

East Valley SELPA

**Special Board of
Directors
Meeting Agenda**



October 25, 2023

EAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA
BOARD OF DIRECTORS

AGENDA

SPECIAL MEETING

Wednesday, OCTOBER 25, 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.

- | | |
|--|---|
| 1. <u>Open Session – Call to Order</u> | <u>OPEN SESSION</u> |
| 2. <u>Roll Call and Establishment of Quorum</u> | <u>ESTABLISHMENT
OF QUORUM</u> |
| 3. <u>Approval of Agenda</u> | <u>APPROVAL OF
AGENDA</u> |
| 4. <u>Community Comments</u> | <u>COMMUNITY
COMMENTS</u> |
| 5. <u>Discussion Items</u> | <u>DISCUSSION
ITEMS</u> |
| a. 2024-2025 Regional Program Transfer Request | |
| 6. <u>Other</u> | <u>OTHER</u> |
| a. Next Meeting – November 15, 2023 | |
| 7. <u>Adjournment</u> | <u>ADJOURNMENT</u> |

DISCUSSION ITEM

5. 2024-2025 Regional Program Transfer Request

5.a. Redlands USD Request to Transfer Occupational Therapy (OT) Program

Chief Administrative Officer Metheny will review the September 14, 2023 request made by Redlands USD to transfer the current EV SELPA operated OT program to Redlands USD. The request was made after the deadline to make requests. The EV SELPA Board requested more information before making two decisions at the regularly scheduled November 15, 2023 meeting. The first decision is whether or not to grant Redlands USD permission to request the transfer outside of the timeline set in policy. If granted, the second decision will be whether or not to grant the transfer request.



Redlands Unified School District

Special Services Division

P.O. Box 3008 • Redlands, California 92373-1508 • (909) 307-5300 • FAX (909) 307-5335

September 14, 2023

Dr. Patty Metheny, Administrator
East Valley SELPA
670 E. Carnegie Drive
San Bernardino, Ca 92408

Dear Dr. Metheny

I am writing to inform you and the East Valley SELPA, that it is the intention of the Redlands Unified School District to provide its own Occupational Therapy Services for all our students starting in the 2024-2025 school year. If you have any questions or need additional information, please feel free to contact me.

Respectfully,

Patti Buchmiller

Patti Buchmiller
Executive Director Special Services
Redlands Unified School District
909-307-5300 ext. 21101
patricia_buchmiller@redlands.k12.ca.us

DISCUSSION ITEM

5. 2024-2025 Regional Program Transfer Request

5.b. EV SELPA Regional Programs & Transfer Policy and Procedures

Chief Administrative Officer Metheny will review the current EV SELPA Regional Programs & Transfer Policy and Procedures language specific to the request made by Redlands USD.



East Valley Special Education Local Plan Area Regional Programs & Program Transfer Policy and Procedures

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Philosophy

Effective June 1, 2018, the “Regional Program” concept will be in place in the East Valley SELPA (EV SELPA) to address specialized student program needs. The San Bernardino County Superintendent of Schools (SBCSS), the EV SELPA and Local Education Agencies (LEA) can be regionalized service providers for other LEAs within the EV SELPA. Regional programs are designed to meet the needs of students with specific disability conditions, functional levels, and age/grade ranges. Nothing in policy overrides an Individualized Education Program (IEP) team’s right to make individual decisions regarding a student’s placement in the least restrictive environment (LRE) or the provision of a free appropriate public education (FAPE).

Typically, a regional program provides services to students from more than one LEA. The Regional Program operator and a LEA requesting a program transfer must adhere to the procedures outlined in this policy. Any Regional Program proposal or proposed modification by the program operator must be reported to the EV SELPA Steering Committee and presented to the EV SELPA Board of Directors for approval. Regional Programs must be reviewed annually by March 15 by the EV SELPA Steering Committee.

The agency providing the Regional Program is required to develop a Memorandum of Understanding (MOU) with each LEA that is sending one or more students to the Regional Program. The MOU needs to specify responsibilities of each agency and the fee for service arrangements. The annual rates for programs need to be based on a “not-for-profit” philosophy such that the fees are designed to simply cover the costs for services. Preliminary notification of fee-for-services rates for the upcoming year must be provided by April 30 of the current fiscal year, with the final rates determined after the May Revise update.

Education Code Requirements

Pursuant to Education Code Section 56207(a):

No educational programs and services already in operation in school districts or a county office of education pursuant to Part 30 (commencing with Section 56000) shall be transferred to another school district or a county office of education or from a county office of education to a school district unless the special education local plan area has developed a plan for the transfer which addresses, at a minimum, all of the following:

- (1) Pupil needs.*
- (2) The availability of the full continuum of services to affected pupils.*
- (3) The functional continuation of the current individualized education programs of all affected pupils.*
- (4) The provision of services in the least restrictive environment from which affected pupils can benefit.*
- (5) The maintenance of all appropriate support services.*
- (6) The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies.*
- (7) The means through which parents and staff were represented in the planning process.*

To meet this requirement, each LEA pursuing a program transfer will be required to complete a “Detailed Plan for Special Education Program Transfers” (Appendix A) and to sign off on the “Program Transfer Assurances” (Appendix B) by September 7 of the year prior to initiating the new program services.

Transfer of Regional Programs

A Regional Program provides services to students who are residents of multiple LEAs. When the SBCSS, EV SELPA or an LEA is considering opening a regional program and/or pulling students from a regional program to open a district-only program, the LEA must communicate

with and discuss implications with the LEAs that may be impacted by the proposed plan by following the Program Transfer timelines in this policy.

