocation Plan

Revisions to the Allocation Plan - In May 2015 the SELPA Governing Board agreed to revise the SELPA AB 602 Funding Allocation Plan. The new plan was partially phased in during the 2015-16 school year and was fully operational by the 2017-18 school year. Major components of the new plan include the following: Revenue and expenses will be separated into three major categories, namely TCDE Programs and Services, SELPA Services, and SELPA Extraordinary Costs Fund (formerly known as Priorities Fund). As there are recent reforms at the state level for funding distribution, the Tehama County SELPA will distribute and allocate AB 602 funding according to state law mandates. If the law allows for local control over funding distribution and allocation to member LEAs, the Tehama County SELPA will distribute the following methodology for AB 602 funds:

- A. SELPA Services and SELPA Extraordinary Costs Funds (formerly known as Priorities) will be funded for 100% of their approved expenses, through the RS/PS and property tax add on funding revenue.
- B. TCDE Regional Special Education Program Services will be funded for 86% of its approved expenditures. TCDE is considered an LEA in our funding allocation and expense model.
- C. State Entitlement Funds will be allocated to program operators using a two-step calculation as follows:
 1. Allocate 80% of the designated revenue using a single rate per ADA based on the state's distribution methodology of the highest ADA over a three-year period: current year, prior year, or prior prior year. This will be utilized at the closing of books in August each year. Updates through the year will use the following metrics: First Interim: P2 Prior Year, highest of the three years; Second Interim: P1 Current Year, highest of the three years; Closing Budget: P2 Current Year, highest of the three years.
 2. Allocate 20% of the designated revenue using a single rate per prior year CALPADS Census Date pupil count.

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D. Federal Local Assistance Grant funds will be allocated to District Program Operators using prior year CALPADS Census Date pupil count rather than a constant percentage.

Tehama County SELPA Definitions - Program Operator & Direct Services District/LEA for Funding Allocation and Expense Model Purposes:

Local School Districts/Local Education Agencies (LEAs): Local school districts that can demonstrate financial capability may become program operators pursuant to the Local Plan.

Program Operator Districts: are allocated special education funds according to the SELPA special education allocation formula. Program Operators, at a minimum, are responsible for providing the following services to all identified students within its attendance area:

- Psychological services (School Psychologist FTE)
- Speech and language therapy (Speech Language Pathologist FTE)
- Specialized academic instruction for up to and including the full school day for students with mild-moderate disabilities (Special Education Teacher FTE)

The following school districts are **currently** designated as program operators

- Antelope Elementary School District
- Corning Union Elementary School District
- Corning Union High School District
- Evergreen Union School District
- Los Molinos Unified School District
- Red Bluff Joint Union High School District
- Red Bluff Union Elementary School District

Direct Service Districts/LEAs: Direct service districts/LEAs are provided special education services primarily by the TCDE. Direct service districts are entitled to place students in programs operated by any other program operator district within the SELPA through the defined Regional Referral process, which analyzes need, education benefit, and the least restrictive environment (LRE).

The following districts are currently considered direct service LEAs

- Flourney Elementary School District
- Gerber Elementary School District
- Kirkwood Elementary School District
- Lassen View Elementary School District
- Reeds Creek Elementary School District
- Richfield Elementary School District
- Lincoln Street School (LEA charter authorized by the Tehama County Department of Education)
- Tehama eLearning Academy (LEA charter authorized by the Tehama County Department of Education)

If any direct service providers could meet the requirements of this agreement and obtain approval

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from the Tehama County SELPA Governance Council they would be taken off this list and moved to program operator

Revenue Allocation

Due to the size and scope of services each member LEA provides, the SELPA may adjust the type of federal, state, and local allocations, if needed. This would not change the amount each LEA is allocated, rather what resource it is allocated from, depending on the needs of each member LEA.

- **State Entitlement** - This is the primary state funding source for special education. PS/RS funds are used for the operation of the SELPA. Low Incidence funds and Out of Home Care funds are allocated to the SELPA. State entitlement is allocated to the following LEAs: TCDE and district program operators (Antelope Elementary, Corning Union Elementary, Corning Union High School, Evergreen Union, Los Molinos Unified, Red Bluff Joint Union High School, Red Bluff Union Elementary). The method for distributing these funds is described below in the Allocation Plan.
- **Project Workability Funds** - These funds are allocated directly to Corning Union High School and Red Bluff Joint Union High School District
- **Federal Local Assistance Grant** - The federal local assistance grant is used to fund TCDE programs and district program operators. These funds are allocated to resource code 3310. The method for distributing these funds is included in the Allocation Plan.
- **Low Incidence Funds** - This grant is managed by the SELPA Administrator and used solely for providing eligible low incidence services, equipment, and materials. This grant is calculated based on the prior year census pupil count of students with disabilities in their primary or secondary disability of Hard of Hearing; Deafness; Visual Impairment; Orthopedic Impairment; Deaf-Blindness. To receive funds for equipment or materials, Low Incidence Staff or Administrators must complete verification of the need and area of disability.
- **Preschool Grants** - The federal preschool grants are managed by the SELPA Administrator and used solely for supporting the TCDE operated regionalized special education preschool programs.
- **Preschool Staff Development** - This grant is managed by the SELPA Administrator to provide staff development for preschool staff.
- **Infant** - The federal grant for infant programs is managed by the SELPA and is used solely to provide services for infants. Currently these services are provided through a contract with the Shasta County Office of Education Infant program.
- **Local Property Taxes** - Local property taxes are allocated to the SELPA, SELPA Extraordinary Costs Fund, and TCDE based on the Funding Allocation Plan.
- **One Time Funding Special Education Resources** - Periodically, the state budget includes one-time funds for special education purposes. As one-time funding is not predictable, it is the intention of the SELPA Governing Board that new one-time funding sources in an amount less than \$250,000 remain at the SELPA for use aligned with the intended purpose at the discretion of the SELPA Assistant Superintendent, due to the size and scope each member LEA provides and will be utilized in a consortium regional model. To make determinations about appropriate use of funds, the SELPA Assistant

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Superintendent may consult with LEA Superintendents and staff, Educational and Community Partners, Fiscal Staff, and/or partners from the Statewide System of Support. All determinations shall be communicated to the SELPA Governing Board at the next regularly scheduled meeting pending the receipt of the funds or grant award notifications. In the event one-time funds made available via the SELPA exceed \$250,000, the SELPA Assistant Superintendent will convene a temporary workgroup to determine the appropriate purpose, use, and allocation to SELPA members or the SELPA administrative unit. Final disbursement information shall be communicated to the SELPA Governing Board at the next regularly scheduled meeting pending the workgroup's recommendations.

Permanent State Entitlement Funding Calculation: *The calculation is as follows:*

- First Priority - The SELPA, will be funded for 100% of its expenses. PS/RS funds will be allocated to the SELPA first and the difference will come from local property taxes.
- Second Priority - SELPA Extraordinary Cost Fund, will be replenished annually to a maximum of \$250,000. Funding will come entirely from property taxes.
- Third Priority - The Tehama County Department of Education will be reimbursed for 86% of its total expenses. Total expenses can be found on the Billback Calculation Summary worksheet provided to the Governance Council quarterly. The TCDE will be funded with a combination of property tax revenue, federal local assistance grant funds and a portion of total state entitlement. Funds will be allocated in the following manner:
 - Any property tax revenue left after funding the first and second priorities, will be allocated to TCDE.
 - \$721,016 from the federal local assistance grant will be allocated to the TCDE.

Note: *Because the federal local assistance grant has not increased substantially for a number of years, this amount has been automatically allocated to the TCDE each year. This allocation translates to about 41.5% of the total grant amount. If at any time in the future the grant increases substantially (amount to be determined by the SELPA Governing Board) the allocation to TCDE will be recalculated using the 41.5% percent figure.*

 - The balance of any remaining unfunded expenses will be allocated from 'total state entitlement'
- Fourth Priority - the remaining state entitlement funds and local assistance grant funds will be allocated to program operators according to the following formulas:
 - 80% of remaining state entitlement will be allocated by prior year P2 ADA. The other 20% will be allocated by prior year CALPADS Census Dates pupil count.
 - 100% of local assistance grant funds will be allocated by prior year CALPADS Census Dates pupil count.

SELPA Extraordinary Cost Fund

In addition to the SELPA AU and LEAs that operate programs, the SELPA allocates a portion of the State Entitlement income for SELPA Extraordinary Cost Fund - a SELPA savings account. This money is allocated by the SELPA Governance Council. The SELPA Extraordinary Costs Fund funds will be used in the following manner:

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- Maintain a \$250,000 reserve to be used as outlined by SELPA Agreement 6
- Property tax funds will be transferred to replenish the fund to \$250,000 at the beginning of each school year.

Management Fee

Rather than being assessed an indirect fee for county office services, the SELPA pays a management fee to the Administrative Unit (AU), Tehama County Department of Education (TCDE) - County Office of Education (COE). The management fee is capped at \$400,000, to be reviewed during each local plan and allocation plan revision and re-benched based on actual expense metrics.

District to District Excess Cost Determinations

School districts that provide special education services to students from outside their attendance boundaries at the request of the District of Special Education Accountability (DSEA) may charge the DSEA the excess cost associated with providing services for individual students. LEAs that arrange for services from another LEA are responsible for its pro-rata share of the excess costs associated with that service. LEAs that receive special education funding from the SELPA, over and above their normal State Entitlement allocation, in order to provide regional services, may not charge another LEAs for excess costs unless so stipulated in the agreement to provide such regional services. The Excess Cost amount is determined by the Fiscal Oversight Committee on a yearly basis. *Excess costs do not apply to students who enroll in school districts other than their District of Special Education Accountability through the inter-district transfer process.* LEAs that receive services from the TCDE are responsible for the excess costs associated with those services. The formula for determining these costs is determined by the SELPA Governing body and contained in the SELPA Billback Calculation formula.

Federal Revenue Sources

In addition to State Entitlement revenues, the SELPA budget also receives the following other income sources:

- **Federal Local Assistance Grant** - The federal local assistance grant is allocated to the SELPA to provide a Free and Appropriate Public Education (FAPE) to identified public school students ages 3 to 22 and other services to identified students attending private schools. The former Preschool Local Entitlement Grant (3320) is now included in the total Federal Local Assistance Grant (3310). The SELPA continues to calculate what this revenue source would have generated under the former model to apply directly to regional preschool programs and services. Each year the SELPA office calculates the percentage of the increase to the federal Local Assistance grants and applies that percentage to the former year to calculate what this resource would have generated in the former model, to be allocated to preschool related services.
- **Federal Preschool Grant**
- **Federal Preschool Staff Development**
- **Federal Part C Grant** - The SELPA receives a grant for infant services, which is transferred to the Shasta County Office of Education for providing infant services to children in Tehama County. **Note:** Shasta County Office of Education also receives state funding

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based on their infant pupil count, including Tehama County infants, which directly flows to the Shasta County Office of Education.

- **Alternative Dispute Resolution** - The SELPA has the option of receiving a yearly grant for training and provision of Alternative Dispute Resolution and Prevention. The SELPA retains this grant to apply to the continuum of dispute prevention and resolution for all member LEAs, families, and educational partners.

Transfer of Federal and State Educationally Related Mental Health Services (ERMHS) Funds from Member LEAs to SELPA via the Administrative Unit

Under previous law, state (SACS resource code 6546) and federal (SACS resource code 3327) funds for educationally-related mental health services ("ERMHS") for students eligible for special education and related services are distributed to the Tehama County SELPA on behalf of all member LEAs. The funds are received by the Tehama County Department of Education, the Administrative Unit (AU) on behalf of the SELPA. The local SELPA Governance board, per the local plan, voted to create a consortia regional SELPA wide Educationally Related Mental Health Services Program. All state and federal mental health funds are distributed accordance with the SELPA Local Plan ("Local Plan") and SELPA Allocation Plan ("Allocation Plan"); and Whereas The Governor's 2022-2023 State Budget included a shift in distribution of these funds that, effective for the 2023-2024 school year, all state and federal ERMHS funding shift from the SELPA and, instead, be distributed directly to each member LEA. The member LEAs of the Tehama County SELPA have a history of collaborative local decision-making that, under their locally determined allocation structure, has ensured that the full continuum of services, including ERMHS, is available to all students served by the SELPA. Member LEAs recognize this shift in funding distribution will offer little benefit while making significant and unnecessary changes to the manner in which ERMHS services are provided; and changes from the shift in funding distribution are likely to result in program, funding, and staffing challenges that will impact the quality of services and thereby affect students, families, and staff across the SELPA. These changes and the resulting challenges and impacts will be particularly difficult on the students, families, and staff to all member LEAs. To avoid the unnecessary changes and resulting consequences of shift of distribution of funds directly to LEAs, Tehama County SELPA Member LEAs desire to maintain the SELPA's previous structure for distributing state and federal ERMHS funds through the SELPA consortia model.

