

East Valley SELPA

**Board of Directors
Meeting Agenda**



March 22, 2023

EEAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA
BOARD OF DIRECTORS

AGENDA

Wednesday, March 22, 2023
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.

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| <u>1. Open Session – Call to Order</u> | <u>OPEN SESSION</u> |
| <u>2. Roll Call and Establishment of Quorum</u> | <u>ESTABLISHMENT
OF QUORUM</u> |
| <u>3. Approval of Agenda</u> | <u>APPROVAL OF
AGENDA</u> |
| <u>4. Community Comments</u> | <u>COMMUNITY
COMMENTS</u> |
| <u>5. Approval of Minutes</u> | <u>APPROVAL OF
MINUTES</u> |
| <u>6. Discussion Items</u> | <u>DISCUSSION
ITEMS</u> |
| a) Second Read – EV SELPA Local Plan | |
| b) SBCSS Fee-for-Service Regional Programs | |
| <u>7. Action Item</u> | |
| a.) EV SELPA Fiscal Allocation Plan | |
| b.) EV SELPA Ribbon of Inclusion | |
| c.) Annual Organizational Meeting | |

- i. Adopt a Meeting Schedule for 2022-2023
- ii. Elect by Majority Vote a Vice-Chairperson
- iii. Provide the EV SELPA, in writing, the names of each Board Member's Alternate Voting Member for 2022-2023
- iv. Receive from each Board Member verbal affirmation of their District's continued participation in the East Valley SELPA

8. Other

OTHER

- a. Next Meeting – March 24, 2025

9. Adjournment

ADJOURNMENT

APPROVAL OF MINUTES

East Valley SELPA Board of Directors Meeting
February 22, 2023

Program Manager for Regional Services, Jennifer Brooksby is requesting approval from the Board of the East Valley SELPA for approval of the February 22, 2023 Board of Directors Meeting Minutes.

**EAST VALLEY SELPA BOARD OF DIRECTORS
MEETING MINUTES
February 22, 2023**

BOARD MEMBERS PRESENT:

Frank Miranda, Ed.D.
Mauricio Arellano
Cali Binks

Colton Joint Unified
Redlands Unified
Yucaipa-Calimesa Joint Unified

ADMINISTRATION PRESENT:

Patty Metheny, Ed.D.
Rick Homutoff, Ed.D.
Jennifer Brooksby
Andrea Tennyson

East Valley SELPA
East Valley SELPA
East Valley SELPA
East Valley SELPA

BOARD MEMBERS ABSENT:

Ted Alejandre, Chairperson
Cuauhtémoc Avila, Ed.D.
Kimberly Fricker, Ph.D.
Myrlene Pierre

San Bernardino County Supt. Of Schools
Rialto Unified
Rim of the World Unified
SBCSS Student Services Division

OTHERS PRESENT:

Mary Laihee

SBCSS Student Services Division

1.0 CALL TO ORDER

Member Binks called the meeting to order at 2:00 p.m. at the Dorothy Inghram Learning Center located at 670 E. Carnegie Drive, San Bernardino, CA 92408.

2.0 ROLL CALL AND ESTABLISHMENT OF QUORUM

Quorum was established.

3.0 APPROVAL OF AGENDA

A motion to approve agenda was made by Member Miranda 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 November 16, 2022, Meeting Minutes was made by Member Miranda and seconded by Member Arellano. The motion carried.

6.0 DISCUSSION ITEMS

a. **Second Read – EV SELPA Fiscal Allocation Plan**

Chief Administrative Officer Metheny presented the fiscal allocation plan for its second read. CAO Metheny reviewed the changes previously presented during the November Board of Directors Meeting. These revisions reflect the change in funding signed by Governor Newsom in June 2022. This plan will be presented during the March 2023 Board of Directors Meeting for approval.

b. **First Read – EV SELPA Local Plan**

Chief Administrative Officer Metheny presented the East Valley SELPA Local Plan for its first read. Per CDE requirement, Local Plans must be reviewed every three years. CAO Metheny reviewed the two minor changes for the local plan. This local plan will be presented for its second reading during the March 2023 Board of Directors Meeting. It will be presented for approval during the May Board of Directors Meeting ahead of the June 30, 2023 submission deadline to the California Department of Education. Member Binks requested, on behalf of the Board, a presentation highlighting the work of the SELPA to their respective School Boards.

c. **EV SELPA NonPublic School 2nd Quarter 2022-23 Reporting**

Chief Administrative Officer Metheny presented the NPS 2nd Quarter Reporting. She explained this new format was developed as a result of the September 2022 request by the Board of Directors for a more comprehensive report. CAO Metheny reviewed all the program and fiscal information. Member Binks requested, on behalf of the Board of Directors, a similar report for students placed in County programs. Components of this report were detailed and will be provided during the March 2023 Board of Directors meeting.

d. **Supporting Inclusive Practices - EV SELPA Ribbon of Inclusion**

Chief Administrative Officer Metheny shared the East Valley SELPA has been invited to present to the Supporting Inclusive Practices (SIP) conference in May. This conference will highlight the accomplishments of the EV SELPA in the inclusion front. CAO Metheny also shared the partnership with Ventura COE to bring Inclusion Experts, Katie Novak and Shelley Moore, to provide a series of virtual trainings and an in-person training in our area. Ms. Novak and Ms. Moore will also be visiting schools within our districts on May 11, 2023.

As a result of the November Board meeting discussion, CAO Metheny took the discussion regarding the word inclusion back to the SIP Leadership team, EV SELPA Steering Committee, and the Community Advisory Committee. The general consensus was that the word inclusion carries name recognition something the teams do not want to be lost in search for a term that carries more comprehensive meaning. The Ribbon of Inclusion will be presented during the March 2023 Board of Directors Meeting for approval.

7.0 ACTION ITEMS:

a. Identify EV SELPA Board of Directors FY 2023-2024 Budget Ad Hoc Committee Members

Chief Administrative Officer Metheny requested two volunteers to serve on the East Valley SELPA Budget Ad Hoc Committee for the FY 2023-2024. Member Binks and Member Miranda agreed to continue to serve in the Ad Hoc Committee. The SELPA will work with the Ad Hoc Committee members to find a mutually agreed upon day/time to meet for this purpose.

8.0 OTHER: The next meeting will be on March 22, 2023.

9.0 ADJOURNMENT: The regular meeting was adjourned at 2:30 p.m.

Submitted by:

Rosalva Contreras

EVSELPA Administrative Assistant

DISCUSSION ITEM

Second Read - EV SELPA Local Plan

Program Manager for Regional Services, Jennifer Brooksby is presenting, for its second read, the East Valley SELPA Local Plan revision.