Transfer of Program via Discontinuing Referrals to Regional Programs

There is no established timeline that states if a certain number of students within a certain timeline are transferred from one program to another that the formal program transfer procedures must be followed. However, the intent of Ed Code 56207 is clear that the transfer of services and programs from an LEA that may impact the operation of a Regional Program must comply with the specified transfer program requirements. Therefore, a LEA who is considering discontinuing referrals to a Regional Program operated by the SBCSS, EV SELPA or another LEA within the SELPA shall be held accountable to the same procedures and timelines for notification of program transfer.

Transfer of Group of Students

The IEP process should not be used to expressly bypass the formal program transfer process. No educational programs and services already in operation shall be transferred unless the SELPA has developed a transfer plan that meets the specified requirements (Education Code §56207). To transfer students, pursuant to the IEP process, from their current placement to a new class in a LEA outside of the formal program transfer process could be deemed as not in conformity with this provision of the Education Code.

The IEP process is designed to determine an appropriate individualized education program for each student. To convene an IEP meeting because a new class has been established in a LEA is not generally a basis for an IEP meeting. (See Education Code §56343) On the other hand, if over the course of time, based on an evaluation of their individualized needs and/or lack of progress in their current placement, students are transferred to a new program established by the LEA, the formal transfer process may not be triggered. However, this should not be intentionally utilized as a means to bypass a formal transfer process. Further, the decisions to transfer a student during an IEP meeting to the new class need to be based on the student's individualized needs and not external factors.

Personnel Considerations

Certificated Positions

The following apply:

Whenever any certificated employee, who is performing service for one employer, is terminated, reassigned, or transferred, or becomes an employee of another employer because of the reorganization of special education programs, the employee shall be entitled to the following:

- The employee shall retain the seniority date of his or her employment with the district or county office from which he or she was terminated, reassigned, or transferred.

- The reassignment, transfer, or new employment caused by the reorganization of special education programs shall not affect the seniority or classification of certificated employees already attained in any school district that undergoes the reorganization. These employees shall have the same status with respect to their seniority or classification, with the new employer, including time served as probationary employees. The total number of years served as a certificated employee with the former district or county office shall be credited, year for year, for placement on the salary schedule of the new district or county office.
- Subsequent to the reassignment or transfer of any certificated employee as a result of the reorganization of special education programs that employee shall have priority in being informed of and in filling certificated positions in special education in the areas in which the employee is certificated within the district or county office by which the certificated employee is then currently employed.
- A certificated employee who has served as a special education teacher in a district or county office and has been terminated from his or her employment by that district or county office shall have first priority in being informed of and in filling vacant certificated positions in special education, for which the employee is certificated and was employed, in any other county office or school district that provides the same type of special education programs and services for the pupils previously served by the terminated employee. For a period of 39 months for permanent employees and 24 months for probationary employees from the date of termination, the employee shall have the first priority right to reappointment as provided by this section, if the employee has not attained the age of 65 years before reappointment.

Classified Positions

The following apply:

If the reorganization of special education programs results in a classified employee who is performing services for one employer being terminated, reassigned, or transferred, or becoming the employee of another employer, the employee shall retain the seniority acquired at his or her employment with the school district or county office of education from which he or she was terminated, reassigned, or transferred.

The reassignment of an employee, transfer of an employee, or new employment of an employee caused by the reorganization of special education programs does not affect the seniority or classification that a classified employee already attained in any school district that undergoes the reorganization. The employee has the same status with respect to his or her seniority or classification, with the new employer, including time served as a probationary employee. The total number of years served as a classified employee with the former school district or county office shall be credited, year for year, for placement on the salary schedule of the new school district or county office.

A classified employee who is reassigned or transferred as a result of the reorganization of special education programs has priority in being informed of and in filling classified positions in the classifications in which the employee was employed before the reassignment or transfer. This priority expires 24 months after the date of reassignment or transfer and may be waived by the employee during that time period.

A classified employee who served in a special education program in a school district or county office and is terminated from his or her employment by that school district or county office as a result of the reorganization of a special education program has first priority in being informed of and in filling vacant classified positions for which the employee is qualified or was employed in the county office or school district that operates the reorganized special education program. Permanent employees have the first priority right to reappointment as provided in this section for 39 months from the date of termination. Probationary employees have the first priority right to reappointment as provided in this section for 24 months from the date of termination.

Resolving Disagreements Related to Program Transfers

If either the sending or receiving agency disagree with the proposed transfer, the distribution of funds, the responsibility for service provisions or other aspects of the transfer plan, the matter should be resolved by alternative resolution processes.

Program Transfer Timelines

Pursuant to EC Section 56207(b), a program transfer may take effect no earlier than the first day of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency and the EV SELPA Board of Directors. On a case-by-case basis, the program transfer may take effect earlier (beginning of the next school year) if all parties involved in the transfer agree and the EV SELPA Board of Directors has approved the program transfer. If timelines are missed but all parties currently utilizing the existing program involved in the transfer agree, the case shall be presented to the EV SELPA Board of Directors for approval. When timelines are met, all program transfer cases shall go to the EV SELPA Board of Directors as an action item at the mid-year meeting, no later than December.

The following timelines, displayed as an example, shall be followed for all program transfer requests:

Example: Notification date for program transfer:	No later than March 31,
2021	
Preparation year:	2021-2022
Implementation year:	2022-2023
(beginning with next school year calendar)	

Notification Year

Any LEA(s) considering the possibility of making a formal written notification of intent to transfer programs or stop making referrals to a regional provider, must discuss this with the EV SELPA administrator and the current provider in the winter prior to making the notification. The

following is required:

- March 31: Two years prior to implementation (~~basically one year and a day~~), pursuant to Education Code Section 56205, the LEA(s) interested in considering transfer of one or more programs from one provider to another shall notify in writing to the EV SELPA, SBCSS or any other regionalized service provider of intent to transfer program(s).