Starting in the budget year 2023, the state has approved and plans to distribute federal and state ERMHS funding directly to LEAs. Tehama County Member LEAs agree that the allocation for state principal apportionment for ERMHS (6512), and any federal ERMHS (3327) funds distributed to them will be immediately county transferred to the Tehama County Department of Education as the Administrative Unit for the SELPA. This county transfer will be initiated by the Tehama County Department of Education's Business Services Department to fund the already established regional ERMHS program the SELPA Governing board has developed. The Tehama SELPA will continue to fund the regional ERMHS and programs at the SELPA consortia level even with changes with the state's distribution directly to LEAs. If any changes in ERMHS are required these changes will be determined by the SELPA Governing Board based on local needs. The SELPA agrees that any changes to ERMHS or any regionalized services will be

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addressed using the procedures set forth in the SELPA's Program Transfer Policy (reflected in SELPA Agreement 2, SELPA Service Continuum and Delivery) and in accordance with Education Code section 56207. If the amount of the expenses incurred by the ERMHS program exceeds both state, federal, and roll over funding, the expenses will be attributed within the SELPA expense "billback" model. The fund balance of the previous state restricted resource (SACS code 6512) remains at the SELPA to fund services that are not in excess of the state and federal funds as well as any extraordinary costs such as Residential Treatment Center placements. ERMHS extraordinary costs must be referred to the Fiscal Appropriations Committee (FAC) for review of LRE and adherence to SELPA Administrative Regulation 35, Non Public Schools and Agencies. The FAC makes any recommendations for funding extraordinary RTC costs for final approval to the Governance Council.

Tehama County SELPA and Tehama County Department of Education (AU) fiscal staff will assist all member LEAs in completing required federal fiscal monitoring forms, duties, and required actions.

Local Property Tax Revenue

In addition to State Entitlement and Federal grant funding, The SELPA is allocated revenue from local property taxes for the purpose of providing special education programs and services. An estimate regarding property tax revenues is included in the Special Education Funding Exhibit. A more accurate figure is available from the TCDE business department.

General Fund Contribution

It is important to remember that special education is severely underfunded and even with local, state and federal funding, this never covers the expenditures of special education services. Expenditures above and beyond the funds described above are provided by LEA general funds, which is currently over 60% of the expenditures.

Budget Development, Approval and Review

Budget Categories

The SELPA Administrator manages many various budgets, including, but not limited to:

- Tehama County Department of Education Regional Special Education TCDE Programs and Services
- Federal Local Assistance grant (TCDE programs and services)
- Tehama County SELPA Office
- Low Incidence materials, equipment, and services.
- Memorandums of Understanding (MOU) and Fee for Service. MOU's - the SELPA provides services, including school nursing and school psychologist services, to LEAs, TCDE special education programs and other County Office programs based on a Memorandum of Understanding (MOU). For LEA's that neither employ nor contract with the county for their own school psychologist services, the SELPA provides psychological services to LEAs on an as needed basis via a Fee for Service model.

Details regarding costs, usage and billing are included in the MOU/Fee for Service Budget document.

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- Direct Service District Instructional Aide Fund - This fund provides support to direct service LEAs to receive funding for instructional aide support. A baseline rate was established and an effective COLA is applied each year. The total amount allocated to this fund is then multiplied by the amount of Educational Specialist FTEs needed to service direct service districts. That amount is then divided by the total number of direct service LEAs.
- Federal and State Mental Health Services
- Alternative Dispute Prevention and Resolution Services, including expenses associated with the Community Advisory Council (CAC)
- Preschool Services
- Preschool staff development
- Infant Services
- Medi-Cal: The SELPA generates Medi-Cal income for a variety of services. Medi-Cal monies are restricted and can only be used to enhance or increase health related services to students. A collaborative of the providers must be used to determine Medi-Cal spending. Other expenses include a percentage of secretarial services and processing fees for the Medi-Cal vendor.
- MAA
- Lottery Funds
- Allocation to provide services to identified school age students enrolled in private schools
- SELPA Extraordinary Costs : The SELPA Extraordinary Costs Fund was created prior to AB 602 through the Goldfinger maximization process. The SELPA hired a financial consultant each year who revised each district's J-50 report to maximize the amount of funding. The SELPA used the resulting increase in funding to create a reserve then called the SELPA Priorities Fund. It was agreed in the allocation plan to continue the maximization fund (now referred to as "Extraordinary Costs") as an ongoing separate allocation. Per SELPA Agreement 6, SELPA Extraordinary Costs Funds the purpose of the funds is as follows:
 1. First Priority is to cover legal costs up to 75% of the cost per incident for all districts/LEAs. There are specific requirements that LEAs must engage in Alternative Dispute Resolution (ADR) with SELPA engagement to apply for this fund, defined in SELPA Agreement 6.
 2. Second Priority is to provide funds unused in a given fiscal year to be available to address extraordinary costs incurred by a direct services district/LEAs (non program operators) due to special education and/or the need to initiate the provision of special education services.
 3. Funds may also be used to address needs identified and approved by the SELPA Governance Council.
- Out of Home Care Funding - Approved Non-public School Procedures governing the use of these funds can be found in SELPA Agreement SA 7 LCI Funding) The money is allocated to the SELPA AU in the state distribution formula Per SELPA Agreement 7, The Out of Home Care funds will be used in the following manner:
 1. First Priority is to pay for 100% of the cost of placing LCI eligible students in non-public schools or agencies or specialized public settings outside of the DSEA

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2. Second Priority is to fund the excess cost of any unassigned Individual Behavior Intervention (IBI) serving regional programs with students who are LCI eligible.
3. Third Priority is to provide funds that would build capacity within our LEAs to create and sustain a multi-tiered system of supports for social emotional and behavioral needs

Approval

In the spring of each year, a fiscal report for the upcoming school year is presented to the governing board for initial budget approval. This report includes the following:

- Billback Calculation - a summary of income and expenses for each major program category
- Billback Summary - The projected billback by program category for each LEA
- Income Distribution - Allocation of State Entitlement, Federal Local Assistance Grant and Local Property tax revenues
- Non-public School Expenses - Billback by LEA
- Individual Behavior Interventionists - Billback by LEA
- Memorandums of Understanding and Fee for Services - Billback by LEA

Prior to presenting budgets to the governing board they are reviewed by the county office CBO. The SELPA Administrator and Budget Analyst also present information to LEA CBOs throughout the year and prior to bringing to SELPA Governance.

Based on the information contained in these documents the governing board takes action to approve/deny the SELPA budget.

Transportation

1. Revenue Determination: The TCDE receives a static amount of funding from the CDE for the provision of special education transportation services.

2. Revenue Distribution: 100% of the state apportionment to the County Office for transportation is allocated

3. Expenses

a. Maintenance: The cost of parts and a pro-rata share of the mechanic's salary and benefits is shared between the two budgets. Parts are charged to the budget throughout the year. The mechanic's salary is charged at the close of the budget

b. Indirect: The transportation department pays the county an indirect charge

Billback: The billback to districts is shared between the two budgets

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

The Tehama SELPA and each member LEA shall ensure that a student is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, Response To Intervention models (Rti)/Multi Tiered Systems of Support (MTSS) Student Success Teams, early literacy programs, and remedial programs, and access to Core

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Curriculum. The Tehama SELPA and each member LEA shall ensure that students with disabilities have access to:

- All required core curriculum including state adopted core curriculum and supplementary materials.
- Instructional materials and support.

In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state laws.

Each district governing board and the Tehama County Department of Education shall have authority over the programs it directly maintains consistent with the local plan. Regional programs operated on behalf of the SELPA are subject to oversight by the SELPA Governing Board according to SELPA policies and procedures. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA has granted that charter. Charter schools with LEA status in the SELPA are responsible for special education services according to the provisions of the SELPA's Charter School policy. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve students with disabilities who cannot be served in the LEA of residence program/ District of Special Education Accountability (DSEA). Such cooperation ensures that a range of program options are available throughout Tehama County. The county office or LEA or District governing boards may enter into agreements to provide service to students in special education programs maintained by other LEAs, districts, or counties and may include within their special education programs students residing in other LEAs, districts or counties.

The SELPA Administrator assures equal access to all programs and services in the SELPA and provides advice to members of the public, including parents, guardians or families of students with disabilities who are receiving services under the local plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Administrator provides information to ensure that all students with disabilities and students eligible for special education services, receive due process of law. Specific duties include, but are not limited to:

- Coordinating implementation of all components of the local plan.
- Preparing and submitting approved annual budget and service plans.
- Developing, implementing, supervising, and evaluating regionalized services and programs, including analyzing and recommending adequate staffing levels.
- Supervising and evaluating SELPA and TCDE Regional Special Education program and services staff.
- Developing and ensuring implementation of policies, procedures, and local agreements that will ensure that all students are provided with a free and appropriate public education (FAPE).
- Developing and maintaining interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.

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- Assisting the executive committee to develop plans for the allocation of state and federal funds for special education
- Ensuring appropriate use of federal, state, and local funds allocated for special education.
- Preparing program and fiscal reports required by the LEAs, SELPA, and California Department of Education.
- Developing and implementing a plan for personnel development, including training of staff and parents.
- Providing technical assistance and consultation to LEAs in all areas of special education, including complaint and due process procedures.
- Adopting and implementing a common data management information system.
- Establishing and maintaining a positive relationship with all members of the SELPA.
- Informing the superintendents of the status of the special education programs, including staffing projections, levels, and shortages.
- Providing programs and services approved by the Governance Council.
- Assisting LEA's to access services not available within the district of special education accountability (DSEA)
- Monitoring non-public school and agency contracts and placements
- Serving as an ex-officio member of the Governance Council and the Executive Committee and staff to both groups.

As program administrator for the Tehama County Department of Education, the SELPA Administrator is responsible for the operation of special education programs and services provided by the Tehama County Department of Education. Specific duties include but are not limited to the following:

- Assists in the recruitment and selection of personnel, including analyzing and recommending adequate staffing levels.
- Develops and maintains budgets to support special education programs and services
- Develops and monitors staff assignments and schedules
- Coordinates the supervision and evaluation of certificated and classified staff
- Attends IEP meetings as necessary
- Coordinates, schedules, and oversees periodic meetings with staff for the purpose of program improvement, communication, and staff development.
- Completes staff evaluations, as necessary, and makes recommendations to the AU staff regarding probationary employees.
- Supervises the operation of the special education office
- Develops and maintains the budget for the transportation department
- Coordinates the provision of transportation services and the supervision and evaluation of transportation staff

Regionalized Services and Program Specialists Assurances

As a condition of receiving funds for regionalized services and the direct instructional support of program specialists, the SELPA assures that all regionalized operations and services listed below are provided in accordance with the local plan:

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- A coordinated system of identification and assessment.
- A coordinated system of procedural safeguards.
- A coordinated system of staff development and parent education.
- A coordinated system of curriculum development and alignment with the core curriculum.
- A coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism.
- A coordinated system of data collection and management.
- Coordination of interagency agreements.
- Coordination of services to medical facilities.
- Coordination of services to licensed children's institutions and foster homes.
- Preparation and transmission of required SELPA reports.
- Fiscal and logistical support of the CAC
- Coordination of career, vocational and transition services.
- Coordination of transportation services for students with disabilities
- Means by which full educational opportunity is ensured.
- Fiscal administration and the allocation of state and federal funds.

Program specialists are employed through the AU and serve the SELPA under the direction of the SELPA Administrator. The SELPA Administrator evaluates program specialists. Program specialists shall be appropriately credentialed, have advanced training and related experiences in the education of students with disabilities and have specialized in-depth knowledge special education and differing disabilities. The role of the program specialist includes but is not limited to the following:

- Conduct observations, consult with, and assist special and general education staff, administrators, and parents regarding appropriate placement and services for students.
- Participate in program development, primarily in the area of their expertise.
- Coordinate curricular resources and take leadership in ensuring the use of appropriate instructional methods, strategies, interventions, and resources.
- Facilitate the development and implementation of staff development and parent education activities.
- Assist LEAs in completing program reviews, monitoring compliance, and resolving disputes regarding special education programs and services.
- Assist in assuring that students have full educational opportunities.
- Provide other services as needed.

Administrative Unit

The Tehama County Department of Education (AU) provides certain special education programs and services as approved by the SELPA Governance Council. The AU is reimbursed by the participating districts and LEAs for the excess costs related to the provision of services by the TCDE and SELPA Office according to the SELPA approved billback formula. The TCDE collaborates with the Executive Committee regarding the recruitment, retainment, and employment of staff hired in support of SELPA operations.

Local Educational Agency (LEA)

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LEA's are responsible for ensuring that students with disabilities are educated in the least restrictive environment (LRE). Placement in special education programs or services occurs only when the nature or severity of the disability is such that the student's education, even with the use of modifications of the general education program or use of supplementary aids or programs, cannot be achieved satisfactorily. Students with disabilities are served in their home districts whenever the needs identified on the individualized education program (IEP) can be met within the home district.

LEAs are allocated special education funds based on their ability to meet all of the following requirements:

- demonstrate fiscal capability,
- demonstrate the ability to comply with student IEPs,
- to provide adequate support of special education staff, and are subject to local plan policies and agreements. LEA's, authorized by the Governance Council, are allocated funds based on the SELPA funding allocation plan and operate their own special education programs/services. LEA's that do not receive special education funding are provided services through the TCDE or by arrangement with another LEA or authorized non-public school.

LEA responsibilities include, but are not limited to:

- Coordinating and conducting child find activities.
- Operating special education programs and services according to SELPA guidelines
- Complying with state and federal laws and regulations regarding special education.
- Cooperation with other LEAs to ensure the provision of services to all identified students in the SELPA

LEA Special Education Administrators

LEA special education administrators are responsible for the coordination of special education services and programs within their agencies and for the implementation of policies and procedures set forth in the local plan.

Participating and member LEAs and the Administrative Unit in the SELPA also agree to adhere to SELPA Agreement 1 (Intent), SELPA Agreement 2 (Service Delivery within Tehama County SELPA), SELPA Agreement 9 (Preschool Continuum of Service), SELPA Administrative Regulation 34 (Non-Public Schools), further defining the continuum of services for special education in Tehama County SELPA. These Agreements and Regulations can be found within the SELPA Office.