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

SELPA

Fiscal Year

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The 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: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

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 Chief Administrative Officer serves as the secretary to the Board.

The SELPA Chief Administrative Officer, 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 Chief Administrative Officer 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 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

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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 Chief Administrative Officer 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 Chief Administrative Officer 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 Chief Administrative Officer 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 Chief Administrative Officer at least one year and one day prior to the proposed effective date of the implementation to withdraw. Withdrawals can only occur on July 1 of any given year.
- b. The SELPA Chief Administrative Officer will notify the SELPA Board of Directors, SBCSS, and the

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- California State Department of Education within 30 days of receipt of the request to withdraw.
- c. The SELPA Chief Administrative Officer 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: [EC 56195.7(i)(j)(1)(2)]

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 Chief Administrative Officer 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 Chief Administrative Officer 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: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

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 Chief Administrative Officer is employed by the AU Superintendent. The employment, supervision, evaluation and discipline of the SELPA chief administrative officer follows the procedures and guidelines of the SBCSS Human Resources Department. SELPA staff members are employed by SBCSS upon recommendation from the SELPA Chief Administrative Officer. 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 Chief Administrative Officer.

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. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

Yes No

If No, explain why the SELPA does not have the policy and procedures.

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

The 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

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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: [EC 56205(a)(12)(E); EC 56205(b)(7)]

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 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 Chief Administrative Officer regarding revisions to the Plan. In addition, parent members of the EV SELPA CAC shall also make recommendations to the SELPA Chief Administrative Officer 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: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

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: [EC 56195.7. EC 56195.1(b)(c)]

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.

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10. For multi-LEA local plans, specify:

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

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 +

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

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 grant funds;
4. Attend all East Valley SELPA Board meetings and participate as a voting member;
5. Assure the elected members of their respective LEA Boards of Education are informed of the East Valley SELPA Local Plan, policies, agreements and procedures approved by the East Valley SELPA Board of Directors.

- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

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.

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

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

Role of the AU (SBCSS) - The East Valley SELPA Chief Administrative Officer 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 Chief Administrative Officer. 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 Chief Administrative Officer.

Role of the SELPA Chief Administrative Officer - The East Valley SELPA Chief Administrative Officer, 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: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

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 Chief Administrative Officer - The East Valley SELPA chief administrative officer provides oversight and leadership for the development of the East Valley SELPA Fiscal Allocation Plan. Fiscal administration and the allocation of state and federal funds pursuant to the Fiscal Allocation Plan is the responsibility of the East Valley SELPA Chief Administrative Officer 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: [EC 56205(a)(12)(D)(ii)(III)]

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

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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 Chief Administrative Officer - The SELPA Chief Administrative Officer 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 Chief Administrative Officer 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 Chief Administrative Officer 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: [EC 56205(a)(12)(D)(ii)(IV)]

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

Role of the SELPA Chief Administrative Officer - The East Valley SELPA Chief Administrative Officer, under the direction of the Board of Directors, implements and administers the SELPA budget for the establishment of designated services. The SELPA Chief Administrative Officer 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: [EC 56206]

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.

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Document Title:	<input type="text" value="Coordination of the SELPA and the Implementation of the Local Plan"/>
Document Location:	<input type="text" value="East Valley SELPA Special Education Procedural Manual"/>
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>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.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer 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.</p> <p>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.</p>

2. Coordinated system of identification and assessment:

Document Title:	<input type="text" value="Coordination of the SELPA and the Implementation of the Local Plan"/>
Document Location:	<input type="text" value="East Valley SELPA Special Education Procedural Manual"/>
	<input type="text" value="Direct Instructional support provided by the program specialist: The"/>

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SELPA East Valley Consortium SELPA

Fiscal Year 2022-23

Description:

program specialists of the East Valley SELPA observe, consult and assist service providers.

Role of the RLA/AU: Not applicable.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures each LEA conducts child find activities. The SELPA provides 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:

Document Title:

Coordination of the SELPA and the Implementation of the Local Plan

Document Location:

East Valley SELPA 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 Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer 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 Chief Administrative Officer oversees the provision of alternate dispute resolution activities as requested by parents and districts. The SELPA chief administrative officer 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.

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

Document Title:

Document Location:

Description:

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

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Document Title:

Document Location:

Description:

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.

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.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer 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.

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.

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

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: When requested, the program specialist of the East Valley SELPA evaluate 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 Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures the Local Plan is reviewed and evaluated

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on an ongoing basis to determine the effectiveness of its implementation. The SELPA Chief Administrative Officer 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 Chief Administrative Officer 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:

Document Title:

Document Location:

Description:

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 to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer 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.

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8. Coordination of interagency agreements:

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	East Valley SELPA Special Education Procedural Manual
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>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.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures that interagency agreements are in place as required by California Education Code and provides technical assistance and dispute resolution as needed. The SELPA Chief Administrative Officer, or designee, serves on committees as interagency agreements are being reviewed, revised, or developed.</p> <p>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.</p>

9. Coordination of services to medical facilities:

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	East Valley SELPA 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 Chief Administrative Officer of the SELPA: The SELPA chief</p>

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administrative officer facilitates the coordination of services to medical facilities by the designated LEAs.

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.

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

Document Title:

Document Location:

Description:

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.

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 Chief Administrative Officer of the SELPA: The SELPA chief administrative officer 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:

Document Title:

Document Location:

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Description:

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

Role of the RLA/AU: SBCSS 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 Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer 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 SELPA, individually, submit required data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

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 Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer 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.

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

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	East Valley SELPA Special Education Procedural Manual
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>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.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer provides guidance and technical assistance, as requested, in addressing questions regarding the provision of transportation services for individuals with exceptional needs.</p> <p>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.</p>

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

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	East Valley SELPA Special Education Procedural Manual
Description:	<p>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.</p> <p>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.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer provides technical assistance and oversight of staff development to LEA members for the provision of career and</p>

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technical education and transition services. The SELPA Chief Administrative Officer ensures appropriate 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:

Document Title:

Document Location:

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 Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures a full continuum of services is available and provided. The SELPA Chief Administrative Officer assists with Inter-SELPA Transfers, as needed. Additionally, the SELPA Chief Administrative Officer 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 budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

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Document Title:

Document Location:

Description:

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

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

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

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

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

Document Title:

Document Location:

Description:

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.

