

East Valley SELPA

Board of Directors

Meeting Agenda



November 16, 2022

EAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA
BOARD OF DIRECTORS

AGENDA

Wednesday, November 16, 2022
2:00 P.M.

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

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

1. Open Session – Call to Order

OPEN SESSION

2. Roll Call and Establishment of Quorum

**ESTABLISHMENT
OF QUORUM**

3. Approval of Agenda

**APPROVAL OF
AGENDA**

4. Community Comments

**COMMUNITY
COMMENTS**

5. Approval of Minutes

**APPROVAL OF
MINUTES**

6. Discussion Items

**DISCUSSION
ITEMS**

- a. EV SELPA Supporting Inclusive Practices & the EVSELPA Ribbon of Inclusion
- b. First Read: EV SELPA Fiscal Allocation Plan Revisions
- c. EV SELPA NonPublic School 1st Quarter 2022-23 Reporting

7. **Action Item**

**ACTION
ITEMS**

- a. Approval of East Valley SELPA Inclusion Resolution

8. **Other**

OTHER

- a. Next Meeting – February 22, 2023
- b. 2022-2023 EV SELPA Board Meeting Schedule

9. **Adjournment**

ADJOURNMENT

APPROVAL OF MINUTES

East Valley SELPA Board of Directors Meeting September 21, 2022

Chief Administrative Officer Metheny is requesting approval from the Board of the East Valley SELPA for the minutes of the September 21, 2022 Board of Directors Meeting.

**EAST VALLEY SELPA BOARD OF DIRECTORS
MEETING MINUTES
September 21, 2022**

BOARD MEMBERS PRESENT:

Frank Miranda, Ed.D.
Cuauhtémoc Avila, Ed.D.
Mauricio Arellano
Kimberly Fricker, Ph.D.
Myrlene Pierre
Cali Binks

Colton Joint Unified
Rialto Unified
Redlands Unified
Rim of the World Unified
SBCSS Student Services Division
Yucaipa-Calimesa Joint Unified

ADMINISTRATION PRESENT:

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

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

BOARD MEMBERS ABSENT:

Ted Alejandre, Chairperson

San Bernardino County Schools

OTHERS:

Rob Pearson
Patti Buchmiller
Jennifer Johnson
Roxanne Dominguez
Shannon Hansen
Susan Brown

Colton JUSD
Redlands USD
Rialto USD
Rialto USD
Rim of the World USD
Yucaipa-Calimesa JUSD

1.0 CALL TO ORDER

Alternate Chairperson Avila called the meeting to order at 2:01 p.m. at the Dorothy Inghram Learning Center located at 670 E. Carnegie Drive, San Bernardino.

2.0 ROLL CALL AND ESTABLISHMENT OF QUORUM

Quorum was established.

3.0 APPROVAL OF AGENDA

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

4.0 COMMUNITY COMMENTS

There were no public comments.

5.0 APPROVAL OF MINUTES

A motion to approve the June 15, 2022, Board Meeting Minutes was made by Member Arellano and seconded by Member Binks. The motion carried unanimously.

6.0 DISCUSSION ITEMS

a. EV SELPA Dispute Prevention & Learning Recovery Funds & Plans

Chief Administrative Officer Metheny reviewed the Dispute Prevention and Resolution and Learning Recovery Funds received in September 2021. The East Valley SELPA has provided oversight regarding these funds during Steering Committee meetings as well as required quarterly reporting of expenditures and plan activities. The California Department of Education (CDE), Special Education Division is requesting interim reporting at this time. The SELPA and member districts provided the Board with an overview of the interim reporting.

b. EV SELPA Local Plan Revision Timeline 2022-2023

Chief Administrative Officer Metheny shared the timeline for the East Valley SELPA Local Plan revision. Per CDE requirements, SELPA Local Plans Section B, Governance and Administration, must be revised/updated every three years. For the East Valley SELPA, the revisions are due June 30, 2023. Each SELPA must gather a committee to make the revisions. Dr. Metheny shared with the Board the process for ensuring required representation on the Committee.

c. EV SELPA Community Advisory Committee (CAC) Membership

Chief Administrative Officer Metheny shared the accomplishments of this group over the past six years and spoke of the need for more members from East Valley SELPA member districts for the East Valley SELPA CAC. Members must be Board approved by their local Boards of Education to represent their respective districts. Forms to nominate candidates were provided.

d. EV SELPA Due Process Legal & Cost Report 2021-2022

Program Manager Homutoff provided an overview of the 2021-2022 due process activities highlighting best practices. He stressed the importance of district personnel monitoring students placed in nonpublic schools to ensure these students are receiving services and supports. The Board engaged in a discussion around oversight of nonpublic schools.

The Board engaged in discussion about attorney fees and if a schedule of reasonable attorney fees is available in the East Valley SELPA. Dr. Homutoff provided information on the typical range of parent attorney fees as a result of settlement agreements. He shared these are higher if a case goes to hearing. The

East Valley SELPA has had only one hearing since 2019 and that hearing was in June 2021. Dr. Metheny credited the implementation and expansion of alternative dispute resolution (ADR) practices in the region with reducing the number of filings and reducing legal cost.