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

The Tehama SELPA Administrator is responsible for ensuring appropriate use of federal, state, and local funds allocated for special education. It shall be the policy of Tehama County SELPA

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to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds. It shall be the policy of Tehama County SELPA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of students with disabilities except as provided in Federal law and regulations.

The TCDE shall serve as the AU for the SELPA and receives and distributes special education funds for the operation of special education programs and services, according to the locally approved Special Education Funding Allocation Plan and SELPA Governance Board Policies. TCDE business office staff work collaboratively with the SELPA Administrator and SELPA Fiscal staff in relation to distribution and allocation of funds and meeting all state and federal requirements.

LEAs are responsible monitoring the appropriate use of federal, state and local funds and complying with state and federal requirements regarding maintenance of effort. SELPA Fiscal Staff and TCDE business office provide support in monitoring MOE.

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]

Low Incidence Funds

Funds for low incidence equipment, materials, and supplies as well as for low incidence services are restricted to support students in the following disability categories: hard-of-hearing, deaf, visual impairment, orthopedically impaired, and deaf-blind. The funds are administered through the Tehama County SELPA and include receipt of services, funds, expenditure of funds, maintenance of an inventory, development of procedures for exchange of equipment, and reporting to the state.

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.

Section B: Governance and Administration

SELPA

Fiscal Year

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

SELPA Agreement 4: Individualized Education Program (IEP) and SELPA Policy 4: Individualized Education Program (IEP)

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

"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:

SELPA Agreement 5: Least Restrictive Environment (LRE) and SELPA Policy 5: Least Restrictive Environment (LRE)

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -

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Document Location: Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

"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: SP 6; SPM Sec. III-1; SPM Sec. III-18.

Document Title: SELPA Policy 6: Procedural Safeguards; SELPA Procedure Manual Section III: Other Legal Requirements and Special Education Procedures: 1. Parent Rights and 18: Procedural Rights and Safeguards

Document Location: Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

"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: SAR 7; SP 7; SPM Sec. I-7

Document Title: SELPA Agreement 7: Evaluation; SELPA Policy 7: Evaluation; SELPA Procedure Manual Section I: Special Education Referral, Evaluation and Program Continuum Options: 7. Evaluation and Assessment

Document Location: Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at

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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:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

SELPA Fiscal Year **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: Document Location:

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

☒ Yes ☐ No**12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)**Policy/Procedure Number:

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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

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

Policy/Procedure Number:

Document Title:

Document Location:

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"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: SP 15; FAS 15

Document Title: SELPA Policy 15: Performance Goals and Indicators; Federal Assurance Statement 15: Performance Goals and Indicators

Document Location: Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

"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)

Policy/Procedure Number: SAR 16; SP 16; FAS 16

Document Title: SELPA Agreement 16: Participation in Assessments; SELPA Policy 16: Participation in Assessments; Federal Assurance Statement 16: Participation in Assessments

Document Location: Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

"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:

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☒ Yes ☐ No

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

Policy/Procedure Number:	SP 17; FAS (GBP) 17
Document Title:	SELPA Policy 17: Supplementation of State and Federal Funds / Annual Budget Plan; Federal Assurance Statement (within Governance Board Policies) 17: Supplementation of State and Federal Funds / Annual Budget Plan
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

"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:	SAR 18; SP 18; FAS (GBP) 18
Document Title:	SELPA Administrative Regulation 18: Maintenance of Effort (MOE) & SELPA Policy 18: Maintenance of Effort (MOE); Federal Assurance Statement (within Governance Board Policies) 18: Maintenance of Effort (MOE).
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

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

☒ Yes ☐ No

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

Policy/Procedure Number:	SP 19; FAS 19 (GBP)
Policy/Procedure Title:	SELPA Policy 19: Public Participation; Federal Assurance Statement 19 (within Governance Board Policies): Public Participation
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

"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:	SP 22; FAS (GBP) 22
Document Title:	SELPA Policy 22: Suspension/Expulsion; Federal Assurance Statement (within Governance Board Policies) 22: Suspension/Expulsion
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

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

☒ Yes ☐ No

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

Policy/Procedure Number:	SP 23; FAS (GBP) 23
	SELPA Policy 23: Access to Instructional Materials; Federal Assurance

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Document Title: Statement (within Governance Board Policies) 23: Access to Instructional Materials

Document Location: Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

"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: SP 24; FAS (GBP) 24

Document Title: SELPA Policy 24: Over-Identification and Disproportionality; Federal Assurance Statement (within Governance Board Policies) 24: Over-Identification and Disproportionality

Document Location: Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

"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: SP 25; SPM Sec. III-14; FAS (GBP) 25

Document Title: SELPA 25: Prohibition on Mandatory Medicine; SELPA Procedure Manual Section III Other Legal Requirements and Special Education Procedures 14: Prohibition on Mandatory Medicine; Federal Assurance (within Governance Board Policies) 25: Prohibition on Mandatory Medicine

Document Location: Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a

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prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

Administration of Regionalized Operations and Services

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

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

Document Title:

Governance Board Policy 1 Governance and Administrative Structure;
Governance Board Policy 2: Regionalized Services and Specialists;
Governance Board Policy 3: Roles and Responsibilities of Participating
Entities; SELPA Policy 13: Governance; SELPA Agreement 1: Intent;
SELPA Administrative Regulation 2: SELPA Service Delivery;
Governance Board Policy 16 SELPA Dispute Resolution Policy and
Procedure

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -
Local Plan, Governance Board Policies, SELPA Administrative
Regulations and Agreements, and Policy and Procedures File.

Governance Board Policies 1-3: The local education agencies (LEAs) within Tehama County and the Tehama County Department of Education join together pursuant to Education Code Section 56195.1 (c) to adopt a plan in accordance with Education Code Section 56205 to assure equal access to special education and services for all eligible students with disabilities residing in the geographic area served by these agencies, hereafter known as the Tehama County Special Education Local Plan Area (Tehama County SELPA). The Tehama County Department of Education is designated as the Administrative Unit (AU) for the SELPA. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan.

The SELPA Governance Council, is made up of Superintendents of each LEA and the AU, is charged with the responsibility of adopting appropriate policies regarding the implementation of the Local Plan for

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Description:

Special Education. Each LEA superintendent by participation in the Governance Council is charged with overseeing the operations of the Local Plan and implementing the policies adopted. Information is transmitted to the SELPA Executive Council for implementation of the directives and policies and for the development of procedures. The SELPA Administrator provides a coordinating function and serves as staff to each of the groups. Thus, a smooth and efficient operation of the administrative structure is achieved to assure a successful implementation of the Local Plan for Special Education in accordance with the policies adopted by the SELPA Governance Council.

The SELPA Administrator assures equal access to all programs and services in the SELPA and provides advice to members of the public, including parents, guardians, or families of students with disabilities who are receiving services under the local plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Administrator provides information to ensure that all students with disabilities and students eligible for special education services, receive due process of the law. Specific duties include, coordinating implementation of all components of the local plan.

SELPA Policy 13 indicates each LEA in the SELPA is responsible for implementation of the local plan.

The intent of SELPA Administrative Regulation 1 is to provide an integrated system of comprehensive special education services designed to meet the educational needs of students with disabilities who reside within the local plan area. It indicates all LEAs are responsible for serving all students in the Local Plan Area and implementing the adopted SELPA local plan.

SELPA Administrative Regulation 2 is an agreement amongst the LEAs in the SELPA that all LEAs ensure that the local plan is implemented and to ensure that all students with disabilities are offered a full continuum of services. The Agreement also clarifies roles and responsibilities regarding the provision of services, procedures, policies, and implementation of the local plan.

Governance Board Policy 16 SELPA Dispute Resolution Policy and Procedure outlines the responsibilities the adoption, implementation, interpretation, modification and revision of the local plan by LEAs in the local plan area. It also outlines the process when a dispute among LEA Members occurs related to the implementation or revision of the Local Plan.

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2. Coordinated system of identification and assessment:

Document Title:

SELPA Agreement 1: Intent; SELPA; SELPA Agreement 9: Preschool Continuum of Services; Procedures Manual Section I Special Education Referral, Evaluation and Program Continuum Options: Evaluation and Assessment

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Description:

SELPA Agreement 1: Intent is a SELPA Agreement outlining each LEA's responsibilities outlined by the local plan and federal and state law as it relates to special education referrals, assessments, and developing Individualized Educational Programs. The Agreement further refers to the SELPA Procedure Manual for more detailed local procedures for identification and assessment for special education.

SELPA Agreement 9 describes the statutory responsibilities of the SELPA and LEAs within the SELPA to assure that preschool aged students with disabilities have access to special education services. It further describes the referral, screening, assessment and services model. The county office of education provides the vast majority of services, on behalf of the SELPA, for preschool aged students with disabilities from identification, to evaluation, to service delivery. Program Operator districts provide speech and language services to students attending preschools in their district attendance areas.

The SELPA Procedures Manual Section 1, Special Education Referral, Evaluation, and Program Continuum Options, Evaluation and Assessment provides an overview and outline of the best practices around pre-referral interventions prior to evaluating a student for special education, referral processes through a tiered model of support, and evidence-based assessment practices and procedures.

3. Coordinated system of procedural safeguards:

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Document Title:

SELPA Agreement 1: Intent; SELPA Policy 6: Procedural Safeguards; SELPA Procedure 18, Section III: Procedural Rights and Safeguards

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Description:

SELPA Agreement 1 Intent: outlines the responsibility of each LEA within the SELPA to ensure that procedural safeguards are upheld for students with disabilities.

SELPA Policy 6: indicates it is the policy of the SELPA to afford students with disabilities and their parents all procedural safeguards throughout the provision of a free and appropriate public education (FAPE) including identification, evaluation, and placement.

SELPA Procedure 18 ensures safeguards are understood and provided to parents and students. This is accomplished through coordination with the SELPA Governance in educating LEA leadership. All LEAs within the SELPA utilize the CDE version of the Parents' Rights and Procedural Safeguards documents.

The procedure in Section III of the SELPA Procedure Handbook is a mirror of the CDE Procedural Rights and Safeguards and is updated if/when the CDE updates their formal Procedural Safeguards document at the state level.

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

Document Title:

Governance Board Policy 1d: Governance and Administrative Structure: SELPA Administrator; Governance Board Policy 2: Regionalized Services and Specialists; Governance Board Policy 3 CAC; SELPA Adopted Goals

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File. Governance Council Goals are voted on yearly and can be obtained at the SELPA Office at 900 Palm Street Red Bluff, CA 96080.

Governance Board Policy 1d: SELPA Administrator: delineates and describes the SELPA Governance Structure and the role of the SELPA Administrator, which includes developing and implementing a plan for personnel development, including training of staff and parents.

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Description:

Governance Board Policy 2: Regionalized Services and Specialists policy delineates the regional and coordinated professional development for staff and parents. The SELPA Administrator, Program Administrators and Specialists provide a coordinated system of staff development and parent education. Program Specialists are appropriately credentialed, have advanced training and related experiences in the education of students with disabilities and have specialized in-depth knowledge students with disabilities and special education. Program Specialists provide coordinated support to LEAs, SELPA and AU staff, and parents related to special education services, programs, best practices, and alternative dispute resolution.

Governance Board Policy 3: Community Advisory Committee (CAC) policy describes the role of the CAC. The SELPA Administrator or SELPA Designee serve as ex-officio members of the CAC to provide fiscal and programmatic support as well as be the liaisons between the CAC and the Governance Council. The Tehama County SELPA Community Advisory Committee (CAC) serves in an advisory capacity. The CAC collaborates to create annual goals and priorities, assists in parent education, supports activities on behalf of students with disabilities, assists in parent awareness, and encourages community involvement.

The SELPA Governance Council memorializes regular goals, which includes priorities of staff and parent education.

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

Document Title:

Governance Board Policy 2: Regionalized Services; Governance Board Policy 10: Access to Core Curriculum

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Description:

Governance Board Policy 2 describes a coordinated system of curriculum development and alignment with the core curriculum as a regionalized service within the SELPA.

Governance Board Policy 10 states each LEA in the SELPA will ensure students with disabilities have access to all required core curriculum, supplementary materials, and instructional materials and supports.

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

Document Title:

Governance Board Policy 1: Governance and Administrative Structure;
Governance Board Policy 14: Amendments to the Local Plan

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -
Local Plan, SELPA Administrative Regulations and Agreements, and
Policy and Procedures File.

Description:

Program evaluation is the joint responsibility of the SELPA and the LEAs within the SELPA local plan area. Regional Program Operators are required to adhere to program operation standards agreed to in SELPA Agreements. The Executive Committee and Governance Council utilize SELPA Goals to measure program effectiveness and local plan implementation. The Executive Committee works on policy and procedural development as it relates to implementation of the local plan. Furthermore, the Local Plan is updated periodically pursuant to the priorities of the Governance Council.

Governance Board Policy 1 - Governance & Administrative Structure: The SELPA Governance Council is charged with the responsibility of adopting appropriate policies regarding the implementation of the Local Plan for Special Education. Each LEA superintendent by participation in the Governance Council is charged with overseeing the operations of the Local Plan and implementing the policies adopted. Information is transmitted to the SELPA Executive Council for implementation of the directives and policies and for the development of procedures. The SELPA Administrator provides a coordinating function and serves as staff to each of the groups. Thus, a smooth and efficient operation of the administrative structure is achieved to assure a successful implementation of the Local Plan for Special Education in accordance with the policies adopted by the SELPA Governance Council.

Governance Board Policy 14 describes the process of analyzing the need to revise the local plan. The SELPA Administrator shall be responsible for the coordination of the development of any proposed amendments to the local plan.

