

East Valley SELPA
STEERING COMMITTEE MEETING
670 E. Carnegie Drive., San Bernardino, CA 92408

**** AGENDA ****
FEBRUARY 13, 2020 8:00 A.M.

		<u>PRESENTER</u>
1.0	CALL TO ORDER	Patty Metheny
2.0	PUBLIC COMMENTS	
3.0	REVIEW/APPROVAL OF MINUTES	Patty Metheny
4.0	DISCUSSION/PRESENTATION	
<u>Finance Items</u>		
4.1	2019-2020 2 nd Interim EV SELPA Budgets	Andrea Tennyson
4.2	2019-2020 2nd Quarter NPS Reimbursement Transfer	Andrea Tennyson
4.3	EV SELPA 2019-2020 Fiscal Reporting Calendar	Andrea Tennyson
<u>Program Items</u>		
4.4	EV SELPA Local Plan 2019-2020 – 1 st Review	Patty Metheny
4.5	Mega Letters & Compliance Monitoring Activities	Patty Metheny
4.6	Airtable Collaboration Platform	Jason Hill
4.7	PCM Instructor Training	Patty Metheny
4.8	Open Access – Assistive Technology Partnership Accessible Curriculum for All Open Access website: <u>SELPA Content Lead for Open Access</u>	Patty Metheny
4.9	EV SELPA Due Process Update	Rick Homutoff
4.10	EV SELPA IEP Forms Work Group & WebIEP Program Updates	Patty Metheny
4.11	SBCSS East Valley Operations	Scott Wyatt
4.12	Hot Topics	Committee
5.0	OTHER	

5.1 EV SELPA Professional Development – February & March 2020

5.2 Next Meeting – March 12, 2020 8:00 AM

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
December 12, 2019

MEMBERS PRESENT:

Dr. Patty Metheny
Rob Pearson
Bridgette Ealy
Jason Hill
Derek Swem
Dr. Scott Wyatt
Jim Stolze

East Valley SELPA
Colton Joint Unified School District
Rialto Unified School District
Redlands Unified School District
Rim of the World Unified School District
San Bernardino County Supt of Schools
Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Jessica Hurst
Linda Resiwain
Nicole Albiso
Scott Whyte
Jennifer Alvarado
Grace Granados
Lucy Williams

Business Services, Colton
Business Services, Colton
Business Services, Rialto
Business Services, Rim
Internal Business, SB County Schools
Internal Business, SB County Schools
Business Services, Yucaipa

OTHERS PRESENT:

Andrea Tennyson
Anne-Marie Foley
Lisa Horsley
Rosalva Contreras

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1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny, at the East Valley SELPA Office, 670 E. Carnegie, Drive, San Bernardino, California, called the meeting to order at 8:05 a.m.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the November 7, 2019 meeting were reviewed. Motion to approve the minutes was made by Scott Wyatt and seconded by Rob Pearson. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Issues

4.1 EV SELPA Local Plan Revision

Dr. Metheny provided an update of the local plan revision process and the progress made to-date by the local plan committee. She explained that the EV SELPA Fiscal Allocation plan will also need to be revised to align with changes in the local plan and in the EV SELPA Schedule REX. A committee will be formed for this purpose, and a proposed meeting calendar was shared. Those interested in serving on the committee were asked to notify Dr. Metheny before the end of the month.

Program Issues

4.2 San Bernardino County, Children & Family Services

Jenny Zepeda, Deputy Director of the San Bernardino County, Children & Family Services presented to the Committee. She shared information regarding emergency placement procedures for foster children within San Bernardino County. Due to the nature of these placements, it can be difficult to notify school districts of potential student enrollment in advance. Ms. Zepeda shared there are a number of ways school personnel can access information regarding foster youth. This includes the statewide database, "Foster Focus," foster liaisons, and the SBCSS Foster Youth Services division. Ms. Zepeda provided a list of San Bernardino County foster liaisons and their contact information. She concluded by thanked the Committee for reaching out to her and including her in the meeting. Ms. Zepeda indicated she looks forward to ongoing collaboration.

4.3 AB 1172 – Proposed Implementation Practices for NPS Monitoring

Dr. Metheny and Anne-Marie Foley presented proposed implementation practices and draft documents for use in the EV SELPA to allow for compliance with nonpublic school monitoring per the newly enacted AB 1172. These are based on the recommendations provided by the State SELPA Association. Steering discussed the documents and their use as well as made recommended revisions.

AB 605 – Proposed Changes to EV SELPA Low Incidence Guidelines Effective January 1, 2020.

Dr. Metheny shared the revised EV SELPA Low Incidence Guidelines incorporating the new AB 605 requirements. The Low Incidence Committee met to make the revisions specific to low incidence materials and equipment. Districts were encouraged to develop and adopt local policy to meet the requirements of AB 605 for students with high incidence disabilities. The Committee also made a revision to the Guidelines to identify those who may conduct low incidence assessments.

4.4 CALPADS – API Data Submission Update

Steering discussed the progress districts and the SELPA is making on approving CALPADS data to meet the December 20, 2020 deadline. Colton JUSD and EV SELPA approved the Colton JUSD CALPADS submission. This morning, Dr. Metheny received an email notification that the Yucaipa-Calimesa CALPADS submission is ready for SELPA approval as well. Redlands, Rialto and Rim of the World USD are expected to have their submission ready by the end of the week. SBCSS continues to work on its data. The amendment window for CALPADS data certification ends on January 24, 2020. The EV SELPA will monitor emails from CALPADS to ensure it approves any CALPADS data districts unapprove during the amendment window to ensure compliance with meeting the January 24, 2020 deadline.

4.5 CDE Change in Compliance Monitoring & Selection

Lisa Horsley reported on the DRDP reporting cycle. She reminded the directors that . DRDP reporting is done in WebDA and that the SELPA uploads the data to the DR Access website. District personnel have until January 31, 2020 to enter or correct DRDP records before the SELPA must certify the data. Additionally, Ms. Horsley reported districts are also able to run reports for preschool students in WebDA.

Dr. Metheny shared a PowerPoint presentation regarding CDE compliance monitoring requirements and activities for 2019-2020. She highlighted changes from 2018-2019. Due to the ongoing Emma C. Court case, CDE must provide a more comprehensive oversight of special education. CDE is changing the selection methodology it will use to identify districts for targeted and intensive monitoring. The term intensive monitoring will replace comprehensive review. CDE has indicated they will continue to work with districts currently in the comprehensive review process until 100% compliance is attained.

4.6 SELPAs Within the CA Statewide System of Support

Dr. Metheny shared she has begun the SELPA-district Local Control Accountability Plan (LCAP) consultation process per Ed Code 1808. She also provided a SELPA Administrators of California information sheet regarding the role of SELPAs within the Statewide System of Support highlighting SELPA's role to build capacity, connect and facilitate with school districts to improve outcomes for students with disabilities. .

4.7 Chronic Absenteeism – SBCSS Served Students

Scott Wyatt reported on strategies SBCSS is considering to reduce chronic absenteeism among the medically fragile and chronically ill students served by East Valley Operation. SBCSS would like to engage districts in IEP meetings to determine the need for home/hospital instruction and then provide the instruction. Jim Stolze indicated a county office is not authorized to provide home/hospital instruction. Dr. Wyatt will revisit this with the SBCSS administrative team.

4.8 SBCSS East Valley Operations

Bridgette Ealy reported a concern regarding SBCSS identifying students in the 12th grade and above as 11th grade students. Dr. Wyatt clarified that since those students are not on a diploma track then SBCSS makes the determination to report those students as 11th grader students. The directors believe this may be a reporting error. The Committee stressed that

as the students are now reported as students of the districts for special education (DSEA), any reporting errors reflect on the districts and not SBCSS. Dr. Wyatt will contact Mary Ellen Johnson, Administrator of SBCSS Student Services, to review this issue and ensure accurate information is being reported via CALPADS.

Dr. Wyatt continues to address the DHH concerns brought to his attention by the directors. A part-time DHH specialist has been hired and is expected to start in January. Dr. Wyatt also indicated SBCSS is now searching for a speech language pathologist (SLP) as a contract SLP was let go. He also reiterated that SBCSS is committed to continuing to provide SLP assistance to Rim of the World USD while that district searches for an SLP to support its preschool population.

4.9 California Youth Leadership Forum

The CDE Special Education Division, in collaboration with other agencies, sponsors a leadership forum for special education students each July in Sacramento. Students from Southern California are needed. The deadline for application submission has been extended to January 24, 2020. Directors were encouraged to submit applications for their students.

4.10 Hot Topics

Derek Swem discussed a preschool grant he learned about during his performance indicator review (PIR) meetings. It was clarified that this grant is onetime money which LEAs could apply for to upgrade facilities, purchase instructional materials, and meet other programming needs for preschool aged children. Individual school districts applied for this grant, and the money was not related to special education funding. Jim Stolze shared that YCJUSD applied for the grant and is waiting to hear if they will be recipients of the grant. CDE has characterized the Early Intervention Preschool – Equalization one-time grant of \$9,010 per student, based on the December 2018 special education pupil count of 3-to 5-year old children, as special education funding but there are not requirements that it be used as such. The Early Intervention Preschool grant is expected to be distributed in two apportionments directly to districts with the first apportionment expected in December of January.

Mr. Swem inquired as to how to report the students in the Transition-K program that is housed at Lake Arrowhead Elementary School in Rim of the World USD. It was clarified that those students are considered kindergartener students.

Dr. Metheny reported on the challenges the EV SELPA Behavior Health Program Manager is facing in placing students residentially.

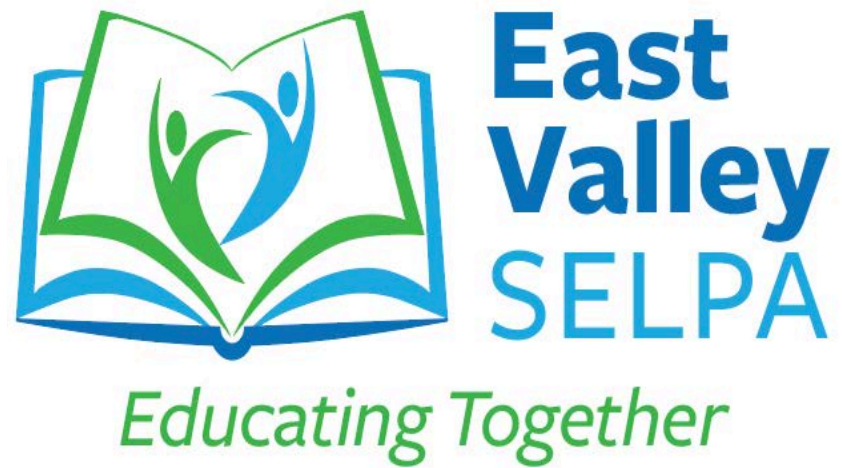
5.0 OTHER

5.1 EV SELPA Professional Development December 2019 – January & February 2020

6.0 ADJOURNMENT: Meeting adjourned at 12:31. Next meeting will be held on February 13, 2020.

FINANCE ISSUES

4.1 2019-2020 2nd Interim EV SELPA Budgets



FY 2019-20

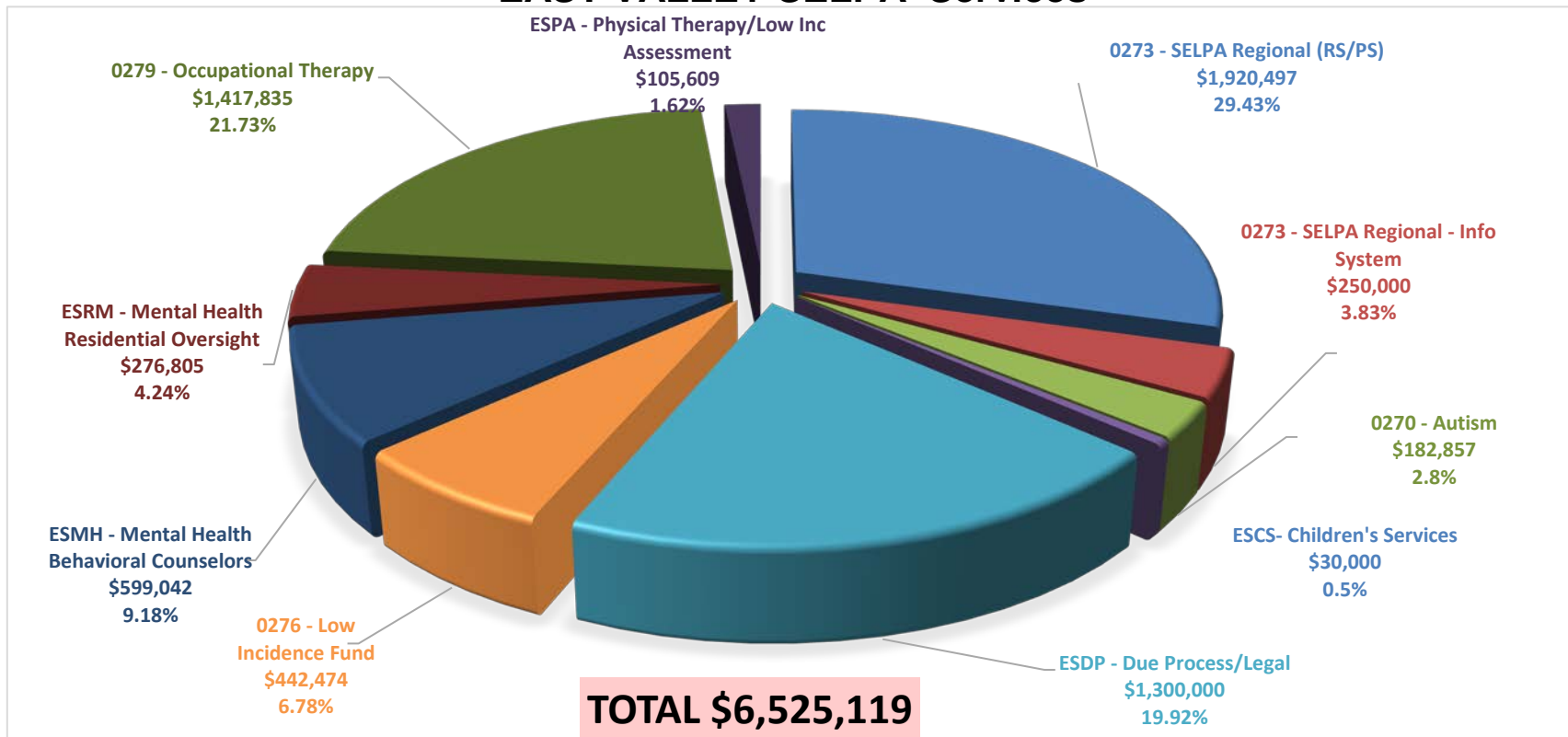
SECOND INTERIM BUDGET

February 13, 2020

Patty Metheny, EdD., Administrator, East Valley SELPA
Andrea Tennyson, Consultant, East Valley SELPA

FY 2019/20 Second Interim Budget

EAST VALLEY SELPA Services



Program Description	FY 2019/20 2nd Interim Budget	Percentage of Total
0273 - SELPA Regional (RS/PS)	\$1,920,497	29.4%
0273 - SELPA Regional - Info System	\$250,000	3.8%
0270 - Autism	\$182,857	2.8%
ESCS- Children's Services	\$30,000	0.5%
ESDP - Due Process/Legal	\$1,300,000	19.9%
0276 - Low Incidence Fund	\$442,474	6.8%
ESMH - Mental Health Behavioral Counselors	\$599,042	9.2%
ESRM - Mental Health Residential Oversight	\$276,805	4.2%
0279 - Occupational Therapy	\$1,417,835	21.7%
ESPA - Physical Therapy/Low Inc Assessment	\$105,609	1.6%
Grand Total	\$6,525,119	100.0%

EAST VALLEY SELPA
FY 2019/20 BUDGET INFORMATION
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Narrative

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DUE PROCESS/LEGAL

Narrative

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Narrative

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MENTAL HEALTH COSTS ASSOCIATED WITH NPS STUDENTS, INCLUDING RESIDENTIAL **

Narrative

Budget/Management 0274, Function 3900

*** Not included on the pie chart*

EAST VALLEY SELPA
FY 2019/2020 BUDGET INFORMATION
REGIONALIZED SERVICES/PROGRAM SPECIALISTS (RS/PS)

The East Valley SELPA Regionalized Services/Program Specialists budget is the operations budget for the SELPA administration.

Funding is provided through AB 602 based on a % of total SELPA revenue.

The SELPA Board has authorized this distribution as "off the top" from the SELPA AB 602 funding (Resource 6500).

The FY 19/20 RS/PS budget has been developed based on the following parameters:

4.30% of total SELPA revenue and is re-evaluated each year.

No ADA growth was projected for FY 19/20. Funding is based on an Estimated P-2 ADA of 77,642.50.

Resource 3315 Preschool Local Entitlement for RS/PS has been estimated at \$19,394 (5% of the estimated FY 19/20 Grant Award)

Resource 3395 Alternate Dispute Resolution (ADR) grant has been awarded at \$14,601 and is used to fund appropriate trainings related to ADR.

FY 19/20 salaries include a 2.50% COLA, funded Step and Column

FY 19/20 Health & Welfare were updated to final negotiated rates .

The FY 19/20 final mandatory Benefit rates are:

STRS 17.10%

PERS 19.721%

Medicare 1.45% (no change from prior year)

UI .05% (no change from prior year)

WC 3.06%

Information Technology user fee at \$1,987 per FTE, an increase of \$182 per FTE from prior year's rate of \$1,805.

The 19/20 approved Indirect Cost Rate for County Schools is 9.70% a .98% decrease from prior year's rate of 10.68%.

Total FTEs 10.80; No vacancy

East Valley SELPA

FY 2019/2020 BUDGET INFORMATION

SELPA Regionalized Services/Program Specialists

	2018/19 ACTUALS	2019/20 Adopted Budget	2019/20 First Interim	2019/20 2nd Interim
REVENUE				
Beginning Balance	\$342,192	\$626,848	\$ 626,848	\$ 626,848
AB 602 State Aid	\$2,146,230	\$1,706,414	\$ 1,706,414	\$ 1,706,414
Grant/Preschool Regional Svc. (0474)	\$19,394	\$19,394	\$ 19,394	\$19,394
Grant/Alternative Dispute Resolution		\$14,601	\$ 14,601	\$14,601
TOTAL REVENUE	\$2,507,816	2,367,257	\$ 2,367,257	\$ 2,367,257
EXPENDITURES				
Certificated Salaries	\$770,854	\$802,482	\$802,482	\$807,237
Classified Salaries	\$402,208	\$413,354	\$413,354	\$415,731
Benefits	\$407,881	\$457,211	\$461,531	\$440,933
<i>Sub-Total</i>	\$1,580,944	\$1,673,047	\$1,677,367	\$1,663,901
Materials & Supplies	\$8,861	\$11,385	\$8,485	\$14,485
Operations	\$111,531	\$73,914	\$72,494	\$72,295
<i>Sub-Total</i>	\$120,392	\$85,299	\$80,979	\$86,780
<i>Total</i>	\$1,701,336	\$1,758,346	\$1,758,346	\$1,750,681
Indirect Cost	\$179,631	\$170,560	\$170,560	\$169,816
<i>Indirect Rate</i>	10.68%	9.70%	9.70%	9.70%
TOTAL EXPENDITURES	\$1,880,967	\$1,928,906	\$1,928,906	\$1,920,497
ENDING BALANCE	\$626,848	\$438,352	\$438,352	\$ 446,760
Reserve %	33.326%	22.725%	22.725%	23.263%
STAFFING:	1.0 Administrator 1.0 Fiscal Consultant 1.0 Admin. Assistant 1.0 SELPA Svc Spec 4.0 Prog Specialists .34 SELPA Svs Spec .66 Prog Tech (MIS) .25 Senior Fiscal Clerk .75 Acct Technician Hourly Student Worker	1.0 Administrator 1.0 Prog Manager 1.0 Fiscal Consultant 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 4.0 Prog Specialists 1.0 Program Tech (MIS) .90 Accounting Tech Hourly Student Worker	1.0 Administrator 1.0 Prog Manager 1.0 Fiscal Consultant 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 4.0 Program Specialists 1.0 Program Tech (MIS) .80 Accounting Tech Hourly Student Worker - Vacant	1.0 Administrator 1.0 Prog Manager 1.0 Fiscal Consultant 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 4.0 Program Specialists 1.0 Program Tech (MIS) .80 Accounting Tech Hourly Student Worker
Total FTEs	10.00 FTE	10.90 FTE	10.80 FTE	10.80 FTE

EAST VALLEY SELPA
FY 2019/2020 BUDGET INFORMATION
EV SELPA REGIONAL STUDENT INFORMATION SYSTEM

EV SELPA contracts with Faucette Microsystems for student database system/WebIEP.

