

LOCAL PLAN

HACIENDA LA PUENTE UNIFIED SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

2023-2026



Compilation of Sections of the HLPUSD SELPA
Local Plan for Website Posting

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

Fiscal Year

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	<input type="text" value="Hacienda La Puente Unified"/>		
Street Address	<input type="text" value="15959 E. Gale Avenue"/>	Zip Code	<input type="text" value="91745"/>
City	<input type="text" value="City of Industry"/>	County	<input type="text" value="Los Angeles"/>
Mailing Address	<input type="text" value="15959 E. Gale Avenue"/>		
City	<input type="text" value="City of Industry"/>	Zip Code	<input type="text" value="91745"/>
Director First Name	<input type="text" value="Mayra"/>	Administrator Last Name	<input type="text" value="Helguera"/>
Director Title	<input type="text" value="Executive Director"/>		
Director's Email	<input type="text" value="mhelguera@hlpusd.org"/>		
Telephone	<input type="text" value="(626) 933-6520"/>	Extension	<input type="text"/>

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	<input type="text" value="Hacienda La Puente Unified School District"/>		
Street Address	<input type="text" value="15959 E. Gale Avenue"/>	Zip Code	<input type="text" value="91745"/>
City	<input type="text" value="City of Industry"/>	County	<input type="text" value="Los Angeles"/>
Contact First Name	<input type="text" value="Alfonso"/>	Last Name	<input type="text" value="Jimenez"/>
Contact Title	<input type="text" value="Superintendent"/>		

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

SELPA

Fiscal Year

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

SELPA

Fiscal Year

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
	Hacienda La Puente USD	Mayra J. Helguera, Ed.D.	Administrator-Spec. Ed.	Multiple
	Hacienda La Puente USD	Alan Morton	CAC	Multiple
	Hacienda La Puente USD	Adriana Villarreal-Sanchez	CAC	Multiple
	Hacienda La Puente USD	Orquidea Campa	Teacher-Spec. Ed.	Multiple
	Hacienda La Puente USD	Patty Camarena	Other	Section D
	Hacienda La Puente USD	Grace Lee	Other	Section D
	Hacienda La Puente USD	Desiree Mora	Other	Section E

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

☒ 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 Hacienda La Puente Unified

Fiscal Year 2025-26

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.

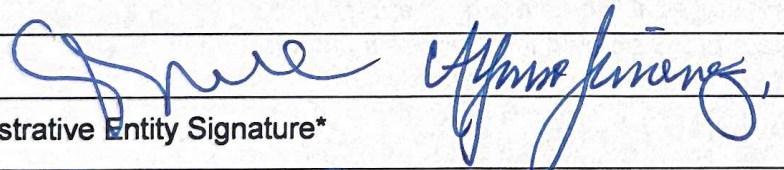
C2-1. I certify the SELPA governance and administrative structure as a:

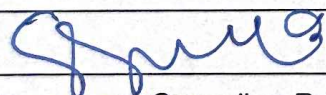
☒ Single LEA SELPA ☐ Multiple LEA SELPA ☐ COE Joined SELPA


☒ 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.

<https://www.hlschools.org/district/education-services-division/special-education-selpa/local-plan>

 Superintendent 6/25/25
Administrative Entity Signature* Date

 6/24/25
SELPA Governance Council or Responsible Individual Date

 06/24/2025
SELPA Administrator Date

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

SELPA Hacienda La Puente Unified

Fiscal Year 2025-26

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:

The local plan sections submitted meet all applicable requirements for state and federal law.

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
- ☐ 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).

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

SELPA

Fiscal Year

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

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.

Authorized Signature

COE Superintendent

Date

SELPA Hacienda La Puente Unified

Fiscal Year 2025-26

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 Hacienda La Puente Unified School District

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).

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.

www.hlp schools.org/district/education-services-division/special-education-selpa/local-plan

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

SELPA Hacienda La Puente Unified

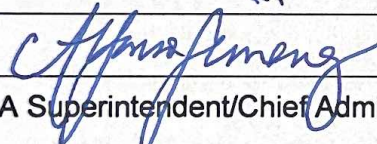
Fiscal Year 2025-26

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


LEA Superintendent/Chief Administrator

6/25/25
Date

Local Plan Submission

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

SELPA Hacienda La Puente USDFiscal Year 2023-24**B. Governance and Administration***California Education Code (EC) sections 56195 et seq. and 56205***Participating Local Educational Agencies**

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

Special Education Local Plan Area—Local Plan Requirements

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

The Hacienda La Puente Unified School District (HLPUSD) was established in 1970. It covers the cities of Industry and La Puente, and the unincorporated Los Angeles county areas of Hacienda Heights and Valinda. HLPUSD is located in the Southeast Los Angeles County and covers a district area of 11.5 square miles. The 2022-2023 UPK-12 student enrollment was 16,386.

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

Hacienda La Puente Unified School District (HLPUSD) is a single district Special Education Local Plan Area (SELPA) and provides a comprehensive range of program options and related services to students residing in the HLPUSD attendance area. The Governing Board of the HLPUSD elects to operate as a single district SELPA, and as such, it is the governing body of this plan and is solely responsible for the approval of policies governing this Local Plan for Special Education. HLPUSD is designated as the Administrative Unit (AU) for the SELPA.