The written preliminary notification shall include whether or not the interested LEA plans to be a regionalized service provider. LEAs affected by the program transfer are also responsible for submitting a notification of intent letter if they are interested in having the new provider serve their students. Each initial program transfer notification letter shall be provided as an information item on the next Steering/Finance Committee, and Board of Directors meetings.

Preparation Year

- August 1: The LEA proposing the transfer must provide a student list of proposed students impacted by the transfer to the EV SELPA and SBCSS. The list shall include the following information for each student: name, date of birth, disability(ies), grade level, current IEP date, triennial IEP date, current attending school, current teacher, and all current special education services by type, frequency and duration.
- September 7: EV SELPA, SBCSS or other regionalized service providers must prepare a report indicating any possible financial and programmatic impact. The current service provider will address the following in their report:
 - i. Identify any adverse fiscal impact on the remaining operated program
 - ii. Identify any adverse programmatic impact on the remaining operated program
 - iii. Identify and evaluate any facility issues; and,
 - iv. Identify any personnel issues.

The LEA proposing the transfer must complete and submit to the EV SELPA administration the required Assurances Page (Appendix A) and Detailed Plan for Program Transfer (Appendix B) with a copy provided to the current program service provider.

The above reports shall be provided as an information items on the next EV SELPA Steering/Finance Committee, and Board of Directors meetings.

- October 31: The LEA(s) requesting the program transfer must provide Verification of Involvement of Stakeholders in the Plan for Special Education Program Transfers (Appendix C) along with written notification to the EV SELPA Board of Directors and SBCSS or other service providers whether or not the LEA will be taking back program(s).
- November or December: The next scheduled V SELPA Board of Directors agenda will include an action item to approve or disapprove the special education program transfer request. The approval is dependent upon a simple majority vote of the members in

attendance.

- January through June: In any type of program transfer, the new program operator shall work cooperatively with the current operator to complete administrative activities such as scheduling IEP meetings, transfer of files, coordination of related services, notification of parents, and other activities associated with the program transfer.

Note: It is the requirement of all SELPA transfer plans that the functional continuation of the current IEP's of all affected students be provided for (Ed. Code §56207(a)(3)). An IEP meeting is required to be convened when there is a request to develop, review or revise the individualized education program or a student (Ed. Code, §56343). A student's educational placement is defined as "that unique combination of facilities, personnel, location or equipment necessary to provide instructional services to an individual with exceptional needs, as specified in the IEP..." (Cal. Code Regs. tit. 5, §3042). If the alteration of a program operator truly has no impact on the facility, personnel, location, or equipment provided to the student, then the change in program operator would not require that an IEP meeting be convened for each affected student.

- June: The new program operator is responsible for developing a MOU with any other LEA that also provided program transfer notification who plans to access the new program.
- June: A LEA utilizing a program outside of the EV SELPA shall complete an Intra-SELPA Transfer form for each student attending such program.

Implementation Year

- The new program operator will begin providing services effective the beginning of the next school year calendar. The current program operator provides services during extended school year unless negotiated otherwise. In such cases, the existing MOU applies.

PROGRAM TRANSFER ASSURANCES

The _____ School District certifies that the agency herein represented will comply with all applicable requirements of federal and state laws and regulations and special education local plan area policies, including compliance with the Individual with Disabilities Education Act, Section 504 of Public Law, and the provisions of the California Education Code, Part 30, specifically:

- Section 56207(a) – develop a detailed program transfer plan
- Section 56207(a)(1) and (3) – pupil needs and the continuation of the current IEP for all affected students
- Section 56207(a)(2) and (4) – availability of the full continuum of program placements and services in the least restrictive environment for all affected students
- Section 56207(a)(5) – maintenance of all appropriate support services to include qualified support staff and administrative support
- Section 56207(a)(7) – involvement and representation of parents of all affected students and staff (e.g. special and non-special education teachers, itinerant specialist, administrators, and classified) in the planning process
- Section 44903.7 – certificated employee rights
- Section 45120.2 – classified employee rights
- Section 56207(c) - & Section 56205(b)(5) – resolving disagreements related to program transfers

Attached is the required **Detailed Plan for Special Education Program Transfers** that delineates how the LEA has or will fulfill these obligations.

Signature of Special Education Administrator

Signature of LEA Superintendent

Date

Date

DETAILED PLAN FOR SPECIAL EDUCATION PROGRAM TRANSFERS

LEA Name: _____ Date of Submission: _____

This required Detailed Plan for Special Education Program Transfers complies with Section 56207(a) and other procedural safeguards.

1. Section 56207(a)(1) and (3) – pupil needs and the continuation of the current individualized education program (IEP) for all affected students.

(a) Direct Instruction:

Sample Language:

The students will continue to receive all services as required in their current Individualized Education Programs (IEPs) in the least restrictive environment. New IEPs will be held if needed.

(b) Related Services and Equipment

Sample Language:

The students will continue to be provided all required appropriate supports, including related services, pursuant to their IEPs. All required related services will be provided by qualified support staff with the appropriate training and administrative support. The LEA plans to provide the following required related services: speech and language; counseling and guidance; adapted physical education; health and nursing services; and transition services. The LEA will provide other related services when the needs of students so dictate the need for additional supports.

The current regionalized service provider will conduct an inventory of current equipment to determine which equipment will stay with the transferring students. The receiving LEA has built funds into the budget to purchase required equipment. Regarding equipment, the low incidence equipment will follow the student.

(c) Facilities

Sample Language:

Outlined below is a list of facilities by school available to house the students involved in the program transfer.

School Site	Available Facility	Comments

2. Section 56207(a)(2), (4) – the availability of the full continuum of program services for all affected students and the provision of services in the least restrictive environment from which pupils can benefit.