Resource 9273 was established in FY 18/19 to identify the expense for maintaining the contract .

CDE compliance requirements and the revision or the creation of IEP forms are some of the expenses expected to be shared by the districts.

Final Costs shared proportionately at year-end based on Current Year October Pupil Count.

East Valley SELPA

FY 2019/2020 BUDGET INFORMATION

EV SELPA Regional Student Information System

		2018/19 Actuals	2019/20 Adopted Budget	2019/20 First Interim	2019/20 Second Interim
REVENUE					
Beginning Balance		\$67,195	\$67,651	\$67,651	\$67,651
Budget		\$93,290	\$150,000	\$200,000	\$200,000
Distribution of Cost CY December Pupil	<i>Colton</i>	\$24,939	\$38,837	\$51,126	\$51,854
	<i>Redlands</i>	\$25,393	\$39,232	\$52,057	\$54,369
	<i>Rialto</i>	\$27,137	\$42,259	\$55,632	\$54,258
	<i>Rim</i>	\$3,624	\$5,643	\$7,429	\$7,673
	<i>Yucaipa</i>	\$12,197	\$18,994	\$25,005	\$24,376
	<i>CSSF/EV Ops</i>	\$0	\$5,035	\$8,751	\$7,471
TOTAL REVENUE		\$160,485	\$217,651	\$267,651	\$267,651
EXPENDITURE					
Materials & Supplies		\$0	\$0	\$0	\$0
Operations		\$83,877	\$136,737	\$227,895	\$227,895
	Total	\$83,877	\$136,737	\$227,895	\$227,895
Indirect		\$8,958	\$13,263	\$22,105	\$22,105
	<i>Indirect Rate</i>	10.68%	9.70%	9.70%	9.70%
TOTAL EXPENDITURES		\$92,835	\$150,000	\$250,000	\$250,000
ENDING BALANCE		\$67,651	\$67,651	\$17,652	\$17,652

EAST VALLEY SELPA
FY 2019/2020 BUDGET INFORMATION
EV SELPA REGIONAL PROGRAM/AUTISM PROGRAM SPECIALIST

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Program for district autism support.

This budget has 1 FTE for a Program Specialist.

Refer to the SELPA RS/PS Narrative for FY 19/20 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

FY 2019/2020 BUDGET INFORMATION

SELPA Regional Autism Program Specialists

	2018/19 Actuals	2019/20 Adopted Budget	2019/20 First Interim	2019/20 Second Interim
REVENUE				
Beginning Balance	\$0	\$6,969	\$6,969	\$6,969
Off-the-Top	\$179,540	\$182,857	\$182,857	\$182,857
Apportionment from Prior Yr	\$2			
TOTAL REVENUE	\$179,542	\$189,826	\$189,826	\$189,826
EXPENDITURES				
Certificated Salaries	\$111,723	\$115,574	\$115,574	\$118,463
Benefits	\$38,580	\$41,759	\$41,759	\$41,366
Sub-Total	\$150,302	\$157,333	\$157,333	\$159,829
Materials & Supplies	\$841	\$1,200	\$1,200	\$500
Operations	\$4,778	\$8,155	\$8,155	\$6,359
Sub-Total	\$5,619	\$9,355	\$9,355	\$6,859
Total	\$155,921	\$166,688	\$166,688	\$166,688
Indirect	\$16,652	\$16,169	\$16,169	\$16,169
Indirect Rate	10.68%	9.70%	9.70%	9.70%
TOTAL EXPENDITURES	\$172,573	\$182,857	\$182,857	\$182,857
ENDING BALANCE	\$6,969	\$6,969	\$6,969	\$6,970
STAFFING:	1.0 Prog Specialists	1.0 Prog Specialist	1.0 Prog Specialist	1.0 Prog Specialist
Total FTEs	1.0 FTEs	1.0 FTE	1.0 FTE	1.0 FTE

NOTE: Board Approved Specialized Regional Autism Program funded Off -the-Top on a per ADA basis.

EAST VALLEY SELPA
FY 2019/2020 BUDGET INFORMATION
CALIFORNIA CHILDRENS' SERVICES (CCS)

The SELPA is mandated by Education Code to provide support to CCS medical therapy units (MTU) housed in their region. There are two located in the East Valley SELPA--one at San Salvador in Colton and another at Judson & Brown in Redlands.

Costs shared based on Current Year October Pupil Count.

FY 19/20 expenditures include office supplies, facilities related maintenance costs, including janitorial, and utilities.

East Valley SELPA

FY 2019/2020 BUDGET INFORMATION

California Childrens' Services (CCS) (Mgmt ESCS)

		2018/19 Actuals	2019/20 Adopted Budget	2019/20 First Interim	2019/20 Second Interim
REVENUE					
Beginning Balance		\$1,800	\$1,800	\$1,800	\$1,800
Misc. Revenue		\$0	\$0	\$0	\$0
CCS District Support	Colton	\$3,840	\$8,020	8,020	8,079.89
	Redlands	\$3,910	\$8,166	8,166	8,471.73
	Rialto	\$4,178	\$8,727	8,727	8,454.57
	Rim	\$558	\$1,165	1,165	1,195.54
	Yucaipa	\$1,878	\$3,922	3,922	3,798.26
	CCS Revenue	\$14,363	\$30,000	\$30,000	\$30,000
	Total Pupil Count -->	10,642	10,742	\$10,742	\$10,896
	Less EV OPS -->	(446)	(470)	(\$470)	(\$407)
	Adjusted Pupil Count -->	10,196	10,272	\$10,272	\$10,489
	Per Pupil -->	\$1.41	\$2.92	\$2.92	\$2.86
TOTAL REVENUE		\$16,163	\$31,800	\$31,800	\$31,800
EXPENDITURES					
Materials & Supplies		\$3,015	\$1,825	\$1,825	\$1,825
Operations		\$11,348	\$28,175	\$28,175	\$28,175
	Sub-Total	\$14,363	\$30,000	\$30,000	\$30,000
	Total	\$14,363	\$30,000	\$30,000	\$30,000
TOTAL EXPENDITURES		\$14,363	\$30,000	\$30,000	\$30,000
ENDING BALANCE *		\$1,800	\$1,800	\$1,800	\$1,800

Note: Funded per Ed Code

EAST VALLEY SELPA
FY 2019/2020 BUDGET INFORMATION
DUE PROCESS/LEGAL

The Legal fund was developed to track due process related costs as detailed in the Board approved "Funded by EV SELPA Legal X-Pot/Funded by District".

District contribution for legal support is calculated based on Current Year October pupil count.

FY 19/20 budget was developed using FY 18/19 2nd interim projection. 2.0 FTEs are paid out of this program, which include: 1 Program Manager and 1 SELPA Services Specialist.

East Valley SELPA

FY 2019/2020 BUDGET INFORMATION

SELPA Due Process/Legal

		2018/19 Actuals	2019/20 Adopted Budget	2019/20 First Interim	2019/20 Second Interim
REVENUE					
Beginning Balance		\$58,970	\$58,970	\$58,970	\$58,970
Misc. Revenue		\$0	\$0	\$0	\$0
District Contribution	Colton	\$320,354	\$267,902	348,273	350,129
	Redlands	\$326,187	\$270,634	351,824	367,108
	Rialto	\$348,587	\$291,512	378,966	366,365
	Rim	\$46,548	\$38,928	50,605	51,807
	Yucaipa	\$156,677	\$131,024	170,332	164,591
	Co. Schools	\$0	\$0	\$0	-
		\$1,198,354	\$1,000,000	\$1,300,000	1,300,000
	Total Pupil Count -->	10,642	10,606	10896	10896
	Less EV OPS -->	(446)	(356)	(407)	(407)
	Adjusted Pupil Count -->	10,196	10,250	10,489	10,489
	Per Pupil -->	\$118	\$98	\$124	\$124
TOTAL REVENUE		\$1,257,324	\$1,058,970	\$1,358,970	\$1,358,970
EXPENDITURES					
Certificated Salaries		\$148,179	\$150,962	\$150,962	\$156,401
Classified Salaries		\$55,014	\$61,532	\$61,532	\$61,897
Benefits		\$65,033	\$83,033	\$87,533	\$72,064
Sub-Total		\$268,225	\$295,527	\$300,027	\$290,362
Materials & Supplies		\$51	\$3,000	\$1,000	\$1,100
Operations (Legal Costs, IEEs, Parent Reimb		\$930,079	\$701,473	\$998,973	\$1,008,538
Sub-Total		\$930,129	\$704,473	\$999,973	\$1,009,638
Total		\$1,198,354	\$1,000,000	\$1,300,000	\$1,300,000
TOTAL EXPENDITURES		\$1,198,354	\$1,000,000	\$1,300,000	\$1,300,000
ENDING BALANCE		\$58,970	\$58,970	\$58,970	\$58,970
STAFFING:		1.0 Program Manager, DP 1.0 SELPA Services Specialist	1.0 Program Manager, DP 1.0 New SELPA Services Specialist	1.0 Program Manager, DP 1.0 New SELPA Services Specialist	1.0 Program Manager, DP 1.0 New SELPA Services Specialist
Total FTEs		2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE

Note: Funded on a per Current Year Pupil Count Basis

FY 2019/2020 BUDGET INFORMATION
LOW INCIDENCE MATERIALS, EQUIPMENT & SERVICES

This budget was developed to facilitate centralized purchasing and inventory of materials and equipment for Low Incidence eligible students:

- Deaf
- Hearing Impaired
- Visually Impaired
- Orthopedically Impaired
- Deaf/Blind

Utilization is through application for eligible students based on the SELPA Steering Committee Low Incidence procedures.

Funding is provided through the AB 602 based on the prior year October pupil count of Low Incidence students (primary disability).

FY 2019/20 rate is estimated to be \$430.00 per pupil for Materials, Equipment, and Services.

A Low Incidence Committee has been formed with representatives from each district to review current guidelines and procedures.

East Valley SELPA

FY 2019/2020 BUDGET INFORMATION

Low Incidence Materials & Equipment

	2018/19 Actuals	2019/20 Adopted Budget	2019/20 First Interim	2019/20 Second Interim
REVENUE				
Beginning Balance	\$480,195	\$486,064	\$486,064	\$486,064
AB 602 State Aid (CY & PY)	\$291,066	\$291,066	\$148,350	\$148,350
Low Incidence Pupil Count Per Pupil -->	650 \$447.79	650 \$447.79	345 \$430.00	345 \$430.00
Interest	\$0	\$0	\$0	\$0
Other Revenue	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$771,261	\$777,130	\$634,414	\$634,414
EXPENDITURES				
Materials & Supplies	\$123,496	\$105,000	\$215,000	\$215,000
Operations & Contracts	\$134,504	\$98,600	\$135,600	\$135,600
Sub-Total	\$258,000	\$203,600	\$350,600	\$350,600
Equipment	\$5,111	\$15,000	\$60,000	\$60,000
Indirect	\$22,085	\$17,615	\$31,874	\$31,874
Indirect Rate	10.68%	9.70%	9.70%	9.70%
TOTAL EXPENDITURES	\$285,197	\$236,215	\$442,474	\$442,474
ENDING BALANCE	\$486,064	\$540,915	\$191,940	\$191,940
Note: Funded per Ed Code based on Qualifying Primary and Secondary Disability of Prior Year December Pupil Count times an estimated \$430 for FY2019/20.				

EAST VALLEY SELPA
FY 2019/2020 BUDGET INFORMATION
EV SELPA REGIONAL MENTAL HEALTH BEHAVIORAL COUNSELORS

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Program funded by a proportionate share based on service counts to provide behavior health counseling services.

Staff includes .25 Program Manager responsible for staff oversight, 2.65 behavior health counselors, and .33 SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 19/20 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

FY 2019/2020 BUDGET INFORMATION

SELPA Regional Mental Health Behavioral Counselors

	2018/19 ACTUALS	2019/20 Adopted Budget	2019/20 First Interim	2019/20 Second Interim
REVENUE				
Beginning Balance	\$0	\$0	\$0	\$0
Colton	\$288,257		\$348,534	\$348,534
Redlands	\$60,053		\$54,458	\$54,458
Rim	\$228,203		\$174,267	\$174,267
Yucaipa	\$24,021		\$21,783	\$21,783
Total	\$600,534	\$677,616	\$599,042	\$599,042
TOTAL REVENUE	\$600,534	\$677,616	\$599,042	\$599,042
EXPENDITURES				
Classified Salaries	\$386,272	\$397,666	\$361,592	\$374,870
Benefits	\$131,202	\$158,659	\$148,700	\$134,068
Sub-Total	\$517,474	\$556,325	\$510,292	\$508,938
Materials & Supplies	\$95	\$701	\$201	\$500
Operations	\$25,017	\$61,783	\$35,580	\$36,635
Sub-Total	\$25,113	\$62,484	\$35,781	\$37,135
Total	\$542,587	\$618,809	\$546,073	\$546,073
Indirect	\$57,947	\$58,807	\$52,969	\$52,969
Indirect Rate	10.68%	9.70%	9.70%	9.70%
TOTAL EXPENDITURES	\$600,534	\$677,616	\$599,042	\$599,042
ENDING BALANCE	\$0	\$0	\$0	\$0
STAFFING:	.70 Prog Manager, BHC 7.0 Behavior Health Counselors II .25 SELPA Support Contract Counselor	.50 Prog Manager BHC 2.65 Behavior Health Counselors II .33 SELPA Services Specialist	.25 Prog Manager BHC 2.65 Behavior Health Counselors II .33 SELPA Services Specialist	.25 Prog Manager BHC 2.65 Behavior Health Counselors II .33 SELPA Services Specialist
Total FTEs	7.95 FTE	3.48 FTE	3.23 FTE	3.23 FTE

NOTE: Costs proportionately shared by districts based on actual pupil service counts as of Dec and Apr.

EAST VALLEY SELPA

FY 2019/2020 BUDGET INFORMATION

EV SELPA REGIONAL PROGRAM/OVERSIGHT OF RESIDENTIAL MENTAL HEALTH

As authorized by the SELPA Board of Directors, the East Valley SELPA operates an Off-the-top residential mental health oversight program.

Staff includes .75 Program Manager, .35 from two Behavioral Health Counselors responsible for oversight and residential placements, and .20 Accounting Technician to process NPS Mental Health/Residential vendor invoices.

Refer to the SELPA RS/PS Narrative for FY 19/20 Health and Mandatory Benefits rates, and Indirect Cost rates.

East Valley SELPA
FY 2019/2020 BUDGET INFORMATION
SELPA Regional Mental Health Residential Oversight

	2018/19 Actuals	2019/20 Adopted Budget	2019/20 First Interim	2019/20 Second Interim
REVENUE				
Beginning Balance	\$11,889	\$113,594	\$ 113,594	\$ 113,594
Off-the-top	\$250,719	\$207,229	\$271,805	\$271,805
Misc. Revenue	\$4,475	\$5,000	\$5,000	\$5,000
TOTAL REVENUE	\$267,083	\$325,823	\$390,399	\$390,399
EXPENDITURES				
Classified Salaries	\$93,895	\$120,009	\$156,416	\$167,441
Benefits	\$31,493	\$47,918	\$63,277	\$50,707
<i>Sub-Total</i>	\$125,387	\$167,927	\$219,693	\$218,148
Materials & Supplies	\$47	\$500	\$500	\$700
Operations	\$13,244	\$25,036	\$32,136	\$33,481
<i>Sub-Total</i>	\$13,291	\$25,536	\$32,636	\$34,181
<i>Total</i>	\$138,678	\$193,463	\$252,329	\$252,329
Indirect	\$14,811	\$18,766	\$24,476	\$24,476
<i>Indirect Rate</i>	10.68%	9.70%	9.70%	9.70%
TOTAL EXPENDITURES	\$153,489	\$212,229	\$276,805	\$276,805
ENDING BALANCE	\$113,594	\$ 113,594	\$113,594	\$113,594
STAFFING:	.30 Program Manager, BHC	.50 Program Manager, BHC	.75 Program Manager BHC	.75 Program Manager BHC
		.35 Behavioral health counselors	.35 Behavioral health counselors	.35 Behavioral health counselors
	.10 Senior Fiscal Clerk/Accounting Technician	.20 Accounting Technician	.20 Accounting Technician	.20 Accounting Technician
Total FTEs	.40 FTE	1.05 FTE	1.30 FTE	1.30 FTE

NOTE: Funded Off-the-Top on a per ADA basis similar to Regional Autism Program (0270).

EAST VALLEY SELPA
FY 2019/2020 BUDGET INFORMATION
EV SELPA REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Program funded by a proportionate share based on service counts to provide occupational therapy services.

FY 2019/20 staff will include 5.0 Occupational Therapists, .33 SELPA Services Specialist.

Contracts for 2 COTAs, and 3.0 Occupational Therapists

Refer to the SELPA RS/PS Narrative for FY 19/20 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

FY 2019/2020 BUDGET INFORMATION

SELPA Regional Occupational Therapy (OT)

	2018/19 Actuals	2019/20 Adopted Budget	2018/19 First Interim	2018/19 Second Interim
REVENUE				
Beginning Balance	\$0	\$0	\$0	\$0
Off-the-top	\$1,247,048	\$1,284,827	\$1,343,158	\$1,417,835
COLTON	\$373,448		\$384,605	\$405,988
REDLANDS	\$540,165		\$597,617	\$630,843
RIALTO	\$6,669		\$0	\$0
RIM	\$80,024		\$71,004	\$74,952
YUCAIPA	\$246,742		\$289,933	\$306,052
Misc. Revenue	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$1,247,048	\$1,284,827	\$1,343,158	\$1,417,835
EXPENDITURES				
Classified Salaries	\$602,840	\$614,324	\$614,324	\$662,949
Benefits	\$221,639	\$244,481	\$244,481	\$241,394
Sub-Total	\$824,479	\$858,805	\$858,805	\$904,343
Materials & Supplies	\$475	\$4,000	\$14	\$380
Operations	\$308,213	\$326,098	\$386,378	\$412,148
Sub-Total	\$308,688	\$330,098	\$386,392	\$412,528
Total	\$1,133,167	\$1,188,903	\$1,245,197	\$1,316,871
Return of Funds	\$14,070	\$0	\$0	\$0
Indirect	\$99,811	\$95,924	\$97,961	\$100,964
Indirect Rate	10.68%	9.70%	9.70%	9.70%
TOTAL EXPENDITURES	\$1,247,048	\$1,284,827	\$1,343,158	\$1,417,835
ENDING BALANCE	\$0	\$0	\$0	(\$0)
STAFFING:	7.0 Occupational Therapist II 3.0 Contract OT (hourly) .25 SELPA Services Specialist	5.0 Occupational Therapist II .25 SELPA Services Specialist 1.0 Certified OT Asst.(COTA) 2.00 Contract OT (hourly)	5.0 Occupational Therapist II .333 SELPA Services Specialist 1.0 Certified OT Asst.(COTA) 2.60 Contract OT (hourly)	5.0 Occupational Therapist II .333 SELPA Services Spec 2.0 Certified OT Asst.(COTA) 3.00 Contract OT (hourly)
Total FTEs	7.25 FTE (+3 Contract OT's)	5.25 FTE (3.00 Contracts)	5.33 FTE (3.60 Contracts)	5.33 FTE (3.60 Contracts)

NOTE: Costs proportionately shared by districts based on actual pupil service counts as of December and April.