Consultant Tennyson presented a comparison of the FY 20/21 and FY 21/22 expenditures. She reported a significant decrease in the estimated budget for FY 21/22 as anticipated filings due to Covid closures did not materialize as expected.

e. EV SELPA Occupational Therapy (OT) Proportionate Share Program Funds Returned to Districts 2021-2022

Consultant Tennyson provided an overview of the funds returned to district for the OT proportionate share cost. Costs are calculated based on two students counts throughout the year. The funds returned are provided to districts in the same manner which were allocated, proportionally.

f. SBCSS Fee-for-Service Funds Returned to Districts 2021-2022

Consultant Tennyson, on behalf of San Bernardino County Superintendent of Schools (SBCSS), provided an overview of the fee-for-service funds returned to districts. Ms. Tennyson explained costs were mitigated by the use of the onetime recovery funds and unfilled staff vacancies in East Valley Operations. Despite reducing funding due to unmaterialized student counts, SBCSS East Valley Operations was able to return these funds to districts.

g. EV SELPA NonPublic School Cost Report 2021-2022

Consultant Tennyson shared the FY 21/22 NPS Cost Report and the FY 20/21 NPS Cost Report for comparison. She explained the report separates education and mental health costs. Member Miranda requested the number of students to be included in this report. Dr. Metheny recommended a comprehensive report with NPS contract information, NPS compliance and monitoring information, student counts and fiscal information. This report will be presented next Board of Directors meeting and thereafter presented quarterly.

h. EV SELPA Professional Development Catalog 2022-2023

Chief Administrative Officer Metheny presented the professional development catalog for 2022-2023. Member Binks spoke of the challenge of finding substitutes for teachers in district. She inquired as to the possibility of trainings being schedule during minimum days or after school hours. The Board engaged in conversation about how best to provide professional development sharing strategies used in districts. Dr. Metheny agreed to work with the East Valley SELPA staff to design in-district professional development opportunities.

7.0 ACTION ITEMS

a. Approve 2022-2023 SANDABS Membership

Chief Administrative Officer Metheny recommended the Board approve the 2022-2023 San Bernardino County District Advocates for Better Schools

(SANDABS) Membership. This membership affiliation is supported by the SBCSS Intergovernmental Relations Office to provide advocacy for education issues impacted students and educators in San Bernardino County. Motion to approve the 2022-2023 SANDABS Membership was made by Member Miranda and seconded by Member Arellano. The motion carried unanimously.

b. Approve 2022-2023 EV SELPA Interagency Agreements

Chief Administrative Officer Metheny recommended the Board approve the 2022-2023 Interagency Agreements with the California Children's Services and the Inland Regional Center. These agreements are also California Education Code requirements. Motion to approve the 2022-2023 Interagency Agreements was made by Member Arellano and seconded by Member Miranda. The motion carried unanimously.

8.0 OTHER: Alternate Chairperson Avila would like to welcome and recognize Jennifer Johnson as the new Special Lead Agent for Rialto USD. Next Meeting of the EV SELPA Board of Directors will be November 16, 2022.

9.0 ADJOURNMENT: Motion to adjourn was made by Member Miranda and seconded by Member Arellano. The regular meeting was adjourned at 3:30 p.m.

Submitted by:
Rosalba Contreras
EV SELPA Administrative Assistant

DISCUSSION ITEM

EV SELPA Supporting Inclusive Practices & the EV SELPA Ribbon of Inclusion

Chief Administrative Office Metheny along with members of the East Valley SELPA Supporting Inclusive Practices Leadership Team will present an overview of the work of the Team during the last two years. The East Valley SELPA Ribbon of Inclusion and the process for awarding the Ribbon will be highlighted.



EAST VALLEY SELPA

Educating Together

2020-2023 Supporting Inclusive Practices (SIP) Update

East Valley SELPA Board of Directors

November 16, 2022



Supporting
Inclusive
Practices

2020-2023 Supporting Inclusive Practices (SIP) Update

East Valley SELPA Board of Directors
November 16, 2022

Patty Metheny, Ed. D.
Chief Administrative Officer

Presenters:

SIP – Dr. Kristin Brooks, Executive Director
SBCSS – Dr. Cherina Betters, Chief of Equity & Access
EV SELPA – Ms. Jennifer Brooksby, Program Manager
Colton JUSD – Mr. Rob Pearson, Director
Redlands USD – Ms. Patti Buchmiller, Executive Director
Rialto USD – Ms. Jennifer Johnson, Lead Special Agent
Rim of the World USD – Mr. Shannon Hansen, Asst Supt
SBCSS – Dr. Scott Wyatt, Area Director
Yucaipa-Calimesa JUSD – Ms. Leslie Burghardt, Executive Director



Supporting
Inclusive
Practices

EV SELPA & Member District SIP Grants* 2020-2022

LEA	2020-2021	2021-2022	2022-2023
EV SELPA	\$18,000	\$20,000	TBD
Colton JUSD	N/A	\$20,000	TBD
Redlands USD	N/A	\$20,000	TBD
Rialto USD	N/A	\$20,000	TBD
Rim of the World USD	N/A	\$20,000	TBD
YCJUSD	N/A	\$20,000	TBD

Federal grants – 27-month cycle; so, for 2021-2022 the money is available to spend through 9/30/2023



SIP Vision

Dr. Kristin Brooks

Executive Director

Our vision is for every student to be educated in an environment that is intentionally designed, equitable, and inclusive.

Innovate. Include. Impact.

Supporting Inclusive Practices (SIP) Blueprint for Inclusion



THE
EL DORADO SELPA
Special Education Local Plan Area





Supporting Inclusive Practices Logic Model 2021 to 2026

Innovate. Include. Impact.