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

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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:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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

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Description:

and the East Valley SELPA Chief Administrative Officer. 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 Chief Administrative Officer 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:

Document Title:

Document Location:

Description:

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

When issues cannot be resolved through discussion and resolution strategies, the Board of Directors may authorize the SELPA Chief Administrative Officer 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

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

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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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 free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

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

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

Document Title:

Document Location:

The SELPA Chief Administrative Officer 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

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Description:

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 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.

DISCUSSION ITEM

SBCSS Fee-for-Service Regional Programs

SBCSS East Valley Operations operates regional programs for East Valley SELPA member districts. As per Board request, Program Manager for Regional Services, Jennifer Brooksby will present the new SBCSS Fee-for-Service Regional Programs Report.



**EAST VALLEY
SELPA**

Educating Together

SBCSS Fee-for-Service Regional Programs

March 2023

East Valley SELPA Board of Directors
March 22, 2023

Patty Metheny, Ed.D.
Chief Administrative Officer

San Bernardino County Superintendent of Schools East Valley Operations (SBCSS EV-Ops) operates a regional program to address specialized student program needs for the member districts of the EV SELPA. Regional program placement and services are provided at the request of member districts based on student’s individual education program (IEP) decisions. Districts follow the required procedures contained in the San Bernardino County Superintendent of Schools COUNTY REFERRAL documents to place students in or receive services from the SBCSS EV-Ops Fee-for-Service (FFS) Regional Program.

The SBCSS EV-Ops regional program is funded via FFS mechanism. Rates are set for the following:

SERVICES STUDENTS RECEIVE

1. SAI – Specialized Academic Instruction which includes:
 - Language, Speech, and Hearing – LSH
 - Adapted Physical Education – APE
 - Specialized Health – SHL

2. Low Incidence (LI) are charged each for:
 - Deaf/Hard of Hearing – DHH
 - Orientation & Mobility – O&M
 - Visual Impairment – VI

3. 1:1 Aide Services

4. Intensive Therapeutic Service – IC (Behavior Counseling)

SBCSS Fee-for-Service Regional Program Counts as of 3.2.23

Service	Number of EV SELPA Students					
	Colton	Redlands	Rialto	Rim	YCJSUD	Total
<i>SAI/Self Contained</i>	39	9	41	3	19	111
<i>Low Incidence</i>						
DHH Itinerant	35	42	42	2	21	142
O&M	8	12	4	1	5	30
VI Itinerant	21	46	20	2	17	106
1:1 Aide	5	1	5	0	3	14
Intensive Therapeutic Service	0	4	5	1	10	20
TOTAL	108	114	117	9	75	



East Valley SELPA
21/22 & 22/23 Fee-for-Service
East Valley County Operated Special Education Programs
Count Summary

COLTON	PY 2021-2022		CY 2022-2023	
Services	Student Count	Total Cost	Student Count	Total Cost
<i>SAI/Self Contained</i>	63	\$ 2,873,241	39	\$ 1,907,334
<i>Low Incidence</i>				
DHH Itinerant	27	\$ 260,037	35	\$ 328,545
O&M	7	\$ 67,417	8	\$ 75,096
VI Itinerant	17	\$ 163,727	21	\$ 197,127
<i>1:1 Aide (a)</i>	5	\$ 272,055	5	\$ 299,715
<i>Intensive Therapeutic Svc (EBD)</i>	4	\$ 16,000	0	\$ -
		\$ 3,652,477		\$ 2,807,817
REDLANDS				
<i>SAI/Self Contained</i>	6	\$ 273,642	9	\$ 440,154
<i>Low Incidence</i>				
DHH Itinerant	9	\$ 86,679	42	\$ 394,254
O&M	9	\$ 86,679	12	\$ 112,644
VI Itinerant	41	\$ 394,871	46	\$ 431,802
<i>1:1 Aide (a)</i>	1	\$ 54,411	1	\$ 59,943
<i>Intensive Therapeutic Svc (EBD)</i>	1	\$ 4,000	4	\$ 16,000
		\$ 900,282		\$ 1,454,797
RIALTO				
<i>SAI/Self Contained</i>	55	\$ 2,508,385	41	\$ 2,005,146
<i>Low Incidence</i>				
DHH Itinerant	41	\$ 394,871	42	\$ 394,254
O&M	3	\$ 28,893	4	\$ 37,548
VI Itinerant	23	\$ 221,513	20	\$ 187,740
<i>1:1 Aide (a)</i>	4	\$ 217,644	5	\$ 299,715
<i>Intensive Therapeutic Svc (EBD)</i>	6	\$ 24,000	5	\$ 20,000
		\$ 3,395,306		\$ 2,944,403
RIM				
<i>SAI/Self Contained</i>	2	\$ 91,214	3	\$ 146,718
<i>Low Incidence</i>				
DHH Itinerant	3	\$ 28,893	2	\$ 18,774
O&M	1	\$ 9,631	1	\$ 9,387
VI Itinerant	2	\$ 19,262	2	\$ 18,774
<i>1:1 Aide (a)</i>	0	\$ -	0	\$ -
<i>Intensive Therapeutic Svc (EBD)</i>	0	\$ -	1	\$ 4,000
		\$ 149,000		\$ 197,653.00
YUCAIPA-CALIMESA				
<i>SAI/Self Contained</i>	10	\$ 456,070	19	\$ 929,214
<i>Low Incidence</i>				
DHH Itinerant	0	\$ -	21	\$ 197,127
O&M	3	\$ 28,893	5	\$ 46,935
VI Itinerant	14	\$ 134,834	17	\$ 159,579
<i>1:1 Aide (a)</i>	2	\$ 108,822	3	\$ 179,829
<i>Intensive Therapeutic Svc (EBD)</i>	3	\$ 12,000	10	\$ 40,000
		\$ 740,619		\$ 1,552,684
SELPA Wide SAI Total	136	\$ 6,202,552	111	\$ 5,428,566.00
SELPA Wide Low Incidence Total	200	\$ 1,926,200	278	\$ 2,609,586.00
SELPA Wide 1:1 Aides Total	12	\$ 652,932	14	\$ 839,202.00
SELPA Wide Therapeutic Svcs (EBD) Total	14	\$ 56,000	20	\$ 80,000.00
SELPA Wide Total Fee-for-Service		\$ 8,837,684		\$ 8,957,354.00

ACTION ITEM

East Valley SELPA Fiscal Allocation Plan

Program Manager for Regional Services, Jennifer Brooksby will present for approval the East Valley SELPA Fiscal Allocation Plan.



East Valley Special Education Local Plan Area Fiscal Allocation Plan

A. Statutory Requirement

California Education Law requires that a SELPA have a fiscal allocation plan to accompany its Local Plan that contains a methodology for distributing state and federal funds to the local education agency members of the SELPA.