FY 2019/2020 BUDGET INFORMATION
PHYSICAL THERAPY SERVICES & LOW INCIDENCE ASSESSMENT

District costs shown in this budget for FY 19/20 are: .667 FTE for a School Physical Therapist II and for low incidence assessments conducted by EV SELPA.

The budget is based on the 18/19 actual operating costs. Costs are charged to district of residence proportionately based on service count via cash transfer.

Refer to the SELPA RS/PS Narrative for FY 19/20 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

FY 2019/2020 BUDGET INFORMATION

PHYSICAL THERAPY SERVICES & LOW INCIDENCE ASSESSMENT

		2018/19 Actual	2019/20 Adopted Budget	2019/20 First Interim	2019/20 Second Interim
REVENUE		PT & ATAC	PT/LOW INC	PT/LOW INC	PT/LOW INC
Beginning Balance		\$0	\$0	\$0	\$0
District Contribution	Colton	\$22,166	\$0	\$0.00	\$56,866.38
	Redlands	\$21,709	\$0	\$0.00	\$40,618.85
	Rialto	\$23,951	\$0	\$0.00	\$0.00
	Rim	\$3,242	\$0	\$0.00	\$8,123.77
	Yucaipa	\$10,550	\$0	\$0.00	\$0.00
Co. Schools		\$0	\$0	\$0	\$0
TOTAL REVENUE		\$81,618	\$100,000	\$104,418	\$105,609
EXPENDITURES					
Classified Salaries		\$0	\$0	\$69,068	\$70,795
Benefits		\$0	\$0	\$19,817	\$20,193
Sub-Total		\$0	\$0	\$88,885	\$90,988
Materials & Supplies		\$0	\$0	\$0	\$0
Operations		\$77,250	\$97,575	\$6,300	\$5,283
Sub-Total		\$77,250	\$97,575	\$6,300	\$5,283
Indirect Cost		\$4,368	\$2,425	\$95,185	\$96,271
TOTAL EXPENDITURES		\$81,618	\$100,000	\$104,418	\$105,609
ENDING BALANCE		\$0	\$0	\$0	(\$0)
STAFFING:		Physical Therapist - Contract Occupational Therapist - Contract	.667 Physical Therapist Occupational Therapist - Contract (part-time)	.667 Physical Therapist Occupational Therapist - Contract (part-time)	.667 Physical Therapist Occupational Therapist - Contract (part-time)
Total FTEs			.667 FTE	.667 FTE	.667 FTE

EAST VALLEY SELPA

FY 2019/2020 BUDGET INFORMATION

EXTRA PROGRAMS/INTER-SELPA

District costs shown in this budget for FY 19/20 are projected expenses related to Inter-SELPA placements.

The budget is based on the FY 18/19 actual. Costs are charged to district of residence at year-end via cash transfer.

East Valley SELPA
FY 2019/2020 BUDGET INFORMATION
Extra Program/Inter-SELPA

		2018/19 Actuals		2019/20 Adopted Budget		2019/20 First Interim		2019/20 Second Interim
REVENUE								
Beginning Balance		\$0		\$26,801		\$26,801		\$26,801
PY Apportionment Revenue		\$26,801		\$0		\$0		\$0
8677		\$197,552		\$200,000		\$200,000		\$200,000
Extraordinary Program	Colton	\$25,317		\$0		\$0		\$25,000
	Redlands	\$0		\$0		\$0		\$0
	Rialto	\$172,235				\$0		\$175,000
	Rim	\$0		\$0		\$0		\$0
	Yucaipa	\$0		\$0		\$0		\$0
	Co. Schools	\$0		\$0		\$0		\$0
TOTAL REVENUE		\$224,353		\$226,801		\$226,801		\$226,801
EXPENDITURES								
	Operations	\$197,552		\$200,000		\$200,000		\$200,000
	PT Assestments			\$0		\$0		\$0
	PT Services			\$0		\$0		\$0
	TOTAL	\$197,552		\$200,000		\$200,000		\$200,000
TOTAL EXPENDITURES		\$197,552		\$200,000		\$200,000		\$200,000
ENDING BALANCE		\$26,801		\$26,801		\$26,801		\$26,801

EAST VALLEY SELPA
FY 2019/2020 BUDGET INFORMATION
NON-PUBLIC SCHOOLS TUITION AND RELATED SERVICES

The East Valley SELPA provides centralized processing of Non-Public School (NPS) Master Contracts, payment of NPS tuition and related services, and attendance accounting

SELPA member districts are responsible for placement of students in NPS per the student's Individualized Education Program (IEP)

SELPA member districts are responsible for reimbursing the SELPA for 100% of the cost paid for NPS placements and are billed by the SELPA on a quarterly basis via Cash Transfer.

Actual costs are reported to CDE by each district via the SACS software.

Attendance is reported to CDE by each district via the Principal Apportionment software.

The FY 19/20 NPS budget is based on projections as of P-1, December 2018 and First Interim was based from last year's and 1st quarter's costs.

East Valley SELPA

FY 2019/2020 BUDGET INFORMATION

Non-Public School (NPS) TUITION Func 1180

		2018/19 Actuals	2019/20 Adopted Budget	2019/20 First Interim	2019/20 Second Interim
REVENUE					
Beginning Balance		\$0	\$0	\$0	\$0
NPS Revenue	Colton	\$712,419			\$904,512
	Redlands	\$850,620			\$1,079,976
	Rialto	\$1,072,412			\$1,361,571
	Rim	\$217,441			\$276,070
	Yucaipa	\$297,622			\$377,871
	Total	\$3,150,514	\$3,750,000	\$4,000,000	\$4,000,000
TOTAL REVENUE		\$3,150,514	\$3,750,000	\$4,000,000	\$4,000,000
EXPENDITURES					
NPS Cost	Colton	\$712,419	\$0	\$0	\$904,512
	Redlands	\$850,620	\$0	\$0	\$1,079,976
	Rialto	\$1,072,412	\$0	\$0	\$1,361,571
	Rim	\$217,441	\$0	\$0	\$276,070
	Yucaipa	\$297,622	\$0	\$0	\$377,871
	Total	\$3,150,514	\$0	\$0	\$4,000,000
TOTAL EXPENDITURES		\$3,150,514	\$0	\$0	\$4,000,000
ENDING BALANCE		\$0	\$3,750,000	\$4,000,000	\$0

Note: Funded by District Reimbursement based on actual costs via quartely cash transfer

EAST VALLEY SELPA
FY 2019/2020 BUDGET INFORMATION
MENTAL HEALTH COSTS ASSOCIATED WITH NPS STUDENTS, INCLUDING RESIDENTIAL

The East Valley SELPA provides centralized processing of contracts for Mental Health costs associated with students placed in residential facilities and attending NPS, including residential costs (room and board) and payment of associated costs as well as contract costs for in-home mental health services.

SELPA member districts are responsible for placement of students in NPS and the provision of in-home mental health services per the student's Individualized Education Program (IEP).

SELPA member districts are responsible for reimbursing the SELPA for 100% of the Mental Health related costs paid for NPS placements, including residential costs and are billed by the SELPA on a quarterly basis via Cash Transfer.

Actual costs are reported to CDE by each district via the SACS software.

Attendance is reported to CDE by each districts via the Principal Apportionment software.

The FY 19/20 NPS budget is based on projections as of P-1, December 2018 and First Interim was based from last year's and 1st quarter's costs.

East Valley SELPA

FY 2019/2020 BUDGET INFORMATION

Mental Health (NPS and Residential) Func 3900

		2018/19 Actuals	2019/20 Adopted Budget	2019/20 First Interim	2019/20 Second Interim
REVENUE					
Beginning Balance		\$0	\$0	\$0	\$0
MH Revenue	Colton	\$355,425		\$530,595	\$466,924
	Redlands	\$430,247		\$642,294	\$565,219
	Rialto	\$343,690		\$513,077	\$451,508
	Rim	\$264,362		\$394,652	\$347,294
	Yucaipa	\$280,927		\$419,382	\$369,056
	Total	\$1,674,651	\$1,500,000	\$2,500,000	\$2,200,000
TOTAL REVENUE		\$1,674,651	\$1,500,000	\$2,500,000	\$2,200,000
EXPENDITURES					
MH Cost	Colton	\$355,425	\$0	\$530,595	\$466,924
	Redlands	\$430,247	\$0	\$642,294	\$565,219
	Rialto	\$343,690	\$0	\$513,077	\$451,508
	Rim	\$264,362	\$0	\$394,652	\$347,294
	Yucaipa	\$280,927	\$0	\$419,382	\$369,056
	Total	\$1,674,651	\$1,500,000	\$2,500,000	\$2,200,000
TOTAL EXPENDITURES		\$1,674,651	\$1,500,000	\$2,500,000	\$2,200,000
ENDING BALANCE		\$0	\$0	\$0	\$0

Note: Funded by District Reimbursement from Mental Health Grants (Resource 3327 and/or 6512) based on Actual Costs via quarterly cash transfers

4.2 2019-2020 2nd Quarter NPS Reimbursement Transfer

East Valley SELPA
19/20 2nd Quarter NPS Cost
Invoices received through February 3, 2020

District	FN	Total Q1 Adj	October	November	December	Total Q2 Billing
NPS Education	1180	540.00	83,149.28	61,021.75	64,811.28	209,522.31
NPS Mental Health	3900	-	52,026.49	48,620.67	50,537.39	151,184.55
Colton		\$ 540.00	\$ 135,175.77	\$ 109,642.42	\$ 115,348.67	\$ 360,706.86
NPS Education	1180	177.80	89,948.96	58,406.27	55,161.52	203,694.55
NPS Mental Health	3900	570.47	69,959.56	69,008.54	68,189.46	207,728.03
Redlands		\$ 748.27	\$ 159,908.52	\$ 127,414.81	\$ 123,350.98	\$ 411,422.58
NPS Education	1180	2,872.80	109,118.52	93,932.37	81,954.73	287,878.42
NPS Mental Health	3900	9,660.58	50,244.83	43,629.71	41,389.07	144,924.19
Rialto		\$ 12,533.38	\$ 159,363.35	\$ 137,562.08	\$ 123,343.80	\$ 432,802.61
NPS Education	1180	-	18,541.68	11,809.35	10,359.71	40,710.74
NPS Mental Health	3900	-	16,105.53	15,615.43	3,625.00	35,345.96
Rim		\$ -	\$ 34,647.21	\$ 27,424.78	\$ 13,984.71	\$ 76,056.70
NPS Education	1180	-	35,830.23	34,912.75	27,371.42	98,114.40
NPS Mental Health	3900	-	24,266.65	25,560.36	23,571.80	73,398.81
Yucaipa		\$ -	\$ 60,096.88	\$ 60,473.11	\$ 50,943.22	\$ 171,513.21
NPS Education Total	1180	3,590.60	336,588.67	260,082.49	239,658.66	839,920.42
NPS Mental Health Total	3900	10,231.05	212,603.06	202,434.71	187,312.72	612,581.54
Grand Total		\$ 13,821.65	\$ 549,191.73	\$ 462,517.20	\$ 426,971.38	\$ 1,452,501.96

4.3 EV SELPA 2019-2020 Fiscal Reporting Calendar

2019/20 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

JULY 2019

- 7/2/19** - SELPA to submit Annual NPS ADA to districts, due to CDE July 8
- 7/17/19** - Districts to provide signed Grant Expenditure Report #3 (Apr 1 – Jun 30 PY) expenditure reports to SELPA
- 7/18/19** - Districts to provide SELPA June PARs and PYR for TPP
- 7/18/19** - SELPA to provide Q4 NPS Reimbursement Transfer for invoices received-to-date to districts
- 7/18/19** - SELPA to present Fiscal Reporting Calendar to Steering/Finance
- 7/18/19** - SELPA to present Final SBCSS Fee-for-Service and Regional Services Costs at Steering/Finance
- 7/18/19** - SELPA to provide June Certs and Schedule REX at Steering/Finance
- 7/31/19** - SELPA finalize closing of FY 18/19
- 7/31/19** - SELPA to submit May and June TPP Service and Certified Invoices to DOR
- 7/31/19** - SELPA to prepare and finalize P-2 June certifications for PY (18/19, 17/18, 16/17) AB602 Funding Allocation

AUGUST 2019

- 8/19/19** - Districts to provide SELPA August PARs and PYR for TPP

SEPTEMBER 2019

- 9/12/19** - SBCSS to present PY (18/19) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance
- 9/12/19** - EV SELPA to present PY (18/19) OT Regional program Proportionate Share return of funds
- 9/12/19** - SELPA to present PY (18/19) adjusted 4th Quarter NPS reimbursement transfers for invoices at Steering/Finance
- 9/12/19** - SELPA to present PY (18/19) EV SELPA Budgets ending fund balances to Steering/Finance
- 9/12/19** - SELPA to present preliminary MOE at Steering/Finance
- 9/20/19** - Districts to submit to SELPA Excess Cost Calculation
- 9/20/19** - Districts to provide SELPA August PARs and PYR for TPP
- 9/30/19** - SELPA to submit July TPP Service and Certified Invoices to DOR

OCTOBER 2019

- 10/10/19** - SELPA to present SEMA, SEMB, SYT, Excess Cost Reports at Steering/Finance
- 10/15/19** - SELPA to begin working on 1st Interim budget updates
- 10/15/19** - SELPA to submit PY (18/19) Annual Infant Funding Report to SBCSS
- 10/15/19** - Districts to provide Grant Expenditure Report 4 (July 1 – September 30 CY) to SELPA if applicable
- 10/15/19** - Districts provide SELPA with CY (19/20) P-1 ADA estimates & changes to PY ADA by Oct 15 for First Interim reporting
- 10/15/19** - Districts to provide SELPA September PARs and PYR for TPP
- 10/31/19** - SELPA/SBCSS to submit CY (19/20) Part C Early Start Application to CDE
- 10/31/19** - SELPA to submit Medi-CAL CRCS Report to Medi-Cal Billing Technologies
- 10/31/19** - SELPA to submit Aug. TPP Service and Certified Invoices to DOR

2019/20 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

NOVEMBER 2019

- 11/1/19** - SELPA to submit Infant Waiver Request to CDE if applicable
- 11/7/19** - SELPA to present CY (19/20) 1st Interim EV SELPA Budgets at Steering/Finance
- 11/7/19** - SELPA to present CY (19/20) 1st Quarter NPS reimbursement transfer for invoices at Steering/Finance
- 11/15/19** - SELPA to submit Maintenance of Effort SEMA 18/19 Unaudited Actuals vs. 17/18 Actuals to CDE
- 11/15/19** - SELPA to submit Maintenance of Effort SEMB 18/19 Unaudited Actuals vs. 19/20 Budget to CDE
- 11/15/19** - SELPA to submit Excess Cost Calculation(s) to CDE
- 11/15/19** - SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE
- 11/15/19** - SELPA to submit Table 8 due to CDE
- 11/15/19** - SELPA to submit Extraordinary Cost Pool for Nonpublic School, funding calculates only at Annual
- 11/15/19** - Districts to provide Oct PARs and PYR for TPP to SELPA
- 11/30/19** - SELPA to submit Medi-Cal Program Annual report
- 11/30/19** - SELPA to submit September TPP Service and Certified Invoices to DOR

DECEMBER 2019

- 12/15/19** - Districts to provide November PARs and PYR for TPP to SELPA
- 12/21/19** - SELPA to provide CY (19/20) December 1 Count for SBCSS Fee-for-service Students
- 12/30/19** - SELPA to submit October TPP Service and Certified Invoices to DOR

JANUARY 2020

- 1/3/20** - SELPA to provide NPS P-1 ADA to Districts ***District deadline to BAS January 8th
- 1/15/20** - Districts to verify Dec 1 count for SBCSS FSS
- 1/15/20** - SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
- 1/15/20** - Districts to provide Grant Expenditure Report # 1 (Jul 1 – Dec 31) to SELPA for CY (19/20)
- 1/31/20** - SELPA to submit November TPP Service and Certified Invoices to DOR
- 1/31/20** - Districts to provide December PARs and PYR for TPP to SELPA

FEBRUARY 2020

- 2/13/20** - SELPA to present 2019-20 2nd Interim EV SELPA Budgets
- 2/13/20** - SELPA to present CY (19/20) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2019 at Steering/Finance
- 2/15/20** - Districts to provide January PARs and PYR for TPP to SELPA
- 2/15/20** - Districts to provide SELPA with CY 19/20 P-2 estimates
- 2/28/20** - SELPA to provide Budget Development documents for FY 20/21 to SBCSS Internal Business Services
- 2/28/20** - SELPA to submit December TPP Service and Certified Invoices to DOR
- TBD** - SELPA to prepare February certifications for CY (19/20) and PY (18/19, 17/18) AB602 Funding Allocation

MARCH 2020

- 3/12/20** - SBCSS to present EV Ops FFS Budget to 2nd Interim including FFS as of December 9th count
- 3/12/20** - SELPA to present CY (19/20) Regional services Proportionate Share Costs as of 2nd Interim related to OT & MH at Steering/Finance
- 3/15/20** - Districts to provide February PARs and PYR for TPP to SELPA
- 3/31/19** - SELPA to submit January TPP Service and Certified Invoices to DOR

2019/20 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

MARCH 2020 continued

- TBD** - SELPA to present PY (18/19,17/18) AB602 allocations based on February Certifications by e-mail to districts
- TBD** - SELPA to present the CY (19/20) AB602 Certifications based on P-1 State Funding Exhibit, projected P-2 ADA, and December 1 service counts by e-mail to districts

APRIL 2020

- 4/15/20** - Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) to SELPA for CY (19/20)
- 4/15/20** - Districts to provide March PARs and PYR for TPP to SELPA
- 4/16/20** - SELPA to send districts Low Incidence Inventory Report for review
- 4/16/20** - SBCSS to present proposed FFS rates for FY 19/20 at Steering/Finance
- 4/16/20** - SELPA to provide P-2 NPS ADA to districts ***District deadline to BAS April 23rd
- 4/24/20** - SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE May 1
- 4/30/20** - SELPA to submit February TPP Service and Certified Invoices to DOR
- 4/30/20** - Districts to complete and submit Personnel Data Report via CDE online portal and send copy electronically to SELPA
- TBD** - SELPA to prepare EV SELPA 20/21 budgets to present to Board Budget Ad Hoc
- TBD** - Districts to complete Low Incidence purchases for FY 19/20