(a) Contingency plans for providing services other than those called for in the IEPs

Sample Language:

The opportunities for participation in general education classes and curriculum will be enhanced and more accessible. There will be more opportunities for mainstreaming as the local schools will have ownership of these programs. The LEA is committed to implementing collaborative programs between general and special education (e.g. Learning Center, Individual and Small Group Instruction, etc.)

3. Section 56207(a)(5) – the maintenance of all appropriate support services.

(a) Number (FTEs), Qualifications, and Experience of Support Staff

Sample Language:

All education codes related to employee rights will be followed in cooperation with the current service provider and the receiving LEA. Those positions not filled by existing staff will be filled by qualified LEA-employed staff. The LEA will make every effort in recruiting to fill these positions with qualified staff.

VERIFICATION OF INVOLVEMENT OF STAKEHOLDERS IN THE PLAN FOR SPECIAL EDUCATION PROGRAM TRANSFERS

LEA Name: _____ Date of Submission: _____

This required Detailed Plan for Special Education Program Transfers complies with Section 56207(a) and other procedural safeguards.

Section 56207(a)(7) – the involvement and representation of parents of all affected students and staff in the planning process.

Involvement of Parents

Sample Language:

Meetings with parents involved in the program transfer were held on the following dates at the identified locations.

DATE OF MEETING	LOCATON OF MEETING

Involvement of Staff

Sample Language:

Meetings were held on the following dates and for the identified personnel positions

DATE OF MEETING	PARTICIPANTS

Reviewed by Steering Committee: March 9, 2017, September 14, 2017, October 12, 2017

Reviewed by Board of Directors: May 24, 2017, September 27, 2017

Approved by Board of Directors: November 15, 2017

Reviewed by Board of Directors: September 16, 2020

Approved by Board of Directors: November 18, 2020

DISCUSSION ITEM

5. 2024-2025 Regional Program Transfer Request

5.c. EV SELPA Report Indicating Possible Financial and Programmatic Impact

Chief Administrative Officer Metheny will provide to the Board a report of the following:

5.c.(1) – Any Adverse Fiscal Impact on the Remaining Operated Program

5.c.(2) – Any Adverse Programmatic Impact on the Remaining Operated Program

5.c.(3) – Any facility issues

5.c.(4) – Any personnel issues

EAST VALLEY SELPA

FY 2023/2024 BUDGET INFORMATION

EVSELPA REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Program funded by a proportionate share based on student serviced counts to provide occupational therapy services. Actual costs are charged to districts at year-end. Any unspent money taken off-the-top are returned to the districts proportionately.

7.92 FTEs for Occupational Therapists (OTs) and 1.0 FTE for a Certified Occupational Therapy Assistant (COTA) as an employee of SBCSS/EV SELPA are included in the budget.

5 Contract COTAs are paid through this budget.

Refer to the SELPA RS/PS Narrative for FY 23/24 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Occupational Therapy (OT)

FY 2023/24 BUDGET INFORMATION

		2021/22	2022/23	2023/24	Change from Prior Year
		ACTUAL	PROJECTED ACTUAL	PROPOSED	Increase/(Decrease)
AB 602 "Off the Top" Funding	Colton	\$575,639	\$739,050	\$788,616	\$49,566
	Redlands	\$957,440	\$1,282,025	\$1,368,007	\$85,982
	Rim	\$105,730	\$150,827	\$160,941	\$10,114
	Yucaipa	\$293,693	\$377,066	\$402,355	\$25,289
	Total	\$1,932,502	\$2,548,968	\$2,719,919	\$170,951
TOTAL REVENUE		\$1,932,502	\$2,548,968	\$2,719,919	\$170,951
EXPENDITURES					
Classified Salaries		\$803,882	\$1,242,412	\$1,340,106	\$97,694
	Benefits	\$323,332	\$520,277	\$584,515	\$64,237
	Sub-Total	\$1,127,213	\$1,762,689	\$1,924,621	\$161,931
Materials & Supplies		\$92	\$1,500	\$500	(\$1,000)
	Operations	\$65,353	\$104,529	\$120,887	\$16,358
5110 Sub-agreements for Services		\$451,983	\$513,000	\$500,000	(\$13,000)
	Sub-Total	\$517,427	\$619,029	\$621,387	\$2,358
	Total	\$1,644,641	\$2,381,718	\$2,546,008	\$164,290
Trf Refund to Districts		\$194,238	\$0	\$0	\$0
	Indirect	\$93,623	\$167,250	\$173,911	\$6,661
	<i>Indirect Rate</i>	<i>7.85%</i>	<i>8.95%</i>	<i>8.50%</i>	
TOTAL EXPENDITURES		\$1,932,502	\$2,548,968	\$2,719,919	\$170,951
ENDING BALANCE		\$0	\$0	\$0	\$0
STAFFING:					
	7.92 Occupational Therapist II	7.92 Occupational Therapist II	7.92 Occupational Therapist IIs		
	4.0 Contract OT (hourly)	2.0 Contract OT (hourly)	1.00 COTA SBCSS employee		
	2.0 Certified OT Asst.(COTA)	6.0 Certified OT Asst.(COTA)	5.0 COTA contracts		
	.60 SELPA Services Specialist	1.00 SELPA Services Specialist	1.00 SELPA Services Specialist		
			.725 Student Worker		
Total FTEs		8.52 FTEs (6.00 Contracts)	8.92 FTEs (8.00 Contracts)	10.645 FTEs (5.00 Contracts)	

NOTE: Funded proportionately based on actual pupil service counts as of December and April.