7. Coordinated system of data collection and management:

Governance 2: Regionalized Services; Governance Board Policy 1d:
Governance and Administrative Structure: SELPA Administrator;

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Document Title:	Governance Board Policy 3a: LEA Responsibilities; Federal Assurance Statement (within Governance Board Policies) 27 Data
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.
Description:	Governance Board Policy 2 indicates having a coordinated system of data collection and management as a regionalized service within the SELPA. Governance Board Policy 1d indicates that the SELPA Administrator is responsible for adopting and implementing a management information system on behalf of the SELPA. Governance Board Policy 3a: LEA Responsibilities indicates that all LEAs in the SELPA must utilize the same management information system as all other LEAs in the SELPA. Additionally, all LEAs must collect and complete state and federal report requirements including CALPADS reports and any other state and federal reviews as required by the California Department of Education, Special Education Division, or the Federal Office of Special Education Programs (OSEP). Federal Assurance Statement 27 states that it is the policy of the SELPA to provide data or information to the California Department of Education that may be required by regulations. Tehama County SELPA currently utilizes Special Education Information System (SEIS). Tehama County SELPA also provides extensive support to all member LEAs on CALPADs Special Education submissions and certification.

8. Coordination of interagency agreements:

Document Title:	Federal Assurance Statement (within Governance Board Policies)12: Interagency; Governance Board Policy 1d: Governance and Administrative Structure: SELPA Administrator; Governance Board Policy 2: Regionalized Services; Governance Board Policy 6: Programs for Early Childhood Special Education
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Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Description:

Federal Assurance Statement 12 states that it is the policy of the SELPA that interagency 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.

Governance Board Policy 1d outlines the SELPA Administrator role and responsibilities which includes maintaining and coordinating inter-agency agreements on behalf of the SELPA to support the range and continuum of services for students with disabilities within the SELPA

Governance Board Policy 2 indicates the coordination of inter-agency agreements as a regionalized service within the SELPA.

Governance Board Policy 6 delineates the inter-agency coordination required to serve infants within the SELPA. The SELPA provides intensive special education services to infants with low incidence disabilities birth through age two. Through its agreements with the Far Northern Regional Center and Shasta County Office of Education (SCOE), the SELPA coordinates the smooth transition for services for infants who are eligible for services upon turning age three.

9. Coordination of services to medical facilities:

Document Title:

SELPA Agreement 1: Intent; Governance Board Policy 2: Regionalized Services

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Description:

Governance Board Policy 2 indicates coordination of medical facilities as a SELPA regionalized service service.

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

Document Title:	SELPA Agreement 1: Intent; Governance Board Policy 2: Regionalized Services; SELPA Agreement 7: LCI Funds
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.
Description:	SA 1 details the responsibility for the identification, evaluation, IEP development and provision of special education and related services to students with disabilities residing in LCIs and Foster Family Homes within the geographical area of the LEA subject to provisions described in the local plan. The LEA may either provide the required services directly, through agreement with another LEA within the SELPA, through another public agency, or through contract with an appropriate nonpublic school or agency. GBP 2 indicates coordination and services to LCI facilities and foster family homes as a regionalized service within the SELPA. SA 7 LCI Funds details the prioritization of LCI funds and the process of requesting and accessing these funds. Furthermore, when a LCI eligible student transfers out of the SELPA; it is the practice of Tehama County SELPA to notify the receiving SELPA, if the student transfers to a school within California.

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

Document Title:	Board Policy 1d: Governance and Administrative Structure: SELPA Administrator; Governance Board Policy 2: Regionalized Services; Governance Federal Assurance Statement 27;
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.
	GBP 1d outlines the SELPA Administrator role and responsibilities which includes preparing, transmitting, and submitting all program and fiscal reports to the CDE. Governance Board Policy 2 indicates preparation and transmission of

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Description:

required special education local plan area reports as a regionalized service within the SELPA.

Federal Assurance Statement 27 states that it is the policy of the SELPA to provide data or information to the CDE that may be required by regulations.

Tehama County SELPA currently utilizes Special Education Information System (SEIS). Tehama County SELPA also provides extensive support to all member LEAs on CALPADs Special Education submissions and certification. The SELPA is the lead in the data management, processing, and submission of all reports required by the CDE, for member LEAs.

12. Fiscal and logistical support of the CAC:

Document Title:

Governance Board Policy 2: Regionalized Services; Governance Board Policy 3: Roles and Responsibilities of Participating Entities Governance Board Policy 17: Tehama County Special Education Local Plan Allocation Plan and Budget Categories

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Description:

Governance Board Policy 2 - Regionalized Services indicates fiscal and logistical support of the SELPA Community Advisory Council as a regionalized service within the SELPA.

Governance Board Policy 3 - Roles and Responsibilities outlines the roles of all the entities including the SELPA Administrator and CAC. Announcements of CAC meetings and activities will be distributed to parents of students with disabilities in the SELPA. In addition, information will be posted on the SELPA web page.

Governance Board Policy 17 - SELPA Allocation Plan details the fiscal structure of the SELPA and how the SELPA office is funded, which includes fiscal and programmatic support to the CAC.

The SELPA office prepares all agendas, schedules the meetings, and provides training for the CAC.

The SELPA office manages and approves budget items for the CAC related to their annual goals, professional development, and/or their

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advocacy efforts.

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

Document Title:

SELPA Administrative Regulation 41: Transportation for Students with Disabilities; SELPA Procedure 13. Transportation Agreements

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Description:

SELPA Administrative Regulation 41 summarizes specialized transportation for students with disabilities and the responsibility of LEAs and IEP teams to determine transportation services and criteria. The process in determining transportation services are determined by criteria and specific needs of each student. The SELPA will provide technical assistance to LEAs or parents as requested.

The SELPA Procedure 13, Section III manual outlines local procedures for specialized transportation and the responsibilities of each LEA, the County Office, and of the SELPA for students for ages 3-22. Transportation guidelines are outlined, including length of ride, medication, health needs, behavioral interventions, discipline, in-lieu transportation, and recommendations for students who fall under the McKinney-Vento Act.

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

Document Title:

Governance Board Policy 2: Regionalized Services; Governance Board Policy 17: Tehama County Special Education Local Plan Allocation Plan and Budget Categories; SELPA Agreement 2: Service Delivery within Tehama County SELPA

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

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Description:

Governance Board Policy 2 - Regionalized Services indicates that coordination of career, vocational and transition services is a regionalized service within the SELPA.

Governance Board Policy 17 - SELPA Allocation Plan details the fiscal structure of the SELPA and how funds related to coordination of transition services are funded to our local high school member LEAs.

SELPA Agreement 2: Service Delivery within Tehama County SELPA is a guidance document outlining the continuum of services within the SELPA, including transition services for students age 18-22 and how to access services through member LEAs of the county office of education special education programs.

15. Assurance of full educational opportunity:

Document Title:

SELPA Administrative Regulation 2: Full Educational Opportunity;
SELPA Policy 2: Full Educational Opportunity; SELPA Agreement 2:
Service Delivery within Tehama County SELPA

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 -
Local Plan, SELPA Administrative Regulations and Agreements, and
Policy and Procedures File.

Description:

SELPA Administrative Regulation 2: Full Educational Opportunity is adopted by the SELPA to ensure that all students with disabilities have access to a continuum of services and educational programs that are available to non-disabled peers.

SELPA Policy 2 states it is the policy of the SELPA that all students with disabilities have access to the variety of educational programs, non-academic programs, and services available to non-disabled students including nonacademic and extra-curricular services and activities.

SELPA Agreement 2 is a guidance document outlining the access and continuum of services for all students with disabilities within the SELPA boundaries. Additionally, it outlines the responsibility of all LEAs within the SELPA to ensure access to the continuum of services.

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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:

Governance Board Policy 1d: Governance and Administrative Structure - SELPA Administrator; Governance Board Policy 17: Tehama County Special Education Local Plan Allocation Plan and Budget Categories

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Description:

Governance Board Policy 1d: Governance and Administrative Structure - SELPA Administrator describes the responsibility and role of the SELPA Administrator in relation to fiscal oversight and management: Preparing and submitting approved annual budget and service plans, assisting the executive committee to develop plans for the allocation of state and federal funds for special education, ensuring appropriate use of federal, state, and local funds allocated for special education, preparing program and fiscal reports required by the LEAs, SELPA, and California Department of Education.

Governance Board Policy 17 is the fiscal allocation and budget policy and guidance document for the SELPA. The SELPA Administrator assists the Executive Committee and Governance Council to develop plans for the allocation of state and federal funds for special education and ensures appropriate use of federal, state, and local funds allocated for special education. The TCDE shall serve as the AU for the SELPA and receives and distributes special education funds for the operation of special education programs and services, according to the locally approved Special Education Funding Allocation Plan.

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

Document Title:

Governance Board Policy 2: Regionalized Services and Program Specialists Assurances

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

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Description:

Governance Board Policy 2 discusses the role and services of Program Specialists within the SELPA. Program specialists are employed through the AU and serve the SELPA under the direction of the SELPA Administrator. Program specialists shall be appropriately credentialed, have advanced training and related experiences in the education of students with disabilities and have specialized in-depth knowledge about special education and different disabilities. The role of the program specialist includes but is not limited to the following:

- Conduct observations, consult with, and assist special and general education staff, administrators, and parents regarding appropriate placement and services for students
- Participate in program development, primarily in the area of their expertise
- Coordinate curricular resources and take leadership in ensuring the use of appropriate instructional methods, strategies, interventions, and resources.
- Facilitate the development and implementation of staff development and parent education activities.
- Assist LEAs in completing program reviews, monitoring compliance, and resolving disputes regarding special education programs and services.
- Assist in assuring that students have full educational opportunities.
- Provide other services as needed.

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:

SELPA Agreement 9 - Preschool Continuum of Services; Governance Board Policy 6 - Programs for Early Childhood Special Education
Far Northern Regional Center Interagency Agreement; Shasta County Office of Education MOU

Section B: Governance and Administration

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Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Description:

SELPA Agreement 9 describes the statutory responsibilities of the SELPA and LEAs within the SELPA to assure that preschool aged students with disabilities have access to special education services. It further describes the referral, screening, assessment and services model. The county office of education provides the vast majority of services, on behalf of the SELPA, for preschool aged students with disabilities from identification, to evaluation, to service delivery. Program Operator districts provide speech and language services to students attending preschools in their district attendance areas.

Governance Board Policy 6 - summarizes how the SELPA provides intensive special education services to infants with low incidence disabilities birth through age two. The SELPA provides intensive special education services to infants with low incidence disabilities birth through age two through the contracts with Far Northern Regional Center and Shasta County Office of Education. Through its agreement with the Far Northern Regional Center, and the Shasta County Office of Education, the Tehama County SELPA coordinates the smooth transition of services for infants who are eligible for services upon turning age three.

An Inter-agency Agreement between Far Northern Regional Center and Tehama County SELPA is crafted and agreed upon yearly for infant services.

A Memorandum of Understanding (MOU) between Shasta County Office of Education (SCOE) and Tehama County Office of Education has been longstanding, for infant services, as Shasta County continues to receive state and federal funding on behalf of infants residing in Tehama County.

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:

Governance Board Policy 15: Public Addressing the Governing Body Input - Governance Board; Governance Board Policy 3f- CAC

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

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Description:

Governance Board Policy 15 describes how the method by which members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA , the SELPA Governance Council, the Executive Committee, and/or the CAC. Opportunities for public input will be included on all agendas of each committee. The SELPA Governance and Executive Committee meetings are held to the Brown Act Standard. The Tehama County SELPA Administrator and District Special Education Administrators are also available to meet with parents or members of the public who may have questions or concerns. Meetings can be arranged by contacting the SELPA office. The SELPA office can also coordinate meetings between the LEA and parents or the public.

Governance Board Policy 3f describes the CAC roles and responsibilities and their participation. The SELPA Office provides the SELPA Governance board packets and agenda to the CAC president, by request and provides updates at the CAC meetings. The SELPA Office posts all agendas outside the SELPA Office, Tehama County Department of Education (AU), and LEAs for specific mandated meetings and public hearings. Any member of the public can request the agenda and documents be sent to them.

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: Governance Board Policy 16 - SELPA Dispute Resolution Procedure

Document Location: Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, Governance Board Policies, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

Governance Board Policy 16 is the policy and procedure the SELPA follows in the event of a disagreement among LEAs, LEAs and the Responsible Local Agency (RLA), LEAs and/or the RLA and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the SELPA Governing Board that issues be resolved at the lowest level possible. The SELPA Governing Board is the board of last resort. This process is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority.

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Description:

If a local education agency disagrees with a decision or practice of another agency or the SELPA, that local education agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the assistance of the SELPA Administrator, or his/her designee, or the Chair of the SELPA Governing Board. If this process fails, the parties may pursue a hearing on the issues and resolution with SELPA Governing Board.

If either party disagrees with the recommendation of the SELPA Governing Board, and the dispute relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan, the party may submit the dispute to mediation. The parties will make a good faith effort to mutually agree to a mediator with expertise related to the dispute. If the parties cannot agree on a mediator, the SELPA Administrator will secure the services of a recognized mediator or from a professional mediation agency.

Any dispute unresolved in mediation, arising from a dispute that relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan shall be settled by arbitration. The arbitration decision shall be made by a panel of three, including one person selected by each party and a neutral chair of the panel agreed upon by the other two panel members. The mediator involved in the parties' mediation may serve as the panel chair.

Each party shall bear its own costs and expenses and an equal share of the mediator's and/or arbitrator's and administrative fees of arbitration. The power and jurisdiction of an arbitrator shall be limited to adjudicating the rights and responsibilities of the parties. The arbitrator shall not have the power to determine constitutional issues or issues outside the scope of Education Code section 56205(b) (5).