Resources

California Department of Education (CDE)

Riverside County Superintendent of Schools (RCSS)

El Dorado County Superintendent of Schools (EDCSS)

Technical Assistance Partners

Grantees

- Year 1 50
- Year 2 75
- Year 3 to 5 100

Data Systems

Annual Performance Reports

External Evaluator

Activities

Overarching

- Project data collection and analysis to examine impact
- Pre and Post grantee surveys
- Collaboration with System of Support Lead Agencies
- Statewide presentations
- Creation of inclusion/equity resources

Tier One

- Regionalized technical assistance
- Professional development events
- "The Special Edge" Newsletter

Tier Two

- Welcome Webinar
- Technical Assistance Provided by SIP Team Members
- Spring Institute
- Process of continuous improvement for grantees

Tier Three

- Compliance and Improvement Monitoring (CIM)

Evidence

Local Education Agency (LEA)

- Creation of coherent leadership teams driving inclusive culture, policy, and practices
- Continuous improvement strategic plans and logic models

Participation in SIP Events

Survey Results of Educator Practices

Quarterly and Final Reports for CDE

(2) Online "The Special Edge" Newsletters

Website Pages

Padlet Walls

Twitter, Facebook

Archived Web Modules

Short Term (3 yrs.)

Increase

...inclusion supporting policy in LEAs

...educator classroom inclusion practices

...school leadership support for inclusion

...educator support for inclusion practices & policy

...use of continuous improvement processes

...use of data to advance inclusion and accountability

...creation and implementation of inclusion plans in LEAs

...bi-lateral communication pathways across stakeholders

...use of universally designed instruction, assessments, and environments

...collaboration between general and special educators

Grantees will develop a state / project approved improvement plan

Long Term (5 yrs.)

Broad

...adoption of culture, policy, and practice associated with inclusion across participating LEAs

...LEA leader and educator participation in networks/organizations to promote inclusion

...implementation of universally designed instruction, assessments, and environments

Access to statewide professional learning on inclusive practices for educators and families at no cost

Evidence of grantee measurable improvement in self-identified areas of focus

Grantees will implement and maintain a state/project approved improvement plan

Extensive LEA leader and educator implementation of inclusive policies and practices

Improvement in indicators 3,5,6, and 7 of the State Performance Plan



EDCOE
EL DORADO COUNTY
OFFICE OF EDUCATION



**RIVERSIDE COUNTY
OFFICE OF EDUCATION**
EDWIN GOMEZ, Ed.D. | County Superintendent of Schools



EV SELPA Member Districts
Inclusive Practices ACTIONS
“Envisioning”
2020-2021

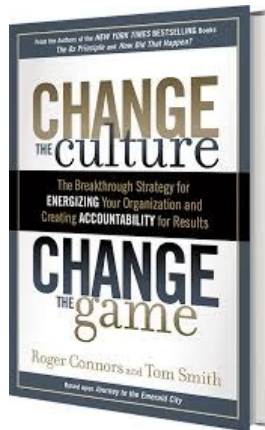
EV SELPA Inclusion Leadership Team

**LEADERSHIP
MATTERS**





2020-2021 Book Study & Goal Setting





Leadership Team Member –
Dr. Cherina Betters
SBCSS Chief of Equity & Access

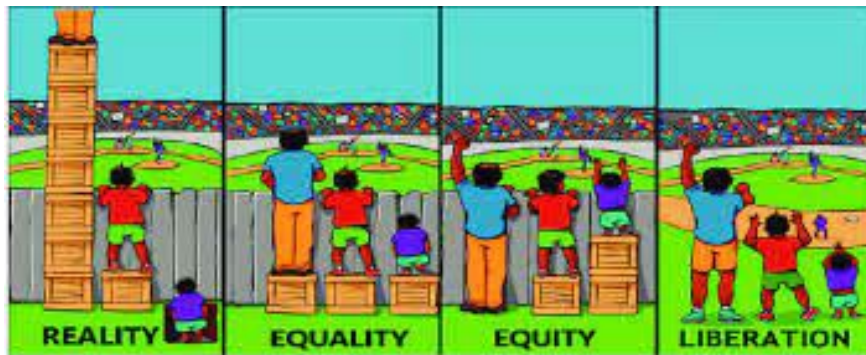




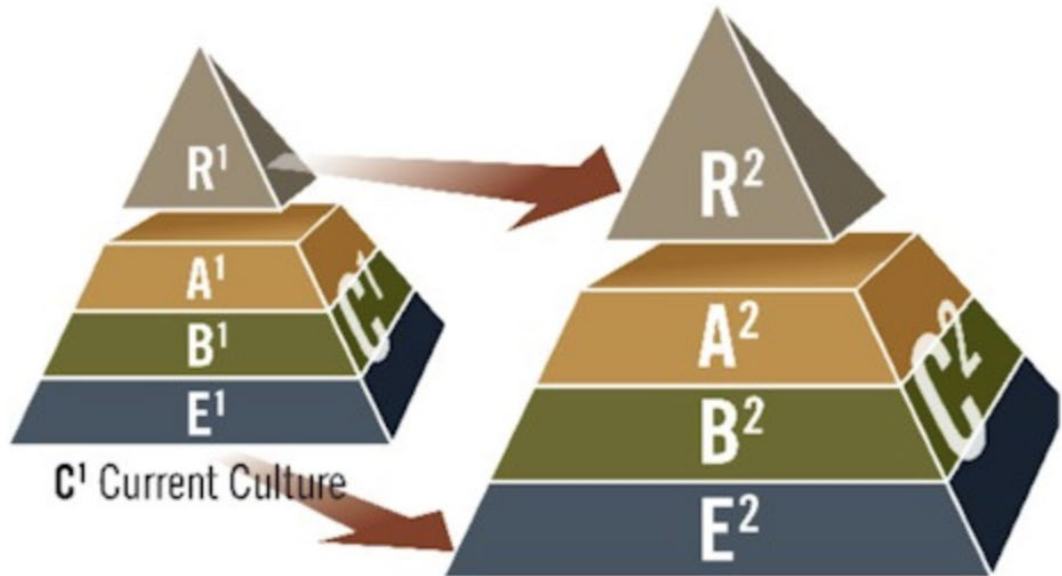
Figure 1. Results Pyramid. Connors, R., & Smith, T. (2011)