HLPUSD Board of Education is the sole policymaking entity for the SELPA. Approval of the Local Plan, adoption of the budget and District policies and employment of SELPA personnel occur at regularly scheduled, public meetings of the governing board. The oversight and operations of the SELPA will be shared by the SELPA Director and administrators of the District. The SELPA Director shall provide regular reports to the Board relating to the operation of the SELPA. The SELPA shall include all school sites located within the District and will serve all eligible individuals with exceptional needs residing within the boundaries of the District, or attending its programs under other authorization, through grade twelve (12) or as applicable, students through age 22.

HLPUSD SELPA is designated as its own Administrative Unit (AU) for the SELPA. It shall be responsible for administrative functions including, but not limited to, the following:

- Receipt and distribution of special education funds to District accounts for the operation of special education programs and services

Section B: Governance and Administration

SELPA

Hacienda La Puente USD

Fiscal Year

2023-24

- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use
- The employment of necessary staff to support SELPA functions

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

- Approve the Local Plan
- Approve the annual budget and service plans
- Adopt District policies relating to special education
- Set priorities for the Local Plan
- Appoint members of the Community Advisory Committee
- Ensure compliance with all elements of the Local Plan

HLPUSD is the Responsible Local Agency as a single district SELPA. The Board is the governing board of the RLA. The responsibilities of the RLA include the following:

- Receipt and allocation of regionalized services, funds, and the provision of administrative support.
- Employment and evaluation of the SELPA staff using District-adopted employment and evaluation procedures.

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

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

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

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

SELPA

Hacienda La Puente USD

Fiscal Year

2023-24

- Coordinate the development and implementation of the SELPA program and student outcomes, and the annual accountability procedures

The HLPUSD SELPA shall comply with the CDE CALPADS requirements and maintain a Management Information System:

- Prepare the regional special education plan and State, Federal and local reports as required
- Monitor compliance with Federal and State laws and regulations
- Prepare and submit any and all State waiver requests that are needed to allow for the provision of appropriate programs and services to students with disabilities residing within the SELPA
- Coordinate services to students with disabilities and to other local public agencies through the development of procedural handbooks, negotiation of agreements, understandings, and ongoing dialogue
- Ensure provision of services to students with disabilities in charter schools and other alternative programs
- Oversee the implementation of interagency agreements and memoranda of understanding related to the SELPA
- Develop and implement a plan for providing staff development opportunities to staff, parents, the Community Advisory Committee
- Collect, process and report program, personnel and fiscal data related to the State evaluation of special education as specified in accordance with State and Federal laws and regulations
- Maintain and modify, as necessary, a Management Information System to be utilized in the referral, assessment, program planning, placement and evaluation of special education students

Operating Responsibilities of HLPUSD SELPA

- Identification, referral, placement and monitoring of special education students will be provided in accordance with Education Code sections 56300 et. seq. and requirements and pertinent regulations in Title 5 of the California Code of Regulations.

HLPUSD SELPA will utilize a Management Information System to record, document and report student referrals, assessments, program planning, parent involvement and notifications, placements and evaluations:

- Procedural safeguards will be followed, in accordance with State and Federal laws and regulations
- Interagency agreements between the State Department of Education and other public agencies and agreements between the SELPA and other public agencies shall be followed

HLPUSD SELPA will participate, as necessary, in meetings with other public agencies established to coordinate and/or fund services for students with disabilities.

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

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

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

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

- Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the HLPUSD SELPA.
- Review and approve revisions of the HLPUSD SELPA Local Plan for Special Education.
- By approving the Local Plan, as applicable, enter into an agreement with other agencies participating in the Plan, for the purpose of delivery of regional services and programs.
- Approve the annual budget and service plans.
- Participate in the governance of the HLPUSD SELPA through its designated representative.
- Approve all policies related to special education necessary to implement Education Code (EC) Part 30, Sections 56000 through 56885, special education programs, et al., and EC selection provisions not included in Part 30 and governing specific areas of special education.

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

It shall be the policy of this LEA that the Local Plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and

SELPA

Hacienda La Puente USD

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2023-24

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 Education Code, Part 30.

56140. County offices shall do all of the following:

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

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

Approval shall be based on the capacity of the district to ensure that special education programs and services are provided to all individuals with exceptional needs, and both of the following: (1) Whether the local plan adheres to the guidelines established pursuant to Section 56122 for the development of local plans. (2) Whether the local plan contains all of the required components as detailed in Section 56205. (c)

Participate in the state onsite review of the district's implementation of an approved local plan. (d) Join with districts in the county that elect to submit a plan or plans pursuant to subdivision (c) of Section 56195.1.

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.

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6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

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

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

The CAC shall act in an advisory capacity. The recommendations of the CAC shall be directed to the SELPA Director. The responsibility for action on any recommendations shall rest with the Board. The SELPA Director shall provide each CAC member with a copy of the currently approved Local Plan and/or any proposed amendments or revisions to the currently approved Local Plan. The CAC shall have at least ten (10) days to review any proposed amendments or revisions to the currently approved Local Plan before its submission to the Los Angeles County Superintendent of Schools. A verification statement of this review shall be signed by the Chairperson.