E.C. 56195.7..... (i) For multidistrict special education local plan areas, a description of the policymaking process that shall include a description of the local method used to distribute state and federal funds among the local educational agencies in the special education local plan area. The local method to distribute funds shall be approved according to the policymaking process established consistent with subdivision (f) of Section 56001 and pursuant to paragraph (3) of subdivision (b) of Section 56205.

B. California's Master Plan for Special Education

The East Valley SELPA (EV SELPA) has used the following guidance from California's Master Plan for Special Education in the development of this fiscal allocation plan.

The objectives essential to the construction of an equitable finance plan for special education are as follows:

1. Provide adequate resources to assure equality of educational opportunity for all individuals with exceptional needs.
 2. Provide levels of support for special education programs which will promote programs and services of equal quality.
 3. Provide encouragement for the development of comprehensive programs.
 4. Promote both program and fiscal accountability.
 5. Clarify fiscal relationships between state, county, and district.
 6. Ensure equity in support levels among various program components.
 7. Provide adjustments in support levels to reflect changing costs.
 8. Provide support based on needs of pupils enrolled in education (funding based on specified programs and services rather than on categorical disability groupings).
 9. Ensure that reporting and auditing policies and procedures are meaningful for evaluation and program development.
 10. Provide methods for monitoring and evaluating quality control in special education.
- (California Master Plan for Special Education, California State Board of Education, Jan. 10, 1974)*

C. Guiding Principles

The EV SELPA has adopted the following guiding principles:

1. SELPA members agree that all children with exceptional needs residing in this SELPA

- should be appropriately served.
2. In order to deliver appropriate services to all students, the SELPA members believe in everyone working together as a team for the good of all. The cooperation of the business offices and program departments is critical.
 3. Fairness and equity shall be the basis of the development of this Fiscal Allocation Plan.
 4. Federal and state revenues will flow directly from the state to the SELPA Administrative Unit which is the San Bernardino County Superintendent of Schools. In turn, the SELPA Administration will allocate the funds to SELPA members according to this Fiscal Allocation Plan.
 5. SELPA member local educational agencies (LEAs) will retain their own decision making on how to use their funds in serving students with disabilities based on needs outlined in their Individualized Education Programs (IEPs).
 6. This Fiscal Allocation Plan will be kept as simple as possible yet be flexible and useful in serving special education students.
 7. The distribution of funding will be understandable, predictable, and timely.
 8. SELPA members will commit to timely reporting and analysis of all relevant data necessary for the allocation and distribution of funds.
 9. This Fiscal Allocation Plan will be in legal compliance with federal and state laws.
 10. Disputes regarding this Funding Allocation Plan will be resolved at the lowest level possible with final appeal to the East Valley SELPA Board of Directors.

D. Revenue & Allocation (Funds Provided for Services to Students with Disabilities)

I. State Aide or AB 602 Funds

The California Department of Education provides AB 602 funding based on a rate per unit of Average Daily Attendance (ADA). Several funding sources contribute to the AB 602 funding model including district net funding entitlement (also known as the base), local special education property taxes, low incidence, and out-of-home care.

In addition, a SELPA may apply to the Extra-ordinary Cost Pool annually to offset costs. As part of AB 602 funding, the program reimburses SELPAs for extraordinary costs of single placements in nonpublic, nonsectarian schools (NPS), and special education and related services for pupils residing in licensed children's institutions (LCI). Single placement costs in excess of the annual threshold amount are reimbursed but the funds are subject to availability and require annual application to be considered for the funds. The EV SELPA applies annually for the funds submitting single placement information as required for each member LEA that has an eligible single placement. If awarded, the funds are transferred to the member LEA(s) identified in the award letter based on the single placement information.

In accordance with Education Code 2572, local special education property tax revenues are allocated to special education programs. The proportionate share of property tax for the EV SELPA is included in the funded base AB602 calculation and allocated to districts based upon funded ADA. Districts receive their proportionate share of the property tax through the AB 602 fiscal allocation model but the allocated property tax accounting transactions remain at San Bernardino County Superintendent of Schools (SBCSS) and are used in conjunction with the fees paid by districts participating in the SBCSS Fee-for Service regional programs.



Each member district receives its proportionate share of the AB 602 revenues based on the LEA's K-12 ADA percentage to the total K-12 ADA for all the SELPA members as stated in the steps below. The SELPA-members' allocation of the AB 602 funds is calculated by SELPA as follows:

Step 1 The total amount of base AB 602 funds that the SELPA is entitled to receive will be determined by identifying the greater of the current, prior year, or prior prior year K-12 ADA for each district, taking those numbers and totaling them to determine a SELPA wide aggregate, and multiplying that aggregate by the statewide base rate per ADA. This will then be adjusted by adding authorized COLA on statewide factors as well as any supplements or re-certifications as authorized by the state.

Step 2 Eighty-five percent (85%) of the total low incidence funds will be added proportionately for each district based on the district's low incidence pupil count of students with a primary or secondary low incidence disability the prior October (P-1 certification data). Fifteen percent (15%) of these funds is retained at the EV SELPA in the Low Incidence Fund and accessed by member districts per the "*EV SELPA Low Incidence Guidelines and Procedures*." The guidelines and procedures, which provide accountability of how the funds are used, are developed, and reviewed by the EV SELPA Low Incidence Committee consisting of representatives from the member districts and SBCSS.

Step 3 One hundred percent (100%) of the out-of-home care funds described below provided for students residing in a licensed children's institution (LCI), Foster Family Home (FFH), public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes will be added for each district of residence based on the counts taken by and provided by CDE.

Step 4 The sum of these steps will be each LEA's net AB 602 allocation.

II. State SELPA Regionalized Services and Program Specialist (RS/PS) Funds

The Base State Aid funding includes a regional services/program specialists apportionment (RS/PS Funds) to fund the SELPA operations. The state calculates this amount based on 2013-2014 rates with annual COLAs applied, when appropriate. The RS/PS funds are set aside to fund the SELPA operations.

III. Federal & State Grants

The following grant funds are added to each SELPA-member LEA's total revenue allocation:

1. The Local Assistance Entitlement is a federal grant that funds special education programs for students age 3 to 21. Prior to 2018-2019, the grant was dispersed in two separate grants, the preschool Local Assistance Entitlement and Local Assistance Entitlement. The local Assistance Entitlement is distributed to SELPA-member LEA's based on their prior year age 3- to 21-year- old special education pupil count.
2. The SELPA calculates the required Private School Proportionate Share for each LEA member based on the federal formula which is included in the Local Assistant Entitlement. The LEA must utilize these funds for the provision of special education services to or on behalf of students with disabilities enrolled in private schools. Funds must be expended within the time period of the current grant award.