MAY 2020

- 5/14/20** - Districts to provide April PARs and PYR for TPP to SELPA
- 5/14/20** - SBCSS to present final proposed FFS rates for FY 20/21 for Steering/Finance recommendation for Board approval
- 5/14/20** - SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
- 5/14/20** - SELPA to present FY (20/21) Preliminary EV SELPA Operating Budgets at Steering/Finance
- 5/14/20** - SELPA to present 20/21 Annual Budget and Service Plans at Steering/Finance
- 5/14/20** - SELPA to present CY 19/20 projections for NPS, Due Process, CCS at Steering/Finance
- 5/15/20** - Districts to return reviewed Low Incidence Inventory Report to SELPA and all Low Incidence reimbursement requests for CY 19/20
- 5/29/20** - SELPA to submit March TPP Service and Certified Invoices to DOR

JUNE 2020

- 6/15/20** - Districts to provide May PARs and PYR for TPP to SELPA
- 6/30/20** - SELPA to submit April TPP Service and Certified Invoices to DOR
- TBD** - SELPA to finalize AB602 CDE Certifications for CY (19/20) and PY (18/19 & 17/18)

PROGRAM ISSUES

4.4 Draft EV SELPA Local Plan 2019-2020 - 1st Draft

Local Plan Revision

**Presented by Patty Metheny, Ed.D.
Administrator**

February 13, 2020

EV SELPA Steering Committee Meeting

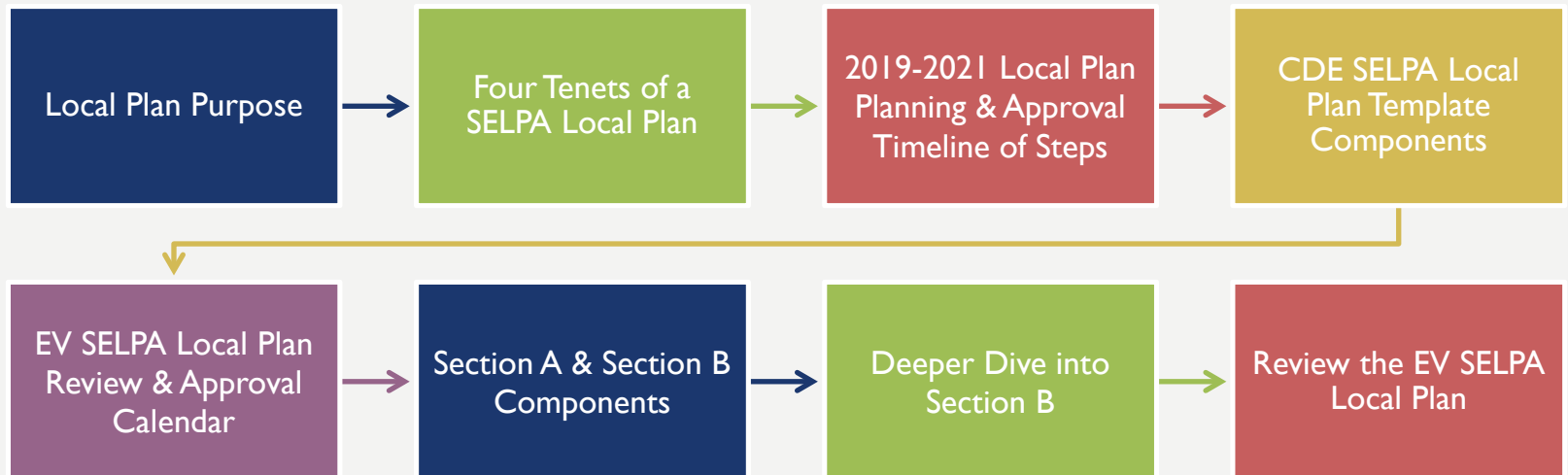




Ready for Review:

**EV SELPA Local Plan
Sections A & B**

TODAY



SELPA LOCAL PLAN PURPOSE

- Establish that LEAs have come together in a geographic region around the belief that all students can learn and that special needs students must be guaranteed equal opportunity to become contributing members of society
- Describe how services for students with disabilities are provided within the geographic region of a SELPA
- Demonstrate collaboration, teamwork, and unity

TENETS OF A SELPA LOCAL PLAN



PLANNING & APPROVAL TIMELINE

2019-2020

EV SELPA Local Plan Committee Development & Review

EV SELPA Community Advisory Committee (CAC) Input & Review

EV SELPA Steering & Staff Review

EV SELPA Board Review & Approval

SBCSS County Superintendent & EV SELPA CAC Chair Signatures

California Department of Education Preliminary Approval by June 30, 2020

2020-2021

LEA Board Adoptions

Post Local Plan on EV SELPA, SBCSS & LEA Websites

California Department of Education Final Approval by June 30, 2021

Section A: Contacts & Certifications

Section B: Governance & Administration

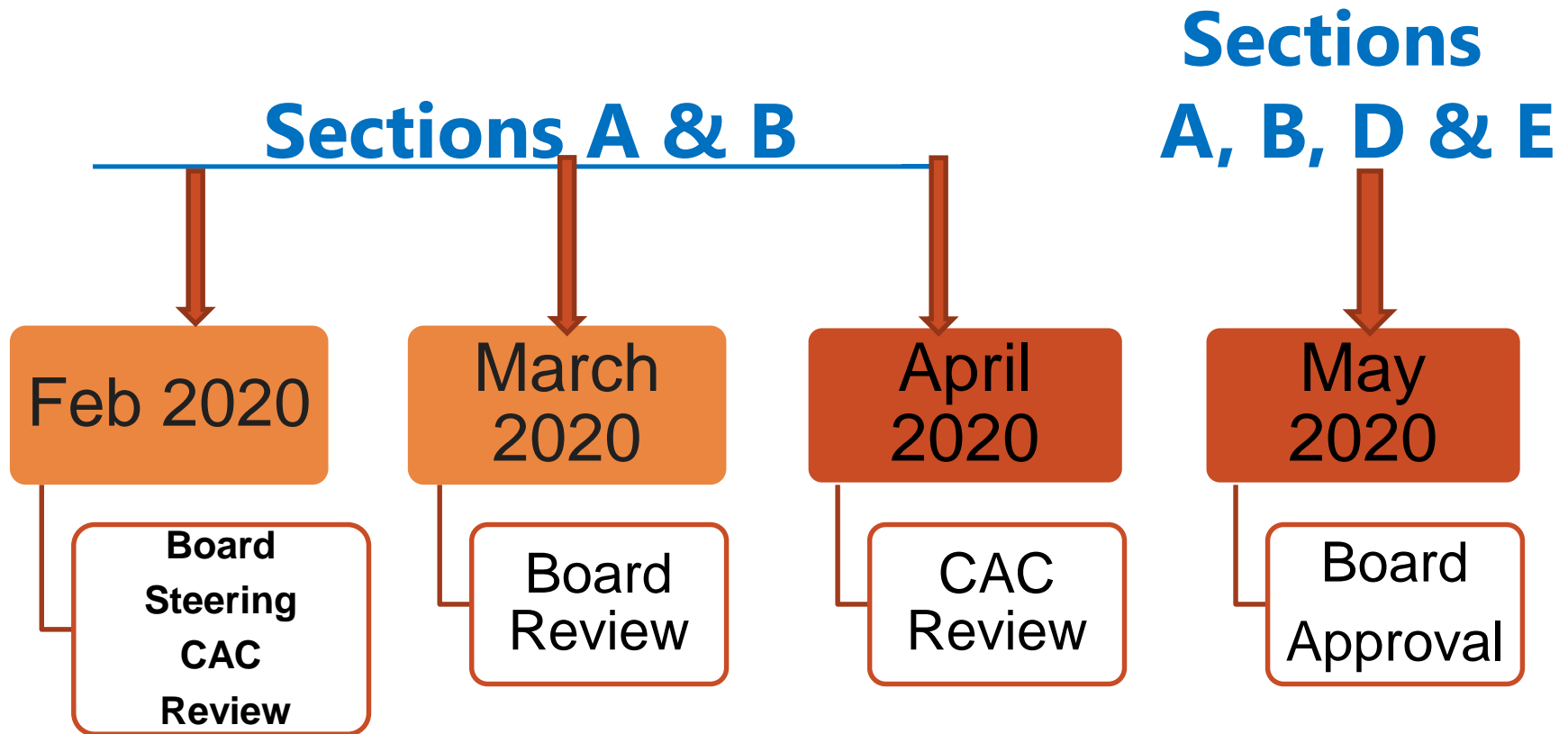
Section D: Annual Budget Plan

Section E: Annual Service Plan

**REQUIRED
COMPONENTS OF
A SELPA LOCAL
PLAN: THE CDE
TEMPLATE**

*EV SELPA Sections D & E available
in May 2020*

Review & Approval Calendar 2020



Section A

Describes the SELPA – contact information, districts included, administrative unit, certifying signatures



Section B

SELPA's description in response to specific prompts regarding governance, legal compliance, programs coordination, services, fiscal functions, parent support, charter schools and others



SECTION B COMPONENTS



Section B - Four Central Functions of a SELPA

Governance

Legal Compliance

Coordination

Services

Governance is...



- Performed by a governing body
- Leadership
- Creation of policies that shape an organization, provide vision
- Making decisions about strategy and directions

Governance is...

- Measuring how public institutions
 - conduct public affairs
 - manage public resources
- Continuously monitoring policy implementation



Legal Compliance...



- Ensuring an organization follows relevant laws and regulations
- Certifying compliance with regulations
- Creating accountability mechanisms

Legal Compliance involves...

- ✓ Reviewing & advising
- ✓ Providing guidance
- ✓ Monitoring



Coordination provides...

- ✓ Predictability
- ✓ Accountability
- ✓ Common Understanding



Coordination

Coordination...



- Predictability – Knowing what gets done & when it will happen
- Accountability – Knowing who is responsible
- Common Understanding – Knowing how & why things get done

Services provide...

- ✓ Quality
- ✓ Equity
- ✓ Access



Services.....

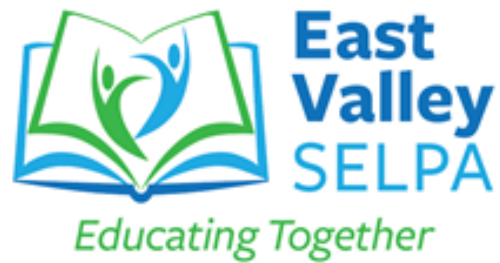


- Quality – Bringing expertise, saving money
- Equity – Providing fairness, impartiality
- Access – Ensuring availability across systems



EV SELPA Local Plan

Sections A & B



LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Version 2.0

SELPA Fiscal Year **Contact Information and Certification Requirements**

From the five choices below, check the box that best represents the Special Education Local Plan Area's (SELPA's) planned submission to the CDE:

- | | |
|---|--|
| <input type="checkbox"/> Initial Local Plan (new SELPAs only) | <input type="checkbox"/> Amended Governance and Administration |
| <input type="checkbox"/> Annual Plan | <input checked="" type="checkbox"/> Amended Annual Plan |
| | <input type="checkbox"/> Amended Local Educational Agency Membership |

Special Education Local Plan Area Contact Information

Include current contact information for the SELPA administrator and the administrative unit and fiscal agency responsible for the implementation of the local plan.

Special Education Local Plan Area Administrator

SELPA administrator position changes do not require amendments to the local plan. However, in such cases, new SELPA administrators assume the responsibility for the contents and implementation of the last submitted and approved local plan filed with the California Department of Education (CDE).

SELPA Contact Information

SELPA Name	<input type="text" value="East Valley Consortium"/>		
SELPA Code	<input type="text" value="3602"/>		
Street Address	<input type="text" value="670 E. Carnegie Drive"/>	Zip Code	<input type="text" value="92408"/>
City	<input type="text" value="San Bernardino"/>	County	<input type="text" value="San Bernardino"/>
Administrator First Name	<input type="text" value="Patty"/>		
Administrator Last Name	<input type="text" value="Metheny, Ed.D."/>		
Email	<input type="text" value="patty.metheny@sbcss.net"/>		
Telephone	<input type="text" value="(909) 252-4507"/>	Extension	<input type="text"/>
Contact Title	<input type="text" value="Administrator"/>		
Web Address	<input type="text" value="evselpa.sbcss.k12.ca.us"/>		

SELPA Fiscal Year **Responsible Local Agency (RLA)/Administrative Unit (AU) Contact Information**

RLA/AU	<input type="text" value="San Bernardino County Superintendent of Schools"/>		
Street Address	<input type="text" value="601 N E Street"/>	Zip Code	<input type="text" value="92415"/>
City	<input type="text" value="San Bernardino"/>	County	<input type="text" value="San Bernardino"/>
Superintendent First Name	<input type="text" value="Ted"/>	Last Name	<input type="text" value="Alejandre"/>
Email	<input type="text" value="ted.alejandre@sbcss.net"/>		
Telephone	<input type="text" value="(909) 386-2407"/>	Extension	<input type="text"/>
Web Address	<input type="text" value="sbcss.k12.ca.us"/>		

Special Education Local Plan Agency Review Requirements***Community Advisory Committee***

The SELPA must provide the local plan Governance and Administration component (Section B) to the Community Advisory Committee (CAC) for review. The CAC must be provided with at least 30 days to conduct this review.

The local plan was provided to the CAC for review on what date

County Office of Education

(California Education Code (EC) sections 56140, 56195.1(c), and 56205)

Within 45 days, the County Office of Education (COE), or COEs (as applicable) must approve or disapprove any proposed initial local plan submitted by a local educational agency (LEA) or group of LEAs within the county or counties, and any amendment to the Governance and Administration element thereafter.

COE responsible for approving the Local Plan is the

The local plan was submitted to the COE on what date

SELPA Fiscal Year **Public Hearing Requirements*****Local Educational Agency***

Annual Budget and Service Plans (Sections D, E, and Attachments)

LEAs participating in a SELPA's governance structure are not required to convene a separate public hearing for the adoption of the Annual Budget and Service Plans. However, LEAs must post PH notices at each school site with information related to the SELPA's PH for the adoption of the Annual Budget Plan, and/or Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available upon request by the CDE.

Special Education Local Plan Area

Annual Budget and Services Plans (Sections D, E, and Attachments)

A PH notice for the adoption of the Annual Budget and/or Annual Service Plan(s) shall be posted at least 15 days before the hearing.

Annual Budget Plan PH Posting Date

Annual Budget Plan PH Date

Annual Services Plan PH Posting Date

Annual Services Plan PH Date

Submitting the Local Plan to the California Department of Education**STEP 1:**

Section A is required when submitting any and all local plan sections to the CDE for approval.

STEP 2:

Select the radio button and check-box that represents whether the SELPA's organization is a single-LEA, or multiple-LEA structure; and the membership participation (including charter schools, COEs, and whether the SELPA meets the criteria for a small and sparse SELPA).

☐ **Single-LEA**☒ **Multiple-LEAs**☐ Charter Schools Only☒ LEAs Only (including Charter LEAs)

SELPA Fiscal Year ☐ COE/LEA☐ Small and Sparse (EC sections 56211 through 56212)**STEP 3:**

Is the local plan component (Governance and Administration, Annual Budget Plan, or Annual Service Plan) an amendment to a previously submitted plan?

☒ Yes ☐ No If "Yes," enter the fiscal year of the previously approved plan

STEP 4:

Include the agency, name, and title of the participants who collaborated in the development of the local plan sections. 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
-	East Valley SELPA	Patty Metheny, Ed.D.	Administrator	All Sections
-	East Valley SELPA CAC	Kathy Castruita	CAC Member	Section B
-	Colton JUSD	Jennifer Morehead	General Ed. Teacher	Section B
-	Colton JUSD	William Pereira	Special Ed. Teacher	Section B
-	Redlands USD	Scott Bohlender	Administrator	Section B
-	Redlands USD	Kristine Hubbard, Ed.D.	Administrator	Section B
-	Redlands USD	Candace Kostiuk	Special Ed. Teacher	Section B
-	Redlands USD	Rosalie Maglanoc-DeVera	Special Ed. Teacher	Section B
-	Rialto USD	Earlene Hyman	Administrator	Section B
-	Rialto USD	Johnnie Simmons	General Ed. Teacher	Section B
-	Rim of the World USD	Danielle Moore	Special Ed. Teacher	Section B
-	Rim of the World USD	Derek Swem	Administrator	Section B
-	SBCSS - COE	Tyrese Crawford	Special Ed. Teacher	Section B
-	SBCSS - COE	Lori Eder	Special Ed. Teacher	Section B

SELPA Fiscal Year

Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	SBCSS - COE	Vicki Ford	Administrator	Section B
<input type="checkbox"/>	SBCSS - COE	Lisa Garcia	Administrator	Section B
<input type="checkbox"/>	Yucaipa-Calimesa JUSD	Darnelle Gayle	Special Ed. Teacher	Section B
<input type="checkbox"/>	Yucaipa- Calimesa JUSD	Jennifer Isaac	Administrator	Section B
<input type="checkbox"/>	Yucaipa-Calimesa JUSD	Kathy Miller	Administrator	Section B
<input type="checkbox"/>	Yucaipa-Calimesa JUSD	Karen Ortiz	Special Ed. Teacher	Section B
<input type="checkbox"/>	Yucaipa-Calimesa JUSD	Jim Stolze	Administrator	Section B
<input type="checkbox"/>	East Valley SELPA	Anne-Marie Foley	Administrator	Multiple Sections
<input type="checkbox"/>	East Valley SELPA	Rick Homutoff, Ed.D.	Administrator	Multiple Sections
<input type="checkbox"/>	East Valley SELPA	Andrea Tennyson	Finance	Multiple Sections
<input type="checkbox"/>	East Valley SELPA	Tracy Schroeder	Administrator	Multiple Sections
<input type="checkbox"/>	East Valley SELPA	Jo-Ann Vargas	Resource Specialist	Multiple Sections
<input type="checkbox"/>	East Valley SELPA	Shannon Vogt	Resource Specialist	Multiple Sections
<input type="checkbox"/>	East Valley SELPA	Helen Junker	Special Ed. Teacher	Multiple Sections
<input type="checkbox"/>	East Valley SELPA	Rosalva Contreras	Administrator	Multiple Sections

STEP 5:

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

<input type="checkbox"/> Certification 1	Number Submitted	<input type="text"/>
<input type="checkbox"/> Certification 2	Number Submitted	<input type="text"/>
<input type="checkbox"/> Certification 3	Number Submitted	<input type="text"/>
<input type="checkbox"/> Certification 4	Number Submitted	<input type="text"/>
<input type="checkbox"/> Certification 5	Number Submitted	<input type="text"/>

SELPA

Fiscal Year

STEP 6:

Make sure all applicable certifications are signed electronically and are attached to this pdf.

STEP 7:

Electronically submit the completed section(s) to the CDE at SELPALocalPlan@cde.ca.gov. SELPAs may individually email the corresponding Sections (B, D, E), and the Attachments file to the CDE in the same manner. Or, SELPA may attach all files to a single email.

IMPORTANT: Include the SELPA name, "Local Plan" and the Sections (A, B, D, E, and/or Attachments) being submitted in the "Subject" line of all emails sent to the CDE.