See It - Own It - Solve It - Do It

Accountability

Non-Accountability





C² Desired Culture

Figure 2. Results Pyramid adapted from Connors, R., & Smith, T. (2011)



EV SELPA Member Districts Inclusive Practices ACTIONS “Building & Implementing” 2021- 2023

EV SELPA Inclusion Leadership Team





Colton

Director Rob Pearson



- Co-teaching at Grand Terrace
- Exploring Elementary options
- Developing in-district SIP team
- CHIME visit
- SIP PDs – mind set shifts



Redlands

Executive Director Patti Buchmiller



- CHIME visit
- Book study
- SIP committee work – mind set shifts (TK-22)
- Elementary focus group
- BER trainings – self-paced
- 3-year PD plan
- State Preschool collaboration
- Guided collaboration in secondary – Gen Ed/SpEd
- Master Schedule work
- Elementary Road Shows
- All M/S students at the secondary level now attend their home school
- All secondary schools now have inclusion classes



Rialto

Lead Special Agent Jennifer Johnson



- Professional Development on inclusion
- Inclusion sites: 4 preschool classes, 11 elementary sites, 1 MS, 1 HS
- Inclusion planned for additional school sites
- Coaching at inclusion sites
- Task force
- Internal Professional Development
- CHIME visit
- Inclusive conferences
- Equity committee
- UDL trainings
- SIP trainings



Rim of the World

Director Shannon Hansen



- Contracting of an ABA to assist with FBA's and SIP's
- Contracting of an SLPA
- Inclusion Planning Meetings
- Extra time for IEP Trainings
- Site-specific PD

San Bernardino County Superintendent of Schools



Area Director Dr. Scott Wyatt

- Aligning/developing communication between student information systems
- Addressing physical space needs – signage, fencing, gates
- Ensuring safety – campus & playground
- Engaging in collaborative meetings with LEA staff that are purposeful & planned
- Training SBCSS staff in LEA sites' PBIS Models – teacher training & implementation
- Including students in school Assemblies & Celebrations, reading of the Daily Bulletin
- Having SBCSS staff on Site Leadership Teams
- ROTC/Cadet program at Rialto High School
- Students participating in elective courses
- Staff Professional Development through SIP website
- Alt Ed sites include special education students in all events, activities, and sports
- Alt Ed sites offer push-in services
- County-wide equity committee – will add inclusion to the equity plan



Yucaipa-Calimesa

Executive Director Leslie Burghardt



- Exploring co-teaching
- M/M students rostered to Gen Ed teacher
- Monthly collab meetings with elementary teachers
- Keeping M/M students at home schools
- Planned inclusion visits
- 2 Preschool inclusion classes
- MS behavior class mainstreaming
- SIP Trainings Gen Ed & SpEd



EV SELPA Inclusive Practices ACTIONS “Facilitating & Paving the Way” 2021- 2023





East Valley SELPA

Program Manager Jennifer Brooksby



- EV SELPA SIP Leadership Team – plan events and support member districts, PD on EV SELPA website
- EV SELPA Professional Development – focus on in-district collaborative trainings
- EV SELPA & Ventura County SELPA Joint Professional Development
- EV SELPA Ribbon of Inclusion



Shelley Moore, Ph.D.

Zooming Out & Zooming In On Inclusive Practices *Katie Novak & Shelley Moore*



Inclusion Workshop Virtual Series
Hosted by the East Valley & Ventura County SELPAs

Call to Action - The Moral Imperative for Inclusion

April 25, 2022 - 3:00-5:00



Katie Novak

2022-2023

September 20, 2022 - IEP Development & Collaboration the UDL Way (virtual)

February 7, 2023 - LCAP Development/Master Scheduling (virtual)

May 10, 2023 - Making it Work: Our Need for Equity & Inclusion for All (in-person at the EV SELPA)

May 11, 2023 - Katie & Shelley in EV SELPA district schools & classrooms



**United in
Inclusion**

East Valley SELPA

Supporting Inclusive Practices 



United in Inclusion Ribbon Process Overview

- Four levels/tiers for recognition
- Districts nominate school(s) and identify the level/tier
- School(s) engage in an internal evaluation of process
- Cross-SELPA validation of progress
- Board recognition



EV SELPA United in Inclusion Ribbon

1

Tier I – Bronze
Envisioning &
Building

2

Tier II – Silver
Implementing

3

Tier III – Gold
Scaling

4

Tier IV – Platinum
Sustaining



EV SELPA United in Inclusion Ribbon



United in Inclusion Ribbon
Blueprint for Inclusion (BFI)
Based on PBS Tward Family Institute (2016)

Tier 1 – Envisioning & Building Dreams	
FEATURE	POSSIBLE DATA SOURCES
Professional Development: The site Leadership Team has participated in professional development designed to promote understanding of the principles of inclusion, strategies for working with IDEA, and best practices for meeting an inclusive environment successfully.	Existence of Inclusion Leadership Team established in Professional Development related to the process and implementation of inclusive practices and plans established for ongoing Professional Development for site improvement.
Site Leadership Team Procedures: Site leadership team meets at least monthly. (a) has regular meeting home/agenda; (b) includes; (c) a current action plan.	Leadership team meeting agenda and minutes Leadership team action plan for inclusion action plan.
Culture Change Expectations: The site has created vision, mission, and value statements for the transition to inclusion. These statements have been actively reviewed to a variety of stakeholders for input, development, and acceptance.	Copies of the vision, mission, and value statements Communication to stakeholders
LEA Achievement: The school develops an action plan to improve SpEd LRE data with quantitative metrics.	Action Plan

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



United in Inclusion Ribbon
Blueprint for Inclusion (BFI)
Based on PBS Tward Family Institute (2016)