3. The SELPA receives four federal grants to fund preschool/infant services: the Federal Preschool Grant, the Infant/Preschool Staff Development Grant, the Part C Early Intervention Grant, and the Infant Discretionary Grant. The Federal Preschool Grant funds are distributed to the SELPA-member LEA's and SBCSS based on their prior year 3- to 5-year-old special education pupil count. The EV SELPA retains 5% of the Preschool Grant to fund regionalized services and program specialist services to support preschool services in all of its member districts. The Part C Early Intervention Grant funds are distributed to the SELPA-member LEA's and SBCSS based on their prior year 3- to 5-year-old special education pupil count. The Infant Discretionary Grant is split between SBCSS EV Ops (80%) and Redlands (20%).
4. The SELPA receives two sources to fund mental health services. One grant is a federal grant, the Mental Health Services grant. The other is state funding via AB 114. The federal grant is funded based on 3- to 21-year-old pupils and distributed to SELPA-member LEAs based on their prior year age 3- to 21-year-old special education pupil count. The other is state funded via AB 114. *It is provided in installments as determined by CDE and distributed to SELPA member LEAs based on prior year P-2 counts of 6-21-year-old pupils.*
5. Infant Program Entitlement – The California Department of Education makes available funds to SELPAs to fund infant programs based on units initially allocated to programs in a 1980 mandate (30 EC 56425). Budget Acts since have not provided a growth appropriation for the Infant Program. The Infant Program Entitlement is split between SBCSS EV Ops (80%) and Redlands (20%). In addition, SBCSS EV Ops provides infant program services to Fontana Unified School District based on an agreement between EV Ops and Fontana USD established when Fontana USD became a single-district SELPA and left the EV SELPA. Fontana USD reimburses EV Ops for the services.

The AB 602 funds and Federal/State Grant funds combine to make the TOTAL REVENUE and its ALLOCATION for the EAST VALLEY SELPA and its member districts.

E. Expenditures (Shared Costs to Provide Services to Students with Disabilities)

I. SELPA Administrative, Regionalized and Program Specialist Services

Each SELPA is required to dedicate a portion of the funds it receives pursuant to Section 56836.10 for regionalized operations and services and the direct instructional support of program specialists. The SELPA Administration provides both legally required services and those services designated by the East Valley SELPA Board of Directors. As described above the Base State Aid funding includes a regional services/program specialists apportionment to fund the SELPA operations. The state calculates this amount based on 2019-2020 counts and 2013-2014 rates with annual COLAs, when provided. In addition, the East Valley SELPA Board of Directors has authorized a percentage of the Base State Aide be taken off-the-top to adequately fund the SELPA operations. A percentage is determined based on projected operating expenditures. The percentage is re-evaluated and approved annually by the SELPA Board of Directors.



II. Student Information System/WebIEP

The East Valley SELPA contracts with Faucette Micro Systems for the development and maintenance of the WebIEP and IEP forms, as well as the development and maintenance of software required for member districts to submit student data to CALPADS and to monitor compliance. The costs are shared proportionately by the districts at year-end based on current year October Pupil Count.

III. SELPA Off-the-Top Regional Program

The East Valley SELPA Board of Directors has authorized a SELPA Off-the-Top Regional Program, Residential Mental Health Oversight, to support services to students in member districts. The program is funded using the following off-the-top methodology.

1. Funding is provided by member districts to the SELPA from State Base Aid prior to distribution of the base aid to districts (i.e. off-the-top).
2. Total costs are calculated from the staffing costs for the program.
3. Percentage applied based on the LEA's K-12 ADA percentage to the total K-12 ADA for the SELPA.

IV. SELPA Proportionate Share Regional Programs

The East Valley SELPA Board of Directors has authorized SELPA Proportionate Share Regional Programs to provide direct services to students in member districts. The programs are Mental Health Behavioral Counseling, Occupational Therapy, and Physical Therapy/Low Incidence Assessments.

A. The SELPA Proportionate Share Occupational Therapy Program is funded as follows:

1. Funding is provided by member districts to the SELPA from State Base Aid prior to distribution of the base aid to districts (i.e. off-the-top).
2. Total costs are calculated from the staffing costs for the program.
3. Service counts are taken in November and April.

B. The SELPA Proportionate Share Mental Health Behavior Counseling and Physical Therapy/Low Incidence Assessment Programs are funded as follows:

1. Funding is provided by member districts to the SELPA from all special education revenue sources (i.e. State Base Aid, Federal Grants, District Contributions) after distribution of the funds to districts.
2. Total costs are calculated from the staffing costs for the programs.
3. Service counts are taken in November and April.

V. San Bernardino County Superintendent of Schools – East Valley Operations (SBCSS EV-Ops) Fee-for-Service Regional Programs

San Bernardino County Superintendent of Schools East Valley Operations (SBCSS EV-Ops) operates a regional program to address specialized student program needs for the member districts of the EV SELPA. Regional program placement and services are provided at the request of member districts based on student individual education program (IEP) decisions. Districts follow the required procedures contained in the San Bernardino County Superintendent of Schools COUNTY REFERRAL documents to place students in or receive services from the SBCSS EV-Ops FFS Regional Program.

The SBCSS EV-Ops regional program is funded via a Fee-for-Service mechanism. Rates are set for the following:

SBCSS EV-Ops Rate Categories

1. SDC Inclusive (SAI, LSH, APE, SHL, VOC – all related to high school transition)
2. Low Incidence (DHH, O&M, VI)
3. 1:1 Aide Services
4. Intensive Therapeutic (Behavior Counseling)

The Fee-for-Service Rates for each category are presented annually by April 15 to the EV SELPA Steering Committee by SBCSS fiscal staff to determine future year's costs. Recommendations to set the annual Fee-for-Service costs are submitted to the Board of Directors to take action each May for the following year. SBCSS EV-Ops revenue projections are based on revenue being distributed to SBCSS from the SELPA-wide AB 602 K-12 revenue PRIOR TO any per ADA distribution to LEAs (i.e., "off the top") The Fee-for-Service revenue funds the programs at 100% of the cost of operation.