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 Governing Board recognizes that community advisory committee enable the Board to better understand the interests and concerns of the community. The Board shall establish community advisory committees as the need arises or as required by law. The purposes of any such committees shall be clearly defined and aligned to the district's vision and goals. Community advisory committees shall serve in a strictly advisory capacity; they may make recommendations regarding Board policy, but their actions shall not be binding on the Board. The Board may dissolve any advisory committee not required by law when the committee has fulfilled its duties or at any time the Board determines if necessary.

The HLPUSD is dedicated to the belief that all students can learn and facilitates high quality educational programs and services for students with special needs and training for parents and educators. The District collaborates with county agencies and our parent community to plan and serve accordingly.

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

Pursuant to Education Code 56205 (b)(1), Hacienda La Puente Unified School District Board of Education shall adopt an annual budget plan and annual service plan at a public meeting. Prior to the adoption, a notice of this hearing shall be posted in each school in Hacienda La Puente Unified School District at least 15 days prior to the meeting.

HLPUSD Board of Education is the sole policymaking entity for the SELPA. Approval of the Local Plan, adoption of the budget and District policies and employment of SELPA personnel occur at regularly scheduled, public meetings of the governing board. The oversight and operations of the SELPA will be shared by the SELPA Director and administrators of the District. The SELPA Director shall provide regular reports to the Board relating to the operation of the SELPA. The SELPA shall include all school sites located within the District and will serve all eligible individuals with exceptional needs residing within the boundaries of the District, or attending its programs under other authorization, through grade twelve (12) or as applicable, students through age 22.

HLPUSD SELPA is designated as its own Administrative Unit (AU) for the SELPA. It shall be responsible for administrative functions including, but not limited to, the following:

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

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

- Approve the Local Plan
- Approve the annual budget and service plans
- Adopt District policies relating to special education
- Set priorities for the Local Plan
- Appoint members of the Community Advisory Committee
- Ensure compliance with all elements of the Local Plan

HLPUSD is the Responsible Local Agency as a single district SELPA. The Board is the governing board

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of the RLA. The responsibilities of the RLA include the following:

- Receipt and allocation of regionalized services, funds, and the provision of administrative support.
- Employment and evaluation of the SELPA staff using District-adopted employment and evaluation procedures.

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

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

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

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

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

10. For multi-LEA local plans, specify:

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

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

HLPUSD SELPA is designated as its own Administrative Unit (AU) for the SELPA. It shall be responsible for administrative functions including, but not limited to, the following:

- The employment of necessary staff to support SELPA functions
- Employment and evaluation of the SELPA staff using District-adopted employment and evaluation procedures.

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

- 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)]

It shall be the policy of HLPUSD 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. The Superintendent or designee shall be authorized to act as fiscal agents of the district in all transactions with the Federal Government relating to any Federal titles or acts which provide funds for the educational programs for schools.

Each year when the school district is eligible for Federal and State grant assistance under the provisions of public laws, application for said assistance should be submitted, so long as acceptance of the funds does not include conditions contrary to Governing Board policy. Acceptance of such funds shall be contingent upon approval by the board. Upon approval, the Board will execute assurances of compliance,

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and other legally required documents, as conditions of the receipt of the Federal and State funds.

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

- Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the HLPUSD SELPA.
- Review and approve revisions of the HLPUSD SELPA Local Plan for Special Education.
- By approving the Local Plan, as applicable, enter into an agreement with other agencies participating in the Plan, for the purpose of delivery of regional services and programs.
- Approve the annual budget and service plans.
- Participate in the governance of the HLPUSD SELPA through its designated representative.
- Approve all policies related to special education necessary to implement Education Code (EC) Part 30, Sections 56000 through 56885, special education programs, et al., and EC selection provisions not included in Part 30 and governing specific areas of special education

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

The Superintendent's designee shall ensure that activities to locate, identify, and evaluate children with disabilities enrolled by their parents/guardian in private schools within the District are comparable to activities undertaken for individuals with disabilities aged three to twenty-one in public schools within the District. (34 CFR 300.131; Education Code 56171) Pursuant to 20 USC 1412(a)(3), and Education Code 56171, the District, as appropriate, shall locate, identify, and evaluate all children with disabilities enrolled by their parents/guardians in private schools, including religious schools. After a timely and meaningful consultation with private schools located in the District boundaries, the District shall conduct a thorough "child find" process to determine the number of parentally placed children with disabilities attending private schools located in the District, including those residing outside of the District. (71 Fed. Reg.156, 34 CFR 300.131.)

The Governing Board recognizes its obligations under Federal and State law to identify and offer equitable services to children voluntarily enrolled by their parents/guardians in private schools located within HLPUSD boundaries, the District shall develop and implement an individualized services plan (ISP) that describes the equitable services that the District will provide, as agreed to by the District and private school representatives during the consultation process. (34 CFR 300.138) A child with a disability parentally placed in a private school has no individual right to receive some or all the special education and related services that he/she would receive if enrolled in public school. Such a child may receive a different amount of services than students with disabilities in public schools. (34 CFR 300.137, 300.138)

The District shall spend a "proportionate share" of Federal funds on parentally placed private school children with disabilities (34 CFR 300.132 and 300.133) based on the proportionate share of Federal funds received and the number of eligible children, including the possibility of mid-year enrollees. Thus, the District's obligation to provide services to such children terminates once the District's proportionate

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share of Federal funds has been expended before the end of the school year or if an identified student's needs do not fall within the types of services agreed to in the consultation process with private school representatives.