Tier 2 – Implementing (Clear)	
FEATURE	POSSIBLE DATA SOURCES
Professional Development: The site has established Professional Development guidelines to build capacity in its teachers within the framework of inclusion.	Existence of staff attendance in professional development designed to build capacity in staff
Site Leadership Team Procedures: The leadership team continues ongoing planning and data analysis utilizing systems tools to identify areas of growth and opportunity for equity and inclusion. Specific goals are established to relate to more inclusive practices and practices.	Site leadership team meeting agenda and minutes Goals for inclusive practices
Culture Change Expectations: The site has identified inclusion practices and practices with strategies, planning to achieve goals. These have been communicated to staff and parents.	Written policies Achievable goals
LEA Achievement: 100% of all LRE students are referred to a Denial to teach.	Class Rosters Indicator B data
LEA Achievement: One established to meet indicator for students who spend 100% of their day in Denial to teach (Indicator B).	Class Rosters Indicator B data

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



United in Inclusion Ribbon
Blueprint for Inclusion (BFI)
Based on PBS Tward Family Institute (2016)

Tier 3 – Sustaining (Gold)	
FEATURE	POSSIBLE DATA SOURCES
Professional Development: The site engages in ongoing Professional Development designed to foster the practice of equity and inclusion for all students.	Existence of staff attendance in ongoing Professional Development related to the practice of equity and inclusion for all students.
Site Leadership Team Procedures: The leadership team continues regular meeting with focus on equity or its inclusive practices. The inclusion team meets a meeting plan in supporting direct video practice to improve LRE inclusion.	Leadership team meeting agenda and minutes Plan for making inclusive practices Site visits from other district school teams
Culture Change Expectations: The school 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 inclusive practices that provides for the best access for all students.	Staff interviews and/or survey Parent interviews and/or survey
LEA Achievement: 100% of all LRE students referred to Denial to teach. Secondary = 100% of students referred to 2 per indicator B.	Class Rosters Indicator B data
LEA Achievement: Target met for students who spend 100% of their day in Denial to teach (Indicator B).	Class Rosters Indicator B data

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



United in Inclusion Ribbon
Blueprint for Inclusion (BFI)
Based on PBS Tward Family Institute (2016)

Tier 4 – Sustaining (Platinum)	
FEATURE	POSSIBLE DATA SOURCES
Professional Development: The site has become a model school for inclusion within the community and regularly presents in showcasing their progress to support other district sites or LEAs in developing their inclusive practices.	Existence of staff from other district sites or LEAs to observe practice inclusive practices.
Site Leadership Team Procedures: The leadership team continues monthly meetings with a focus on sustaining inclusive practices and procedures. The leadership team has an active role in supporting SELPA wide practices to improve LRE inclusion.	Leadership team meeting agenda and minutes Plan for sustaining inclusive practices Site visits from other SELPA school teams
Culture Change Expectations: The school 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 inclusive practices that provides for the best access for all students.	Staff interviews and/or survey Parent interviews and/or survey Student interviews and/or survey
LEA Achievement: The school 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 inclusive practices that provides for the best access for all students.	Class Rosters Indicator B data
LEA Achievement: Target maintained for 2 years for students who spend 100% of their day in Denial to teach (Indicator B).	Class Rosters Indicator B data

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





Areas of Measurement

Professional
Development

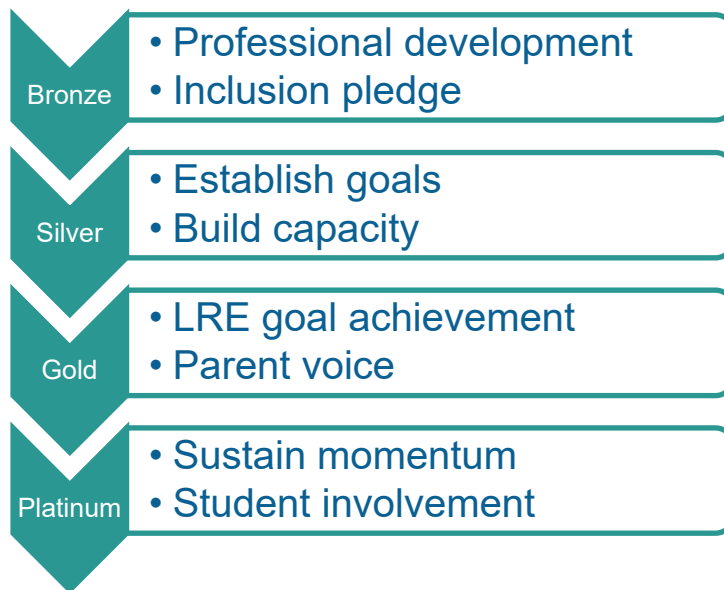
Site
Leadership
Team

Cultural
Change


LRE
Achievement



Progressive Change



EV SELPA United in Inclusion Ribbon Validation Plan

 **United in Inclusion Ribbon Validation Plan** 

To be completed in collaboration with District Staff Administrators, Site Administrators, and School Inclusion Leadership Team

District School Year: School Site

Ribbon Desired ☐ Bronze ☐ Silver ☐ Gold ☐ Platinum

Professional Development Needs	
What professional development practices does the site desire?	
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<input type="text"/>	
Inclusion Leadership Team	
Who are the members of the inclusion leadership team and what are the goals for the team?	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
Cultural Change Expectations	
What cultural change goals will be addressed this year?	
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<input type="text"/>	
<input type="text"/>	
Least Restrictive Environment Goals	
What are the current LRE statistics for the school and how many students are needed to a plan Ed together?	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
School Site Strengths	Barriers to Inclusion
<input type="text"/>	<input type="text"/>
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* Due by September 30th

Collaborative Process with:

