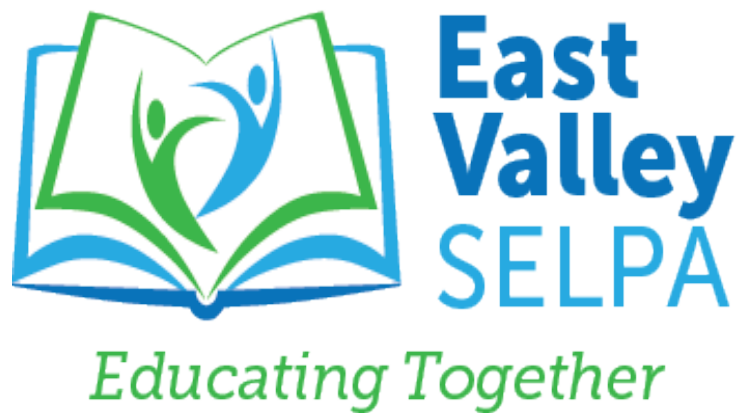


**East Valley SELPA**

**Board of Directors  
Meeting Agenda**



**February 19, 2020**

**EAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA**  
**BOARD OF DIRECTORS**

**AGENDA**

Wednesday, February 19, 2020  
2:00 P.M.

Meeting to be held at:  
670 E. Carnegie Drive  
San Bernardino, CA 92408

NOTE: Individuals, who require disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board of Directors meeting, should contact Patty Metheny in writing at the address identified above. Notification 48 hours prior to the meeting will enable the East Valley SELPA to make reasonable arrangements to ensure accessibility to this meeting.

**1. Open Session – Call to Order**

**OPEN SESSION**

**2. Roll Call and Establishment of Quorum**

**ESTABLISHMENT  
OF QUORUM**

**3. Approval of Agenda**

**APPROVAL OF  
AGENDA**

**4. Community Comments**

**COMMUNITY  
COMMENTS**

**5. Approval of Minutes**

**APPROVAL OF  
MINUTES**

**6. Discussion Items**

**DISCUSSION  
ITEMS**

- a) First Read: EV SELPA Local Plan (Revised 2019-2020)
- b) Special Education Compliance Monitoring 2019-2020
- c) EV SELPA Finance FY 2020-2021 Budget Ad Hoc Committee Members

**7. Action Item**

- a.) Dispute Resolution

**8. Other**

**OTHER**

- a. Next Meeting – March 25, 2020

**9. Adjournment**

**ADJOURNMENT**

## APPROVAL OF MINUTES

East Valley SELPA Board of Directors Meeting  
November 20, 2019

*Administrator Metheny is requesting approval of the minutes of the  
November 20, 2019 Board of Directors Meeting.*

**EAST VALLEY SELPA BOARD OF DIRECTORS  
MEETING MINUTES  
November 20, 2019**

**BOARD MEMBERS PRESENT:**

Ted Alejandre, Chairperson  
Jerry Almendarez  
Dr. Cuauhtémoc Avila  
Mauricio Arellano  
Michelle Murphy  
Randy Elphic  
Cali Binks

San Bernardino County Supt. Of Schools  
Colton Joint Unified  
Rialto Unified  
Redlands Unified  
Rim of the World Unified  
SBCSS Student Services Branch  
Yucaipa-Calimesa Joint Unified

**ADMINISTRATION PRESENT:**

Dr. Patty Metheny  
Andrea Tennyson  
Dr. Rick Homutoff  
Anne-Marie Foley  
Jennifer Alvarado

East Valley SELPA  
East Valley SELPA  
East Valley SELPA  
East Valley SELPA  
SBCSS Internal Business

**1.0 CALL TO ORDER**

Chairperson Alejandre called the meeting to order at 2:00 p.m. in the Dorothy Inghram Learning Center, Conference Room D, at 670 E. Carnegie Drive, San Bernardino, California.

**2.0 ROLL CALL AND ESTABLISHMENT OF QUORUM**

Quorum was established.

**3.0 APPROVAL OF AGENDA**

A motion to approve the agenda was made by Member Binks and seconded by Member Arellano. The motion carried unanimously.

**4.0 COMMUNITY COMMENTS**

There were no public comments.

**5.0 APPROVAL OF MINUTES**

A motion to approve the September 18, 2019 Meeting Minutes was made by Member Binks and seconded by Member Elphic, Member Murphy abstained. The motion carried.