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

Before adopting the District budget for the subsequent fiscal year, the Governing Board shall hold a public hearing. An agenda for this hearing shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. The proposed budget shall be available for public inspection at least three working days before this hearing (Education Code 42103, 42127).

The Superintendent or designee shall notify the County Superintendent of Schools of the location, dates and times at which the proposed budget may be inspected as well as the location, date and time of the public hearing, in sufficient time for the County Superintendent to publish such information in a newspaper of general circulation at least 10 days but not more than 45 days before the hearing.

During the hearing, any district resident may speak to the proposed budget or to any item in the budget. The hearing may conclude when all residents who have requested to be heard have had the opportunity to speak (Education Code 42103). The District's budget shall be presented in the format prescribed by the Superintendent of Public Instruction (Education Code 42126). The District's budget shall be presented in the format prescribed by the Superintendent of Public Instruction and shall file the adopted budget with the County Superintendent no later than five days after adoption or by July 1, whichever comes first. The budget and supporting data shall be maintained and made available for public view (Education Code 42127).

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]

It shall be the policy of HLPUSD 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 class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

By Federal law, special education students have a right to be educated with their same-age, general education peers to the maximum extent possible according to the regulations on least restrictive environment (LRE).

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

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include disabilities within the function of vision specified in Section 56338.

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

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

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:

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

☒ Yes ☐ No

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:

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☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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:

Document Title:

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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:

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

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

☒ Yes ☐ No

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

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Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Document Location:

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

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the District shall serve as a special

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education local plan area (HLPUSD SELPA).

The HLPUSD SELPA Director shall develop a Local Plan for the education of individuals with disabilities residing in the District. The Plan shall be approved by the Board. The HLPUSD SELPA shall administer a Local Plan and administer the allocation of funds (Education Code 56195).

Local Governing Body

The HLPUSD SELPA is governed by the Board of Education of the Hacienda La Puente Unified School District. The Board is responsible for the special education programs operated within its jurisdiction. The Hacienda La Puente Unified School District Board of Education shall:

- Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the HLPUSD SELPA.
- Review and approve revisions of the HLPUSD SELPA Local Plan for Special Education.
- By approving the Local Plan, as applicable, enter into an agreement with other agencies participating in the Plan, for the purpose of delivery of regional services and programs.
- Approve the annual budget and service plans.
- Participate in the governance of the HLPUSD SELPA through its designated representative.
- Approve all policies related to special education necessary to implement Education Code (EC) Part 30, Sections 56000 through 56885, special education programs, et al., and EC selection provisions not included in Part 30 and governing specific areas of special education.

Local Education Agency (LEA)

As a single district SELPA, the District is the Local Education Agency (LEA). The Board of Education is the governing board of the LEA. The responsibilities of the LEA include the following:

- Receipt and allocation of regionalized services, funds, and the provision of administrative support.
- Employment and evaluation of the HLPUSD SELPA staff using district-adopted employment and evaluation procedures. It shall be the responsibility of the Superintendent's designee to evaluate the HLPUSD SELPA Director.
- Implement policies and procedures for special education programs and

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services provided in the HLPUSD SELPA, according to the Local Plan and the Board's direction. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the Education Code.

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

Participating Agencies

Participating agencies may enter into additional contractual agreement with the Hacienda La Puente Unified School District to meet the requirements of applicable Federal and State law. Each participating agency agrees to carry out the duties and responsibilities stated in the memorandum of understanding (MOU).

Local Education Agency (LEA) Administrators

The HLPUSD SELPA Director serves under the supervision of the Superintendent's designee. The HLPUSD SELPA Director may also simultaneously serve as the Director for Special Education. The SELPA Director is responsible for the provision of administrative support to include:

- Coordinate the administration and implementation of the Local Plan
- Coordinate on-going monitoring of Local Plan implementation through program review
- Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the HLPUSD SELPA
- Develop policies, procedures, and guidelines for the implementation of State and Federal special education requirements.
- Serve as liaison to Community Advisory Committee and assist in the development of an annual calendar.
- Coordinate the development and implementation of the HLPUSD SELPA program and student outcomes, and the annual accountability procedures.
- Prepare and submit all program and fiscal reports for the HLPUSD SELPA and manage CALPADS data system to comply with all State requirements.

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- Monitor compliance with Federal and State laws and regulations.
- Prepare and submit any and all State waiver requests that are needed to allow for the provision of appropriate programs and services to students with disabilities residing within the HLPUSD SELPA.
- Ensure provision of services to students with disabilities in charter schools and other alternative programs.
- Oversee the implementation of interagency agreements and memoranda of understanding related to the HLPUSD SELPA.
- Develop and implement a plan for providing staff development opportunities to staff, parents, the Community Advisory Committee, and others.
- Collect, process and report program, personnel and fiscal data related to the State evaluation of special education as specified in accordance with State and Federal laws and regulations.
- Monitor appropriate use of Federal, State and Local funds allocated for Special Education programs.
- Prepare and submit to the California Department of Education all reports required for the HLPUSD SELPA.
- Represent the District in special education legal proceedings; investigate complaints, and report findings and recommendations as appropriate.
- Provide technical expertise regarding assigned function; formulate and develop effective policies and procedures to accomplish stated goals.
- Assist in the development and coordinate the implementation of agreements with other SELPAs and agencies.
- Develop the Annual Service Plan and the Annual Budget Plan (in collaboration with the budget department) for approval by the Hacienda La Puente Unified School District Superintendent's designee and Hacienda La Puente Unified School District Board of Education.
- Supervise data collection information management and reporting.
- Research and disseminate information regarding new and existing legislation pertaining to special education laws, regulations and funding.
- Provide for periodic program monitoring to assure compliance with State and Federal laws and regulations and on-going monitoring of quality indicators.