Special Education Administration
Site Administration
Site Leadership Team

Guides establishing goals





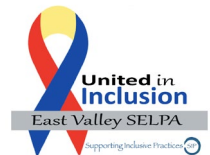
EV SELPA United in Inclusion Ribbon Validation Responsibilities

SELPA Responsibilities

- Identify Trainings
- Guidance on Best Practices
- Manage Funding
- Validation Process

District/SBCSS Responsibilities

- Identify Schools
- Determine PD
- Develop Process for IEP to Reflect Inclusive Practices
- Participate in SELPA-Wide Validation Confirmations





Awarding of the EV SELPA United in Inclusion Ribbon

EV SELPA Board of Directors

- Awards the Inclusion Ribbons at regularly scheduled Board meetings

EV SELPA Responsibilities

- Attends local school district Board meetings, as appropriate, to recognize the Inclusion Ribbon recipients
- Has Inclusion Ribbons made and works with the school to present at school site

District Responsibilities

- Has Inclusion Ribbons installed



DISCUSSION ITEM

First Read: EV SELPA Fiscal Allocation Plan Revisions

Chief Administrative Officer Metheny is providing a first read of revisions made to 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 using an aggregate of the greater of the current, prior, or prior prior year K-12 ADA for each district ~~the greater of the current year, prior year, or prior prior year K-12 ADA~~ and multiplying that 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 ~~2013-2012~~ 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. ~~In 2020-2021 that percentage is 1.46%.~~ 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 Programs

The East Valley SELPA Board of Directors has authorized a SELPA Off-the-Top Regional Program-s, Residential Mental Health Oversight, to support services to students in member districts. ~~As of 2020-2021, those programs are Autism and Residential Mental Health Oversight. Both programs are 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. ~~As of 2020-2021, those~~ 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

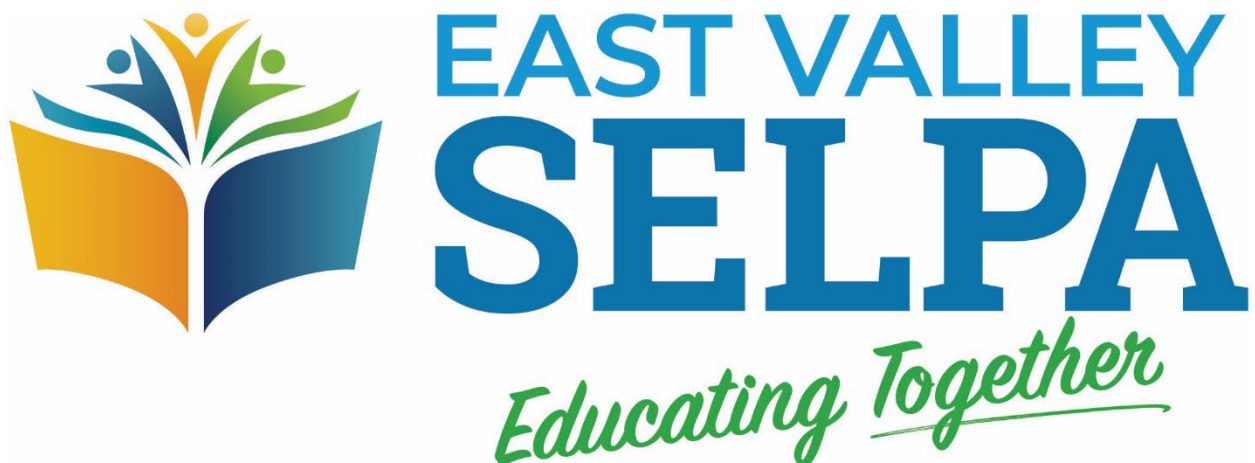
Withdrawal from membership of the East Valley SELPA shall not entitle a member LEA to any partition of the property held by the East Valley SELPA or return of contributions toward the acquisition of such property.

DRAFT

DISCUSSION ITEM

EV SELPA NonPublic School 1st Quarter 2022-2023 Reporting

On behalf of its member districts, the EV SELPA contracts with and processes invoices for district students receiving services from non-public schools and residential treatment centers. As per Board request, Chief Administrative Officer Metheny will present the new NonPublic School Quarterly Report to include additional reporting information on NonPublic Schools and Residential Treatment Centers.



NonPublic School Quarterly Report

First Quarter 2022-2023

East Valley SELPA Board of Directors
November 16, 2022

Patty Metheny, Ed.D.
Chief Administrative Officer

The East Valley 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 and provides quarterly comprehensive NPS reporting to the EV SELPA Board of Directors.

2022-23 Master Contracts

Name of Facility	Location	Number of EV SELPA Students					
		Colton	Redlands	Rialto	Rim	YCJSUD	Total
Alpine Academy	Erda, UT		1				1
Altus Academy	Rialto, CA	5	3	1		2	11
Beacon Day	La Palma, CA	1	1				2
Canyon View	San Dimas, CA		1				1
Cinnamon Hills	St. George, UT	1					1
Devereux	Viera, FL				1		1
Joan Macy	La Verne, CA		1	5			6
Leroy Haynes	La Verne, CA	1	2	3			6
Oak Grove – The Ranch	Perris, CA						0
Oak Grove – Jack Weaver	Murrieta, CA		1				1
Port View Prep	Ontario, CA			3			3
Precious Hearts	San Bernardino, CA	1	1		1		3
Provo Canyon	Provo, UT	1					1
San Diego Center	San Diego, CA					1	1
Sandy Pines	Jupiter, FL			1			1
Sierra of East Valley	Colton, CA	2	2		2	3	9
Spectrum	Chino Hills, CA			1			1
Stone Ridge Academy	Upland, CA	5	3	2	1		11
Turning Winds	Troy, MT				1		1
Youth Care	Draper, UT				1		1
TOTAL		17	16	16	7	6	62

Assembly Bill 1172 Requirements

AB1172 requires each NPS/A to provide annual behavior training to all staff that encounter students during the school day. The NPS is required to obtain verification of the training from each contracted agency. The EV SELPA reviews the documentation and provides the verification for NPS/As with which EV SELPA holds the contract on behalf of its member districts. If an individual LEA holds a contract with an NPA independent of the EV SELPA, the LEA will review the documentation and provide the verification.