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:

SELPA Policy 33 Consideration of General Education Resources;

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Document Title:	SELPA Procedure Manual Section I & II: Referral and Evaluation
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.
Description:	SELPA Policy 33 indicates that it shall be the policy of the SELPA that students be referred for a special education evaluation only after the resources of the general education program have been considered and, where appropriate, utilized. The SELPA Procedure Manual Sections I and II have multiple procedures outlining the best practices and requirements of utilizing interventions and general education resources prior to be referred for special education assessments and services. Each member LEA in the SELPA has their own Student Success/Study Teams (SSTs) that they undergo prior to referring a student to special education. Member LEAs continue to work on building a Response to Intervention/Multi Tiered System of Support to support LEA local needs.

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

Document Title:	SELPA Administrative Regulation: 35 Nonpublic School and Nonpublic Agency; Oversight of Nonpublic School Placements; SELPA Procedural Manual Section I: Special Education Referral, Evaluation and Program Continuum Options 6. Non Public School Placements
Document Location:	Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.
	SELPA Administrative Regulation 35 Nonpublic School and Nonpublic Agency; Oversight of Nonpublic School Placements outlines and delineates the NPS oversight the SELPA provides on behalf of member LEAs. The SELPA tracks all attendance, billing, and oversight mechanisms for NPS placements. Additionally, the agreement describes and defines the roles of the LEA and SELPA during the initial placement of a student in a NPS. The SELPA Agreement describes the responsibility of the SELPA under AB 1172 for oversight and monitoring of non-public schools where students are placed. SAR 35 has specific requirements that include conducting on-site visits to the contracted non-

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public schools within the SELPA for the purpose of ensuring compliance and reporting findings, if necessary (according to criteria established by the California Department of Education); and ensuring that administrators of the non-public schools possess the required licenses or credentials to enable them to operate the facility.

SELPA Procedural Manual Section I: Special Education Referral, Evaluation and Program Continuum Options 6. Non Public School Placements outlines the process and procedure for LEAs in NPS placement and the roles of the SELPA and LEA in this process.

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:

SELPA Policy 1: Free and Appropriate Public Education and SELPA Procedural Manual, Section III Other Legal Requirements and Special Education Procedures: 9. Students Incarcerated Juvenile Hall, County Jail, State & Federal Prison

Document Location:

Tehama County SELPA Office, 900 Palm Street, Red Bluff, CA 96080 - Local Plan, SELPA Administrative Regulations and Agreements, and Policy and Procedures File.

SELPA Policy 1: Free and Appropriate Public Education indicates that it is the policy of the SELPA that a free appropriate public education is available to all children/students residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school. This includes adults who are aged 18 to 21 years, who have not graduated with a high school diploma,

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Description:

who, at the time they turned 18 were identified as an student with a disability and had an individualized education program (IEP) under the IDEA, are also entitled to a FAPE (hereinafter referred to as “eligible adults”). This applies to adults incarcerated in California adult jails and prisons. However, an individual aged 18 through 21 years, who, in the educational placement prior to his or her incarceration in an adult correctional facility was not identified as an student with a disability or did not have an IEP under the IDEA, is not entitled to a FAPE.

Section III Other Legal Requirements and Special Education Procedures
-9 Students Incarcerated Juvenile Hall, County Jail, State & Federal Prison is a SELPA procedure that outlines the requirements of LEAs and the SELPA for incarcerated students, including adult students in county jail or state or federal prison. Eligible adults, Child Find, Enrollment and Intake procedures, and Service provision are detailed.

For eligible adults who prior to reaching the age of majority resided within the Tehama County SELPA geographic boundaries, the applicable local educational agency (LEA) within the SELPA shall ensure they have available to them a FAPE. Generally, the district of residence (DOR) responsible for providing special education and related services to students between the ages of 18 to 22 years, inclusive, shall be assigned, as follows: (a) For non-conserved students, the last district of residence in effect prior to the student attaining the age of majority shall become and remain as the responsible local educational agency, as long as and until the parent or parents relocate to a new district of residence. At that time, the new district of residence shall become the responsible local educational agency. (b) For conserved students, the district of residence of the conservator shall attach and remain the responsible local educational agency, as long as and until the conservator, relocates or a new one is appointed. At that time, the new district of residence shall attach and become the responsible local educational agency.

The SELPA Administrator provides resources and support to LEAs, students, and caregivers when a student with an IEP desires services while incarcerated.



Far Northern Regional Center

Providing services and supports that allow persons with developmental disabilities to live productive and valued lives

Melissa Gruhler
Executive Director

December 9th, 2024

Tehama County Office of Education
Attn: Veronica Coates, Assistant Superintendent, Tehama County SELPA
900 Palm St.
Red Bluff, Ca 96080

Re: SELPA MOU

Dear Veronica,

Enclosed for your review and signature is the 2025 Interagency Agreement regarding the delivery of services under the Part C Individuals with Disabilities Education Act (IDEA) Early Start Program.

You will find two copies signed by Melissa Gruhler, Executive Director of Far Northern Regional Center. If you concur with the proposal, please sign and return one copy to me. Please advise of any changes and/or corrections you would like and I will pass the information to the proper individual.

As this must be received by the Department of Developmental Services (DDS) by January 1, 2025, please return as soon as possible.

I can be contacted at dsutter@farnorthernrc.org or (530) 332-1459

Thank you,

Dana Sutter (she/her/hers)
IDEA Specialist, Far Northern Regional Center

Enclosures:

- 2025 Interagency Agreement IDEA Part C Early Start Program
- Appendix A: Philosophy Statement
- Appendix B: FNRC Referral Form

www.farnorthernrc.org

INTERAGENCY AGREEMENT BETWEEN FAR NORTHERN REGIONAL CENTER AND TEHAMA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA FOR IMPLEMENTATION OF THE CALIFORNIA EARLY INTERVENTION SERVICES ACT KNOWN AS EARLY START

1. PURPOSE

The purpose of this agreement is to describe selected policies and procedures of Far Northern Regional Center (FNRC) and Tehama County Special Education Local Plan Area (SELPA) relating to the implementation of the California Early Intervention Services Act, hereinafter referred to as “Early Start”, and its implementing regulations. Specifically, this agreement will define the financial responsibilities of each agency, procedures for resolving disputes, and other components necessary to ensure effective cooperation and coordination between the two agencies.

2. PARTIES

The parties to this agreement are Far Northern Regional Center and Tehama County Special Education Local Plan Area.

3. TERMS OF AGREEMENT AND REVIEW SCHEDULE

This agreement shall be in effect from January 1, 2025- December 31, 2025. The agreement shall be reviewed and extended on an annual basis by the signing of a notification of extension by both parties. Termination of this agreement may be initiated by either agency providing 30-day written notice of any practice inconsistent with this agreement.

4. UNDERLYING PHILOSOPHY

Both FNRC and Tehama County SELPA endorse the philosophy statement that is attached to and made part of this agreement as Appendix A.

5. TARGET POPULATION

This agreement applies to activities and services performed on behalf of infants and toddlers, birth through two years of age, and their families, who are eligible for early intervention services under Early Start, as defined in California statute, regulations and policies.

6. PAYOR OF LAST RESORT

A. Financial Responsibility

FNRC and Tehama County SELPA will operate within the provision of the State Interagency Agreement executed between the Department of Developmental Services and the California Department of Education on September 9, 1993. Due to the importance of the provisions entitled “Payor of Last Resort”, those pertinent sections of the state interagency agreement are presented below:

1. Definition – “Payor of last resort” means the Regional Center or Local Education Agency (LEA) that is ultimately responsible to arrange, provide, or pay for appropriate

early intervention services, as defined in 34 CFR, Section 303.12, as listed on an Individualized Family Service Plan (IFSP) as a required service, after all other providers or payers have been considered and eliminated because their legal responsibilities have been fulfilled under state or federal law.

2. FNRC will be the payor of last resort for all Early Start eligible infants who are Regional Center clients as defined by state law and regulations. This includes infants who may be eligible for both Regional Center and Special Education services. It will not include infants with solely visual, hearing, or severe orthopedic impairments, or any combination thereof, who meet the criteria in Sections 56026 and 56026.5 of the Education Code, and in subdivisions (a), (b), (d) or (e) or Section 3030, and Section 3031 of Title 5 of the California Code of Regulations.
3. The Local Education Agency, which comprise the SELPA, will be the payor of last resort for those infants with solely visual, hearing or severe orthopedic impairment, or any combination thereof, who meet the criteria in Sections 56026 and 56026.5 of the Education Code, and in subdivisions (a), (b), (d) or (e) of Section 3030, and Section 3031 of Title 5 of the California Code of Regulations.

B. Maintenance of Effort

Although FNRC is the designated payor of last resort for infants and toddlers jointly served by FNRC and Tehama County Local Education Agency, the LEA shall provide special education and related services to infants and toddlers that meet both agencies' eligibility criteria provided the LEA does not exceed its 1980-81 mandate or its 1992-93 level of state funding, whichever is greater. When the LEA reaches its mandated service capacity of 39, it shall refer dually eligible infants and toddlers to FNRC which shall then assume the responsibility of providing early intervention services to all dually eligible infants and toddlers. If the LEA falls below its funded capacity, FNRC may then refer dually eligible children to the LEA. The LEA shall notify FNRC when it reaches its funded capacity and when the next opening for services occurs.

Note: See Referral Procedures, 7B

7. PROGRAM IMPLEMENTATION POLICIES

A. Child Find

Both agencies agree to coordinate local Child Find activities including, but not limited to, outreach efforts to hospitals, physicians, child care programs, public health facilities, other social service agencies and other health care providers. FNRC will assume responsibility for contacting hospitals with neonatal intensive care units (through participation in discharge planning rounds when available) to assure that referral linkages with those facilities are maintained. Tehama County SELPA agrees to include information about Early Start in its annual child find public notices.

B. Referral Procedures

The Far Northern Regional Center Referral form will be used as the interagency referral form, included as Appendix B. Whichever agency receives the referral will, with verbal consent of the parent, notify the other agency of the referral in a timely manner, not to exceed five (5) days, if it appears that the child will be eligible for services from both agencies. The only exception to this policy will be when the LEA is at its funded capacity and, therefore, FNRC, as payor of last resort, would be responsible for providing all Early Start services to the referred child. The 45-calendar day intake time period begins on the day the parent request for services is received by either FNRC or Tehama County SELPA. If a referral is received by the

SELPA during a break in service, the 45-day intake timeline still begins on the day that the referral is received. Whoever takes the call at the LEA should immediately pass the referral on to FNRC. FNRC will take responsibility for initiating the intake process.

If a child is referred for Early Start services with the primary concern being speech/language delay with no indication of a possible hearing loss and the LEA is at its funded capacity, it will be the responsibility of FNRC to determine if a hearing loss does exist. If an evaluation does verify a hearing loss, the child will then be referred to the LEA as a child with a solely low incidence disability and FNRC will not be responsible for providing services to that child.

If a child is referred for Early Start services with the primary concern being possible hearing loss, even if that loss is not yet diagnosed, it will be the responsibility of the LEA to determine if a hearing loss does exist. If an evaluation does not verify a hearing loss and the child is exhibiting speech delays, the child will be referred to FNRC who will assume responsibility as payor of last resort. If the LEA is not at its funded capacity and the child's speech delay is significant enough to qualify for school services the LEA may provide services to the child but a referral shall still be made to FNRC if other service needs are identified.

Any evaluations done by one agency shall be given to the other agency once it is determined which agency is the appropriate payor of last resort. The receiving agency should consider using existing evaluation data for determining eligibility.

The LEA will send prevention referrals for ages 0-3 with two conditions that place child at high risk for developmental delays to the Regional Center within 48 hours of receipt.

Note: For purposes of this agreement, the term "hearing loss" shall be as defined in Ed Code Article 3.1 3030 (a), which is consistent with the definition used in the Early Intervention Services Act regulations, Article 1, Section 52000 (b) (20).

C. Intake Procedures

When FNRC notifies the LEA of a referral (or vice versa) for a child who is likely to be found eligible for services by both agencies, a decision shall be made regarding which agency shall conduct the intake meeting. Whenever possible, the intake shall be done jointly by both agencies. Factors to consider in determining which agency should conduct the intake are:

- (1) Child and family centered concerns (medical, social, financial, etc.).
- (2) Which agency is more likely to play a prominent role with the child and family based on the identified concerns upon referral.
- (3) Capability to schedule the intake quickly.

Both agencies agree to use the Interagency EI Intake form (EI 03, included in Appendix B) to record intake information. The agency completing the intake packet shall send a copy of the completed intake material to the other agency within 10 working days. Both agencies agree to notify the other agency of the staff responsible for intake and evaluations/assessments at all times during the year.

It is agreed that the individual that conducts the intake interview with the family assumes the role of Interim Service Coordinator until the IFSP Service Coordinator is identified at the IFSP meeting.

D. Evaluation and Assessment Procedures

If a child is referred to the LEA and it is not at its funded capacity, the LEA will be responsible for conducting an evaluation in all six developmental areas including hearing and vision within the 45-day intake period. The results of the evaluation will be shared with FNRC if the child has also been referred to FNRC not later than the end of the 45-day intake time period.

If a child is referred to FNRC, and the LEA is at its funded capacity, FNRC will be responsible for conducting an evaluation in all five developmental areas including hearing and vision within the 45-day intake period. FNRC will not share the results of the evaluations with the LEA unless an opening occurs in the LEA program.