A motion to approve the October 11, 2019 Meeting Minutes was made by Member Almendarez and seconded by Member Murphy. Member Binks abstained. The motion carried.

## **6.0 DISCUSSION ITEMS**

### **a. EV SELPA Local Plan Revision Process**

Administrator Metheny provided a review of the progress being made to revise the EV SELPA Local Plan. The Local Plan committee met on October 21 with representatives from all districts and charter schools in attendance. At this meeting an overview of the revision process, the services of the EV SELPA, and the role of the Committee were shared. The Board was provided with information regarding the next meetings of the Committee and the timeline for bringing the revised Local Plan for review and approval.

### **b. 2019-2020 1<sup>st</sup> Interim EV SELPA Budgets**

Consultant Tennyson reviewed the 1st Interim EV SELPA Budgets. Minimal changes were reported. The SELPA Regional Information System's budget was increased by \$50,000 due to revisions to IEP forms for compliance purposes and the work Faucette Micro Systems is completing for the first SELPA certification of CALPADS special education data. The Low Incidence budget was decreased based on student count. The SELPA Regional Residential Mental Health budget was increased due to the need for additional Program Manager support for students placed in residential facilities: an FTE increase from .50 to .75. The SELPA Regional Occupational Therapy (OT) budget was increased to allow for the hiring of an additional occupation therapist to support the increase in referrals from member districts. The OT will be hired via a staffing agency. The SELPA Legal/Due Process budget was increased by \$300,000 due to the costs incurred as the result of a recent hearing.

## **7.0 ACTION ITEMS:**

### **a. Rialto Unified School District 2020-2021 Regional Program Transfer Request**

Chair Alejandre asked Administrator Metheny to update the Board on the transfer request. She shared that Rialto USD provided a confirmation of their request to move up to 50 students from San Bernardino County Superintendent of Schools (SBCSS) services to district services by the required October 31 deadline. Along with the confirmation, Rialto USD provided a list of students for the potential transfer. Administrator Metheny included a summary of the student data for review. Member Avila read a paragraph from a section of the current EV SELPA local plan entitled, "Responsibilities of Participating Agencies."

In reviewing the student data, discussion occurred around the potential impact this posed financially to the member districts. Administrator Metheny asked

Jennifer Alvarado from SBCSS to speak to this. Ms. Alvarado referenced the preliminary fiscal impact provided to the Board September 18, 2019 based on current costs and not projected costs since budget assumptions were not yet determined. At that time, Ms. Alvarado was unaware of the specific students and estimated an increase of \$3,095 dollars per SDC student being served by SBCSS Schools. With the current student information, Ms. Alvarado indicated there will be a greater fiscal impact as the students range in age and grade levels rather than grouped by classroom. This makes it difficult to close specific classrooms and means a smaller reduction in staff. Given this, she predicted an increase in the SDC per student rate above \$3,095. Member Binks requested Member Avila reread the paragraph he previously read.

A motion to approve the Rialto USD 2020-2021 regional program transfer request was made by Member Arellano and seconded by Member Murphy. Chairperson Alejandre recorded the vote as 3-3. Member Arellano, Member Avila and Member Murphy voted to approve the motion. Member Almendarez, Member Binks and Member Elphic voted not to approve the motion. Administrator Metheny researched the EV SELPA Board of Director bylaws for language regarding a tie vote and found none. Administrator Metheny also reviewed the EV SELPA Regional Programs & Program Transfer Policy and Procedures approved by the Board in November 2017. She restated language in the policy indicating that approval is dependent upon a simple majority vote of the members in attendance. Chairperson Alejandre concluded the motion did not pass. Member Almendarez requested legal guidance regarding the tie vote. Administrator Metheny agreed to seek a legal opinion.

Member Avila requested an explanation of the rationale of the Board members who voted not to approve the motion. Member Almendarez expressed that while he understands Member Avila's desire to transfer back the students, Colton needs time to embed this change into their multi-year plans in order to make sound student and financial decisions. Member Avila stated that Rialto USD met the deadline in the Transfer Policy, and if more notice is needed, it should be reflected in the policy. He acknowledges that the request will impact the member districts of EV SELPA as well as Rialto USD. Member Binks expressed concerns with the large number of students being transferred at one time. Member Avila stated that it is his desire that Rialto USD students currently served in SBCSS programs be mainstreamed into general education classrooms. Member Avila expressed his desire to engage in alternative dispute resolution.