Name of Facility	Location	Behavior Training	
		Date Provided	Date Verified by EV SELPA
Alpine Academy	Erda, UT	10.14.22	10.31.22
Altus Academy	Rialto, CA	10.12.22	10.25.22
Beacon Day	La Palma, CA	8.12.22	8.19.22
Canyon View	San Dimas, CA	10.25.22	10.31.22
Cinnamon Hills	St. George, UT	9.9.22	9.28.22
Devereux	Viera, FL	10.19.22	10.26.22
Leroy Haynes	La Verne, CA	5.10.22	6.22.22
Joan Macy	La Verne, CA	8.24.22	8.24.22
Oak Grove – The Ranch	Perris, CA	10.7.22	10.11.22
Oak Grove – Jack Weaver	Murrieta, CA	10.7.22	10.11.22
Port View Prep	Ontario, CA	8.18.22	8.26.22
Precious Hearts	San Bernardino, CA	9.22.22	9.29.22
Provo Canyon	Provo, UT	10.14.22	10.24.22
San Diego Center	San Diego, CA	10.6.22	10.11.22
Sandy Pines	Jupiter, FL	Not a CDE regulated school	
Sierra of East Valley	Colton, CA	10.6.22	10.7.22
Spectrum	Chino Hills, CA	10.19.22	10.21.22
Stone Ridge Academy	Upland, CA	10.12.22	10.13.22
Turning Winds	Troy, MT	8.9.22	9.22.22
Youth Care	Draper, UT	10.21.22	10.31.22

AB1172 requires that the LEA conduct an annual monitoring visit for each student placed at an NPS. The annual monitoring includes student observation, facility walk-through/visit and review of student progress toward goals. The LEA conducts the annual monitoring using the designated EV SELPA form and submits the form to the EV SELPA when completed. EV SELPA submits the forms to CDE on behalf of its member districts and maintains a database to ensure all placed students are reviewed annually. EV SELPA conducts the annual monitoring visit for each student placed in a residential facility.

Number of District Annual Monitoring Observations Completed this Quarter for NPS Placed Students									
Colton		Redlands		Rialto		Rim		YCJUSD	
Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled
0	15	8	15	0	15	0	4	0	5

Number of District Annual Monitoring Observations Completed Year, to-date				
Colton	Redlands	Rialto	Rim	YCJUSD
0	8	0	0	0

Number of EV SELPA Monitoring Observations/Visits Completed this Quarter for Residentially Placed Students*									
Colton		Redlands		Rialto		Rim		YCJUSD	
Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled
2	2	1	1	1	1	2	3	1	1

*Rialto student is in a non-CDE regulated facility

Number of EV SELPA Monitoring Observations/Visits Completed Year, to-date, for Residentially Placed Students*									
Colton		Redlands		Rialto		Rim		YCJUSD	
2		1		1		2		1	

*It is the practice of the East Valley SELPA to provide more visits for students placed residentially than the required annual monitoring visit under AB 1172.

California Department of Education, Special Education Division NPS Monitoring

Non-public schools are cycled through a regular series of on-site reviews and self-reviews by CDE every three years. LEAs who hold a Master Contract with a NPS are notified of planned on-site reviews as well as “unannounced visits.” It is the practice of the East Valley SELPA to be present at each of these meetings.

Based on CDE reviews there are four certification ratings for a Nonpublic School:

1. Approved – no restrictions
2. Conditional – indicating some level of CDE support, oversight, and required corrective actions
3. Suspension – may not take new students
4. Revocation – unable to accept Special Education dollars for placement but may continue to operate as a private school

Name of Facility	CDE Approval Status	Date of CDE Onsite Review
Alpine Academy	Approved	
Altus Academy	Approved	8.2.22
Beacon Day	Approved	6.8.21
Canyon View	Approved	2.8.21
Cinnamon Hills	Approved	9.14.22
Devereux	Approved	4.9.21
Joan Macy	Approved	11.30.22
Leroy Haynes	Approved	12.1.22
Oak Grove – The Ranch	Approved	1.19.21
Oak Grove – Jack Weaver	Approved	5.17.21
Port View Prep	Approved	2.22.21
Precious Hearts	Approved	5.17.22
Provo Canyon – Provo Campus	Conditional	
Provo Canyon – Springville Campus	Conditional	

San Diego Center	Approved	
Sierra of East Valley	Approved	
Spectrum	Approved	
Stone Ridge Academy	Conditional	2.4.22
Turning Winds	Approved	
Youth Care	Approved	

CDE has identified the following NPS sites as private schools, only. Their NPS status was revoked.

Bright Futures Academy – Riverside

The following NPS sites have closed during the 2022-2023 school year.