SELPA Fiscal Year **Certification 1: Governance and Administration**

Certification 1 is required for an initial Section B submission to the CDE, and each subsequently amended submission.

I certify the attached Governance and Administration local plan section has been adopted at LEA public hearings by the represented local board(s) (LEA/county) and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under Title 34 *Code of Federal Regulations (34 CFR)* Parts 300 and 303, 29 *USC* 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California *EC* Part 30, and Chapter 3 Division 1 of Title 5 of the *California Code of Regulations (5 CCR)*. Copies of all interagency agreements have been attached to the Governance and Administration section of the local plan.

I further certify written agreements have been developed and entered into by LEAs participating in the local plan. Such agreements include, but are not limited to all provisions pursuant to *EC* Section 56195.7.

Web address where the SELPA local plan, including all sections, is posted.

RLA/AU Authorized Agent

Date

Local Governance Council Chairperson

Date

SELPA Administrator

Date

SELPA Fiscal Year **Certification 2: Annual Budget Plan and Annual Service Plan**

Certification 2 is required for an initial Section D, and/or E submission to the CDE and each subsequent annual revision.

I certify the attached local plan section(s) including, (1) the Annual Budget Plan; and/or (2) the Annual Service Plan has/have was/were adopted at a SELPA public hearing and is/are the basis for the operation and administration of special education programs specified herein. I further assure the agency(ies) represented 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), 20 *USC* 1400 et seq., and implementing regulations under 34 *CFR* Parts 300 and 303, 29 *USC* 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California *EC* Part 30, and Chapter 3 Division 1 of 5 *CCR*.

Web address where the SELPA local plan, including all sections, is posted.

RLA/AU Authorized Agent

Date

Local Governance Council Chairperson

Date

SELPA Administrator

Date

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

SELPA: East Valley SELPA

Fiscal Year: 2019-20

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The East Valley Consortium Special Education Local Plan Area in San Bernardino County, henceforth referred to as the East Valley SELPA, was formed under authority of Sections 56195 - 56208, 56240 - 56245 of the State of California Education Code and Title 5, Section 3000, and is the result of the Master Plan for Special Education as approved by the California Department of Education, henceforth referred to as CDE.

The East Valley SELPA is a multi-district SELPA composed of five school districts. In addition the San Bernardino County Superintendent of Schools East Valley Operations, henceforth referred to as SBCSS Ev-Ops, provides services as agreed to by the school districts. The school districts, or LEAs, that comprise the East Valley SELPA are Colton Joint Unified School District, Redlands Unified School District, Rialto Unified School District, Rim of the World Unified School District, and Yucaipa-Calimesa Joint Unified School District.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The East Valley SELPA Board of Directors is the governing board of the East Valley SELPA. The East Valley SELPA Board of Directors is composed of the Superintendents from each participating school district and along with the Assistant Superintendent of Student Services for SBCSS. Members of the East Valley SELPA Board of Directors are responsible to their respective local school Boards. The superintendent of SBCSS serves as the chair of the Board while the East Valley SELPA administrator serves as the secretary to the Board.

The SELPA Administrator, through the utilization of SELPA staff and appropriate committees, carries out the activities and duties assigned by the East Valley SELPA Board of Directors to coordinate the SELPA and implement the Local Plan. The SELPA Administrator facilitates regular meetings of the East Valley SELPA Steering Committee in order to transmit information for implementation of the directives and policies of the Board of Directors and for the development of

SELPA: East Valley SELPA

Fiscal Year: 2019-20

procedures. The Steering Committee is composed of the Special Education Directors of each participating LEA of the East Valley SELPA, and the Area Director of SBCSS-East Valley Operations. The LEA special education directors are responsible, as individuals, for the operation of school district programs to ensure that all eligible children with disabilities receive appropriate services. In addition, the East Valley SELPA Community Advisory Committee (CAC) acts in an advisory capacity to the SELPA Administrator to report on issues and activities of the CAC for review and consideration, and to participate in the development, amendment, and review of the Local Plan.

The SELPA provides a coordinating function and serves as staff to each of the groups. Thus, a smooth and efficient operation of the administrative structure is achieved to assure a successful implementation of the Local Plan for Special Education in accordance with the policies adopted by the SELPA Board of Directors.

Changes to the governance structure of the East Valley SELPA may occur with the addition or withdrawal of an LEA in accordance with Ed Code 56195.1 and all relevant statutes. The following shall apply for LEAs being added to the East Valley SELPA:

- a. An LEA may request to participate in the East Valley SELPA at any time with participation to begin July 1 of the following fiscal year.
- b. The SELPA Administrator will notify the SELPA Board of Directors, SBCSS, and the California State Department of Education within 30 days of receipt of the request.
- c. The SELPA Administrator and/or SELPA staff will review the request and make a written recommendation, including a thorough analysis of governance and fiscal implications caused by such proposed action, within 60 days of receipt of the notice.
- d. The SELPA Board of Directors will receive copies of the written recommendation at least 10 days prior to the item appearing on an agenda.
- e. The SELPA Board of Directors will take action to approve or disapprove the LEA request to participate in the SELPA within 100 days of notice receipt.
- f. If approved, the request to participate will become effective on July 1 of the next fiscal year.
- g. The new LEA shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.
- h. The new LEA shall participate in state and federal funding for special education and will receive the funding in the same manner as other LEAs of the SELPA as specified in the East Valley SELPA Fiscal Allocation Plan

The following shall apply for LEAs withdrawing from the East Valley SELPA:

- a. The Superintendent of the LEA requesting withdrawal must submit written notice, with details of the plan to withdraw, to the SELPA Administrator at least one year and one day prior to the proposed effective date of the implementation to withdraw.

SELPA: East Valley SELPA

Fiscal Year: 2019-20

Withdrawals can only occur on July 1 of any given year.

- b. The SELPA Administrator will notify the SELPA Board of Directors, SBCSS, and the California State Department of Education within 30 days of receipt of the request to withdraw.
- c. The SELPA Administrator and/or SELPA staff will review the notice and make a written recommendation, including a thorough analysis of governance or fiscal implications caused by such proposed action, within 60 days of receipt of the notice.
- d. The SELPA Board of Directors will receive copies of the written recommendation at least 10 days prior to the item appearing on an agenda.
- e. The SELPA Board of Directors will take action to approve or disapprove the LEA withdrawing from the SELPA within 100 days of notice receipt.
- f. If approved, the withdrawal will become effective on July 1 of the next fiscal year.
- g. Any LEA initiating a proposal to withdraw from the SELPA shall bear the total cost of consultants retained by the LEA or SELPA to provide a thorough analysis of governance or fiscal implications caused by such proposed action. In addition, any due process costs associated with a withdrawal from SELPA or program transfer within the SELPA shall be born entirely by the district initiating the change.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The East Valley SELPA Board of Directors is responsible for reviewing each proposed policy and may approve, disapprove or request the revision of policies presented to it. The Board of Directors may also initiate policy development. It is the responsibility of the Board of Directors to adopt necessary policies for the operation of SELPA activities, including, but not limited to, the implementation of the Local Plan.

The SELPA Administrator has the responsibility to review and propose policies for the operation of special education programs and services within the SELPA. The SELPA Steering Committee may be consulted. The SELPA Administrator may provide such policy to the Board of Directors with the recommendation for approval, disapproval, or modification of proposed policy.

In addition, policy making responsibilities are fulfilled by member school district local boards of education. Each SELPA member district governing board of education has the responsibility to assure there are program options available to all students with disabilities within its attendance area. LEA governing boards of education make policy and procedural decisions for programs and services operated by their respective districts. LEAs are responsible for the compliance of programs which they operate.

SELPA: East Valley SELPA

Fiscal Year: 2019-20

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The San Bernardino County Superintendent of Schools (SBCSS) is designated as the official administrative unit (AU) of the East Valley SELPA to assure the implementation of the Local Plan and SELPA policies, agreements, and procedures of the East Valley Board of Directors in cooperation with participating LEAs. The distribution of federal and state funds is the responsibility of SBCSS in accordance with the East Valley SELPA's Fiscal Allocation Plan and policies, agreements and procedures of the East Valley SELPA Board of Directors. SBCSS accepts regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA in accordance with directives of the East Valley SELPA Board of Directors.

The East Valley SELPA Administrator is employed by the AU Superintendent. The employment, supervision, evaluation and discipline of the SELPA administrator follows the procedures and guidelines of the SBCSS Human Resources Department. SELPA staff members are employed by SBCSS upon recommendation from the SELPA Administrator. Supervision, evaluation, and discipline of the East Valley SELPA staff employed by the AU in support of the Local Plan is the responsibility of the SELPA Administrator.

When SBCSS provides special education services, the relevant contracts between the county office and its employees governing wages, hours, and working conditions shall supersede the like provisions contained in any agreements by an LEA receiving such services.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

Charter schools and/or other districts applying for LEA status within the East Valley SELPA shall submit a justification specifying why membership as an East Valley SELPA LEA is preferable to other alternatives. A request by a charter school to participate in the SELPA as an LEA will not be treated differently from a similar request made by a school district. The charter school shall participate in state and federal funding for special education and the allocation plan, and governance of the special education local plan area in the same manner as other LEAs in the East Valley SELPA.

This policy applies to all dependent charter schools that are chartered by educational entities located within East Valley SELPA, as well as independent charter schools designated as a Local Education Agency (LEA). Additionally, this policy applies to any charter school petition granted by the County Board of Education or State Board of Education (SBE) in which oversight responsibilities have been assigned to a district within the SELPA (E.C. 47605(k)(1)). In compliance with E.C. 47645, the East Valley SELPA will treat the review and approval of a charter school's request to be an LEA in the same manner as a request from another district to join the SELPA.

SELPA: East Valley SELPA

Fiscal Year: 2019-20

As students enrolled in charter schools are entitled to special education services provided by State and Federal funding, the charter schools shall follow all applicable requirements of State and Federal law regarding provision of special education services (E.C. 56000 et seq.), Individuals with Disabilities Education Act (20 U.S.C. Chapter 33).

Policy Statement

Special education and related services shall be provided to all eligible individuals within East Valley SELPA in accordance with this Local Plan. Students enrolled in charter schools chartered within the county shall receive services in a manner similar to students enrolled in member districts within the SELPA. Funding for special education services, participation in the governance structure, and responsibility for provision of services shall be based on the status of the individual charter school.

All approved charter schools will be deemed as public schools within a district unless the charter school has been deemed an LEA.

1. SELPA Involvement with Approval and Renewal of Charters: Prior to approval of a new charter or renewal of an existing charter, the superintendent or designee of the chartering entity may consult with the SELPA Administrator regarding the status of the charter school. In order to be deemed an LEA, the chartering entity will provide assurances that all eligible students, including those students enrolled in the charter school, will receive appropriate special education services.
2. Status of Charter Schools: For the purposes of provision of special education services, charter schools may be deemed either an LEA or a public school within the chartering district.
 - a. Public School Within a School District: Charter schools that are deemed to be public schools within a district will participate in the State and Federal funding in the same manner as other schools within the chartering district. The chartering district will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instructional services in a manner that is consistent with all applicable provisions of State and Federal law. The district will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students in the regular program.

The chartering district will receive all applicable special education funds. The chartering district will represent the needs of charter schools, like other schools within the district, in the SELPA governance structure. The chartering district will be responsible for ensuring that all eligible students are appropriately served. The district will be responsible for procuring and funding appropriate special education services, even though the student may reside anywhere in the State of California.

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

- b. Charter School as an LEA Within the SELPA: A charter school may apply to become an LEA for the provision of special education services. Application must be made to the SELPA by February 1 of the school year preceding the school year in which the charter school anticipates operating as an LEA within the SELPA. The SELPA Board of Directors will make the final determination whether the charter school has met all requirements of an LEA. The special education requirements include:
- Meet the terms of the assurances required in the Local Plan regarding Identification, Screening, Referral, Assessment, Instructional Planning, Implementation, and review.
 - Meet the terms of the assurances required in the Local Plan regarding Procedural Safeguards.
 - Meet the terms of the assurances required in the Local Plan regarding Regionalized Services.
- c. Once deemed an LEA, the charter school will be responsible for and entitled to the following:
- Participate in governance of the SELPA in the same manner as other districts within the SELPA.
 - Participate in State and Federal funding for special education in accordance with the SELPA Allocation Plan in the same manner as other LEAs within the SELPA.
 - Be responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, non-public school/ agency placements, inter/intra SELPA placements, due process proceedings, complaints, and attorney fees.
 - Provide a current operating budget in order to assure fiscal responsibility in accordance with E.C. Sections 42130 and 42131.
 - Provide a copy of the Charter.
 - Provide assurances that students and staff will be instructed in a safe environment.

3. Administrative Guidelines



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- a. A petition for the creation of a charter school, or renewal of an existing charter, which seeks to be deemed an LEA, must contain adequate assurances that the proposed school will comply with all applicable provisions of State and Federal law and implementing regulations related to the rights of children with disabilities and their parents (20 U.S.C. Chapter 33, Individuals with Disabilities Education Act).
- b. The governing board shall require that a petition include the means by which the charter school intends to serve students with disabilities.
- c. The governing board shall require that a petition contain assurances that no student will be denied admission to the charter school based on disability or lack of available services.
- d. Prior to approving a charter school petition, the superintendent or designee of the chartering entity may consult with the SELPA Administrator regarding the provision of special education services to students enrolled in the prospective charter school.
- e. The charter petition, or an accompanying Memorandum of Understanding or Business Services Agreement, may provide for the allocation of excess costs and/or the charter school's fair share of special education encroachment on the district general fund.
- f. Once admitted to a charter school, any special education services required by enrolled students will be provided by the chartering district if the school is deemed a public school within the district, or by the charter school if deemed an LEA, or by contractual arrangement.
- g. If a charter school IEP team places a student in a special education program provided by another educational entity (i.e., a COE, non-public school, non-public agency, or another district or SELPA), the charter school will be responsible for any excess costs attributable to the placement, similar to other districts within the SELPA. Responsibility for excess costs will rest with the placing charter school.
- h. A district IEP team may place a student in a charter program only with agreement between responsible educational entities and parental consent. Under such circumstances, the placing district will be responsible for any excess costs in accordance with the Local Plan.
- i. The chartering district will be allocated all special education funds that are generated by a charter school that is deemed a public school. The chartering district will represent the

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needs of the charter schools that are deemed public schools in the SELPA governance structure. The charter school will receive SELPA services in the same manner as other schools within the chartering district.

- j. If the approval of a charter school requires a change in the SELPA allocation plan, such change shall be adopted pursuant to the policy making process outlined in the SELPA Local Plan.
- k. If the charter school wishes to be deemed an LEA, the approved charter school will apply to the SELPA for LEA status prior to February 1 of the preceding school year.
- l. Charter schools that are deemed an LEA will be allocated special education funds in the same manner as other districts within the SELPA. Charter schools that are deemed an LEA will be included in the SELPA governance structure in the same manner as other districts within the SELPA.



6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

The member districts of the East Valley SELPA select and appoint representatives to the EV SELPA Community Advisory Committee CAC that are approved to participate by their respective school boards. In addition, community members may participate in CAC meetings. Members of the EV SELPA CAC are involved in the development of the local plan through their attendance at regularly scheduled CAC meetings. The schedule of meetings is developed and provided annually. The EV SELPA CAC advises the SELPA during the development of the Local Plan by providing input and reviewing plan drafts to ensure adequate and effective participation and communication regarding the revisions to the Local Plan. It serves as a forum for members of the public to address questions or concerns regarding the Local Plan.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

The East Valley SELPA Local Plan Committee shall be comprised of general education and special education teachers selected by their peers, along with general education and special education administrators selected by their school district superintendents, and representatives of charter schools selected by their charter school directors. Employees of the EV SELPA may also participate on the East Valley SELPA Local Plan Committee. The Committee shall meet at

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designated times to provide input on the development of the Local Plan and to review drafts of the Plan as well as make recommendations to the SELPA Administrator regarding revisions to the Plan. In addition, parent members of the EV SELPA CAC shall also make recommendations to the SELPA Administrator regarding revisions of the Plan via regularly scheduled CAC meetings.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The San Bernardino County Superintendent of Schools (SBCSS) is the designated administrative unit (AU) for the East Valley SELPA. As the AU, SBCSS shall assure the implementation of the Local Plan and SELPA policies, agreements and procedures in cooperation with each member district of the SELPA. SBCSS is responsible for the receipt and distribution of special education funds to member district and SELPA accounts for the operation of special education programs and services pursuant to the East Valley SELPA Fiscal Allocation Plan. SBCSS provides administrative support and employs SELPA staff to coordinate implementation of the Plan.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

Per the bylaws of the East Valley SELPA Board of Directors, each member district affirms ongoing participation in the SELPA at the annual reorganization meeting. Member districts and SBCSS Ev-Ops are the providers of special education programs and services within the SELPA. The participating LEAs in the EV SELPA are responsible as individuals for the operation of Local Education Agency (LEA) programs to ensure that all eligible children with disabilities receive appropriate services. In addition, SELPA staff may be employed to provide areas of specialized expertise or service, which shall be available to member districts and SBCSS East Valley-Operations, upon approval by the Board of Directors.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

The East Valley SELPA member district governing boards, as elected officials, are involved in the policy making process through the local superintendent's or equivalent administrator's participation in the East Valley SELPA Board of Directors. Each LEA governing board has the responsibility to assure that there are program options available to all students with disabilities within its attendance area. This is accomplished through the active participation of the East Valley SELPA Board of Director members, who shall responsibly address the resource needs of

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participating school districts. Each school district superintendent is responsible for informing the respective governing board of updates and changes to the SELPA policies. LEA governing boards make policy and procedural decisions for programs and services operated by their respective districts. LEAs are responsible for compliance and due process issues for programs which they operate. Each LEA Board shall appoint representatives to the Community Advisory Committee. Specific responsibilities include:

1. Adoption of the East Valley SELPA Local Plan.
2. Exercise authority over the programs they directly maintain consistent with the Local Plan for the SELPA and individual LEA policies.
3. Appoint members to the East Valley SELPA Community Advisory Committee (CAC) in accordance with CAC bylaws and LEA policies.
4. Encourage parental involvement through the members of CAC, receive and consider requests and recommendations from their CAC representatives and other parent groups.
5. Review formal complaints forwarded by the respective LEA Superintendents as outlined in the LEA's Uniform Complaint Procedures.
6. Address questions and concerns of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

Each LEA superintendent shall represent the LEA as a member of the East Valley Board of Directors. The responsibilities of each LEA superintendent for the implementation of the Local Plan shall be to the following:

1. Assure that all special education programs and services are operated in accordance with state and federal law, the Local Plan, and the policies, agreements, and procedures approved by the Board of Directors.
2. Assure that the LEA maintains an accounting system adequate to provide federal, state and local reports to include program and fiscal reports required by the East Valley SELPA.
3. Submit Public Law 108-446 (formerly P.L. 101-476) budgets and expenditure reports for

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grant funds;

4. Attend all East Valley SELPA Board meetings and participate as a voting member;

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

It is the responsibility of each LEA special education administrator and county administrator of special education to assure that all LEA/county policies operate within federal and state laws and regulations.

Each LEA has a responsibility to participate in SELPA Steering and other committee meetings to facilitate understanding and knowledge in coordinating the administration of the Local Plan. The various committees provide a communication network on current and important issues related to special education laws, regulations, state requirements, and programmatic issues.