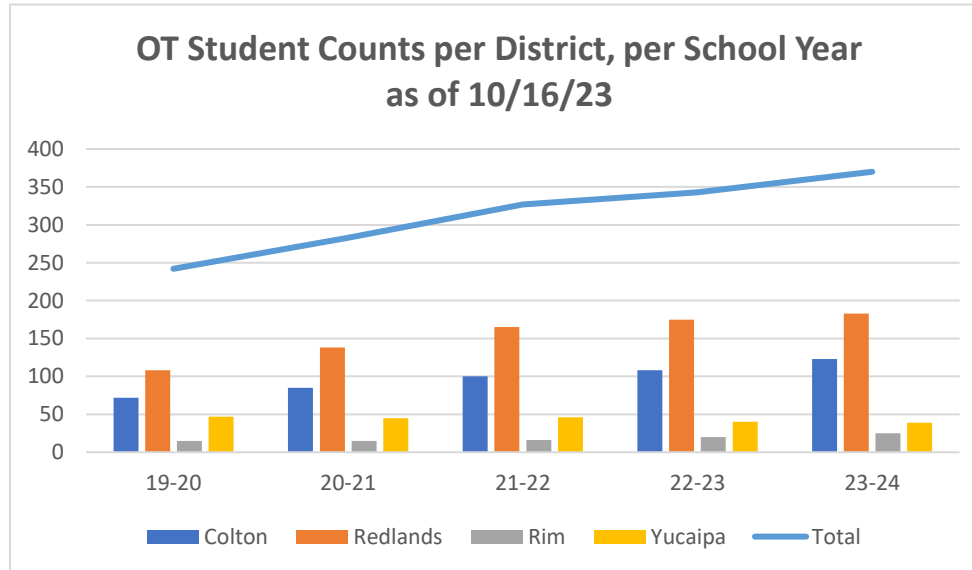
OCCUPATIONAL THERAPY SERVICES
Simulations of Proposed Regional Program Transfer
Redlands Request for OT 2024-25

2023-24 EAST VALLEY SELPA											
PROJECTED BUDGET / PROPORTIONATE SHARE COSTS											
SERVICES	Estimated Budget (Adopted to be revised at 1st Interim)	Colton		Redlands		Rim		Yucaipa		Grand TOTAL	
		Count	Cost	Count	Cost	Count	Cost	Count	Cost	Total Count	TOTAL Costs
Students receiving services (7.92 OTRs, 1 COTA, 5 Contract COTAs & Support)	\$2,719,919	107 31%	\$841,131	178 51%	\$1,399,265	19 5%	\$149,360	42 12%	\$330,164	346 100%	\$2,719,919
Initial Assessments (3 Contract OTRs - Medi-Cal)	\$374,440	48 30%	\$ 112,332	75 47%	\$ 175,519	11 7%	\$ 25,743	26 16%	\$ 60,847	160 100%	\$374,440

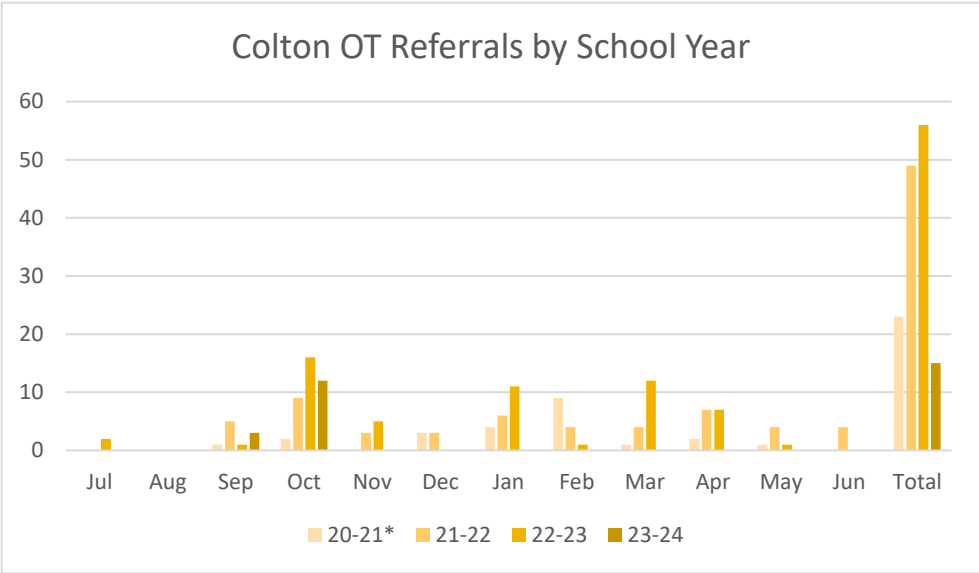
2024-25 EAST VALLEY SELPA											
MODEL 1 - PROPORTIONATE SHARE COSTS WITHOUT REDLANDS*											
SERVICES	Estimated Budget	Colton		Redlands		Rim		Yucaipa		Grand TOTAL	
		Count	Cost	Count	Cost	Count	Cost	Count	Cost	Total Count	TOTAL Costs
Students receiving service 5 OTRs, 1 COTA FTEs, 2 Contract COTAs, .50 FTE SSS, .50 Student Worker	\$1,671,233	122 65%	\$1,090,323	0 0%	\$0	25 13%	\$223,427	40 21%	\$357,483	187 100%	\$1,671,233
TOTAL BUDGET/COST TO DISTRICTS	\$1,671,233		\$1,090,323		\$0		\$223,427		\$357,483		1,671,233