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Description:

- Assist in the development and coordinate the implementation of agreements and contracts with other agencies.

- Represent the District at State-level SELPA meetings and conferences.

The Executive Director of Special Education is responsible for the provision of administrative support to include:

- Work collaboratively with District leadership to maintain and develop a staffing plan within the budget framework based on student enrollment

- Support recruitment and assignment of special education staff

- Provide direction, supervision, and evaluation to program specialists and support staff directly assigned to the special education office

- Provide technical assistance to school site administrators on IEP development and implementation, compliance and due process issues

- Conducts, monitor and participates in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the HLPUSD SELPA

- Plan, organize, and provide instructional leadership to direct the special education programs of the District which provide timely delivery of high-quality services to students, staff, and school sites that align with the District's strategic plan and students' IEPs

- Coordinate curriculum, instruction, program and professional development based on best practices

- Develop, plan and implement strategic long and short-term plans and activities; compile information and make decisions regarding the needs, objectives and programs of assigned area(s)

- Assist and designate appropriate personnel to represent the District in the informal resolution of complaints and due process issues

- Provide coordination for nonpublic school placements

- Perform student services activities involving special education students in areas of attendance, transfers, suspension and expulsion procedures, and other related areas

- Coordinate appropriate personnel to participate in IEP team meetings for students

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- Provide staff as required to assist in the development of a coordinated identification, placement, and referral system, personnel and curriculum development activities, evaluation and program review activities

Coordinators are for the purpose of ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the districts' program of services and are responsible for the provision of administrative support to include:

- Analyzing data, planning activities, monitoring programs/services, responding to others and consulting with program personnel
- Support recruitment and assignment of special education staff
- Provide direction, supervision, and evaluation to program specialists and special education support staff and clerical staff directly assigned to the special education office
- Provide technical assistance to school site IEP team members on the IEP development and implementation, compliance and due process issues
- Assists in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the HLPUSD SELPA
- Coordinate curriculum, instruction, assessments, program and professional development based on best practices
- Assists the Executive Director of Special Education with planning and implementing strategic long and short-term plans and activities for the Special Education Department; compile information and assists with making decisions regarding the needs, objectives and programs of assigned area(s)
- Assists and collaborates with other District Departments involving student services activities involving special education students in areas of attendance, transfers, suspension and expulsion procedures, and other related areas
- Working collaboratively with other district office staff/departments to provide effective support/services, including assistance with state and district-wide assessments.
- Planning and developing special education programs, including instruction and curriculum.
- Coordinating in-service training for administrators, special education teachers and support personnel.

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- Recruiting, interviewing and recommending employment of special education support personnel and special education teachers.
- Assisting with budget and expenditure control with respect to availability of state and federal funds.
- Supervising, managing and evaluating special education extended school year programs.
- Developing criteria and procedures for evaluation of special education programs.
- Monitor state and federal special education compliance at all school sites.
- Assist school sites in formulating plan to reduce non-compliance.
- Provide necessary training to school sites as well as district-wide, regarding state and federal compliance.
- Performing all other obligations mandated by law, board policy or administrative directive, and such other reasonable and appropriate tasks assigned by the supervisor

Program Specialists

The position of Program Specialist has been established to provide guidance and consultative services in specialized areas of expertise. The Program Specialist plays a critical role in providing pupil services through coordinating and implementing special education programs and consulting with staff and parents. Program Specialists shall hold a valid special education credential, clinical services credential, health and service credential, or a pupil services credential and shall have advanced training and related experience in the education of individuals with disabilities and specialized in-depth knowledge in early childhood education, career vocational development, in one or more areas of major disabling conditions. The program specialist is employed and evaluated by the Hacienda La Puente Unified School District. (Ed. Code § 56368).

Program Specialist responsibilities may include:

- Consult with and assist special education teachers and support staff, in accordance with HLPUSD procedures
- Assist with program development and innovation of research-based special methods and approaches
- Serve as liaison and consultant to administrators, other professionals, appropriate agencies and the community.

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- Facilitate and/or provide professional development and technical assistance for general and special education teachers, administrators, support staff and parents
- Train and support staff in using online IEP system
- Upon request, participate in and/or conduct IEP meetings where technical assistance is needed.
- Work collaboratively with the curriculum & instruction and multi-lingual departments to develop effective instructional programs and curricular resources to meet the unique needs of individual students
- Meet with site administration, families, teachers, other agencies and other personnel or groups to resolve issues and conflict, and ensure consistent implementation of effective practices district-wide
- Collect and prepare school improvement and achievement data and reports; work with site leadership to interpret, evaluate, and analyze data relative to program area and effectiveness; make timely recommendation for programmatic changes to provide students a variety of educational opportunities to learn at grade level and improve student learning
- Provide assistance with behavior management; consult with and advise teachers, psychologists, and administrators regarding problem-solving techniques and other related concerns
- Consult with and assist special and general education staff, administrators, and parents regarding appropriate placement and services.
- Ensuring the use of appropriate instructional methods, strategies, interventions and resources.
- Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.
- For the purposes of Education Code § 41403, a program specialist shall be considered a pupil services employee as defined in subsection of Education Code § 41401(c).