VI. Proposed or Modified Regional Program Requirements

SBCSS EV-Ops, EV SELPA, or any member district of the EV SELPA may propose to operate another specialized regional program but must adhere to the approved budget, program design, including staff: student ratio, daily/annual length of operation, curriculum, support systems/support staff, and staff development as prescribed under the East Valley SELPA Local Plan. In addition, any current regional program may be proposed for program modification by the program operator. Both newly proposed and modified regional programs must be reviewed annually by March 15 by the EV SELPA Steering Committee. Any recommended changes or new regional programs for the next fiscal year must be presented to the Board of Directors for approval by May 31.

VII. Nonpublic School (NPS) Costs

The EV SELPA, on behalf of its member districts, contracts with nonpublic schools (NPS) and residential facilities. NPS expenditures are brokered through the SELPA office and via the regional Inland Empire SELPA Association (IESA). In addition, the EV SELPA processes all related invoices and provides payments on behalf of its member districts. NPS contract costs for tuition, mental health services and residential placements, per the students' IEPs, are paid by the EVSELPA on behalf of the districts. The EV SELPA bills the districts on a quarterly basis for all actual costs paid. The EV SELPA reports the quarterly billing transfers in regularly scheduled EV SELPA Steering Committee meetings.

VIII. East Valley SELPA Legal Fund

The EV SELPA Board of Directors authorizes the EV SELPA to create, maintain and monitor a legal fund for specific costs resulting from Office of Administrative Hearing filings. The legal fund costs are shared by the member districts based on current year October special education pupil count. The specific legal support related costs are detailed in the EV SELPA Board of Directors approved document entitled, "Funded by EV SELPA Legal X-Pot/Funded by District."

IX. California Children's Services (CCS) – Medical Therapy Units (MTUs)



Chapter 26.5 of the Government Code (Section 7570-7587) and Title 2 of the California Code of Regulations, Division 9, Chapter 1, Article 1, sections 60000-60610 requires the SELPA and its member districts provide support to CCS medical therapy units (MTU) housed in the East Valley region. Expenditures include office supplies, facilities related maintenance costs, including janitorial, and utilities. The fund is maintained by district annual contributions based on current year October special education pupil count.

X. Intra/Inter SELPA Transfers and Services

Member districts of the EV SELPA may elect to engage in an interagency transfer agreement for the provision of special education services to a student with a disability in a setting outside of the student's LEA and/or SELPA of residence. A transfer between districts within the EV SELPA is an intra-SELPA transfer, and a transfer to between SELPAs is an inter-SELPA transfer. To do so, the East Valley SELPA "Intra-SELPA/Inter-SELPA Transfer Agreement" procedures must be followed. These procedures require the SELPA administrator's approval. Costs are determined based on respective fee-for-service rates established by the service provider and charged to the district of residence at year-end via a cash transfer.

F. Monitoring the Appropriate Use of State Aid, Federal & State Grants

I. IDEA Local Assistance Funding Federal Restrictions and Requirements

The IDEA sets forth specific restrictions on the use of federal funds. These restrictions have been included in the elements of this allocation plan

§ 1413. Local educational agency eligibility

(a) (2) Use of amounts

(A) In general

Amounts provided to the local educational agency under this subchapter shall be expended in accordance with the applicable provisions of this subchapter and—

- (i) shall be used only to pay the excess costs of providing special education and related services to children with disabilities.
- (ii) shall be used to supplement State, local, and other Federal funds and not to supplant such funds; and
- (iii) shall not be used, except as provided in subparagraphs (B) and (C), to reduce the level of expenditures for the education of children with disabilities made by the local educational agency from local funds below the level of those expenditures for the preceding fiscal year.

II. Maintenance of Effort (MOE) Policy

The EV SELPA recognizes the intent of the federally mandated maintenance of effort (MOE) requirement to ensure the provision of appropriate services for students with disabilities. In signing the Local Plan, the governing board of each East Valley SELPA local education agency (LEA) has adopted an assurance statement regarding the maintenance of local financial effort relative to the receipt of federal special education funds. Pursuant to these locally adopted assurance statements, it is the expectation that all local education agencies (both combined as a whole and as individual LEA members) of the SELPA shall meet the maintenance of effort requirement on



each fiscal year.

MOE regulations require that federal funds be used only to pay the excess costs of providing special education and related services to children with disabilities and to supplement and not supplant state and local funds for special education (34 Code of Federal Regulations §300.203-300.205). CDE monitors MOE compliance based on each SELPA's and member districts' individual and aggregated fiscal data. MOE compliance is met if total special education expenditures from State and Local funds are at least equal to, or greater than, prior year. The EV SELPA and its member districts will follow the procedures outlined in the EV SELPA Fiscal Procedures Handbook to determine MOE compliance.

III. Annual Budget Plan

The EV SELPA is required to develop a SELPA Annual Budget Plan each spring. The Plan must be displayed at a public hearing, approved by the EV SELPA Board of Directors, provided to CDE by June 30 of each year, and posted on the SELPA and each member districts' websites. The SELPA Annual Budget Plan shall include allocation projections for all SELPA-member LEAs. Based on those projections, budget plans are developed by each LEA for both current year and budget year expenditures for all federal, state, SELPA, and LEA funds provided for special education.

Aggregated SELPA information shall be presented in a form that is understandable to the general public.

IV. SELPA Budget Development

The EV SELPA Board of Directors requires the development and approval of a SELPA operating budget annually. The following procedure is adhered to in making changes to the budgetary allocations:

First Step

The EV SELPA fiscal consultant in collaboration with the EV SELPA administrator develops a proposed budget based on budget assumptions provided by the SELPA's administrative unit, SBCSS.

Second Step

The EV SELPA Board of Directors Budget Ad Hoc Committee, made up of two Board members appointed by the Board at the regularly scheduled February meeting, reviews and advises the SELPA on the budget requesting any needed revisions.

Third Step

The EV SELPA Board of Directors Budget Ad Hoc Committee recommends the budget for approval to the EV SELPA Board of Directors at a regularly scheduled meeting in the spring prior to the upcoming school year.

Fourth Step

The EV SELPA Board of Directors formally takes action on the proposed budget at a regularly scheduled meeting in the spring prior to the upcoming school year.

V. Distribution of Assets

Withdrawal from membership of the East Valley SELPA shall not entitle a member LEA to any partition of the property held by the East Valley SELPA or return of contributions toward the acquisition of such property.

ACTION ITEM

East Valley SELPA Ribbon of Inclusion

Program Manager for Regional Services, Jennifer Brooksby will present for approval the East Valley SELPA Ribbon of Inclusion.