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:

Role of the AU (SBCSS) - The East Valley SELPA Administrator is employed by SBCSS, the AU. Employment, supervision, evaluation and discipline follow the SBCSS Human Resources Branch standard operating procedures. East Valley SELPA staff members are employed by SBCSS upon recommendation from the East Valley SELPA Administrator. Supervision, evaluation, and discipline of the East Valley SELPA staff employed by SBCSS in support of the Local Plan is the responsibility of the East Valley SELPA Administrator.

Role of the SELPA Administrator - The East Valley SELPA Administrator, following the requirements of the SBCSS Human Resources Branch, hires, supervises, evaluates and disciplines the staff employed by the administrative unit in support of the Local Plan.

Roles of the Individual LEAs - Not applicable

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

Role of the AU (SBCSS) - The receipt and distribution of state and federal funds in compliance with the Fiscal Allocation Plan of the East Valley SELPA is the responsibility of SBCSS.

Role of the SELPA Administrator - The East Valley SELPA administrator provides oversight and leadership for the development of the East Valley SELPA Fiscal Allocation Plan. Fiscal

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administration and the allocation of state and federal funds pursuant to the Fiscal Allocation Plan is the responsibility of the East Valley SELPA Administrator to assure the administration of the allocation of resources to the SELPA and member LEAs.

Roles of the Individual LEAs - Each member district of the East Valley SELPA accepts state and federal funds to operate special education programs and services. Member districts are required to provide federal, state and local reports and submit budget and expenditure reports for grant funds.

c. The operation of special education programs:

Role of the AU (SBCSS) - SBCSS assures the implementation of the Local Plan and SELPA policies, agreements and procedures in cooperation with each member district of the SELPA for the operation of special education programs. SBCSS provides administrative support and employs SELPA staff to coordinate the implementation of the Local Plan to assure the operation of special education programs. As part of the full continuum of special education services, SBCSS operates a regional program for students with moderate to severe disabilities, and provides related special education services. East Valley SELPA member districts, via individual IEP team meetings, determine the appropriateness of these services and provides SBCSS with the fiscal means to do so via a fee-for-service agreement approved by the Board of Directors for students ages 3 to 22 years. SBCSS also provides infant services via IFSP to infants/families within the SELPA.

Role of the SELPA Administrator - The SELPA Administrator plans, organizes, coordinates, directs, and manages program activities and services related to Local Plan implementation; coordinates various agencies involved with providing services for individuals with exceptional needs; and provides for a comprehensive continuum of services and programs for individuals with exceptional needs. The East Valley SELPA Administrator assures equal access to all programs and services in the SELPA and provides advice to the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Administrator provides information to ensure that all special education pupils receive due process of law.

Roles of the Individual LEAs - The member districts of the East Valley SELPA are responsible for the operation of special education programs to ensure that all eligible children with disabilities receive appropriate services.

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

Role of the AU (SBCSS) - SBCSS accepts and distributes federal and state funds in accordance with the East Valley SELPA's Fiscal Allocation Plan and policies, agreements and procedures of the East Valley SELPA Board of Directors. SBCSS monitors, processes and provides to CDE

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expenditure reports for grant funds on behalf of the SELPA and its member districts.

Role of the SELPA Administrator - The East Valley SELPA Administrator, under the direction of the Board of Directors, implements and administers the SELPA budget for the establishment of designated services. The SELPA Administrator provides oversight for assuring adherence of fiscal reporting requirements to ensure the appropriate use of federal, state and local funds for special education programs.

Roles of the Individual LEAs - Each member district of the East Valley SELPA maintains an accounting system adequate to provide federal, state and local reports to include program and fiscal reports required by the East Valley SELPA and submit budgets and expenditure reports for grant funds.

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:

Role of the RLA/AU: SBCSS as the administrative unit of the East Valley SELPA assures the implementation of the Local Plan by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA in accordance with directives of the East Valley SELPA Board of Directors.

Role of the Administrator of the SELPA: The SELPA Administrator ensures the development, facilitation and oversight of the EV SELPA Low Incidence Guidelines and Procedures describing how specialized equipment and services are distributed within the SELPA. This includes facilitating the development and approval of SELPA practices and procedures necessary to minimize the necessity to serve students in isolated sites and maximize the opportunities to serve students in the least restrictive environment.

Role of the individual LEAs: The member districts of the East Valley SELPA ensure specialized equipment and services are distributed within the SELPA that minimize the necessity to serve students in isolated sites and maximize the opportunities to serve students in the least restrictive environment by adhering to the EV SELPA Low Incidence Guidelines and Procedures.

Policies, Procedures, and Programs

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

SELPA: Fiscal Year: **1. Free Appropriate Public Education—20 USC Section 1412(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)**Policy/Procedure Number: Document Title: Document Location:

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

☒ Yes ☐ No**3. Child Find—20 USC Section 1412(a)(3)**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

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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)

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 § 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 § 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

5. Least Restrictive Environment—20 USC Section 1412(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

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

Policy/Procedure Number: EV Policy 1.06

Document Title: Procedural Safeguards

Document Location: East Valley SELPA Office/Special Education Procedural Manual

"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)**

Policy/Procedure Number: EV Policy 1.07

Document Title: Evaluation

Document Location: East Valley SELPA Office/Special Education Procedural Manual

"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)**

Policy/Procedure Number: EV Policy 1.08

Document Title: Confidentiality

Document Location: East Valley SELPA Office/Special Education Procedural Manual

"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

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stated:

☒ Yes ☐ No

9. Part C to Part B Transition—20 USC Section 1412(a)(9)Policy/Procedure Number: Document Title: Document Location:

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

☒ Yes ☐ No

10. Private Schools—20 USC Section 1412(a)(10)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)Policy/Procedure Number: Document Title:

SELPA: Fiscal Year: 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 Education Code, Part 30." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No**12. Interagency—20 USC Section 1412(a)(12)**Policy/Procedure Number: Document Title: Document Location:

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

☒ Yes ☐ No**13. Governance—20 USC Section 1412(a)(13)**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

SELPA: Fiscal Year: ☐ No**14. Personnel Qualifications**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 (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)**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)**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-

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wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

17. Supplementation of State, Local, and Federal Funds—20 USC Section 1412(a)(17)Policy/Procedure Number: Document Title: Document Location:

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

☒ Yes ☐ No

18. Maintenance of Effort—20 USC Section 1412(a)(18)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)Policy/Procedure Number: Policy/Procedure Title:

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

☒ Yes ☐ No

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

Policy/Procedure Number: EV Policy 1.20

Document Title: Suspension and Expulsion

Document Location: East Valley SELPA Office/Special Education Procedural Manual

"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)

Policy/Procedure Number: EV Policy 1.21

Document Title: Access to Instructional Materials

Document Location: East Valley SELPA Office/Special Education Procedural Manual

"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)

Policy/Procedure Number: EV Policy 1.22

SELPA: Fiscal Year: Document Title: Document Location:

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

☒ Yes ☐ No

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

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 direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

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

Reference Number: Document Title: Document Location:

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Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: SBCSS as the administrative unit of the East Valley SELPA assures the implementation of the Local Plan by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA in accordance with directives of the East Valley SELPA Board of Directors.

Role of the Administrator of the SELPA: The SELPA Administrator ensures that the local plan is implemented and makes recommendations to the East Valley SELPA Board of Directors when revisions are needed. This includes facilitating the development and approval of SELPA policies and procedures necessary to implement the local plan.

Role of the individual LEAs: The member districts of the East Valley SELPA ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through their representative to the Board of Directors, approve any policies and procedures needed to implement the local plan.

2. Coordinated system of identification and assessment:

Reference Number: EV Administrative Coordination 2.02

Document Title: Coordinated System of Identification and Assessment

Document Location: East Valley SELPA Office/Special Education Procedural Manual

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA observe, consult and assist service providers.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator ensures each LEA conducts child find activities. The SELPA provides

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Description:

technical support to LEAs and guidance to parents, as needed. The SELPA participates in child find activities by establishing policies and procedures for the member LEAs and ensures appropriate interagency agreements are in place.

Role of the individual LEAs: The member districts of the East Valley SELPA are responsible for identifying and assessing all students for whom they are responsible.

3. Coordinated system of procedural safeguards:

Reference Number:

EV Administrative Coordination 2.03

Document Title:

Coordinated System of Procedural Safeguards

Document Location:

East Valley SELPA Office/Special Education Procedural Manual

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide support for alternate dispute resolution activities within districts as requested by parents and districts. The program specialists also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, services and placement.

Role of the RLA/AU: SBCSS assures a coordinated system of procedural safeguards by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA administrator ensures that parents are provided with a copy of their procedural safeguards upon request and maintains a copy of the procedural safeguards on the SELPA website. The SELPA Administrator oversees the provision of alternate dispute resolution activities as requested by parents and districts. The SELPA administrator also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, services and placement.

Role of the individual LEAs: The member districts of the East Valley

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SELPA provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensures that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

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

Reference Number:

EV Administrative Coordination 2.04

Document Title:

Coordinated System of Staff Development and Parent and Guardian Education

Document Location:

East Valley SELPA Office/Special Education Procedural Manual

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide staff development, program development, and innovation of special methods and approaches.

Role of the RLA/AU: SBCSS assures a coordinated system of staff development and parent and guardian education by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: Regularly, the SELPA Administrator collects input from the member district special education directors and other staff members to determine staff development needs. The SELPA Administrator provides oversight in the development and provision of needed staff development and supports. On an annual basis, the East Valley SELPA Community Advisory Committee (CAC) provides input on parent/guardian education needs. The SELPA Administrator provides oversight in the development and provision of identified parent and guardian education.

Role of the individual LEAs: The member districts of the East Valley SELPA determine their staff development and parent/guardian education, based on their local needs. They may seek technical assistance or input from the SELPA. They ensure the use of resources for employees to participate in staff development.

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

Reference Number:	EV Administrative Coordination 2.05
Document Title:	Coordinated System of Curriculum Development and Alignment with the Core Curriculum
Document Location:	East Valley SELPA Office/Special Education Procedural Manual
Description:	<p>Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA identify and coordinate curricular resources for students with disabilities.</p> <p>Role of the RLA/AU: SBCSS assures a coordinated system of curriculum development and alignment with the core curriculum by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator provides technical assistance and staff development, as requested or determined appropriate, to assure a coordinated system of curriculum development and alignment with the core curriculum.</p> <p>Role of the individual LEAs: The member districts of the East Valley SELPA determine their needs for curriculum development and alignment with the core curriculum, based on their local needs.</p>

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

Reference Number:	EV Administrative Coordination 2.06
Document Title:	Coordinated System Internal Program Review, Evaluation of Effectiveness of the Local Plan, and Implementation of the Local Plan Accountability System
Document Location:	East Valley SELPA Office/Special Education Procedural Manual
	Direct Instructional support provided by the program specialist: When requested, the program specialist of the East Valley SELPA evaluate

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Description:

the effectiveness of programs for students with disabilities.

Role of the RLA/AU: SBCSS assures a coordinated system of internal program review, evaluation of effectiveness of the local plan, and implementation of the local plan accountability system by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator ensures the Local Plan is reviewed and evaluated on an ongoing basis to determine the effectiveness of its implementation. The SELPA Administrator ensures the submission annually of all information required by CDE, in this effort, including statistical data, program information, and fiscal information related to programs and services for pupils with disabilities. The SELPA Administrator supports member districts in the collection of data related to compliance, due process procedures, availability of services, and key performance indicators, as needed.

Role of the individual LEAs. The member districts of the East Valley SELPA individually review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs will also engage in monitoring activities as required by the CDE.

7. Coordinated system of data collection and management:

Reference Number:

EV Administrative Coordination 2.07

Document Title:

Coordinated System of Data Collection and Management

Document Location:

East Valley SELPA Office/Special Education Procedural Manual

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: SBCSS assures a coordinated system of data collection and management by accepting regionalized services and program specialist funds and the responsibilities that accompany them

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Description:

to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator approves and certifies the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA provides technical assistance and training to LEAs in data collection and management.

Role of the individual LEAs: The member districts of the East Valley SELPA LEAs are responsible for data entry, quality and integrity. The LEAs approve and certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Reference Number:

EV Administrative Coordination 2.08

Document Title:

Coordination of Interagency Agreements

Document Location:

East Valley SELPA Office/Special Education Procedural Manual

Description:

Direct Instructional support provided by the program specialist: Not applicable,

Role of the RLA/AU: SBCSS assures the coordination of interagency agreements by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator ensures that interagency agreements are in place as required by California Education Code and provides technical assistance and dispute resolution as needed. The SELPA Administrator, or designee, serves on committees as interagency agreements are being reviewed, revised, or developed.

Role of the individual LEAs: The member districts of the East Valley SELPA through their representative to the Board of Directors approve and implement interagency agreements as appropriate.

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9. Coordination of services to medical facilities:

Reference Number:	EV Administrative Coordination 2.09
Document Title:	Coordination of Services to Medical Facilities
Document Location:	East Valley SELPA Office/Special Education Procedural Manual
Description:	<p>Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the district of residence or location of services provided.</p> <p>Role of the RLA/AU: SBCSS assures the coordination of services to medical facilities by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.</p> <p>Role of the Administrator of the SELPA: The SELPA administrator facilitates the coordination of services to medical facilities by the designated LEAs.</p> <p>Role of the individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the East Valley SELPA member district in which the hospital or facility is located.</p>

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

Reference Number:	EV Administrative Coordination 2.10
Document Title:	Coordination of Services to Licensed Children's Institutions and Foster Family Homes
Document Location:	East Valley SELPA Office/Special Education Procedural Manual
	<p>Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability.</p>

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Description:

Role of the RLA/AU: SBCSS assures the coordination of services to licensed children's institutions and foster family homes by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA administrator facilitates the coordination of services to licensed children's institutions and foster family homes by the designated LEAs.

Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions are the responsibility of the member district of the East Valley SELPA in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

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

Reference Number:

EV Administrative Coordination 2.11

Document Title:

Preparation and Transmission of Required Special Education Local Plan Area Reports

Document Location:

East Valley SELPA Office/Special Education Procedural Manual

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: SBCSS assures the preparation and transmission of required special education local plan area reports by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator ensures timely transmission of required reports and provides technical assistance to LEAs in completing reports.

Role of the individual LEAs: The member districts of the East Valley

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SELPA, individually, submit required data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Reference Number: EV Administrative Coordination 2.12

Document Title: Fiscal and Logistical Support of the CAC

Document Location: East Valley SELPA Office/Special Education Procedural Manual

Description:

Direct Instructional support provided by the program specialist: The program specialist of the East Valley SELPA provide training and logistical support to the CAC.

Role of the RLA/AU: SBCSS assures the fiscal and logistical support of the CAC by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator ensures fiscal and logistical support for CAC meetings, events, and trainings.

Role of the individual LEAs: The superintendents of the East Valley SELPA member districts through the Board of Directors ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. Special Education Directors of the East Valley SELPA member districts facilitate communication with their CAC representative(s) for this purpose.

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

Reference Number: EV Administrative Coordination 2.13

Document Title: Coordination of Transportation Services for Individuals with Exceptional Needs

Document Location: East Valley SELPA Office/Special Education Procedural Manual

Direct Instructional support provided by the program specialist: Not

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Description:

applicable.

Role of the RLA/AU: SBCSS assures the coordination of transportation services for individuals with exceptional needs by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator provides guidance and technical assistance, as requested, in addressing questions regarding the provision of transportation services for individuals with exceptional needs.

Role of the individual LEAs: Each member district of the East Valley SELPA is responsible for providing transportation for their students with disabilities as determined by their IEP teams.

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

Reference Number:

EV Administrative Coordination 2.14

Document Title:

Coordination of Career and Vocational Education and Transition Services

Document Location:

East Valley SELPA Office/Special Education Procedural Manual

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide staff development, program development, and innovation of special methods and approaches to LEA members for the provision of career and technical education and transition services.

Role of the RLA/AU: SBCSS assures the coordination of career and vocational education and transition services by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator provides technical assistance and oversight of staff development to LEA members for the provision of career and technical education and transition services. The SELPA Administrator ensures appropriate

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interagency agreements are in place and facilitates connections to agencies, as appropriate.

Role of the individual LEAs: Each member district of the East Valley SELPA provides appropriate career and vocational education and transition services as required under state and federal law.

15. Assurance of full educational opportunity:

Reference Number: EV Administrative Coordination 2.15

Document Title: Assurance of Full Educational Opportunity

Document Location: East Valley SELPA Office/Special Education Procedural Manual

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: SBCSS assures a full educational opportunity by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator ensures a full continuum of services is available and provided. The SELPA Administrator assists with Inter-SELPA Transfers, as needed. Additionally, the SELPA Administrator provides program development and technical assistance upon request or as determined to be needed by the SELPA to member districts and/or nonpublic schools.

Role of the individual LEAs: Each member district of the East Valley SELPA, through their representative to the Board of Directors determines the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each member district of the East Valley SELPA is responsible for providing a full continuum of services.

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

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

Reference Number: EV Administrative Coordination 2.16

Document Title: Fiscal Administration and the Allocation of State and Federal Funds pursuant to EC Section 56836.01

Document Location: East Valley SELPA Office/Special Education Procedural Manual

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: SBCSS provides the fiscal administration and distribution of state and federal funds to the SELPA.

Role of the Administrator of the SELPA: The East Valley SELPA Administrator facilitates the distribution of funds in accordance with the Fiscal Allocation Plan. The SELPA Administrator also facilitates the development of the Annual Budget Plan.

Role of the individual LEAs: Each member district of the East Valley SELPA through their representative to the Board of Directors approves the allocation of funds to the member LEAs and approves the Annual Budget Plan. The member districts also submit fiscal reports as required by state and federal laws.

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

Reference Number: EV Administrative Coordination 2.17

Document Title: Direct Instructional Program Support that Maybe Provided by Program Specialists in Accordance with EC Section 56368

Document Location: East Valley SELPA Office/Special Education Procedural Manual

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide direct instructional program support when requested to do so by a member district.

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Description:

Role of the RLA/AU: SBCSS assures direct instructional program support that may be provided by program specialists by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator provides oversight in the provision of direct instructional support by programs specialists and provides technical assistance, as requested or determined appropriate.

Role of the individual LEAs: The member districts of the East Valley SELPA determine their needs for instructional program support and request support from the East Valley SELPA.

Special Education Local Plan Area Services

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

Reference Number:

EV Services 3.01

Document Title:

Programs for Early Childhood Special Education

Document Location:

EV SELPA Office/Special Education Procedural Manual

Description:

Early Education Services are provided for all eligible infants, toddlers, and preschool children by member LEAs through:

- LEA preschool programs and services
- Cooperative agreements within the SELPA wherein infant programs are operated by San Bernardino County Superintendent of Schools (SBCSS) and Redlands Unified School Districts
- An Interagency Agreement between Inland Regional Center and East Valley SELPA for Implementation of California's Early Intervention which describes specific policies, procedures, roles and responsibilities for serving infants and toddlers. Member LEAs of the East Valley SELPA follow transition procedures identified in the Agreement for transition of toddlers into LEA preschool programs and services (Part C to Part B transition).

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

Reference Number: EV Services 3.02

Document Title: Method by Which Members of the Public May Address Questions or Concerns to the SELPA

Document Location: East Valley SELPA Office/Special Education Procedural Manual

Description:

Members of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan, may address questions or concerns to the governing boards of the Local Educational Agencies (LEAs), the East Valley SELPA Board of Directors and the East Valley SELPA Administrator. Questions or concerns can be provided orally or in writing.