2. Coordinated system of identification and assessment:

Document Title:

HLPUSD SELPA Resource Guide/Board Policy Individual Education Program/Education for Foster Youth/Education for Homeless Children

Document Location:

SELPA Office at Palm Canyon

SELPA Hacienda La Puente USD

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Description:

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

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

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

3. Coordinated system of procedural safeguards:

Document Title:

HLPUSD SELPA Resource Guide/Board Policy Procedural Safeguard and Complaints for Special Education/Individual Education Program

Document Location:

SELPA Office at Palm Canyon

Description:

Parents of children with disabilities from ages three through twenty-one have specific educational rights under the Individuals with Disabilities Education Act (IDEA). These rights are called procedural safeguards. Individuals serving as surrogate parents and students aged eighteen (18) receiving special education services, are also entitled to these rights. Education Code 56195.8(b)(3) mandates all entities providing special education to adopt policy on procedural safeguards and Education Code 56500.1 requires entities providing special education to establish and maintain all procedural safeguards granted by Federal law. For California law related to due process rights and due process hearing rights and procedures, see Education Code 56501 – 56509 and 5 CCR 3082. For Federal due process procedure requirements, see 34 CFR 300.500-300.520.

HLPUSD protects the rights of students with disabilities in accordance with the procedural safeguards set forth in State and Federal law. Parents/guardian shall receive written notice of their rights in accordance with law, board policy, and administrative regulations. Parent Rights and Procedural Safeguards are available in English, Spanish, Korean and Mandarin. Parents have the right to

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receive procedural safeguards in their primary/native language or other mode of communication (i.e., sign language or Braille), unless it is clearly not feasible to do so. These rights may also be translated orally to them if their primary/native language is not a written language.

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

Document Title:

HLPUSD SELPA Resource Guide/Board Policy Professional Development/Curriculum Development and Evaluation/Vision/Parent Rights and Responsibilities/Shared Decision School Teams

Document Location:

SELPA Office at Palm Canyon

Description:

HLPUSD provides meaningful and informative staff development to HLPUSD staff and parents/guardians of students with disabilities. Continuous professional growth opportunities are provided year-round for general education, special education teachers, support staff and administrators to ensure the utilization of research-based interventions and methodologies.

For parents, topics include positive behavior supports, transition services, and foundations of special education law and services. These opportunities provide a favorable juncture for open dialogue and support for all stake holders within the community.

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

Document Title:

HLPUSD SELPA Resource Guide/Board Policy Parent Rights and Responsibilities/Curriculum Development and Evaluation

Document Location:

SELPA Office at Palm Canyon

Description:

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

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

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children with disabilities who need those instructional materials at the same time as other children receive instructional materials. [34 CFR 300.172(b)] [20 U.S.C. 1412(a)(23)(B)].

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

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

Document Title:

HLPUSD SELPA Resource Guide/Board Policy Comprehensive Local Plan for Special Education

Document Location:

SELPA Office at Palm Canyon

Description:

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

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

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

7. Coordinated system of data collection and management:

Document Title:

HLPUSD SELPA Resource Guide/Board Policy Comprehensive Local Plan for Special Education/Standardized Testing and Reporting Program

Document Location:

SELPA Office at Palm Canyon

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Description:

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

8. Coordination of interagency agreements:

Document Title:

HLPUSD SELPA Resource Guide/Nonpublic, Nonsectarian School and Agency Services for Special Education

Document Location:

SELPA Office at Palm Canyon

Description:

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

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

9. Coordination of services to medical facilities:

Document Title:

HLPUSD SELPA Resource Guide

Document Location:

SELPA Office at Palm Canyon

Description:

The HLPUSD SELPA collaborates with California Children's Services (CCS) to meet the medically necessary occupational therapy and physical therapy needs of infants. Other referral sources include parents, physicians, Department of Public Health, school personnel, and day-care providers.

A few students may require non-public school services due to other unique

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needs, such as specialized medical support. Non-public school placements are considered after all programs within the District have been considered and exhausted. Every effort will be made to ensure that non-public school students are educated in the least restrictive environment and that return to the public-school setting is a focused goal.

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

Document Title:

HLPUSD SELPA Resource Guide/Board Policy Nonpublic, Nonsectarian School and Agency Services for Special Education/Education for Foster Youth/Individualized Education Program/Budget

Document Location:

SELPA Office at Palm Canyon

Description:

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated.

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

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

Document Title:

HLPUSD SELPA Resource Guide/Comprehensive Local Plan for Special Education

Document Location:

SELPA Office at Palm Canyon

Description:

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

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12. Fiscal and logistical support of the CAC:

Document Title:

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

Document Location:

SELPA Office at Palm Canyon

Description:

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

HLPUSD SELPA Director maintains consistent communication with CAC and serves as the liaison during the annual calendar of meetings. As such, CAC is provided transparency regarding the Annual Budget and the Annual Service Plan set forth.