Evaluation and assessment data obtained by one agency will be made available to the other agency for its use in determining eligibility and service needs, provided that appropriate releases are obtained from the parent or legal representative. The receiving agency should consider using all available data when determining eligibility.

On an annual basis, appropriate assessments will be performed by both agencies and shared with the other agency. Detailed information on assessment results put into the IFSP will substitute for a formal written evaluation report.

E. Year-round Provision of Services

Throughout the year the IFSP service coordinator will contact the appropriate Early Start staff person at the other agency to discuss the child's progress and service needs. These contacts will take place at least semi-annually to coincide with the annual and semi-annual IFSP meetings. It is understood that staff from the agency that is not responsible for the IFSP service coordination can initiate contact with the IFSP service coordinator whenever a need arises.

Both agencies also agree to work together to ensure the provision of services during periods of school vacations when services are required on the IFSP. The multidisciplinary IFSP team will determine the need for continued services during short or extended school breaks. In instances where it is felt appropriate to introduce a new service provider to a child during a school break, FNRC will assume the cost for providing the interim service only until the school program reconvenes.

F. Individualized Family Service Plan (IFSP)

Both parties to this Agreement will participate in the multi-agency IFSP meeting for any child commonly served by the two agencies. The initial IFSP meeting will be held within 45 calendar days of the receipt of the referral. In the event that agency cannot fulfill its obligation to obtain evaluation data to determine eligibility within the 45-day timeline, it will notify the other agency of the delay and it will be determined if enough data has been collected to proceed with an interim IFSP.

FNRC will assume responsibility for timely notification of the parties of an IFSP multi-agency team meeting for dually shared clients.

The six-month IFSP review shall be conducted at a minimum by the identified IFSP Service Coordinator and the parent(s) either in person or by phone. Any changes made to the plan at or before the six month review shall be documented on the IFSP periodic/semi-annual review form and a copy shall be sent to the other agency for their record. If a change is requested that will result in new or additional services being provided, the agency that will provide or pay for those services shall be notified and approve of the additional services prior to the revision to the IFSP. In no instance shall a change be made to the IFSP without the knowledge and

consent of the IFSP service coordinator. Both agencies shall participate in the annual IFSP review meeting for dually served clients. In exceptional circumstances it is acceptable for the IFSP service coordinator to participate in the IFSP meeting by phone and that should be so noted on the IFSP. It is also acceptable for the designated IFSP service coordinator to change from one agency to other with the consent of the parent.

It is understood that each agency can only commit to providing services funded by that agency; i.e., FNRC can only authorize payment for FNRC services and the LEA for LEA funded services. All services purchased by either agency must have prior authorization.

The Northeast Region Individualized Family Service Plan form (EI 04, included in Appendix B) will be used as the common IFSP form. The form must adhere to the requirements for an IFSP as outlined in federal and state statute.

The agency's representative attending the IFSP meetings will have the authority to sign the IFSP document for the agency. Both agencies agree to make appropriate staffing arrangements to assure, to the maximum degree possible, meeting the 45-day intake timeline.

If English is not the primary language of the family, it is agreed that the agency that conducts the initial intake meeting with the family will assure that an interpreter will be present for the initial multi-agency IFSP meeting(s). The agency responsible for providing an interpreter/translator for future IFSP meetings will be determined by the IFSP multi-agency team.

The LEA will agree to work together with FNRC on the common goals State Systemic Improvement Plan (SSIP) to improve social/emotional outcomes for children who qualify for Early Start Services.

G. Transition Procedures

All children receiving Early Start services are potentially eligible for special education and related services at age three and will be referred to the LEA. The purpose of transition is to begin planning for service options as the eligible child approaches age 3. The child who is served by either an LEA or Regional Center shall have the benefit of transition planning from early intervention services to the preschool services operated by an LEA under Part B of the Individuals with Disabilities Education Act (IDEA). The IFSP service coordinator shall notify the LEA where the child resides that there will be a transition planning conference/IFSP requiring the attendance of an LEA representative to establish a transition plan in the IFSP not fewer than 90 days and not more than 9 months before the child's third birthday in accordance with 34 CFR 303.209 and 303.344.

For purposes of transition at age three, the IFSP Transition Plan will be implemented as follows:

Age of Child (at or before):	Activity:
2 years, 6 months	Service coordinator notifies parent(s) that transition planning will begin within the next 3 months and that an IFSP transition plan will be developed before the child is 2 years 9 months. Parent consent is obtained to include an LEA preschool representative for a

	transition IFSP conference. The service coordinator notifies the LEA that there will be a transition IFSP conference requiring the attendance of an LEA preschool representative before the child is 2 years 9 months. Within 30 days, the family, service coordinator and the LEA agree on a date for the transition IFSP conference.
2 years, 9 months	Transition IFSP conference is held with service coordinator, parent (s) and, preschool representatives of LEA. If possible, this meeting will be combined with the IFSP at 2 years 6 months. During the Transition Planning Conference, the Part B LEA will participate in the discussion of the transition steps and services as part of the IFSP, including: • Assessment process • Timelines • Eligibility criteria • IEP meeting process • Review service options in the least restrictive environment At the transition IFSP conference, a projected date for conducting the final review(s) of the IFSP and the initial IEP is set including the identification of the persons responsible for convening the IEP/final IFSP review meeting(s). The date(s) is set collaboratively between the LEA staff, the parent(s) and the FNRC service coordinator. For students with birthdays between June 1 and August 30, IEPs will be held before June 1. Referrals will be made 60 days prior to June 1. Information about assessments that may be needed to determine eligibility for LEA and continued FNRC services is discussed. Steps to prepare the child of changes in service delivery, including steps to help the child adjust to, and function in a new setting are discussed. The service coordinator reviews transition material with the family, including information about community resources for children who may not qualify for LEA Part B services.
No less than 90 days prior to the third birthday	Referral and notification of children receiving Early Start Part C Services is completed to appropriate LEA provider, and with parent consent, includes all pertinent Early Start records. LEA's have <u>15 days</u> to develop the assessment plan.
2 years, 11 months	Prepare for IEP meeting. Eligibility review for continued FNRC services takes place if appropriate. At least 10 days prior to the IEP the LEA confirms the date of the IEP

	meeting with FNRC. If possible, this meeting may be combined with the exit IFSP review. The IEP was tentatively set at the transition IFSP Conference.
By the child's third birthday	LEA sends evaluation results. IEP and final IFSP meetings are held.
Note: If the initial IEP meeting is also the final IFSP meeting, adequate time must be given at the IEP meeting to review progress in achieving IFSP outcomes before initiating discussion of the IEP.	

H. Service Coordination

A staff member from either agency may assume the role of IFSP Service Coordinator. If LEA staff assumes the role of the IFSP Service Coordinator, the role of the FNRC Service Coordinator is modified to allow the IFSP Service Coordinator to take a more direct lead role in interactions with the family. The FNRC Service Coordinator would still be responsible for arranging all needed purchases of service and for assuring that all generic services are pursued prior to the purchase of any service with FNRC funds. The FNRC Service Coordinator shall be notified of all IFSP meetings including the semi-annual review.

It is agreed that the individual that conducts the intake interview with the family assumes the role of Interim Service Coordinator until the IFSP Service Coordinator is identified at the IFSP meeting.

Note: See Section F, IFSP, for additional details on the role of the service coordinator.

I. Transfers

When a child who has an existing IFSP transfers into the area served by FNRC one of these procedures will be followed:

1. If the child had been served by the LEA in the area they are moving from and the LEA in the receiving area has an opening (i.e. is under its funded capacity), the child will enter the LEA infant program under a 30-day administrative placement. An IFSP Periodic Review meeting will be held at the end of the initial 30-day placement to identify the services to be provided to the child by the receiving LEA. If the child had not been receiving Regional Center services before moving to this area and the LEA determines the need for FNRC services, the LEA will immediately initiate a referral to FNRC.

If the child had been served by another Regional Center before moving to the FNRC region, FNRC will immediately implement the existing IFSP to the best of its ability while determining the need for any new assessments or services. By the end of a 30-day initial service period, an IFSP Periodic Review meeting will be held to identify the new services to be provided for the child and family.

2. If the child had been served by the LEA in the area they are moving from and the LEA in the receiving area does not have an opening (i.e. is at its funded capacity), FNRC will be responsible for providing all services identified on the existing IFSP in as close an approximation as possible until any new assessments indicate a need for a change in

services. The child will not have any priority status for placement in an LEA program based solely on the fact that the child had received LEA services prior to moving to the FNRC region.

J. Timely Exchange of Information

Both parties agree that the following timelines will be adhered to:

1. Referrals sent to the other agency within five (5) days of receipt of the referral.
2. Evaluation results for intake purposes sent to the other agency prior to the end of the 45-day intake timeline.
3. Contact made with the other agency at least two (2) weeks prior to a proposed meeting date when an IFSP meeting, or, in the case of children who are turning three (3), IEP meeting, is being planned to coordinate meeting schedules.
4. Copies of IFSP periodic reviews to be sent to the other agency within five (5) days of the periodic review meeting if the other agency did not attend the meeting.
5. Phone or written contact with the other agency as soon as possible after receipt of information pertinent to the continued provision of Early Start services to the child and family.
6. FNRC is to refer to LEA pre-school assessment team no less than 90 days before the child's third birthday.
7. Pre-school assessment results from the LEA are to be sent to FNRC before the child's third birthday if FNRC sends referral in the timeline specified in G.

8. PROCEDURAL SAFEGUARDS

Both parties shall abide by the Procedural Safeguards as outlined in the Federal and State Law, local policies and accompanying regulations.

9. SURROGATE PARENTS

The LEA agrees to share its listing of surrogate parents with FNRC. These surrogate parents may be called upon to provide surrogate parenting functions for an FNRC 0-36 month old client who is not served by Tehama County LEA. The LEA agrees to conduct training for surrogate parents in accordance with Education Code requirements. FNRC will be informed when those trainings will take place.

If the LEA does not have any surrogate parents available, FNRC will initiate their surrogate parent appointment process. The FNRC Service Coordinator will provide a one-to-one training with the potential surrogate parent. The FNRC Early Start administrator will assume responsibility for the actual appointment of the surrogate parent.

10. DISPUTE RESOLUTION

The following steps will be followed if a dispute arises between Tehama County SELPA and FNRC as to:

- (A) The eligibility of an infant;
- (B) Which agency is responsible for the infant and family evaluation and assessment, service coordination, and the development and implementation of the IFSP; and

(C) Which agency is responsible for the provision/purchase of appropriate early intervention services.

Step 1: Every attempt shall be made to resolve the dispute at the lowest possible administrative level starting with the supervisory level up to the Executive Director of FNRC and the SELPA Director.

Step 2: If resolution of the dispute is not achieved, the two parties may request assistance from any of the following:

(A) Department of Developmental Services (DDS)

(B) California Department of Education (CDE)

(C) Another LEA or Regional Center

Step 3: If resolution cannot be reached within 60 calendar days, the issue shall be referred to DDS and CDE for a state-level review and resolution.

Step 4: The state-level review shall be conducted jointly by DDS and CDE and a decision rendered in 60 calendar days of receipt of the dispute.

11. STATUS OF SERVICES DURING A DISPUTE

During the pendency of a dispute, an infant/toddler must continue to receive the appropriate early intervention services currently being provided. If the dispute involves initial early intervention services, the infant/toddler shall receive all of those early intervention services identified and agreed to in the IFSP.

12. ADDITIONAL COMPONENTS

A. Interagency Meetings

Both agencies agree to send representatives to periodic interagency meetings where issues pertinent to Early Start will be discussed.

B. Joint Training

Both agencies agree to participate in the joint training of staff regarding the ongoing implementation of Early Start within the county. Staff will be informed of the contents of this Agreement. Future joint trainings may be held if new procedures are developed or this Agreement is substantially modified. Both agencies agree to notify the other party of any conferences or workshops pertinent to the implementation of Early Start.

11. AGENCY CONTACT INFORMATION:

Tehama County Office of Education SELPA

- Address: 900 Palm Street
Red Bluff, CA 96080
- Phone: (530) 527-8581
- Fax: (530) 529-4134

Far Northern Regional Center:

- *Chico Office:*
 - Address: 1377 E Lassen Avenue
Chico, CA 95973
 - Phone: (530) 895-8633
 - Fax: (530) 332-1497
- *Redding Office*
 - Address: 1900 Churn Creek Road Suite 114
Redding, Ca 96002
 - Phone: (530) 222-4791
 - Fax: (530) 222-8908

APPROVAL

I am authorized to sign this Interagency Agreement between Far Northern Regional Center and Tehama County Special Education Local Plan Area and, by doing so, give my approval of the provisions contained herein.



Melissa Gruhler, Executive Director
Far Northern Regional Center

11/21/24
Date



Veronica Coates, Associate Superintendent,
Tehama County SELPA
Tehama County Office of Education

12/20/24
Date

PHILOSOPHY STATEMENT

California is committed to serving all infants, birth to three years, who have identified handicapping conditions or who are at high-risk for developing handicapping conditions. The Legislature has acknowledged that early intervention is effective in enhancing child development, reducing family stress, and avoiding greater costs on a long-term basis.