- 8.0 OTHER:** Chairperson Alejandre congratulated Member Almendarez who recently accepted a position as Superintendent of Santa Ana USD. As a result, Member Almendarez will be leaving the EV SELPA in December 2019. He expressed his gratitude for the work of the EV SELPA and the support he has received regionally during the last 25 years.

The next meeting of the EV SELPA Board of Directors will be at February 19, 2020.

- 9.0 ADJOURNMENT:** Motion to adjourn was made by Member Murphy and seconded by

Member Arellano. The regular meeting was adjourned at 2:57 p.m.

Submitted by:

Rosalva Contreras

EVSELPA Administrative Assistant



## DISCUSSION ITEM

First Read: EV SELPA Local Plan (Revised 2019-2020)

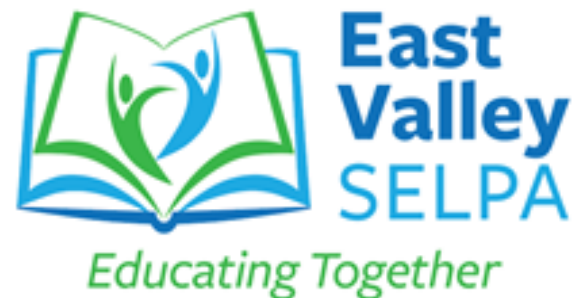
*Administrator Metheny will provide information regarding the EV SELPA Local Plan revision process. The 2019-2020 EV SELPA Local Plan is provided to the Board of Directors for a first read.*