2024-25 EAST VALLEY SELPA											
MODEL 2 - PROPORTIONATE SHARE COSTS WITH REDLANDS*											
SERVICES	Estimated Budget	Colton		Redlands		Rim		Yucaipa		Grand TOTAL	
		Count	Cost	Count	Cost	Count	Cost	Count	Cost	Total Count	TOTAL Costs
Students receiving service 10.00 OTRs, 1 COTA FTE, 5 Contract COTAs, .50 SSS, .50 Student Worker	\$3,188,754	122 33%	\$1,054,276	182 49%	\$1,572,773	25 7%	\$216,040	40 11%	\$345,664	369 100%	\$3,188,754
TOTAL BUDGET/COST TO DISTRICTS	\$3,188,754		\$1,054,276		\$1,572,773		\$216,040		\$345,664		3,188,754
Difference between Model 1 & Model 2			\$36,047				\$7,387.00		\$11,819.00		

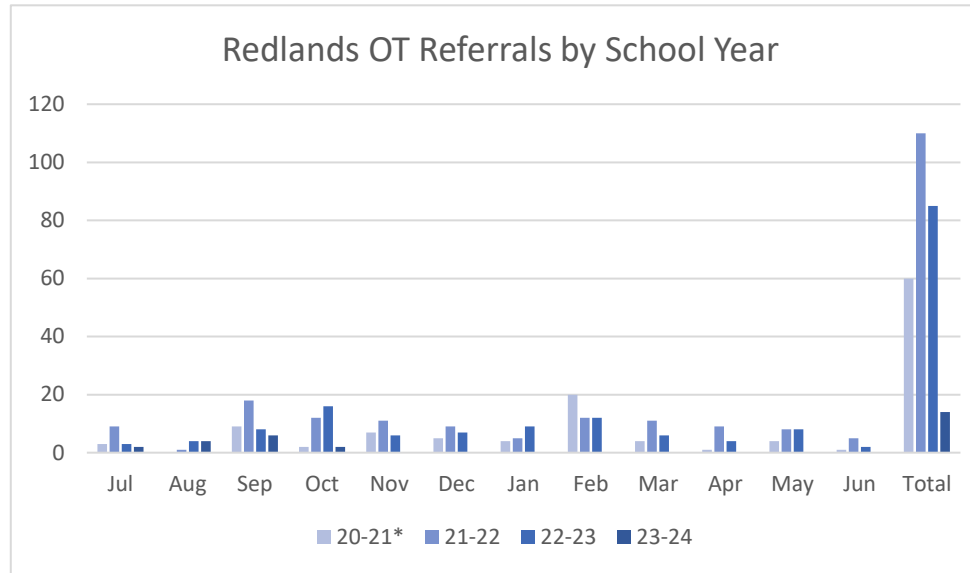
* Student counts in Models 1 & 2 based on student counts as of Oct 1, 2023



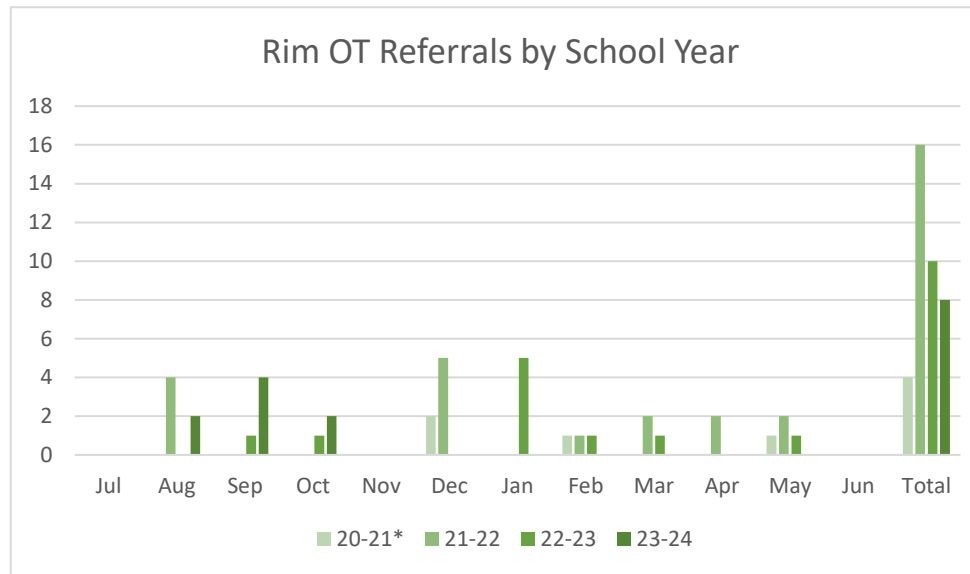
	19-20	20-21	21-22	22-23	23-24
Colton	72	85	100	108	123
Redlands	108	138	165	175	183
Rim	15	15	16	20	25
Yucaipa	47	45	46	40	39
Total	242	283	327	343	370



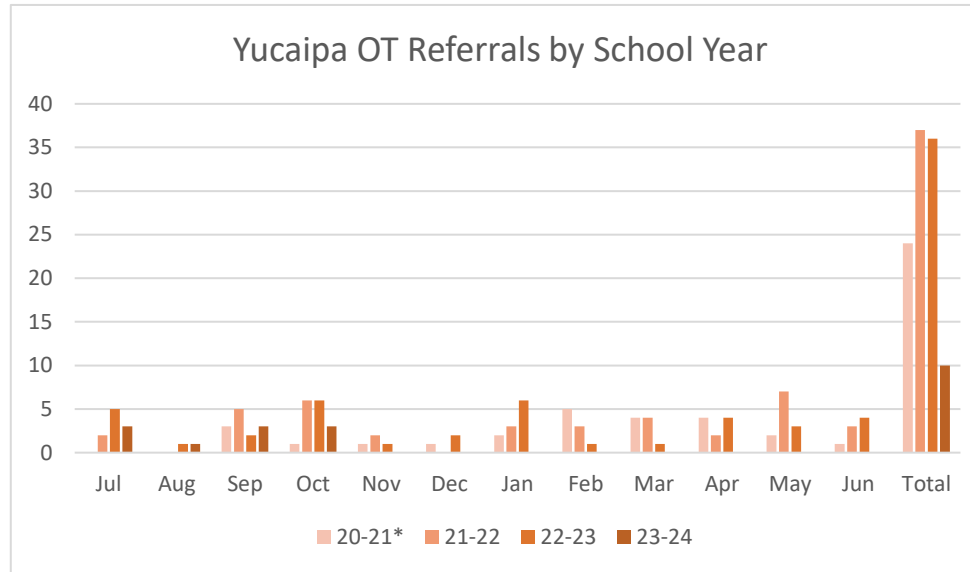
Colton	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
20-21*	0	0	1	2	0	3	4	9	1	2	1	0	23
21-22	0	0	5	9	3	3	6	4	4	7	4	4	49
22-23	2	0	1	16	5	0	11	1	12	7	1	0	56
23-24	0	0	3	12									15