The following philosophical principles provide the rationale for the Early Intervention Project:

- Infants and toddlers are unique because of the dependence on their families. This dependence necessitates a family-focused approach to early intervention.
- Responsibility for a child's development rest with the family. Programs must support, not supplant, the family's role.
- No one agency or discipline can meet the diverse and complex needs of very young children with special needs and their families. A coordinated, interagency, and interdisciplinary approach to planning and delivery of services is necessary.
- Very young children and their families have a wide variety of needs and resources. Therefore our system must allow early intervention services to be individualized and flexible, to accommodate for changing needs of the family and child. Some infants considered at risk may need only periodic assessment and follow-up, while other infants and families may need intensive intervention and support.
- Individualized early intervention services for infants who are at risk, or who have a handicapping condition, and for their families, which provide a full range of services with active parent involvement can reduce significantly the potential impact of many handicapping conditions and positively influence later development.
- Early intervention systems must include the continuum of services necessary to address the varied needs of infants and families. The system must assure accessibility, availability, and accountability for individual families.
- Center-based and group service should maximize opportunities for integration with non-disabled infants and children. All services must be provided in a setting, and a context, that recognizes cultural and linguistic diversity, and acknowledges the value of each individual served.
- Due to the size and diversity of this region, the needs and resources vary significantly on a geographic basis. Any system must acknowledge and accommodate these differences to be effective.
- An early intervention system must allow for, and encourage, local decision making.
- The quality and effectiveness of services depends on well-trained early intervention staff. A team of personnel, knowledgeable in child development, atypical development and family systems, as well as the specific requirements of their unique disciplines, is critical. Absent that experience and understanding, early intervention staff shall undergo a comprehensive training plan for that purpose, which shall be developed and implemented as part of the staff development component of the local plan for early education services.
- As the state of the art in early intervention changes and our knowledge of child development improves, too, will this philosophy statement be reviewed.

APPENDIX A *INTERAGENCY AGREEMENT

REFERRAL FORM

Date: _____

PERSON NEEDING SERVICES:

Name: _____ DOB: ____/____/____ Gender: ☐ M ☐ F ☐ Non-binary

Mailing Address: _____ County of Residence: _____

Phone Number: _____ Alt. Number : _____

Ethnicity: ☐ American Indian/Alaskan Native ☐ Asian ☐ Black/African American ☐ Hispanic☐ Native Hawaiian/Other Pacific Islander ☐ White ☐ Other _____Language Used: ☐ English ☐ Spanish ☐ Hmong ☐ Mien ☐ Other _____*Please attach demographic data sheet with contact information if available.*

PERSON MAKING THE REFERRAL:

Relationship: ☐ Self ☐ Parent/Guardian ☐ Educator ☐ Primary Care Provider ☐ Other _____

Name/Entity: _____ Contact person: _____

Phone Number: _____ FAX: _____ Email: _____

REASON FOR REFERRAL: *please attach chart notes or other information if available*☐ Early Start Services: (Birth To 36 Months)Developmental delay ☐ Speech ☐ Motor ☐ Problem Solving ☐ Social ☐ Adaptive (feeding)

Diagnosis associated with developmental disabilities: (ex: trisomy 21) _____

Presence of 2 or more risk factors: (ex: congenital anomalies/prematurity <32 weeks) _____

☐ Developmental Disability (Over Age 3)Area of concern? ☐ Intellectual Disability ☐ Autism Spectrum Disorder ☐ Cerebral Palsy ☐ Uncontrolled Epilepsy☐ Condition similar to Intellectual Disability (i.e. TBI prior to age 18) _____*Please note: Condition must be present prior to age 18. ADHD and learning disabilities are not considered developmental disabilities*☐ Provisional (3-4 years of age) substantial need or delay in at least TWO areas of adaptive functioning☐ communication ☐ self-help ☐ self direction ☐ Mobility ☐ Academics

CONSENT TO SHARE AND RELEASE INFORMATION:

I authorize Far Northern Regional Center to share assessment results and information about my or my child's services or individualized program plan with the individuals indicated below to facilitate health care services. Expires one year from today or on this date ____/____/____.

☐ Primary Care Provider _____☐ Other, specify (i.e., Tribal Affiliation, Case Worker, School) _____

Contact Number _____

*A copy of this authorization and referral can be provided upon request.*_____
Print Name_____
Signature_____
Date_____
Relationship to client (i.e., Client/parent/guardian)www.farnorthernrc.org

MAIN OFFICE: P.O. Box 492418 Redding, CA 96049-2418 1900 Churn Creek Rd. Suite 319 Redding, CA 96002-0277 (530) 222-4791 FAX (530) 222-8908

BRANCH OFFICE: 1377 East Lassen Ave. Chico, CA 95973-7824 (530) 895-8633 FAX (530) 895-1501

BRANCH OFFICE: 170 H Russell Avenue Susanville, CA 96130-4216 (530) 257-5317 FAX (530) 257-5526

BRANCH OFFICE: 421 Chestnut Mt. Shasta, CA 96067 (530) 926-6496 FAX (530) 926-6499

LOCAL PLAN

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SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

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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.

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Fiscal Year 2025-26

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	6,093,579	48.26%
AB 602 Property Taxes	3,131,559	24.80%
Federal IDEA Part B	2,361,650	18.70%
Federal IDEA Part C	59,480	0.47%
State Infant/Toddler	0	0.00%
State Mental Health	837,682	6.63%
Federal Mental Health	127,292	1.01%
Other Projected Revenue	15,157	0.12%
Total Projected Revenue:	12,626,399	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)

Alternate Dispute Resolution (Resource 3395) \$15,157

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.

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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	9,826,769	34.18%
Object Code 2000—Classified Salaries	7,074,955	24.61%
Object Code 3000—Employee Benefits	6,978,182	24.27%
Object Code 4000—Supplies	487,803	1.70%
Object Code 5000—Services and Operations	3,886,171	13.52%
Object Code 6000—Capital Outlay	33,919	0.12%
Object Code 7000—Other Outgo and Financing	463,771	1.61%
Total Projected Expenditures:	28,751,569.37	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:

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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	10,062,820	35.00%
Projected Federal Revenue	2,563,579	8.92%
Local Contribution	16,125,170	56.08%
Total Revenue from all Sources:	28,751,569.37	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 Tehama County SELPA distributes the following methodology for AB 602 funds: SELPA Services and SELPA Extraordinary Cost Fund (formerly known as Priorities) will be funded for 100% of their approved expenses, through the RS/PS and property tax add on funding revenue. Any property tax that remains after the funding of the SELPA expenses and Extraordinary Cost Pool will be distributed back to the Tehama County Department of Education. In recent years, these expenses have been more than the revenue and not distributed back to the TCDE. Tehama County Department of Education (TCDE) Regional Special Education Program Services will be funded for 86% of its approved expenditures for the operation of regional programs and services on behalf of member LEAs. TCDE is considered an LEA in our funding allocation and expense model. State Entitlement Funds will be allocated to program operators using a two-step calculation as follows:

1. Allocate 80% of the designated revenue using a single rate per ADA based on the state's

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distribution methodology of the highest ADA over a three year period: current year, prior year, or prior prior year. This will be utilized at the closing of books in August each year. Updates through the year will use the following metrics: First Interim: P2 Prior Year, Highest of the Three years; Second Interim: P1 Current Year, highest of the three years; Closing Budget: P2 Current Year, highest of the three years.

2. Allocate 20% of the designated revenue using a single rate per prior year CALPADS Census Date pupil count.

Federal Local Assistance Grant funds will be allocated to District Program Operators using prior year CALPADS Census Date pupil count rather than a constant percentage. Tehama County Department of Education (TCDE) is allocated 41.5% of the total local assistance grant amount to fund regional programs for member LEAs. The federal local assistance grant is allocated to the SELPA to provide a Free and Appropriate Public Education (FAPE) to identified public school students ages 3 to 22 and other services to identified students attending private schools. The former Preschool Local Entitlement Grant (3320) is now included in the total Federal Local Assistance Grant (3310). The SELPA continues to calculate what this revenue source would have generated under the former model to apply directly to regional preschool programs and services. Each year the SELPA office calculates the percentage of the increase to the federal Local Assistance grants and applies that percentage to the former year to calculate what this resource would have generated in the former model, to be allocated to preschool related services.

Transfer of Federal and State Mental Health Funding: Additionally, the SELPA receives all state and federal mental health funds on behalf of all LEAs within the SELPA. Under previous law, state (SACS resource code 6546) and federal (SACS resource code 3327) funds for educationally-related mental health services ("ERMHS") for students eligible for special education and related services were distributed to the Tehama County SELPA on behalf of all member LEAs. These funds were used to create a regionalized mental health program for students with extensive emotional needs. Starting in the budget year 2023, the state has approved and distributed federal and state ERMHS funding directly to LEAs. Tehama County Member LEAs agree that the allocation for state principal apportionment for ERMHS (6512), and any federal ERMHS (3327) funds distributed to them will be immediately be county transferred to the Tehama County Department of Education as the Administrative Unit for the SELPA. This county transfer will be initiated by the Tehama County Department of Education's Business Services Department to fund the already established regional ERMHS program the SELPA Governing board has developed. The Tehama SELPA will continue to fund the regional ERMHS and programs at the SELPA consortia level. The SELPA agrees that any changes to ERMHS or any regionalized services will be addressed using the procedures set forth in the SELPA's Program Transfer Policy (reflected in SELPA Agreement 2, SELPA Service Continuum and Delivery) and in accordance with Education Code section 56207. To avoid the unnecessary changes and resulting consequences of shift of distribution of funds directly to LEAs, Tehama County SELPA Member LEAs desire to maintain the SELPA's previous structure for distributing state and federal ERMHS funds through the SELPA consortia model. That structure is reflected within this budget plan and attachments.

b. ☒ YES ☐ NO

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

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SELPA Fiscal Year **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	283,706	42.09%
Object Code 2000—Classified Salaries	157,444	23.36%
Object Code 3000—Employee Benefits	174,476	25.89%
Object Code 4000—Supplies	17,636	2.62%
Object Code 5000—Services and Operations	40,716	6.04%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	0	0.00%
Total Projected Operating Expenditures:	673,978	100.00%

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.

n/a

SELPA Tehama County SELPAFiscal Year 2025-26**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)?

The SELPA retains this revenue source. Tehama County Department of Education (TCDE) employ all Low Incidence (LI) providers. LI revenue is only used for the salary/benefits of qualified providers, along with equipment and materials. Providers must provide evidence within each eligible student's Individual Education Program (IEP) that the student has a LI disability and need. The SELPA Administrator and SELPA Fiscal Analyst review each request to ensure the expenditure is eligible to utilize LI revenue. LI revenue is applied to the salary and benefits of LI providers in an equitable manner.

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.

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

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

752,371**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.

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Attachments
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Attachment I—Local Educational Agency Listing**Participating Local Educational Agency Identification**

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. Only charter schools that have applied and been approved by their governing board as LEAs for special education purposes should be listed on Attachment I. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c), SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

SELPA: Tehama County SELPA

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	52	71472			Antelope Elementary	Gary	Ulloa	(530)527-1272	gulloa@antelopeschools.org	Previously Reported
	2	52	71498			Corning Union Elementary	Andrew	Fisher	(530)824-7700	afisher@cuesd.net	Previously Reported
	3	52	71506			Corning Union High School	Heather	Felciano	(530)824-7700	hfelciano@corninghs.org	Previously Reported
	4	52	71522			Evergreen Union	Aleta	Frampton	(530)347-3411	aframpton@evergreenusd.org	Previously Reported
	5	52	71530			Flournoy Union	Rachel	Davis	(530)833-5331	rdavis@flournoyschool.org	Previously Reported
	6	52	71548			Gerber Union Elementary	Jenny	Montoya	(530)385-1041	jmontoya@gerberschool.org	Previously Reported
	7	52	71555			Kirkwood Elementary	Wendy	Wilson	(530)824-7773	wwilson@kirkwoodschoolca.org	Previously Reported
	8	52	71563			Lassen View Elementary	Gerald	Walker	(530)527-5162	jwalker@lassenview.org	Previously Reported
	9	52	71571			Los Molinos	Carlos	Perez	(530)384-7900	cperez@lmusd.net	Previously Reported
	10	52	71639			Red Bluff Joint Union High	Cari	Van Riper	(530)529-8706	cvanripe@rbuesd.org	Previously Reported
	11	52	71621			Red Bluff Union Elementary	Teresa	Medrano	(530)527-7200	tmedrano@rbuesd.org	Previously Reported
	12	52	71647			Reeds Creek Elementary	Cynthia	Kampf	(530)527-6006	ckampf@reedscreek.org	Previously Reported

Attachment I

SELPA: Tehama County SELPA

Fiscal Year: 2025-26

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	52	71654			Richfield Elementary	Kim	Reynolds	(530)824-3354	kreynolds@richfield.org	Previously Reported
	14	52	10520			Tehama County Department of Ed	Veronica	Coates	(530)527-8614	vcoates@tehamaschools.org	Previously Reported

Attachment II

SELPA: Tehama County SELPA

Fiscal Year: 2025-26

Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA: Tehama County SELPA

Fiscal Year: 2025-26

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Antelope Elementary	176,579	0	0	110,403	0	0	0	0	286,982
2	Corning Union Elementary	430,896	0	0	255,039	0	0	0	0	685,935
3	Corning Union High School	228,850	0	0	118,961	0	0	0	0	347,811
4	Evergreen Union	263,210	0	0	142,069	0	0	0	0	405,279
5	Flournoy Union	0	0	0	0	0	0	0	0	0
6	Gerber Union Elementary	0	0	0	0	0	0	0	0	0
7	Kirkwood Elementary	0	0	0	0	0	0	0	0	0
8	Lassen View Elementary	0	0	0	0	0	0	0	0	0