# **Local Plan Revision**

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

February 19, 2020

EV SELPA Board of Directors Meeting

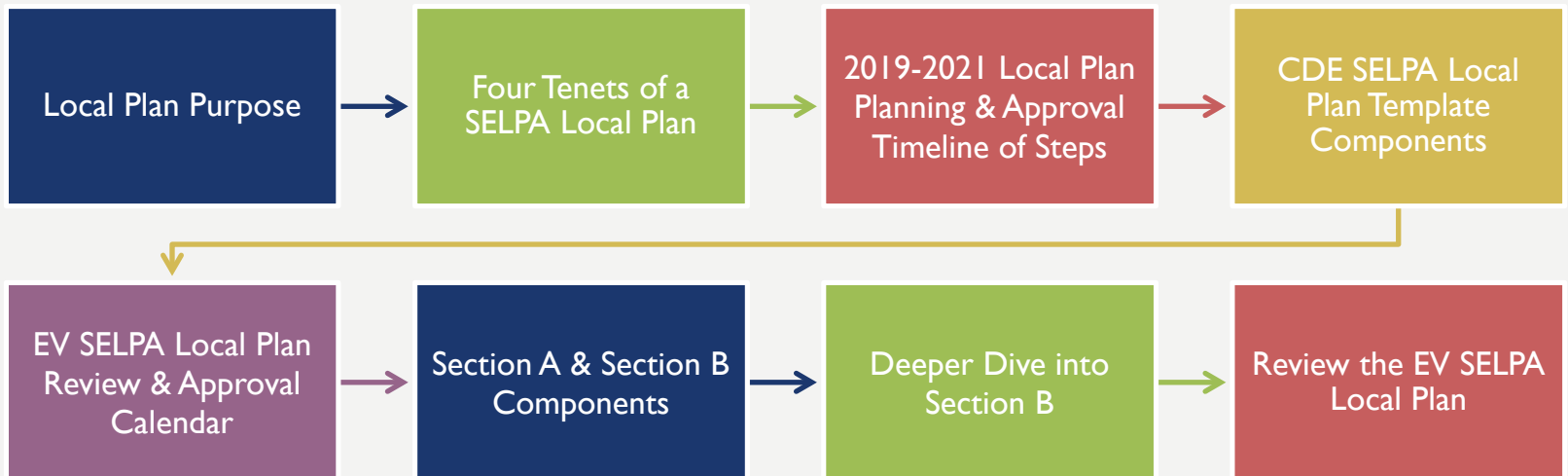




***Ready for First Read:***

**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

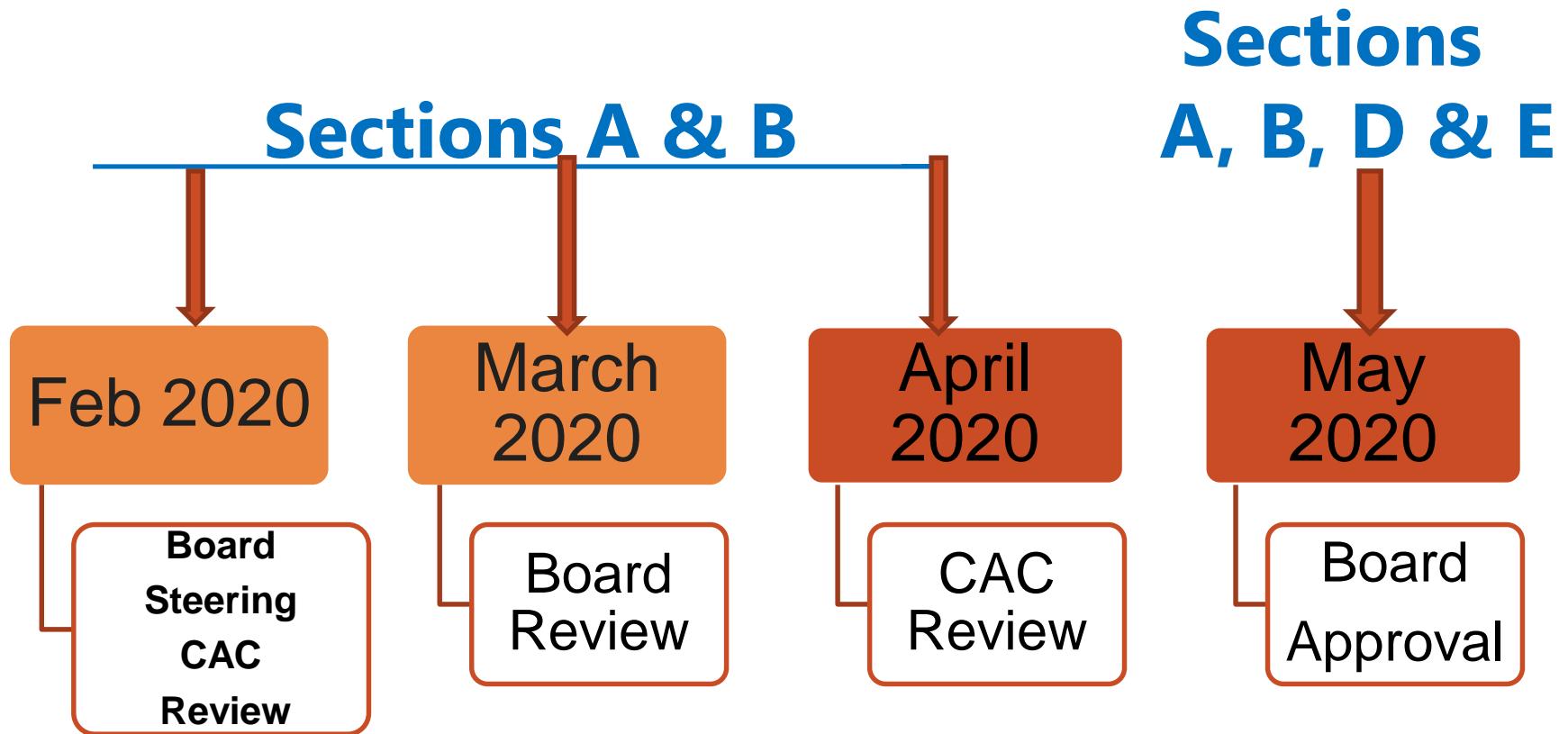
Section E: Annual Service Plan

**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

[illegible]

- 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



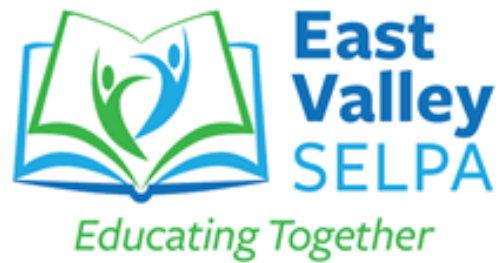
# Services.....



- 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	Katie 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](mailto: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.

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

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.