Redlands	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
20-21*	3	0	9	2	7	5	4	20	4	1	4	1	60
21-22	9	1	18	12	11	9	5	12	11	9	8	5	110
22-23	3	4	8	16	6	7	9	12	6	4	8	2	85
23-24	2	4	6	2									14



Rim	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
20-21*	0	0	0	0	0	2	0	1	0	0	1	0	4
21-22	0	4	0	0	0	5	0	1	2	2	2	0	16
22-23	0	0	1	1	0	0	5	1	1	0	1	0	10
23-24	0	2	4	2									8



Yucaipa	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
20-21*	0	0	3	1	1	1	2	5	4	4	2	1	24
21-22	2	0	5	6	2	0	3	3	4	2	7	3	37
22-23	5	1	2	6	1	2	6	1	1	4	3	4	36
23-24	3	1	3	3									10

EV SELPA OT Assessments 2022-23

(Triennials, Re-Assessments, Initials)

District	Triennials Completed	Triennials Pending	Total Triennials	Total OT Students Served
Colton	37	1	38	107
Redlands	42	3	45	178
Rim	5	0	5	19
Yucaipa-Calimesa	10	0	10	42
Total	94	4	98	346

District	Re-Assessments Requested	Total
Colton	0	0
Redlands	1	1
Rim	0	0
Yucaipa-Calimesa	5	5
Total	6	6

Total OT Assessments for Students with Current OT Services	104
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District	Initials Completed	Percent Not Qualifying for Services	Initials Pending	Total
Colton	40	67%	8	48
Redlands	68	62%	7	75
Rim	8	37%	3	11
Yucaipa-Calimesa	25	56%	1	26
Total	141	Average = 56%	19	160

Combined Total of OT Assessments (Triennials, Re-Assessments & Initials)	264
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5.c.(2). Any Adverse Programmatic Impact on the Remaining Operated Program

2023-2024

1. Decrease in Occupational Therapy (OT) staff if any resign during 2023-2024 due to pending program transfer will result in challenges assessing and serving current students.
2. Significant increase in the number of IEP addendum meetings in the Spring of 2024 if program transfer is approved will result in an increased workload for the OT staff.

2024-2025

1. Time required to collaborate with district OT staff for students served in the EV SELPA Motor Room, based on the agreed-upon MOU (described in the Any Facilities Issues section 5.c.(3) of this report).



5.c.(3). Any Facilities Issues

The **EV SELPA Motor Room** is housed in a former San Bernardino County Superintendent of Schools classroom which is now a classroom of the district in Redlands USD at Kimberly Elementary School. The materials and supplies in the Motor Room are property of the EV SELPA.

Discussions between the EV SELPA and Redlands USD determined the most appropriate way to meet student needs across the SELPA is for the EV SELPA and Redlands to engage in a Memorandum of Understanding (MOU) for 2024-2025. This MOU will permit the EV SELPA to continue to staff and operate the Motor Room at Kimberly and serve students SELPA-wide. It will require collaboration between the EV SELPA and district Occupational Therapists to do so as outlined in the MOU. Additionally, the MOU will be reviewed and agreed-upon annually by March of the proceeding school year.



5.c.(4). Any Personnel Issues

The EV SELPA via its administrative unit, San Bernardino County Superintendent of Schools (SBCSS), currently employs eight occupational therapists (OTs) and one certified occupational therapy assistant (COTA). One of the OTs supports the Low Incident Assessment regional program (an FTE of .08). In addition, the EV SELPA contracts with agencies to employ an additional five COTAs. To support the regional OT program, the EV SELPA also employs a SELPA Services Specialist (FTE 1.0) and a student worker (FTE .75). This is a total of 15.645 FTEs (including the five contract COTAs) funded via the EV SELPA Proportionate Share Regional Occupational Therapy Program. Currently, the EV SELPA also employs an OT via an agency for up to 24 hours per week via MediCal funding to assist with the significant increase in referrals for OT assessments that resulted from the COVID pandemic. As this was deemed an emergency, it is not supplanting but cannot continue past 2023-2024.

Approval of the transfer request will result in **three fewer OTs** employed via SBCSS as well as two agency COTAs and the 24 hour per week agency OT in 2024-2025. It will also result in the reduction of staff supporting the EV SELPA OT program so that the SELPA Services Specialist and student worker will provide .50 FTE each to support the program. The other .50 of their FTEs will be absorbed by other EV SELPA programs. For the three SBCSS OT employees potentially impacted, the requirements detailed in the EV SELPA Regional Programs and Program Transfer Policy and Procedures will apply.