Tier I – Envisioning & Building (Bronze)

FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
<p>Professional Development: The site’s Leadership Team has participated in professional development designed to promote understanding of the principles of inclusion, strategies for working with SWDs, and tips for making an inclusive environment successful</p>	<p>Evidence of Inclusion Leadership Team attendance in Professional Development related to the principles and implementation of inclusive practices and goals established for ongoing Professional Development for site improvement.</p>	<p>0 = Professional Development goals have not been established or fewer than 50% Site Leadership team attended</p> <p>1 = Professional Development goals have been established and 50% of the Site Leadership Team attended</p> <p>2 = Professional Development goals have been established and 100% of the Site Leadership Team has attended</p>
<p>Site Leadership Team Procedures: Site leadership team meets (a) at least monthly, (b) has regular meeting format/agenda, (c) minutes, (d) a current action plan.</p>	<p>Leadership team meeting agenda and minutes</p> <p>Leadership team action plan for inclusion</p>	<p>0 = Leadership team does not meet regularly, no agenda, no minutes, or no action plan</p> <p>1 = Leadership team has at least 2 but not all 4 features</p> <p>2 = Leadership team meets at least monthly and uses regular meeting format/agenda with minutes, and has developed an action plan. Attendance at meetings is > 80% of participants</p>
<p>Cultural Change Expectations: The site has created vision, mission, and value statements for the transition to inclusivity. These statements have been broadly messaged to a variety of stakeholders for input, development, and acceptance.</p> <p>100% of staff and students make a pledge to support inclusive values.</p>	<p>Copies of the vision, mission, and value statements</p> <p>Dissemination to stakeholders</p> <p>Evidence of staff and student pledges</p>	<p>0 = The statements lack specificity or have not been communicated to all stakeholders</p> <p>1 = Statements lack specificity or have not been communicated to stakeholders</p> <p>2 = Statements provide a clear, defined direction of inclusivity for all students and evidence demonstrates a systematic dissemination to all stakeholders</p>
<p>LRE Achievement: The school developed an action plan to improve SpEd LRE data with quantifiable metrics.</p>	<p>Action Plan</p>	<p>0 = Site leadership team does not have a well-defined action plan to improve LRE</p> <p>1 = Action plan is developed but lacks specificity.</p> <p>2 = Action plan is developed with clearly defined roles and responsibilities.</p>

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

Tier II – Implementing (Silver)		
FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
<p>Professional Development: The site has established Professional Development guidelines to build capacity in its teachers within the framework of inclusion.</p>	<p>Evidence of staff attendance in Professional Development designed to build capacity in staff</p>	<p>0 = Professional Development has not been identified or fewer than 5 people have attended</p> <p>1 = Professional Development opportunities have been provided and 25% of the staff have attended</p> <p>2 = Professional Development opportunities have been provided and at least 50% of staff have attended</p>
<p>Site Leadership Team Procedures: The leadership team undertakes strategic planning and data analysis utilizing systematic tools to identify areas of growth and opportunity for equity and inclusion. Specific goals are established to lead to more inclusive policies and practices.</p>	<p>Site leadership team meeting agenda and minutes</p> <p>Goals for inclusive practices</p>	<p>0 = Leadership team does not meet regularly, no agenda, no minutes, or no inclusive goals</p> <p>1 = Leadership team has at least 2 but not all 4 features</p> <p>2 = Leadership team meets at least monthly and uses regular meeting format/agenda with minutes, and has developed inclusive goals. Attendance at meetings is >80% of participants</p>
<p>Cultural Change Expectations: The site has identified inclusive policies and practices with strategic planning to achieve goals. These have been communicated to staff and parents.</p>	<p>Written policies</p> <p>Measurable goals</p>	<p>0 = The statements lack specificity or have not been communicated to all stakeholders</p> <p>1 = Statements lack specificity or have not been communicated to stakeholders</p> <p>2 = Statements provide a clear, defined direction of inclusivity for all students and evidence demonstrates a systematic dissemination to all stakeholders</p>
<p>LRE Achievement: 100% of M/M students are rostered to a Gen Ed teacher.</p> <p>Goal established to meet Indicator for students who spend >80% of their day in Gen Ed (Indicator 5a)</p> <p>Goal established to meet Indicator for students who spend <40% of their day in Gen Ed (Indicator 5b)</p>	<p>Class Rosters</p> <p>Indicator 5a data</p> <p>Indicator 5b data</p>	<p>0 = Goals for meeting Indicators 5a & b are not achievable and fewer than 100% of M/M students are rostered to a Gen Ed teacher</p> <p>1 = Goals for meeting Indicators 5a & b are not achievable or fewer than 100% of students are rostered to a Gen Ed teacher</p> <p>2 = Goals are achievable and 100% of students are rostered to a Gen Ed teacher</p>

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

Tier III – Scaling (Gold)		
FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
<p>Professional Development: The site engages in ongoing Professional Development designed to scale up the practice of equity and inclusion for all students.</p>	<p>Evidence of staff attendance in ongoing Professional Development related to the practice of equity and inclusion for all students.</p>	<p>0 = Professional Development has been sporadic, not widespread, or not focused on equity and inclusion.</p> <p>1 = Professional Development is focused on equity and inclusion but fewer than 50% of staff attend</p> <p>2 = Professional Development is focused on equity and inclusion with greater than 75% of staff in attendance</p>
<p>Site Leadership Team Procedures: The leadership team continues regular meetings with a focus scaling up their inclusive practices. The inclusion team takes a leadership role in supporting district wide practices to improve LEA inclusivity</p>	<p>Leadership team meeting agenda and minutes</p> <p>Plan for scaling inclusive practices</p> <p>Site visits from other district school teams</p>	<p>0 = Leadership team does not meet regularly, no plan to scale up inclusive practices, or no site visits from other district schools</p> <p>1 = Leadership team has at least 2 but not all 3 features</p> <p>2 = Leadership team meets regularly with agenda/minutes, supports other district schools in site visits, and has plan to scale up inclusive practices. Attendance at meetings is >80% of participants</p>
<p>Cultural Change Expectations: Site demonstrates a commitment to parent/guardian voice in the development and implementation of inclusive practices. A culture of inclusion has been adopted by the staff in support of equitable practices that provides for the best access for all students.</p>	<p>Staff interviews and/or survey</p> <p>Parent interviews and/or survey</p>	<p>0 = Parent voice has not been sought and staff demonstrate a mixed adoption of inclusive practices.</p> <p>1 = Parent voice has not been sought or staff demonstrate a mixed adoption of inclusive practices</p> <p>2 = Evidence that parent input in developing inclusive practices has been considered and staff demonstrate a culture change to equitable inclusion of all students.</p>
<p>LRE Achievement: Elementary – 100% of students rostered to Gen Ed. Secondary – 100% of students rostered to 2 periods/day</p> <p>Target met for students who spend >80% of their day in Gen Ed (Indicator 5a)</p> <p>Target met for students who spend <40% of their day in Gen Ed (Indicator 5b)</p>	<p>Class Rosters</p> <p>Indicator 5a data</p> <p>Indicator 5b data</p>	<p>0 = Have not met Indicator 5a & b and fewer than 100% of students are rostered to a Gen Ed teacher</p> <p>1 = Goal met for Indicator 5a or b or fewer than 100% of students are rostered to a Gen Ed teacher</p> <p>2 = Met Indicator 5a & b and 100% of students are rostered to a Gen Ed teacher</p>