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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

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#### 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

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#### 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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SELPA: Fiscal Year: **6. Procedural Safeguards—20 USC Section 1412(a)(6)**Policy/Procedure Number: Document Title: Document Location: 

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

☒ Yes ☐ No**7. Evaluation—20 USC Section 1412(a)(7)**Policy/Procedure Number: Document Title: Document Location: 

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

☒ Yes ☐ No**8. Confidentiality—20 USC Section 1412(a)(8)**Policy/Procedure Number: Document Title: Document Location: 

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

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stated:

☒ Yes ☐ No

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**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

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**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

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**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

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**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

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**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

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**19. Public Participation—20 USC Section 1412(a)(19)**Policy/Procedure Number: Policy/Procedure Title:

SELPA: East Valley SELPA

Fiscal Year: 2019-20

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

"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

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### 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

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### 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:

SELPA: East Valley SELPA

Fiscal Year: 2019-20

## 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:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>Role of the RLA/AU: SBCSS provides the fiscal administration and distribution of state and federal funds to the SELPA.</p> <p>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.</p> <p>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.</p>

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
	<p>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.</p>

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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:	<p>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.</p> <p>When issues cannot be resolved through discussion and resolution strategies, the Board of Directors may authorize the SELPA Administrator to contact appropriate authorities to assist in the resolution. The parties will make a good faith effort to mutually agree to an authority with expertise related to the dispute. Each party shall bear its own costs and expenses and an equal share of any fees for dispute resolution.</p> <p>This policy is intended to resolve disagreements within a reasonable period of time, but it is not intended to undermine local authority.</p>

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
Document Title:	Consideration of and Utilization of the Regular Education Program Prior to Referral for Special Education Instruction and Services
Document Location:	East Valley SELPA Office/Special Education Procedural Manual
	<p>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</p>

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Description:

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 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



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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 (or age 22 if not diploma bound) Who Remain Eligible for Special Education Services

Document Location:

East Valley SELPA Office/Special Education Procedural Manual

Description:

The SELPA Administrator provides and transmits information to member LEAs to ensure a student age 18-22 who has been incarcerated in county jail and remains eligible for special education services is provided with a free appropriate public education (FAPE) and ensures the development, facilitation and oversight of the EV SELPA Intra- and Inter-SELPA Transfer Agreement processes as a county jail or other incarceration facility is not currently within the geographic boundaries of the EV SELPA. Once the SELPA or the responsible LEA is informed that an eligible adult is incarcerated, the responsible LEA will determine within 30 days of eligibility notification whether the qualified individual requires a FAPE. And if so, the LEA will ensure that the qualified individual is provided a FAPE pursuant to the IDEA and corresponding California special education law.

To receive special education services while incarcerated, the student must consent to the receipt of the services which may include but are not limited to transition services, specialized academic instruction and other services as determined by the IEP team. The student may revoke their consent for special education services at any time. Once the request has been made, the responsible LEA shall follow the EV SELPA



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Intra- and Inter-SELPA Transfer Agreement processes describing how services are accessed and secured for students when the services are not available in the student's resident district. 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.

## Special Education Compliance Monitoring 2019-2020

*Administrator Metheny will provide information regarding the MEGA letter and special education compliance monitoring activities required by the California Department of Education.*

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**

(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 specific compliance 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.

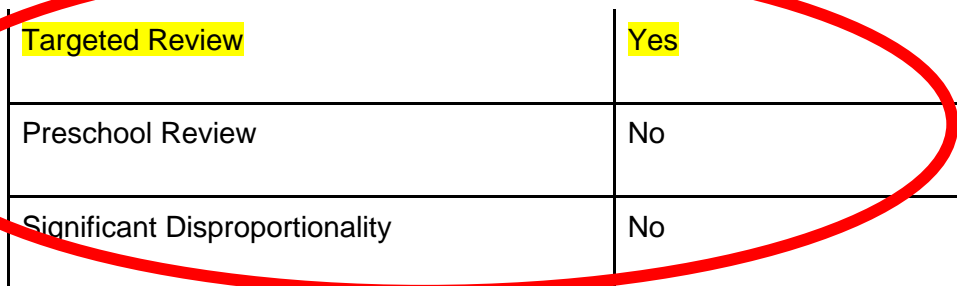
Status	2018–19 Selection Data
Intensive Review	<a href="https://www3.cde.ca.gov/linkto information">https://www3.cde.ca.gov/linkto information</a> <b>This link will take the LEA to ALL determinations for EVERY LEA in the SELPA. (This link is not active- purely for example)</b>

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](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto: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](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto: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

**Only one EV SELPA LEA was selected for Intensive Monitoring - a Preschool Review. The EV SELPA has been chosen to host CDE regional trainings.**

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](mailto: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  <a href="mailto:JBrimhall@cde.ca.gov">JBrimhall@cde.ca.gov</a>
FMTA IV	Manager: Jack Brimhall  Direct Line: 916-445-1056  Unit Line: 916-445-9772  <a href="mailto:JBrimhall@cde.ca.gov">JBrimhall@cde.ca.gov</a>