DISCUSSION ITEM

5. 2024-2025 Regional Program Transfer Request

5.d. Redlands USD Assurances and Detailed Plan for Program Transfer

Redlands will provide to the Board a report of the following:

5.d.(1) – Program Transfer Assurances

5.d.(2) – Detailed Plan for Program Transfer

5.d.(3) – Verification of Involvement of Stakeholders

PROGRAM TRANSFER ASSURANCES

Redlands Unified School District
The _____ School District certifies that the agency herein represented will comply with all applicable requirements of federal and state laws and regulations and special education local plan area policies, including compliance with the Individual with Disabilities Education Act, Section 504 of Public Law, and the provisions of the California Education Code, Part 30, specifically:

- ◆ Section 56207(a) — develop a detailed program transfer
- ◆ Section 56207(a)(1) and (3) — pupil needs and the continuation of the current IEP for all affected students
- ◆ Section 56207(a)(2) and (4) — availability of the full continuum of the program placements and services in the least restrictive environment for all affected students
- ◆ Section 56207(a)(5) — maintenance of all appropriate support services to include qualified support staff and administrative support
- ◆ Section 56207(a)(7) — involvement and representation of parent of all affected students and staff (e.g. special and non-special education teachers, itinerant specialist, administrators, and classified) in the planning process
- ◆ Section 44903.7 — certificated employee rights
- ◆ Section 45120.2 — classified employee rights
- ◆ Section 56027(c) - & Section 56035(b)(5) — resolving disagreements related to program transfers

Attached is the required Detailed Plan for Special Education Program Transfers that delineates how the LEA has or will fulfill these obligations.



Signature of Special Education Administrator

10/19/23

Date



Signature of LEA Superintendent

10.17.2023

Date

DETAILED PLAN FOR SPECIAL EDUCATION PROGRAM TRANSFERS

LEA Name: Redlands Unified School District

Date of Submission: October 19, 2023

This required Detailed Plan for Special Education Program Transfers complies with Section 56207(a) and other procedural safeguards.

4. Section 56207(a)(1) and (3) - pupil needs and the continuation of the current individualized education program (IEP) for all affected students.

(a) Direct Instruction:

Redlands Unified will continue to provide students with all services as required in their current Individualized Education Program (IEP) in the least restrictive environment. New IEPs will be held as needed.

(b) Related Services and Equipment

Students will continue to be provided with all related services and appropriate support as outlined in their IEPs. All required related services will be provided by qualified support staff with appropriate training and administrative support.

Redlands will work collaboratively with the East Valley SELPA to conduct an inventory of current equipment utilized by Redlands students to determine which equipment will stay with the students. Redlands has budgeted for the purchase of required equipment as needed by students. Low incidence equipment will follow the student.

(c) Facilities

Students will remain at their assigned sites and not affected by the Program Transfer. Portable P-19 at Clement Middle School will serve as a home base location for the Occupational Therapists (OTs) and Certified Occupational Therapy Assistants (COTAs) while they are not at other school sites providing therapy or attending Individual Education Program (IEP) meetings.

The Motor Room is housed at Kimberly Elementary School and will continue to be staffed and managed by the East Valley SELPA. Redlands Unified will enter into an MOU agreement with SELPA for use of the Motor Room by Redlands students.

Outlined below is a list of facilities by school available to house the students involved in the program transfer

School Site	Available Facility	Comments
Clement Middle School	Portable P-19	

5. Section 56207(a)(2),(4) - the availability of the full continuum of program services for all affected students and the provision of services in the least restrictive environment from which pupil can benefit.

(a) Contingency plans for providing services other than those called for in the IEPs

Redlands Unified is committed to implementing collaborative programs and inclusive opportunities at all levels. Adding the Occupational Therapists and assistants to our Redlands staff will enhance these opportunities for collaboration between general and special education. The opportunities for the students to participate in general education classes will be enhanced and the curriculum will be more accessible to all. In addition, the OTs will have the opportunity to build multi-tiered systems of support throughout our district, which will benefit all students.

6. Section 56207(a)(5) - the maintenance of all appropriate support services.

(b) Number (FTEs), Qualifications, and Experience of Support Staff

Based on the current caseloads, which is 183 students as of October 16, 2023, Redlands Unified intends to employ a total of 5 Occupational Therapists (OTs) and 3 Certified Occupational Therapy Assistants (COTAs). Of the 5 OTs, we intend to begin with 4 RUSD employees and one contracted employee.

The minimum qualifications will include:

- Bachelor's degree from an accredited university
- California Occupational Therapy Certification of License
- Minimum two years experience providing occupational therapy services in a school setting
- Skill in administration and interpretation of occupational therapy assessment procedures, development of appropriate goals and objectives, lesson planning
- Possession of valid California driver's license and be insurable

VERIFICATION OF INVOLVEMENT OF STAKEHOLDERS IN THE PLAN FOR SPECIAL EDUCATION PROGRAM TRANSFERS

LEA Name: Redlands Unified School District

Date of Submission: October 19, 2023

This required Detailed Plan for Special Education Program Transfers complies with Section 56207(a) and other procedural safeguards.

Section 56207(a)(7) — the involvement and representation of parents of all affected students and staff in the planning process.

Involvement of Parents

Meetings with parents involved in the program transfer were held on the following dates at the following locations.

DATE OF MEETING	LOCATION OF MEETING
10/6/23	Zoom- Parent Coffee Chat
10/11/23	Zoom - Parent & Community Meeting

Involvement of Staff

Meetings were held on the following dates and for the identified personnel positions

DATE OF MEETING	POSITIONS
10/4/23	Dept.managers, clerical staff, TOAs, Program Specialists
10/11/23	Support Staff, Psychs, SLPs, Teachers
10/12/23	Site and District Office Administrators
10/13/23	Classified Union President
10/17/23	SAI case carriers

OTHER

NEXT MEETING – November 15, 2023