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

Document Title:

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

Document Location:

SELPA Office at Palm Canyon

Description:

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

HLPUSD will provide school to school or curb to curb IEP-related transportation for special education students. Transportation is based strictly on student need and is not provided as a matter of convenience. HLPUSD will attempt to accommodate requests for an alternate drop-off address within district boundaries. Alternate drop-off addresses must be of no greater distance than from home to school. Use of a drop-off address that is different from the home address must be consistent.

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

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Document Title: HLPUSD SELPA Resource Guide/Individualized Education Program

Document Location: SELPA Office at Palm Canyon

Description:

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

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

15. Assurance of full educational opportunity:

Document Title: HLPUSD SELPA Resource Guide/Board Policy Curriculum Development and Evaluation/Comprehensive Local Plan for Special Education

Document Location: SELPA Office at Palm Canyon

Description:

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

The Hacienda La Puente Unified School District, a single district SELPA, accepts the responsibility for assuring that students have full and meaningful educational opportunities. Each Individualized Education Plan (IEP) team considers and chooses the services and placement that meets the student's needs.

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

HLPUSD SELPA Resource Guide/Board Policy Budget and Non-

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Document Title: **Instructional Operations/Financial Reports and Accountability/
Comprehensive Local Plan for Special Education**

Document Location: **SELPA Office at Palm Canyon**

Description:

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

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

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

Document Title: **HLPUSD SELPA Resource Guide/Board Policy Comprehensive Local Plan for Special Education/Teacher Qualifications and No Child Left Behind Act**

Document Location: **SELPA Office at Palm Canyon**

Description:

The position of Program Specialist has been established to provide guidance and consultative services in specialized areas of expertise. The Program Specialist plays a critical role in providing pupil services through coordinating and implementing special education programs and consulting with staff and parents. Program Specialists shall hold a valid special education credential, clinical services credential, health and service credential, or a pupil services credential and shall have advanced training and related experience in the education of individuals with disabilities and specialized in-depth knowledge in early childhood education, career vocational development, in one or more areas of major disabling conditions. The program specialist is employed and evaluated by HLPUSD (Ed. Code § 56368)

Special Education Local Plan Area Services

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

Document Title: **HLPUSD SELPA Resource Guide**

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Document Location:

SELPA Office at Palm Canyon

Description:

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

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

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

Part C, Transition to Pre-School

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

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

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

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Document Title:

HLPUSD SELPA Resource Guide/Board Policy Parent Rights and Responsibilities/Parent Involvement/Vision/Comprehensive Local Plan for Special Education

Document Location:

SELPA Office at Palm Canyon

Description:

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

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title:

HLPUSD SELPA Resource Guide/Board Policy Comprehensive Local Plan for Special Education/Individualized Education Program

Document Location:

SELPA Office at Palm Canyon

Description:

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

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

Document Title:

HLPUSD SELPA Resource Guide/Board Policy Comprehensive Local Plan for Special Education/Individualized Education Program

Document Location:

SELPA Office at Palm Canyon

The team bases the services and placement decisions on the assumption that this

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Description:

student should be educated and participate with his/her peers (disabled/non-disabled) in general education classroom(s) and activities, both academic and non-academic.

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

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

Document Title:

HLPUSD SELPA Resource Guide/Board Policy Individualized Education Program/Nonpublic, Nonsectarian School and Agency Services for Special Education

Document Location:

SELPA Office at Palm Canyon

Description:

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

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

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

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

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(EC Section 56040)

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

Document Title:

Comprehensive Local Plan for Special Education/Individual Education Program

Document Location:

SELPA Office at Palm Canyon

Description:

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

Free and appropriate education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education; include appropriate services for children aged 3 through 21 years; and are provided in conformity with the student's individualized education program pursuant to 34 CFR 300.340-300.350. The right to FAPE extends to students who are suspended or expelled or placed by the district in nonpublic school or agency services. (34 CFR 300.13, 300.121)

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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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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	13,912,590	66.12%
AB 602 Property Taxes	1,018,533	4.84%
Federal IDEA Part B	4,842,774	23.01%
Federal IDEA Part C	84,532	0.40%
State Infant/Toddler	0	0.00%
State Mental Health	0	0.00%
Federal Mental Health	191,146	0.91%
Other Projected Revenue	993,394	4.72%
Total Projected Revenue:	21,042,969	100.00%

D-2. "Other Revenue" Source Identification

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

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

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

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

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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	<input type="text" value="23,754,385"/>	40.26%
Object Code 2000—Classified Salaries	<input type="text" value="10,857,535"/>	18.40%
Object Code 3000—Employee Benefits	<input type="text" value="12,357,123"/>	20.95%
Object Code 4000—Supplies	<input type="text" value="391,558"/>	0.66%
Object Code 5000—Services and Operations	<input type="text" value="10,750,510"/>	18.22%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="884,729"/>	1.50%
Total Projected Expenditures:	58,995,840	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	15,805,092	27.52%
Projected Federal Revenue	5,237,877	9.12%
Local Contribution	36,389,311	63.36%
Total Revenue from all Sources:	57,432,280	100.00%

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

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

D-9. Special Education Local Plan Area Allocation Plan

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

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

- b. ☐ YES ☒ NO

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

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

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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	<input type="text" value="0"/>	0.00%
Object Code 2000—Classified Salaries	<input type="text" value="0"/>	0.00%
Object Code 3000—Employee Benefits	<input type="text" value="0"/>	0.00%
Object Code 4000—Supplies	<input type="text" value="0"/>	0.00%
Object Code 5000—Services and Operations	<input type="text" value="0"/>	0.00%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="0"/>	0.00%
Total Projected Operating Expenditures:	0	0.00%

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

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

TABLE 5**Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)**

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

D-12. Defined Goals for Students with LI Disabilities

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

☐ YES ☒ NO

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

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

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

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

575,000

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

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

433,875

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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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*

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

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.