Members of the public may also present questions or concerns in person to the East Valley SELPA Board of Directors in a scheduled Board meeting. All notices of East Valley SELPA Board of Director meetings are sent electronically to all member LEAs and posted at the East Valley SELPA office 48 hours prior to the scheduled meeting. The method by which questions and/or concerns are heard from the public to the East Valley Board of Directors is included on each agenda as "Community Comments." The public may address the East Valley SELPA Board of Directors pursuant to established procedures. No action shall be taken (E.C. 35145.5) at the meeting in response to Community Comments.

On matters of policy and budget development, all interested parties may provide input to the East Valley SELPA Administrator for consideration and review at any time, either orally or in writing.

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

Reference Number: EV Services 3.03

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Document Title:

Dispute Resolution Process for Governance Activities Specified within the Local Plan

Document Location:

East Valley SELPA Office/Special Education Procedural Manual

Description:

If an LEA disagrees with a decision or practice of another agency or the SELPA, that LEA has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Resolution strategies such as compromise, mediation, and alternative dispute resolution may be employed. Either party may request the assistance of the SELPA Administrator, or his/her designee, or the Chair of the SELPA Board of Directors.

When issues cannot be resolved through discussion and resolution strategies, the Board of Directors may empower the SELPA Administrator to contact a mediator to assist in the resolution and request the dispute for mediation. The parties will make a good faith effort to mutually agree to a mediator with expertise related to the dispute.

Each party shall bear its own costs and expenses and an equal share of the mediator's administrative fees for mediation sessions/activities. The power and jurisdiction of a mediator shall be limited to adjudicating the rights and responsibilities of the parties for the purpose of mediation and final binding arbitration. The mediator shall not have the power to determine constitutional issues or issues outside the scope of Education Code section 56205(b) (6).

This policy is intended to resolve disagreements within a reasonable period of time, but it is not intended to undermine local authority.

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:

Reference Number:

EV Services 3.04

Consideration of and Utilization of the Regular Education Program Prior

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Document Title: to Referral for Special Education Instruction and Services

Document Location: East Valley SELPA Office/Special Education Procedural Manual

Description: The SELPA Administrator, through the utilization of SELPA staff and through regular meetings of the East Valley SELPA Steering Committee transmits information on resources, practices and procedures to ensure a student referred for special education instruction and services has received instruction in the regular education program utilizing resources to ensure educational progress. Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but are not limited to, response to intervention models, student success teams, early literacy programs, and remedial programs.

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

Reference Number: EV Services 3.05

Document Title: NonPublic School Placement and Oversight

Document Location: East Valley SELPA Office/Special Education Procedural Manual

Description: The East Valley SELPA contracts with nonpublic, nonsectarian schools on behalf of the member districts. The SELPA coordinates with the California Department of Education to ensure oversight and compliance of nonpublic schools.

Each LEA shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The LEA representative shall review the master contract, the individual services agreements, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the pupils to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the

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

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

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

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

Reference Number:

EV Services 3.06

Document Title:

Provision of FAPE to Incarcerated Students Age 18 to 21 Who Remain Eligible for Special Education Services

Document Location:

East Valley SELPA Office/Special Education Procedural Manual

Description:

The SELPA Administrator, through the utilization of SELPA staff and regular meetings of the East Valley SELPA Steering Committee transmits information to ensure a student age 18 to 21 who has been incarcerated and remains eligible for special education services is provided with a free appropriate public education (FAPE). The SELPA Administrator ensures the development, facilitation and oversight of EV SELPA Intra- and Inter-SELPA Transfer Agreement processes describing how services are accessed and secured. Each LEA ensures the pupil receives the special education services necessary for FAPE by adhering to the EV SELPA Intra- and Inter-SELPA Transfer Agreement processes.

4.5 Mega Letters & Compliance Monitoring Activities

Begin forwarded message:

From: SEDMonitoring <SEDMonitoring@cde.ca.gov>

Date: January 31, 2020 at 3:46:22 PM PST

To: SELPA director email

Subject: CDE Annual Determination and Selection for 2019-20 Monitoring Activities

In order to look up who is listed as the superintendent for an LEA (who would have received this email), go to the California School Directory.
<https://www.cde.ca.gov/school/directory/>

(External Email)

January 31, 2020

Super Intendent

LEA/ Unified School District

0000 The Best Road

Anytown, CA 95097-9001

Subject: Notification of 2018–19 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2019–20 Special Education Monitoring Activities including Identification of Significant Disproportionality

Dear Superintendent:

The California Department of Education (CDE), Special Education Division (SED) is providing this notification in accordance with Title 34, *Code of Federal Regulations (CFR)* Sections 300.600-604, Sections 300.646-647, and the Individuals with Disabilities Education Act (IDEA). The following areas will be addressed in this notification:

- 2018–19 Annual Determination
- Selection for 2019–20 Monitoring Activities
- Overview of Additional Changes to Selection for Monitoring
- Intensive Monitoring
- Targeted Monitoring
- Significant Disproportionality
- Data Identified Noncompliance Review
- Annual Disproportionality Review

This section bullet points the different areas covered in the MEGA letter. MEGA defines the amount of information shared in this letter- it is quite a lot! It is anticipated that APR letters will be sent separately.

2018–19 Annual Determination

Annually, the CDE, SED, in accordance with the IDEA and Title 34, *CFR* Section 300.600, reviews local educational agency (LEA) performance and compliance data related to implementation of IDEA requirements. As a result, every California LEA receives one of four possible annual determinations, as follows:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

This section captures previous year's monitoring activities the LEA participated in.

Annual determinations are based on the LEA's participation in the previous year's monitoring activities. The LEA participated in the following monitoring activities during School Year 2018–19:

Activity	Participated (Yes/No)
Annual Disproportionality Review	No
Data Identified Noncompliance Review	No
Performance Indicator Review	Yes
Comprehensive Review	No
Significant Disproportionality Review	No

The determination for LEA/ Unified School District is **needs assistance** in meeting the requirements of the IDEA, Part B, for 2018–19.

Selection for 2019–20 Monitoring Activities

The CDE has made updates to its monitoring system, including changes to how LEAs are selected for monitoring activities. Selection for 2019–20 monitoring activities are largely based on special education data submitted from each LEA. An LEA is selected for Intensive Monitoring or Targeted Monitoring if the LEA does not meet established targets for performance and compliance indicators under the IDEA as well as the LEA’s performance regarding certain additional elements (e.g. Child Find). All data evaluated to select LEAs for Intensive or Targeted Monitoring are included in the data link below. Intensive and Targeted Monitoring include different types of activities based on the needs of the LEA identified through the selection process.

More information about Intensive and Targeted Monitoring will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>.

The monitoring status for LEA/ Unified School District for School Year 2019–20 is indicated below.


Status	2018–19 Selection Data
Intensive Review	https://www3.cde.ca.gov/linkto information This link will take the LEA to ALL determinations for EVERY LEA in the SELPA. (This link is not active- purely for example)

To find your LEA’s data, click on the link in the table above under “2018–19 Selection Data” and download the Portable Document Format (PDF) file that contains your Special Education Local Plan Area’s (SELPA’s) data sheets. Please be aware that data sheets are categorized by monitoring review title: Intensive Review, Targeted Review, Preschool Review, and a data sheet regarding significant disproportionality. Thus, data for your LEA may appear in multiple locations within the data link above. At a minimum, all LEAs will receive a data sheet titled Intensive Review Data, Targeted Review Data, and Preschool Review Data. Only those LEAs that have been identified as significantly disproportionate will receive a data sheet titled Significant Disproportionality Data.

Please be sure to review all data sheets that indicate “Yes” in the table below. Search for your LEA’s data sheets using the “Find” function in the PDF. If an LEA receives multiple data sheets that state “Review Required,” the highest level of monitoring will guide the LEA’s activities.

This section tells the LEA which Monitoring Activities they are currently identified for participation.

Data Sheet	Yes/No
Intensive Review	Yes



Targeted Review	Yes
Preschool Review	No
Significant Disproportionality	No

More information about data and selection criteria will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>

For questions regarding data, please contact the Data, Evaluation, and Assessment (DEA) Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Overview of Additional Changes to Selection for Monitoring

The CDE has made changes to its monitoring system including selecting LEAs for monitoring activities solely based on preschool data. In the past, monitoring of preschool performance was integrated with school age data for selection of monitoring activities. Please refer to the data sheet titled “Preschool Review Data” to review the elements used in the selection of LEAs for monitoring.

In addition, beginning with the 2019–20 monitoring year (using 2018–19 school year data), the CDE has applied an aggregation method for data calculations of LEAs with 100 or fewer students with disabilities. These LEAs have been grouped in the following manner:

- Grouped by County: LEAs with 100 or fewer students with disabilities
- Grouped by Charter SELPA: Charter LEAs with 100 or fewer students with disabilities

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.



Intensive Monitoring

Intensive Monitoring is the highest level of monitoring. Intensive Reviews are a joint activity between the CDE and an LEA that involves a comprehensive evaluation of significant compliance and/or performance issues related to IDEA implementation.

There are three types of Intensive Reviews at the Intensive Monitoring level:

- Intensive Review (based on school age data)
- Preschool Review (based on preschool data)
- Significant Disproportionality Review

Should an LEA be identified for Intensive Monitoring this section explains more about that process. Currently there are no Charter School in IM, and 1 Geographic SELPA.

The CDE will be working directly with the LEA to complete 2019–20 Intensive Monitoring activities. The activities may include onsite visits, record reviews, regional trainings, and technical assistance. An LEA participating in Intensive Monitoring will submit an improvement plan in which the LEA will describe planned activities with the goal of improving outcomes for students with disabilities. All Intensive Monitoring activities must be completed to ensure the LEA's continued eligibility for grant funding under the IDEA.

Supporting documents for Intensive Monitoring will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>.

LEAs will be contacted by the assigned regional CDE consultant with more information on the review process. For general questions regarding Intensive Monitoring, please email IntensiveMonitoring@cde.ca.gov or contact the manager listed below to be directed to the appropriate Focused Monitoring Technical Assistance (FMTA) Unit consultant:

Intensive Monitoring Unit	Unit Contact Information
FMTA I	Acting Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-324-8898 JBrimhall@cde.ca.gov
FMTA IV	Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-445-9772 JBrimhall@cde.ca.gov

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Targeted Monitoring

Targeted Reviews are a joint activity in which the CDE supports the LEA to improve performance and compliance related to IDEA implementation in one or more areas. An LEA participating in Targeted Monitoring will submit an improvement plan, developed in collaboration with the CDE, that will address the needs identified through the selection process. This process will include the LEA's submission of planned activities, which may include improvement strategies described in prior Performance Indicator Review (PIR) plans, with the goal of improving outcomes for students with disabilities.

Targeted Monitoring or Review will be the most participated in process by LEAs. Notice the highlights below that capture the potential process and padlet link that will be available after 2/14.

Supporting documents for Targeted Monitoring will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>

LEAs will be contacted by the assigned regional CDE consultant with more information on the Targeted Review process. For general questions regarding the Targeted Review, please email TargetedMonitoring@cde.ca.gov or contact the managers listed below to be directed to the appropriate consultant:

Targeted Monitoring Unit	Unit Contact Information
FMTA II	Manager: Donna DeMartini Direct Line: 916-327-3696 Unit Line: 916-445-4632 DDeMartini@cde.ca.gov
FMTA III	Manager: James Johnson Direct Line: 916-327-4218 Unit Line: 916-327-6966 JamJohns@cde.ca.gov

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Significant Disproportionality

This letter serves as official notification to those LEAs that have been identified as significantly disproportionate for 2019–20.

If an LEA has been selected for Significant Disproportionality, this section captures their status and next steps. Highlights below explain more.

For LEA/ Unified School District's 2019–20 significant disproportionality status, please see the table below:

Identified with Significant Disproportionality (Yes/No)	No
--	-----------

If the LEA identification above indicates “Yes,” then the CDE has identified the LEA as significantly disproportionate in one or more areas. Please refer to the LEA’s data sheet link located in this letter under “Selection for 2019–20 Monitoring Activities” to review the significant disproportionality data if applicable.

When the LEA is determined to have an overidentification of students by race, ethnicity, or disability in one or more areas, the CDE identifies the LEA as disproportionate. LEAs identified as disproportionate for three consecutive school years for the same area are determined to be significantly disproportionate. Pursuant to federal requirements under the IDEA and Title 34, *Code of Federal Regulations (CFR)* Sections 300.646-647, LEAs identified as significantly disproportionate did not meet one or more of the targets for the following elements:

1. Discipline: Suspension and Expulsion
2. Placement
3. Indicator 9: Disproportionality Overall
4. Indicator 10: Disproportionality by Disability

If your LEA has been identified as significantly disproportionate, then your LEA is required to take mandatory actions including, but not limited to, reserving 15 percent of IDEA funds to provide Comprehensive Coordinated Early Intervening Services (CCEIS). A detailed document outlining the mandatory steps for LEAs identified as significantly disproportionate will be available at the following Padlet link no later than February 14, 2020:
<https://padlet.com/sedmonitoring/1920monitoring>.

LEAs will be contacted by the CDE’s technical assistance contractor, State Performance Plan Technical Assistance Project (SPP-TAP), with information about an upcoming informational

webinar and mandatory trainings. In addition, the assigned CDE regional consultant will be in contact with more information on significant disproportionality requirements. For general questions please email IntensiveMonitoring@cde.ca.gov or contact the manager listed below to be directed to the appropriate consultant:

Intensive Monitoring Unit	Unit Contact Information
FMTA I	Acting Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-324-8898 JBrimhall@cde.ca.gov
FMTA IV	Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-445-9772 JBrimhall@cde.ca.gov

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Data Identified Noncompliance Review

DINC notifications will occur no later than March of 2020.

The CDE has recently implemented changes to its data information system, moving special education data from the California Special Education Management Information System (CASEMIS) to the California Longitudinal Pupil Achievement Data System (CALPADS). This change has resulted in a delay in reviewing LEA performance on the following selection elements, formerly the Data Identified Noncompliance Review elements, which are now components of Targeted Monitoring. **The LEA will be notified no later than March 2020 if selected to participate in Targeted Monitoring for the elements in the bulleted list below:**

- Evaluation completed within 60 days of parent consent
- Part C to B transition
- Elements of secondary transition
- Timeliness of annual IEPs
- Timeliness of triennial IEPs
- Timeliness of resolution sessions

For general questions regarding Targeted Monitoring related to these particular elements, please email TargetedMonitoring@cde.ca.gov or contact the manager listed below:

Targeted Monitoring Unit	Unit Contact Information
FMTA V	Manager: Lisa Stie Direct Line: 916-327-0865 Unit Line: 916-323-2409 LStie@cde.ca.gov

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Elements of Annual Disproportionality are now incorporated as part of Targeted Monitoring.

Annual Disproportionality Review

LEAs selected for the Annual Disproportionality Review received notification on August 14, 2019, with a link to data specific to the review. The elements included in the Annual Disproportionality Review are now incorporated as part of Targeted Monitoring. Please note that data needed for development of improvement activities is contained via a link in the August 14, 2019, notification letter from the Special Education Compliance Monitoring System.

It is recommended that LEAs find the Notification from August 14, 2019 and download the data for their LEA through the SECMS system.

For questions, email

TargetedMonitoring@cde.ca.gov or contact the managers listed below to be directed to the appropriate consultant:

Targeted Monitoring Unit	Unit Contact Information
FMTA II	Manager: Donna DeMartini Direct Line: 916-327-3696 Unit Line: 916-445-4632 DDeMartini@cde.ca.gov

FMTA III	Manager: James Johnson Direct Line: 916-327-4218 Unit Line: 916-327-6966 JamJohns@cde.ca.gov
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For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Universal Supports and Resources

Universal supports are available for all LEAs to access, including those LEAs that have an annual determination of meets requirements under the IDEA. A list of resources for continuous improvement will be available to all LEAs, regardless of their annual determination status, at the following **Padlet link no later than February 14, 2020:** <https://padlet.com/sedmonitoring/1920monitoring>.

Again, the padlet link that should be populated with process information by February 14.

As noted throughout this letter, additional information will be provided via the Padlet link. LEAs are encouraged to check the link periodically to review pertinent documents and resources. The SED looks forward to supporting LEAs' efforts under the IDEA to improve outcomes for students with disabilities.

Sincerely,

/S/

Kristin Wright, Director

Special Education Division

KW: slr

Enclosures

cc: El Dorado County SELPA

Focused Monitoring and Technical Assistance Unit

4.6 Airtable Collaboration Platform

4.7 PCM Instructor Training

TRAINING OPPORTUNITY FOR DISTRICT STAFF WITHIN THE EAST VALLEY SELPA

Initial Certification Training for New Professional Crisis Management (PCM) Instructors

Highly educated and credentialed experts from Professional Crisis Management Association (PCMA), will provide hands-on, in-depth training for those desiring to be PCM instructors. Receive direct training from PCMA trainers who are Board Certified Behavior Analysts (BCBAs) with unmatched experience and expertise in the field of crisis management. PCMA has established performance and training standards that result in the appropriate level of attainment and retention of non-physical skills.

Successful participants will be credentialed to provide PCM certification courses, teach specific and documented skills, and administer written and practical exams. Instructors will also be prepared to train in prevention and diffusion of dangerous behaviors using dynamic holding, which provides for maximum feedback but does not produce disorientation, discomfort, or pain and allow for natural body movement and positioning.

4 - DAY TRAINING

APRIL 20 – 23, 2020

8:00 am – 5:00 pm

DOROTHY INGRAM LEARNING CENTER
670 E. Carnegie Drive, San Bernardino

Cost \$1695.00

Register online:

<https://sbcss.k12oms.org/46-182663>

Registration deadline date: 3/15/20

Potential instructors must be reasonably physically fit, able to walk briskly, and should have no problems with their arms or back. They must be able to:

- *Lunge and Squat*
- *Walk in a Squatting position*
- *Lunge and lower another person to the floor*
- *Rise from the floor without any assistance*

4.8 Open Access – Assistive Technology Partnership Accessible Curriculum for All



First ...

SELPA (or other regional) lead trainers/coaches are identified to support LEAs requesting assistance with “exploration to installation” of UDL/AT as frameworks.

Working together, we ...

Complete a Capacity
Assessment

Develop Scope of Work
& Agreements

Review & Analyze LEA
Data

Then ...

We begin with a two-day immersion (**Universal Design for Learning and an Overview of Assistive Technology**) for the SELPA/regional leads and LEA participants in order to establish a shared vision of what UDL design looks like and means within a school; develop a foundational understanding of the neurocognitive process of learning; become familiar with the three principles of UDL and how they are defined; become familiar with the guidelines; become familiar with a UDL instructional planning process; become familiar with the mandates to provide AT; define AT devices and services; and how UDL and AT connect to school improvement.

Next, we work with SELPA leads and LEA leadership to...

Complete an LEA
Readiness Assessment

Engage in Continuous
Improvement Practices

Develop Training,
Coaching &
Implementation Plans

Then we go deeper ...

Digital Tools & Resources to Support UDL & AT

- * Includes 3 days of face to face training diving deep into digital tools and resources to support students and instruction within a UDL framework.
- * Includes ongoing distance coaching and technical support following trainings.

Developing Quality AT Practices Using a Student Access Planning Process

- * Includes 2 days of in-depth training on how to facilitate/conduct a team-based consideration for UDL & AT supports for individual students.
- * Includes ongoing distance coaching and technical support following trainings.