Attachment II

SELPA: Tehama County SELPA

Fiscal Year: 2025-26

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Los Molinos	118,929	0	0	71,890	0	0	0	0	190,819
10	Red Bluff Joint Union High	366,000	0	0	229,364	0	0	0	0	595,364
11	Red Bluff Union Elementary	409,379	0	0	267,876	0	0	0	0	677,255
12	Reeds Creek Elementary	0	0	0	0	0	0	0	0	0
13	Richfield Elementary	0	0	0	0	0	0	0	0	0
14	Tehama County Department of Ed	4,099,736	3,131,559	59,480	1,166,048	0	837,682	127,292	15,157	9,436,954
	Totals:	6,093,579	3,131,559	59,480	2,361,650	0	837,682	127,292	15,157	12,626,399

Attachment III

SELPA: Tehama County SELPA

Fiscal Year: 2025-26

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Antelope Elementary	580,695	323,220	428,910	113,137	64,619	0	0	1,510,581
2	Corning Union Elementary	1,651,889	659,676	1,046,346	12,600	104,411	0	0	3,474,922
3	Corning Union High School	559,315	634,177	639,310	31,015	102,225	0	107,653	2,073,695
4	Evergreen Union	868,247	485,729	547,571	18,250	221,700	0	29,000	2,170,497
5	Flournoy Union	0	53,159	24,318	0	0	0	0	77,477
6	Gerber Union Elementary	150,579	56,986	99,880	1,000	151,100	0	0	459,545
7	Kirkwood Elementary	0	23,726	13,828	0	9,010	0	0	46,564
8	Lassen View Elementary	0	128,586	58,384		2,766	0	0	189,736
9	Los Molinos	622,999	181,554	378,904	0	106,600	0	0	1,290,057

Attachment III

SELPA: Tehama County SELPA

Fiscal Year: 2025-26

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Red Bluff Joint Union High	1,448,895	720,627	798,196	55,500	156,175	0	0	3,179,393
11	Red Bluff Union Elementary	1,521,456	919,012	1,242,118	18,650	65,101	0	79,000	3,845,337
12	Reeds Creek Elementary	0	22,871	8,618	0	0	0	0	31,489
13	Richfield Elementary	104,457	34,798	46,784	0	873	0	0	186,912
14	Tehama County Department of Ed	3,017,404	3,997,972	2,892,709	354,398	3,126,568	34,024	107,021	13,530,096
	Totals:	10,525,936	8,242,093	8,225,876	604,550	4,111,148	34,024	322,674	32,066,301

Attachment IV

SELPA: Tehama County SELPA

Fiscal Year: 2025-26

Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: This Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Antelope Elementary	110,403	4.31%	176,579	1.75%	0	286,982
2	Corning Union Elementary	255,039	9.95%	430,896	4.28%	0	685,935
3	Corning Union High School	118,961	4.64%	228,850	2.27%	0	347,811
4	Evergreen Union	142,069	5.54%	263,210	2.62%	0	405,279
5	Flournoy Union	0	0.00%	0	0.00%	0	0
6	Gerber Union Elementary	0	0.00%	0	0.00%	0	0
7	Kirkwood Elementary	0	0.00%	0	0.00%	0	0
8	Lassen View Elementary	0	0.00%	0	0.00%	0	0
9	Los Molinos	71,890	2.80%	118,929	1.18%	0	190,819

Attachment IV

SELPA: Tehama County SELPA

Fiscal Year: 2025-26

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Red Bluff Joint Union High	229,364	8.95%	366,000	3.64%	0	595,364
11	Red Bluff Union Elementary	267,876	10.45%	409,379	4.07%	0	677,255
12	Reeds Creek Elementary	0	0.00%	0	0.00%	0	0
13	Richfield Elementary	0	0.00%	0	0.00%	0	0
14	Tehama County Department of Ed	1,367,977	53.36%	8,068,977	80.19%	0	9,436,954
Totals:		2,563,579	100.00%	10,062,820	100.00%	0	12,626,399

SELPA: Tehama County SELPA

Fiscal Year: 2025-26

Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Antelope Elementary	0	0
2	Corning Union Elementary	0	0
3	Corning Union High School	0	0
4	Evergreen Union	0	0
5	Flournoy Union	0	0
6	Gerber Union Elementary	0	0
7	Kirkwood Elementary	0	0
8	Lassen View Elementary	0	0
9	Los Molinos	0	0

Attachment V

SELPA: Tehama County SELPA

Fiscal Year: 2025-26

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Red Bluff Joint Union High	0	0
11	Red Bluff Union Elementary	0	0
12	Reeds Creek Elementary	0	0
13	Richfield Elementary	0	0
14	Tehama County Department of Ed	0	752,371
Totals:		0	752,371

Attachment VI must be completed using the CDE approved Microsoft Excel Template

Attachment VII

SELPA: Tehama County SELPA

Fiscal Year: 2025-26

Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of EC Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Transferred FROM	Transferred TO	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Antelope Elementary		Delete This Row							
Corning Union Elementary		Delete This Row							
Corning Union High School		Delete This Row							
Evergreen Union		Delete This Row							
Flournoy Union		Delete This Row							
Gerber Union Elementary		Delete This Row							
Kirkwood Elementary		Delete This Row							
Lassen View Elementary		Delete This Row							

Attachment VII

SELPA:
Tehama County SELPA

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2025-26

LEA Name	Add or Delete Row	LEA Status	Transferred FROM	Transferred TO	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Los Molinos		Delete This Row							
Red Bluff Joint Union High		Delete This Row							
Red Bluff Union Elementary		Delete This Row							
Reeds Creek Elementary		Delete This Row							
Richfield Elementary		Delete This Row							
Tehama County Department of Ed		Delete This Row							

DRAFT
DO NOT
DISTRIBUTE

LOCAL PLAN
Section E: Annual Service Plan
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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 300.39(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*

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

Infant Services are provided through an inter-agency agreement with the Far Northern Regional Center and Shasta County Office of Education. This service provision was developed many years ago, with Shasta County Office of Education, when infant grant funding was originated. Within a memorandum of understanding (MOU) with Shasta County Office of Education, the Tehama SELPA/County Department of Education is a service provider for infant services of solely low incidence services, and this service would be available to eligible infants through our service delivery. There are currently no students receiving this level of service within the SELPA, however, could be utilized based on student need.

☐ 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.

This service is provided by a licensed physician to determine a child's developmental status and need for early intervention services.

Infant Services are provided through an inter-agency agreement with the Far Northern Regional Center and Shasta County Office of Education. This service provision was developed many years ago, with Shasta County Office of Education, when infant grant funding was originated. Within a memorandum of understanding (MOU) with Shasta County Office of Education, the Tehama SELPA/County Department of Education is a service provider for infant services of solely low incidence services, and this service would be available to eligible infants through our service delivery. There are currently no students receiving this level of service within the SELPA, however, could be utilized based on student need.

☐ 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.

These services include conducting assessments in: nutritional history and dietary intake;

Section E: Annual Service Plan

SELPA: Tehama County SELPA

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anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.

Infant Services are provided through an inter-agency agreement with the Far Northern Regional Center and Shasta County Office of Education. This service provision was developed many years ago, with Shasta County Office of Education, when infant grant funding was originated. Within a memorandum of understanding (MOU) with Shasta County Office of Education, the Tehama SELPA/County Department of Education is a service provider for infant services of solely low incidence services, and this service would be available to eligible infants through our service delivery. There are currently no students receiving this level of service within the SELPA, however, could be utilized based on student need.

☐ 240—Service Coordination (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.

This service includes coordination of special education and related services.

Infant Services are provided through an inter-agency agreement with the Far Northern Regional Center and Shasta County Office of Education. This service provision was developed many years ago, with Shasta County Office of Education, when infant grant funding was originated. Within a memorandum of understanding (MOU) with Shasta County Office of Education, the Tehama SELPA/County Department of Education is a service provider for infant services of solely low incidence services, and this service would be available to eligible infants through our service delivery. There are currently no students receiving this level of service within the SELPA, however, could be utilized based on student need.

☒ 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 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.

Infant Services are provided through an inter-agency agreement with the Far Northern Regional Center and Shasta County Office of Education. This service provision was

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developed many years ago, with Shasta County Office of Education, when infant grant funding was originated. Within a memorandum of understanding (MOU) with Shasta County Office of Education, the Tehama SELPA/County Department of Education is a service provider for infant services of solely low incidence services, and this service is available to eligible infants through our service delivery. Tehama County SELPA/Department of Education is providing this service to a limited number of infants through our MOU with Shasta County Office of Education.

☐ 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.

Paraprofessionals that provide instructional support, which may include the following special education services:

- (1) assist with classroom management, such as organizing instructional and other materials
- (2) conduct parental involvement activities
- (3) act as a translator
- (4) provide instructional support services under the direct supervision of a teacher

Infant Services are provided through an inter-agency agreement with the Far Northern Regional Center and Shasta County Office of Education. This service provision was developed many years ago, with Shasta County Office of Education, when infant grant funding was originated. Within a memorandum of understanding (MOU) with Shasta County Office of Education, the Tehama SELPA/County Department of Education is a service provider for infant services of solely low incidence services, and this service would be available to eligible infants through our service delivery. There are currently no students receiving this level of service within the SELPA, however, could be utilized based on student need.

☐ 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.

Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with disability.

Infant Services are provided through an inter-agency agreement with the Far Northern

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Regional Center and Shasta County Office of Education. This service provision was developed many years ago, with Shasta County Office of Education, when infant grant funding was originated. Within a memorandum of understanding (MOU) with Shasta County Office of Education, the Tehama SELPA/County Department of Education is a service provider for infant services of solely low incidence services, and this service would be available to eligible infants through our service delivery. There are currently no students receiving this level of service within the SELPA, however, could be utilized based on student need.

☒ 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 from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, 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: 47.9

Reasons for greater than 55 average caseload

n/a - the SELPA average is below the caseload size of 55.

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☒ 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 designed 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 means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training 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 administration and glucose testing (CEC 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 programs and services.

☒ 445—Assistive Technology

☐ *Service is Not Currently Provided*

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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 employers. (34 CFR Part 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. 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 provided based upon recommendation of the IEP team and 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, based on recommendation of the IEP team, 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

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☒ 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), (CCR 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) 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).

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☒ 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 licensed 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). 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. (CCR Title 5 §3001(d)).

☐ 540—Day Treatment Services

☒ *Service is Not Currently Provided*

☒ 545—Residential Treatment

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

Residential treatment services: A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.

☐ *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 settings by an itinerant teacher or the 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 of 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 students, parents, teachers, and other school personnel may also be included. (CCR Title 5 §3051.16 and 3051.18).

☒ 715—Interpreter Services

☐ *Service is Not Currently Provided*

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

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16).

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☐ 720—Audiological 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.

These services include measurements of acuity, monitoring amplification, as well as planning, organizing, and implementing audiology programs. 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). There are currently no students receiving this level of service within the SELPA, however, could be utilized based on student need.

☒ 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. (CAC Title 5 §3030(d), EC 56364.1).

☒ 730—Orientation and Mobility

☐ *Service is Not Currently Provided*

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*

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

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

☒ 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. (CAC 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.

Any specialized assistance provided for students who are print-impaired, whether impairment is the result of a visual disability, other, physical disability, or reading disability. This may include but is not limited to, readers provided for examinations, textbooks, and other course related reading assignment and may included recorded materials. There are currently no students receiving this level of service within the SELPA, however, could be utilized based on student need.

☐ 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.

Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but not limited to, copies of notes taken by another student transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes. There are currently no students receiving this level of service within the SELPA, however, could be utilized based on student need.

☐ 755—Transcription Services

☒ *Service is Not Currently Provided*

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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.

Any transcription service to convert material from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbook, test, worksheets, or anything necessary for instruction. There are currently no students receiving this level of service within the SELPA, however, could be utilized based on student need.

☐ 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.

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and possible and appropriate, facilitate and pupil's integration into general recreation programs. There are currently no students receiving this level of service within the SELPA, however, could be utilized based on student need.

☒ 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. (Title 5 §3051.14).

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☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

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*

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.

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). There are currently no students receiving this level of service within the SELPA, however, could be utilized based on student need.

☐ 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.

Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficult with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance. There are currently no students receiving this level of service within the SELPA, however, could be utilized based on student need.

☒ 860–Mentoring

☐ *Service is Not Currently Provided*

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

A sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs

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naturally through friendship, counseling and collegiality in a casual, unplanned way.

☒ 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 under this part and individualized family service plans under part C with individualized service plans 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 §613).

☒ 870—Travel and Mobility Training

☐ *Service is Not Currently Provided*

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

Orientation and mobility services-- (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.

☒ 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

Pursuant to Title 5 of the *California Code of Regulations* (5 CCR) 3051.24, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.

☐ *Service is Not Currently Provided*

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Description of the “Other Related Service”

Specialized Academic Instruction (330) and Intensive Individual Services (340)

Qualifications of the Provider Delivering “Other Related Service”

The Tehama County SELPA uses Code 900 to describe services students receive in the area of intensive individual instruction related to their disability area in the home, hospital, other settings outside the school campus, or the school campus during non-school hours, including consultation with service providers, families and administrators. Providers who provide this service are teachers with education specialist credentials.

Attachment VI—Specialized Academic Instruction (SAI)/Specially Designed Instruction (SDI) and Related Services

DATE: 4/21/2025

Enter all special education Services provided by the SELPA's LEA membership and location (site) where they are provided. If code 900 is selected, the specific special education service must be defined in Local Plan Section E: Annual Service Plan. Licensing, certification, and provider qualifications for each identified service must be in accordance with law (see the Local Plan Guidance Document for more information). Attachment VI must be included with each Local Plan Section E: Annual Service Plan submission to the California Department of Education (CDE).

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For each LEA school/site name identified in "Column A," place an "x" in the corresponding instructional and/or related service that is provided by the LEA/school site

[illegible]

[illegible]