☐ 220—Medical (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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

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

☐ 230—Nutrition (Ages 0-2 only)

☒ *Service is Not Currently Provided*

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

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

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

☐ *Service is Not Currently Provided*

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

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

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

☐ *Service is Not Currently Provided*

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

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

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

☐ 260–Special Education Aide (Ages 0-2 only) ☒ *Service is Not Currently Provided*

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

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

☐ 270–Respite Care (Ages 0-2 only) ☒ *Service is Not Currently Provided*

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

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

☒ 340–Intensive Individual Service

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

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

☐ *Service is Not Currently Provided*

☒ 415–Speech and Language ☐ *Service is Not Currently Provided*

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

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

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

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

Is the SELPA's average SLP caseload >55?

☐

Yes

☒

No

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

SELPA Average SLP Caseload: 55

Reasons for greater than 55 average caseload

Not Applicable

☒ 425—Adapted Physical Education

☐

Service is Not Currently Provided

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

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually 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 mean those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related trainings of the individual who performs the services, and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin

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☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

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

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

IEP-required health and nursing services are expected to supplement the regular health services program (34 CFR §300.34; CCR Title 5 §3051.12 (a)).

☒ 445–Assistive Technology

☐ *Service is Not Currently Provided*

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

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

☒ 450–Occupational Therapy

☐ *Service is Not Currently Provided*

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

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

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

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

☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

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

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

☒ 510–Individual Counseling

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

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

☐ *Service is Not Currently Provided*

☒ 515–Counseling and Guidance

☐ *Service is Not Currently Provided*

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

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

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

☒ 520–Parent Counseling

☐ *Service is Not Currently Provided*

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

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

☒ 525–Social Worker Services

☐ *Service is Not Currently Provided*

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

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

☒ 530–Psychological Services

☐ *Service is Not Currently Provided*

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

These services, provided by a credentialed or licenses psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents.

These services may include consulting with other staff in planning school programs to meet

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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. (CFR Title 5 §30001(d))

☐ 540–Day Treatment Services

☒ *Service is Not Currently Provided*

☐ 545–Residential Treatment

☒ *Service is Not Currently Provided*

☒ 610–Specialized Service for Low Incidence Disabilities

☐ *Service is Not Currently Provided*

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

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

☒ 710–Specialized Deaf and Hard of Hearing Services

☐ *Service is Not Currently Provided*

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

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

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☐ 715–Interpreter Services

☒ *Service is Not Currently Provided*

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

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

☒ 720–Audiological Services

☐ *Service is Not Currently Provided*

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

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

☒ 725–Specialized Vision Services

☐ *Service is Not Currently Provided*

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

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills.

It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CCR Title 5 §3030(d), EC §56364.1)

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

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

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independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an Individualized Education Program (IEP).

☐ 735–Braille Transcription

☒ *Service is Not Currently Provided*

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

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

☒ 740–Specialized Orthopedic Services

☐ *Service is Not Currently Provided*

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

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

☐ 745–Reader Services

☒ *Service is Not Currently Provided*

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

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

☐ 750–Note Taking Services

☒ *Service is Not Currently Provided*

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

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

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☐ 755–Transcription Services

☒ *Service is Not Currently Provided*

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

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

☐ 760–Recreation Service, Including
Therapeutic Recreation

☒ *Service is Not Currently Provided*

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

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

☒ 820–College Awareness Preparation

☐ *Service is Not Currently Provided*

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

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

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

☐ *Service is Not Currently Provided*

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment.

This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (CCR Title 5 §3051.14)

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 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*

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

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

☐ 855–Job Coaching

☒ *Service is Not Currently Provided*

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

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

☐ 860–Mentoring

☒ *Service is Not Currently Provided*

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

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

☒ 865–Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

Service coordination and case management that facilitates the linkage of Individualized Education Programs (IEP) under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR §613)

☐ 870–Travel and Mobility Training

☒ *Service is Not Currently Provided*

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

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

☒ 890–Other Transition Services

☐ *Service is Not Currently Provided*

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

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

☐ 900–Other Related Service

☒ *Service is Not Currently Provided*

☒ ☐ Description of the “Other Related Service”

Qualifications of the Provider Delivering “Other Related Service”

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

**INTENTIONALLY
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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: Hacienda La Puente Unified

Fiscal Year: 2025-26

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxx	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	19	73445	0		Hacienda La Puente Unified	Mayra	Helguera	(626) 933-6520	mhelguera@hlpusd.org	Previously Reported

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

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).

[illegible]