Along the way ...

Review Training, Coaching and Implementation Plans (mid-point and final)

- * Includes face to face meetings to complete observations, coaching fidelity checklists, and use the continuous improvement process to review/analyze updated data.
- * Establish next steps in implementation and update training and coaching plans to support new targets.

This sequence is designed to span approximately one school year in a model of “we do” together; In year 2, the SELPA lead trainers/coaches will engage in another cycle with new participants (“you do”), with Open Access staff providing coaching and mentoring.

4.9 EV SELPA Due Process Update

4.10 EV SELPA IEP Forms Work Group & WebIEP Program Updates

IEP FORMS WORKGROUP UPDATE

WebIEP – ELPAC

- Form 6 updated to reflect the availability of embedded supports
- All Designated Supports and Accommodations updated within WebIEP

EV-50A – Amendment

- Complete, implemented and in-use

EV-50G – IEP at a Glance

- Complete and available for use
- Will only capture information from IEPs completed on “new” forms

EV-12 Report of Progress Toward IEP Goals

Steering – need decision regarding release date (approximate)

- Self-populating fields
 - Ann/Tri dates
 - Case Carrier
 - School
 - Grade
 - Progress frequency (Quarter, Semester, Trimester)
 - Goal #
 - Goal
 - Person(s) Responsible
- User data entry
 - Date
 - Reporting period (drop down menu)
 - Student's progress (2 options)
 - Drop down for progress selections (3 choices)
 - Limited time since last IEP
 - As evidenced by:
 - Expandable text field
- Adding reporting “boxes”
 - As users add reporting periods, additional reporting period boxes are added
 - Max 4 boxes (for those reporting quarterly)

EV-53c PWN (Stand-Alone)

- Redesigned to align with the PWN in the IEP (Form 7)
- Future – hope to have it converted to “fillable PDF”
- Renumber – EV-53? Or lower number

Proposed Elimination of Forms

- EV-7 – Referral for Assessment for Special Education
- EV-8 – Notice of Referral and Plan to Assess

MEETING DATE _____

East Valley Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
STATEWIDE ASSESSMENT

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

INDICATE STUDENT'S PARTICIPATION IN THE CALIFORNIA ASSESSMENT SYSTEM

CA Assessment of Student Performance and Progress (CAASPP)
(ELA, Math & Science)

Assessment Program Participation

- ☐ Smarter Balanced Assessment Consortium (SBAC) & California Science Test (CAST)
- ☐ California Alternate Assessments (CAA)
- ☐ The team has reviewed the criteria for taking alternate assessments and participation is appropriate because:

English Language Arts (ELA): Grades 3 – 8 and 11

- ☐ Outside of testing range

SBAC (Universal Tools are available to all students)

- ☐ SBAC without Designated Supports or Accommodations _____
- ☐ SBAC with Designated Supports – Embedded _____
- ☐ SBAC with Designated Supports – Non-embedded _____
- ☐ SBAC with Accommodations - Embedded _____
- ☐ SBAC with Accommodations – Non-embedded _____
- ☐ SBAC with Unlisted Resource (requires CDE approval) _____

CAA (Universal Tools are available to all students)

- ☐ CAA without Designated Supports or Accommodations _____
- ☐ CAA with Designated Supports – Embedded _____
- ☐ CAA with Designated Supports – Non-embedded _____
- ☐ CAA with Accommodations - Embedded _____
- ☐ CAA with Accommodations – Non-embedded _____
- ☐ CAA with Unlisted Resource (requires CDE approval) _____

Math: Grades 3 – 8 and 11

- ☐ Outside of testing range

SBAC (Universal Tools are available to all students)

- ☐ SBAC without Designated Supports or Accommodations _____
- ☐ SBAC with Designated Supports – Embedded _____
- ☐ SBAC with Designated Supports – Non-embedded _____
- ☐ SBAC with Accommodations - Embedded _____
- ☐ SBAC with Accommodations – Non-embedded _____
- ☐ SBAC with Unlisted Resource (requires CDE approval) _____

CAA (Universal Tools are available to all students)

- ☐ CAA without Designated Supports or Accommodations _____
- ☐ CAA with Designated Supports – Embedded _____
- ☐ CAA with Designated Supports – Non-embedded _____
- ☐ CAA with Accommodations - Embedded _____
- ☐ CAA with Accommodations – Non-embedded _____
- ☐ CAA with Unlisted Resource (requires CDE approval) _____

MEETING DATE _____

East Valley Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
STATEWIDE ASSESSMENT

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

Science: Grades 5, 8 and high school

☐ Outside of testing range

CAST (Universal Tools are available to all students)

☐ CAST without Designated Supports or Accommodations _____

☐ CAST with Designated Supports – Embedded _____

☐ CAST with Designated Supports – Non-embedded _____

☐ CAST with Accommodations - Embedded _____

☐ CAST with Accommodations – Non-embedded _____

☐ CAST with Unlisted Resource (requires CDE approval) _____

CAA (Universal Tools are available to all students)

☐ CAA without Designated Supports or Accommodations _____

☐ CAA with Designated Supports – Embedded _____

☐ CAA with Designated Supports – Non-embedded _____

☐ CAA with Accommodations - Embedded _____

☐ CAA with Accommodations – Non-embedded _____

☐ CAA with Unlisted Resource (requires CDE approval) _____

Physical Fitness Test (PFT): Grades 5, 7 and 9

☐ Outside testing range ☐ Without Variation/Accomm. ☐ With Variation/Accomm. ☐ Medically Excused
Variation/Accommodation(s): _____

English Language Proficiency Assessments for California (ELPAC)

(English Learners Only)

Assessment Program Participation:

☐ English Language Proficiency Assessments for CA (ELPAC)

☐ Alternate Assessment: _____

Listening (Universal Tools are available to all students)

☐ Listening without Designated Supports or Accommodations _____

☐ Listening with Designated Supports - Embedded _____

☐ Listening with Designated Supports - Non-embedded _____

☐ Listening with Accommodations - Embedded _____

☐ Listening with Accommodations - Non-embedded _____

☐ Listening with Unlisted Resource (requires CDE approval) _____

Speaking (Universal Tools are available to all students)

☐ Speaking without Designated Supports or Accommodations _____

☐ Speaking with Designated Supports - Embedded _____

☐ Speaking with Designated Supports - Non-embedded _____

☐ Speaking with Accommodations - Embedded _____

☐ Speaking with Accommodations - Non-embedded _____

☐ Speaking with Unlisted Resource (requires CDE approval) _____

Reading (Universal Tools are available to all students)

☐ Reading without Designated Supports or Accommodations _____

☐ Reading with Designated Supports - Embedded _____

☐ Reading with Designated Supports - Non-embedded _____

☐ Reading with Accommodations - Embedded _____

☐ Reading with Accommodations - Non-embedded _____

☐ Reading with Unlisted Resource (requires CDE approval) _____

MEETING DATE _____

East Valley Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
STATEWIDE ASSESSMENT

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

English Language Proficiency Assessments for California (ELPAC)

(English Learners Only)

Writing (Universal Tools are available to all students)

- ☐ Writing without Designated Supports or Accommodations
- ☐ Writing with Designated Supports - Embedded
- ☐ Writing with Designated Supports - Non-embedded
- ☐ Writing with Accommodations - Embedded
- ☐ Writing with Accommodations - Non-embedded
- ☐ Writing with Unlisted Resource (requires CDE approval)

Desired Results Developmental Profile (DRDP): Infant (ages 0 – 2) and Preschool (ages 3 – 5)

- ☐ Without Adaptations
- ☐ With Adaptations

Adaptations: _____

East Valley Special Education Local Plan Area
REPORT OF PROGRESS TOWARD IEP GOALS

DATE PRINTED _____

STUDENT'S NAME _____

BIRTHDATE _____

_____ Current Annual	_____ Next Annual
_____ Current Triennial	_____ Next Triennial

Case Carrier _____	
School _____	Grade _____

Progress toward IEP goals will be provided to the parent at the: ☐ Quarter ☐ Semester ☐ Trimester

Goal #	When given
Person(s) Responsible: _____	

Date: _____	Reporting Period: _____	<input type="checkbox"/> Student's progress toward this goal: _____ <input type="checkbox"/> Limited time since last IEP to evaluate progress toward goal.
As evidenced by:		

Date: _____	Reporting Period: _____	<input type="checkbox"/> Student's progress toward this goal: _____ <input type="checkbox"/> Limited time since last IEP to evaluate progress toward goal.
As evidenced by:		

Date: _____	Reporting Period: _____	<input type="checkbox"/> Student's progress toward this goal: _____ <input type="checkbox"/> Limited time since last IEP to evaluate progress toward goal.
As evidenced by:		

Date: _____	Reporting Period: _____	<input type="checkbox"/> Student's progress toward this goal: _____ <input type="checkbox"/> Limited time since last IEP to evaluate progress toward goal.
As evidenced by:		

East Valley Special Education Local Plan Area
REPORT OF PROGRESS TOWARD IEP GOALS

DATE PRINTED _____

STUDENT'S NAME _____

BIRTHDATE _____

Goal #	When given
Person(s) Responsible: _____	

Date: _____	Reporting Period: _____	<input type="checkbox"/> Student's progress toward this goal: _____
		<input type="checkbox"/> Limited time since last IEP to evaluate progress toward goal.
As evidenced by:		

Date: _____	Reporting Period: _____	<input type="checkbox"/> Student's progress toward this goal: _____
		<input type="checkbox"/> Limited time since last IEP to evaluate progress toward goal..
As evidenced by:		

Date: _____	Reporting Period: _____	<input type="checkbox"/> Student's progress toward this goal: _____
		<input type="checkbox"/> Limited time since last IEP to evaluate progress toward goal.
As evidenced by:		

Date: _____	Reporting Period: _____	<input type="checkbox"/> Student's progress toward this goal: _____
		<input type="checkbox"/> Limited time since last IEP to evaluate progress toward goal.
As evidenced by:		

4.11 SBCSS East Valley Operations

4.12 Hot Topics

5.0 OTHER

5.1 EV SELPA Professional Development – February & March 2020

Registration Opens August 15, 2019
for the State SELPA Administrator's

2020 ADR Conference

**One Team, One Goal:
Utilizing Mindfulness to Build
Relationships in Education**

**Riverside
Convention Center
March 16 & 17, 2020**



**Hotel Accommodations at
Hyatt Place, Marriott and
Mission Inn**



Early Registration: \$250 per person until 10/31/19

Regular Registration: \$275 per person

Payment due by 2/13/2020

Register at: <https://sbcss.k12oms.org/46-166437>



APPLIED BEHAVIOR ANALYSIS TRAINING SERIES:

Evidenced-Based Practices for Students with Autism Spectrum Disorder

Presenters:

Courtney Beatty, MA, BCBA, EVSELPA Program Specialist

Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EVSELPA Autism Program Specialist



Join us for a comprehensive 3-day introductory Applied Behavior Analysis (ABA) training series on Autism Spectrum Disorder (ASD) and Evidenced Based Practices (EBPs). You will learn to use research-based strategies to optimize the behavioral, social, academic and communicative functioning of students with ASD. All EBPs presented have foundations in and fall under the umbrella of ABA, including functional assessment, data collection, discrete trial teaching, verbal behavior, reinforcement, prompting, task analysis, and visual supports. This training provides hands-on practice through active participation, video examples and discussion. Additionally, participants will gain an understanding of how to handle escalating behaviors and how to support emotional regulation in students with ASD.

Tuesday, Wednesday, & Thursday

August 20, 21, & 22, 2019

8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168540>

Tuesday, Wednesday, & Friday

March 3, 4, & 6, 2020

8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168588>

Location:

Dorothy Inghram Learning Center

Home of the East Valley SELPA

670 East Carnegie Drive, San Bernardino, CA 92408



IEP GOAL DEVELOPMENT & PROGRESS MONITORING

Presented by:

Courtney Beatty, M.A., BCBA & Shannon Vogt, M.A.
East Valley SELPA Program Specialists

A two-day training that encompasses
IEP Goal Development, Progress Monitoring, and additional information regarding Educational Benefit

As a participant, you will:

- Receive an IEP Goal Development Template, Handouts, & a PowerPoint Presentation
- Be able to use an IEP Goal Template to guide the development or check the accuracy of current IEP goals
- Understand the IDEA requirements for goal writing
- Differentiate between Present Levels of Performance and Goal Baseline Skills
- Learn and demonstrate Goal Development through a triangulation process of Backwards Mapping (using a student's functional level of performance and grade level standards to develop appropriate common core standard goals, one year ahead of the student's functioning academic level)
- Be able to define Progress Monitoring and how it relates to IEP Development
- Complete 5 separate progress monitoring sheets for 5 sample student goals
- Demonstrate Educational Benefit
- Develop an understanding of the process used in the field
- Review important objectives from EVSELPA Goal Development Training

BRING: COMPUTER, ACCESS TO CURRENT IEP GOALS OR 3 HARD COPIES OF IEPs

Intended Audience: Teachers, Psychologists, SLPs, Paraeducators, Occupational Therapists and anyone collecting data on IEP goals

Wednesday & Thursday
September 25 & 26, 2019
8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168633>

REGISTER ONLINE
OR CALL
EAST VALLEY SELPA
909.252.4502

Thursday & Friday
February 20 & 21, 2020
8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168638>

Location:

Dorothy Inghram Learning Center, *Home of the East Valley SELPA*
670 E. Carnegie Drive, San Bernardino, CA 92408



IEP GOAL REVIEW

(Prerequisite: IEP Goal Development & Progress Monitoring 2-Day Workshop)

Presented by:
Courtney Beatty, M.A., BCBA, and Shannon Vogt, M.A.,
East Valley SELPA Program Specialists

IEP Goal Review is for audience members wanting more support and guidance in developing goals, selecting a data sheet, collecting data and analyzing data to determine whether goals and objectives have been achieved or not.

- This is a 1-Day review workshop
- Only 6 participants per workshop
- Small group instruction (3:1)
- Participants and Presenters will calendar follow up meetings

*** Participants are required to bring:
computer, drafted goals, data sheets and all work materials necessary**

Register Online or Call East Valley SELPA 909.252.4502

Tuesday, September 17, 2019	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168861
Tuesday, October 15, 2019	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168862
Tuesday, November 19, 2019	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168863
Tuesday, January 21, 2020	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168864
Tuesday, February 18, 2020	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168865
Monday, April 13, 2020	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168866
Monday, May 11, 2020	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168867

Location:
Dorothy Inghram Learning Center, Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

PROFESSIONAL CRISIS MANAGEMENT (PCM)

PRACTITIONER TRAINING

8:30 am - 4:30 pm

Cost: \$40.00

DOROTHY INGRAM LEARNING CENTER

HOME OF THE EAST VALLEY SELPA

670 E. CARNEGIE DRIVE, SAN BERNARDINO, CA 92408

DATES

REGISTER ONLINE

JULY 29 & 30, 2019	https://sbcss.k12oms.org/46-168999
SEPTEMBER 4 & 5, 2019	https://sbcss.k12oms.org/46-169000
OCTOBER 1 & 2, 2019	https://sbcss.k12oms.org/46-169001
NOVEMBER 12 & 13, 2019	https://sbcss.k12oms.org/46-169003
JANUARY 16 & 17, 2020	https://sbcss.k12oms.org/46-169004
February 7 & 11, 2020	https://sbcss.k12oms.org/46-169006
April 7 & 8, 2020	https://sbcss.k12oms.org/46-169007
May 12 & 13, 2020	https://sbcss.k12oms.org/46-169008

PRACTITIONER

PCM is a certification preparation course taught by certified PCM Instructors. Participants are trained in prevention and diffusion of dangerous behaviors. Practitioner level requirements are to attend the entire 2-day training (no exceptions will be made), complete an application for certification, complete the performance checklist with a required number of repetitions for each procedure, score 80% or better on the written exam (including passing all “critical items”), and pass all items on the practical examination. Certifications are good for 1 year to use all nonphysical interventions, personal safety and transportation procedures. Wear comfortable clothing and closed-toe shoes with socks.

PROFESSIONAL CRISIS MANAGEMENT (PCM)

RE-TRAINING SESSIONS

9:00 am - 12:00 noon

Cost: \$25.00

DOROTHY INGRAM LEARNING CENTER

Home of the East Valley SELPA

670 E. CARNEGIE DRIVE, SAN BERNARDINO, CA 92408

DAY & DATE	REGISTER ONLINE
FRIDAY, AUGUST 30, 2019	https://sbcss.k12oms.org/46-169039
FRIDAY, SEPTEMBER 27, 2019	https://sbcss.k12oms.org/46-169042
THURSDAY, OCTOBER 24, 2019	https://sbcss.k12oms.org/46-169044
THURSDAY, NOVEMBER 14, 2019	https://sbcss.k12oms.org/46-169045
THURSDAY, JANUARY 30, 2020	https://sbcss.k12oms.org/46-169046
THURSDAY, FEBRUARY 20, 2020	https://sbcss.k12oms.org/46-169047
FRIDAY, MARCH 13, 2020	https://sbcss.k12oms.org/46-169048
WEDNESDAY, APRIL 29, 2020	https://sbcss.k12oms.org/46-169049
THURSDAY, MAY 21, 2020	https://sbcss.k12oms.org/46-169050

RETRAINABLE

This means that the participant did not pass the PCM course this time (either missed at least one critical item or scored between 60% and 79% on the written test or did not pass the practical exam), but may go through a short re-training and re-take the test or tests that were not passed. This applies to both types of training: initial and re-certification. Re-testing must take place on or before the expiration date given by PCMA. Any participant may re-test more than once if needed, as long as it is before the expiration date.

PROFESSIONAL CRISIS MANAGEMENT (PCM)

PRACTITIONER 2(P) TRAINING

8:30 am - 4:30 pm

Cost: \$40.00

DOROTHY INGRAM LEARNING CENTER

HOME OF THE EAST VALLEY SELPA

670 E. CARNEGIE DRIVE, SAN BERNARDINO, CA 92408

DATES

REGISTER ONLINE

JULY 31, AUGUST 1 & 2, 2019	https://sbcss.k12oms.org/46-169011
AUGUST 28, 29, & 30, 2019 <i>*8:00 am - 4:00 pm*</i>	https://sbcss.k12oms.org/46-169269
SEPTEMBER 4, 5, & 6, 2019	https://sbcss.k12oms.org/46-169014
OCTOBER 1, 2, & 3, 2019	https://sbcss.k12oms.org/46-169019
NOVEMBER 20, 21, & 22, 2019	https://sbcss.k12oms.org/46-169031
JANUARY 22, 23, & 24, 2020	https://sbcss.k12oms.org/46-169032
FEBRUARY 7, 11, & 12, 2020	https://sbcss.k12oms.org/46-169035
APRIL 7, 8, & 9, 2020	https://sbcss.k12oms.org/46-169036
MAY 6, 7, & 8, 2020	https://sbcss.k12oms.org/46-169038

PRACTITIONER 2(P)

PCM is a certification preparation course taught by certified PCM Instructors. Participants are trained in prevention and diffusion of dangerous behaviors. Practitioner level requirements are to attend the entire 3-day training, complete an application for certification, complete the performance checklist with a required number of repetitions for each procedure, score 80% or better on the written exam (including passing all "critical items"), and pass all items on the practical examination. Certifications are good for 1 year to use all nonphysical interventions, personal safety, transportation procedures, vertical & prone immobilization. Wear comfortable clothing and closed-toe shoes with socks.