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](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto: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 will be required of all EV SELPA LEAs and Charters. The monitoring requires the development and implementation of a Special Education Plan (SEP), previously called a PIR plan.**

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](mailto: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  <a href="mailto:DDeMartini@cde.ca.gov">DDeMartini@cde.ca.gov</a>
FMTA III	Manager: James Johnson  Direct Line: 916-327-4218  Unit Line: 916-327-6966  <a href="mailto:JamJohns@cde.ca.gov">JamJohns@cde.ca.gov</a>



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](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto: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. No EV SELPA districts were selected.**

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

<b>Identified with Significant Disproportionality (Yes/No)</b>	<b>No</b>
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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](mailto: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	<p>Acting Manager: Jack Brimhall</p> <p>Direct Line: 916-445-1056</p> <p>Unit Line: 916-324-8898</p> <p><a href="mailto:JBrimhall@cde.ca.gov">JBrimhall@cde.ca.gov</a></p>
FMTA IV	<p>Manager: Jack Brimhall</p> <p>Direct Line: 916-445-1056</p> <p>Unit Line: 916-445-9772</p> <p><a href="mailto:JBrimhall@cde.ca.gov">JBrimhall@cde.ca.gov</a></p>

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](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto: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](mailto: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  <a href="mailto:LStie@cde.ca.gov">LStie@cde.ca.gov</a>

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](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto: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.

**Two EV SELPA LEAs were selected for Disproportionality Review in August 2019. Each Completed the monitoring process in the fall of 2019.**

For questions, email

[TargetedMonitoring@cde.ca.gov](mailto: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  <a href="mailto:DDeMartini@cde.ca.gov">DDeMartini@cde.ca.gov</a>

FMTA III	Manager: James Johnson  Direct Line: 916-327-4218  Unit Line: 916-327-6966  <a href="mailto:JamJohns@cde.ca.gov">JamJohns@cde.ca.gov</a>
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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](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto: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>.

**The EV SELPA will support districts and charters accessing and using the padlet link to complete all monitoring requirements.**

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: East Valley SELPA

Focused Monitoring and Technical Assistance Unit

## EV SELPA Finance FY 2020-2021 Budget Ad Hoc Committee

*Two volunteers are requested to meet with Administrator Metheny and Consultant Tennyson to review the 2020-2021 East Valley SELPA budget. The ad hoc committee will make their recommendations regarding the budget at the May 20, 2020 Board of Directors Meeting.*

## ACTION ITEM

### Dispute Resolution

*Administrator Metheny is requesting authorization from the Board to contact the appropriate authorities to assist in dispute resolution due to a request from the Rialto Unified School District.*



# Local Plan

## East Valley Special Education Local Plan Area

*Anita Ruesterholtz, Administrator*

### *Local Education Agency Members:*

Colton Joint Unified School District  
Redlands Unified School District  
Rialto Unified School District  
Rim of the World Unified School District  
Yucaipa-Calimesa Joint Unified School District  
San Bernardino County Superintendent of Schools,  
Student Services Division-East Valley Operations

Revised June, 2007

**Dispute Resolution Process**  
**E.C. 56205(b)(5)**

In the event of a disagreement among member local education agencies regarding the distribution of funding, responsibility for service provision or other governance activities specified in the Local Plan, it is the intent of the Board of Directors that issues be resolved at the lowest level possible in the governance structure outlined in the Local Plan. Resolution strategies such as compromise, mediation and alternative dispute resolution may be employed. The Board of Directors is considered to be the board of last resort. When issues cannot be resolved by the Board of Directors, the Board of Directors may empower the SELPA Administrator to contact appropriate authorities to assist in the resolution. This policy is intended to resolve disagreements within a reasonable period of time, but is not intended to undermine local authority.



## OTHER

Next Meeting – March 25, 2020

**2019/2020  
East Valley SELPA  
BOARD OF DIRECTORS MEETING SCHEDULE**

**~~September 25, 2019~~ September 18, 2019**

November 20, 2019

February 19, 2020

**~~April 1, 2020~~ March 25, 2020**

May 20, 2020

June 17, 2020

**All meetings will be held at 2:00 p.m. at the  
Dorothy Ingrham Learning Center  
670 E. Carnegie Drive,  
San Bernardino CA 92408  
home of the  
EAST VALLEY SELPA**