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

Tier IV –Sustaining (Platinum)		
FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
<p>Professional Development: The site has become a model school for inclusion within the community and regularly engages in showcasing their programming to support other district sites or LEAs in developing their inclusive practices.</p>	<p>Evidence of visits from other school sites or LEAs to observe positive inclusive practices.</p>	<p>0 = The site has not taken the initiative to invite other district schools/LEAs to observe the program.</p> <p>1 = The site hosts other district schools/LEAs and/or fewer than 50% of classrooms are showcased.</p> <p>2 = The site hosts other district schools or LEAs > 50% of classrooms are showcased.</p>
<p>Site Leadership Team Procedures: The leadership team continues monthly meetings with a focus sustaining inclusive practices and procedures. The leadership team takes an active role in supporting SELPA wide practices to improve LEA inclusivity</p>	<p>Leadership team meeting agenda and minutes</p> <p>Plan for sustaining inclusive practices</p> <p>Site visits from other SELPA school teams</p>	<p>0 = Leadership team does not meet regularly, no plan for sustaining inclusivity, or no site visits from other SELPA schools.</p> <p>1 = Leadership team has at least 2 but not all 3 features</p> <p>2 = Leadership team meets regularly with agenda/minutes, has developed an action plan to sustain inclusion, and participates in SELPA inclusive initiatives. Attendance at meetings is > 80% of participants</p>
<p>Cultural Change Expectations: Site demonstrates a commitment to parent/guardian voice in the development and implementation of inclusive practices. A culture of inclusion has been adopted by the staff in support of equitable practices that provides for the best access for all students.</p> <p>The school site demonstrates a commitment to the student voice regarding the inclusivity of peers</p>	<p>Staff interviews and/or survey</p> <p>Parent interviews and/or survey</p> <p>Student interviews and/or survey</p>	<p>0 = Parent and student voices have not been sought and staff demonstrate a mixed adoption of inclusive practices.</p> <p>1 = Parent and student voices have not been sought or staff demonstrate a mixed adoption of inclusive practices</p> <p>2 = Evidence that parent and student input in developing inclusive practices have been considered and staff demonstrate commitment to inclusion</p>
<p>LRE Achievement: Elementary – 100% of students rostered to Gen Ed. Secondary – 100% of students rostered to 2 periods/day</p> <p>Target maintained for 2 years for students who spend >80% of their day in Gen Ed (Indicator 5a)</p> <p>Target maintained for 2 years for students who spend <40% of their day in Gen Ed (Indicator 5b)</p>	<p>Class Rosters</p> <p>Indicator 5a data</p> <p>Indicator 5b data</p>	<p>0 = Have not met Indicator 5a & b for 2 consecutive years and fewer than 100% of students are rostered to a Gen Ed teacher</p> <p>1 = Indicator 5a or 5b met for 2 consecutive years or fewer than 100% of students are rostered to a Gen Ed teacher</p> <p>2 = Indicator 5a & b met for 2 consecutive years and 100% of students are rostered to a Gen Ed teacher</p>

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented



United in Inclusion Ribbon Validation Plan



To be completed in collaboration with District SpEd Administration, Site Administration, and Site Leadership Team

District _____

School Site _____

Desired Validation Date _____

Ribbon Level

Bronze

Silver

Gold

Platinum

Professional Development Needs	
<i>What professional development opportunities does the site require?</i>	
Site Leadership Team	
<i>Who are the members of the Site Leadership Team and what are the goals for the team?</i>	
Cultural Change Expectations	
<i>What cultural change goals will be addressed this year?</i>	
Least Restrictive Environment Goals	
<i>What are the current LRE statistics for the school and how many students are rostered to a Gen Ed teacher?</i>	
School Site Strengths	Barriers to Inclusion

Submit to EV-SELPA: Jennifer.Brooksby@sbcss.net

Validation Responsibilities
EV SELPA Responsibilities
<ul style="list-style-type: none"> Identify trainings Provide guidance to LEAs on best practices Manage SIP funding reimbursement Match target schools with validation partners Manage validation interviews Establish validation timelines
District Responsibilities
<ul style="list-style-type: none"> Develop annual execution plan Identify target schools Guide schools through PD selection Report back to SIP Leadership team on progress Develop plan for IEPs to reflect changes to more inclusive settings Participate in SELPA wide validation confirmations
Validation Process
<ol style="list-style-type: none"> 1) District identifies school(s) to participate in Ribbon of Inclusion program 2) District submits Validation Plan to EV SELPA with prospective validation date 3) District submits the Blueprint for Inclusion (BFI) self-validation inventory to SELPA prior to validation date 4) SELPA schedules LEA validation partners review evidence sources and conduct onsite visits within 30 days of district's desired validation date 5) SELPA notifies district of Ribbon of Inclusion final determination within 30 days of validation visits 6) SELPA invites district school to the next EV SELPA Board of Directors meeting for recognition 7) At district request, EV SELPA will provide a representative to attend district board meeting to recognize site Ribbon of Inclusion awards

ACTION ITEM

Annual Organizational Meeting

- i. Adopt a Meeting Schedule for 2023-2024

2023/2024
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 20, 2023

November 15, 2023

February 21, 2024

March 20, 2024

May 22, 2024

June 12, 2024

All meetings will be held at 2:00 p.m.
at the Dorothy Ingrham Learning Center
Conference Room E
670 E. Carnegie Drive,
San Bernardino CA 92408
home of the
EAST VALLEY SELPA
(Unless meetings must be held virtually)



ACTION ITEM

Annual Organizational Meeting

ii. Elect by Majority of Vote a Vice- Chairperson

ACTION ITEM

Annual Organizational Meeting

- iii. Provide the EV SELPA, in writing, the names of each Board Member's Alternate Voting Member

ACTION ITEM

Annual Organizational Meeting

- iv. Receive from each Board Member verbal affirmation of their District's continued participation in the East Valley SELPA

OTHER

Next Meeting – May 24, 2023