Childhelp as of 10.28.22

Fiscal Reporting



East Valley SELPA
22-23 1st Quarter NPS Cost Totals

Colton	2021-2022	2022-2023				
NPS (Students reside w/parents)	23	15				
NPS (Students in residential setting)	1	2				
	Prior Yr Q1 Total***	FY 21-22 (Paid in 22-23)	ESY	Aug	Sept	Q1 Total
NPS Education*	\$ 272,670.88	\$ -	\$ 61,754.18	\$ 54,798.83	\$ 79,114.41	\$ 195,667.42
NPS Mental Health**	\$ 51,980.41	\$ -	\$ 32,451.23	\$ 30,012.14	\$ 25,834.61	\$ 88,297.98
District Total	\$ 324,651.29	\$ -	\$ 94,205.41	\$ 84,810.97	\$ 104,949.02	\$ 283,965.40
Redlands	2021-2022	2022-2023				
NPS (Students reside w/parents)	19	16				
NPS (Students in residential setting)	3	1				
	Prior Yr Q1 Total***	FY 21-22 (Paid in 22-23)	ESY	Aug	Sept	Q1 Total
NPS Education*	\$ 149,940.48	\$ 1,881.92	\$ 60,013.74	\$ 50,113.64	\$ 95,922.94	\$ 207,932.24
NPS Mental Health**	\$ 87,750.91	\$ -	\$ 38,476.46	\$ 13,285.93	\$ 29,226.31	\$ 80,988.70
District Total	\$ 237,691.39	\$ 1,881.92	\$ 98,490.20	\$ 63,399.57	\$ 125,149.25	\$ 288,920.94
Rialto	2021-2022	2022-2023				
NPS (Students reside w/parents)	16	14				
NPS (Students in residential setting)	4	1				
	Prior Yr Q1 Total***	FY 21-22 (Paid in 22-23)	ESY	Aug	Sept	Q1 Total
NPS Education*	\$ 190,093.49		\$ 64,160.53	\$ 19,648.85	\$ 74,990.46	\$ 158,799.84
NPS Mental Health**	\$ 135,764.92			\$ 147.87	\$ 14,073.31	\$ 14,221.18
District Total	\$ 325,858.41	\$ -	\$ 64,160.53	\$ 19,796.72	\$ 89,063.77	\$ 173,021.02
Rim	2021-2022	2022-2023				
NPS (Students reside w/parents)	4	5				
NPS (Students in residential setting)	0	2				
	Prior Yr Q1 Total***	FY 21-22 (Paid in 22-23)	ESY	Aug	Sept	Q1 Total
NPS Education*	\$ 44,813.05		\$ 7,302.87	\$ 23,194.04	\$ 29,633.30	\$ 60,130.21
NPS Mental Health**	\$ 1,327.15		\$ 30,080.90	\$ 20,061.80	\$ 13,888.50	\$ 64,031.20
District Total	\$ 46,140.20	\$ -	\$ 37,383.77	\$ 43,255.84	\$ 43,521.80	\$ 124,161.41
Yucaipa-Calimesa	2021-2022	2022-2023				
NPS (Students reside w/parents)	19	7				
NPS (Students in residential setting)	5	2				
	Prior Yr Q1 Total***	FY 21-22 (Paid in 22-23)	ESY	Aug	Sept	Q1 Total
NPS Education*	\$ 168,731.40		\$ 21,862.85	\$ 23,725.48	\$ 34,216.26	\$ 79,804.59
NPS Mental Health**	\$ 155,857.60		\$ 33,276.37	\$ 28,336.09	\$ 32,023.45	\$ 93,635.91
District Total	\$ 324,589.00	\$ -	\$ 55,139.22	\$ 52,061.57	\$ 66,239.71	\$ 173,440.50
SELPA Wide Tuition Total	\$ 826,249.30	\$ -	\$ 215,094.17	\$ 171,480.84	\$ 313,877.37	\$ 702,334.30
SELPA Wide Mental Health Total	\$ 432,680.99	\$ -	\$ 134,284.96	\$ 91,843.83	\$ 115,046.18	\$ 341,174.97
SELPA Wide Grand Total	\$ 1,258,930.29	\$ 1,881.92	\$ 349,379.13	\$ 263,324.67	\$ 428,923.55	\$ 1,043,509.27

*NPS Education includes: tuition & related services with the exception of counseling

** NPS Mental Health includes: residential cost, counseling, WRAP, residential student travel including parent travel reimbursement

*** Prior Yr totals not included in current year grand totals

ACTION ITEM

Approval of East Valley SELPA Inclusion Resolution

Chief Administrative Officer Metheny is presenting the East Valley SELPA Inclusion Resolution for adoption and approval. This resolution embodies the mission of the East Valley SELPA and its member districts as well as emphasizes the priority the SELPA places on academic, social, and physical inclusion of students with disability to ensure they feel connected to and part of their school communities.



Resolution Number 22/23-01
On the Urgency of Inclusive Education for
Students with Disabilities in California Schools

WHEREAS, public schools in the State of California serve approximately 795,000 students with disabilities from birth to age 22, representing approximately 13% of the total student population; and

WHEREAS, the East Valley SELPA believes all people have the right to learn, grow, and change; all people have the right to be treated with dignity and respect; integrity and honesty are fundamental to the quality of life; children are our future; each of us can make a positive difference; parent, guardian and care-giver involvement is a valuable asset; and collaboration is the key to quality special education; and

WHEREAS, inclusive practices achieve exactly the type of educational access and opportunity-foundational to our mission and grounded in the law, and we recognize these practices produce better outcomes for all students, including students with disabilities, in academics, social skills, behavior, communication, and self-advocacy; and

WHEREAS, California's rates of inclusion of students with disabilities in the least restrictive environment are among the lowest in the nation, and our students with disabilities, especially students of color and English language learners, experience some of the worst academic and social emotional outcomes, and

WHEREAS, the East Valley SELPA provides its member local educational agencies (LEAs) with expert training, effective coaching, and comprehensive technical assistance to allow them to implement and promote a variety of evidence-based inclusive practices such as universal design for learning (UDL), inclusion support, multi-tiered system of supports, co-teaching and learning center models, and ability awareness; and

WHEREAS, the East Valley SELPA recently supported SB 1113 (Ochoa Bogh), "Removing Barriers to Inclusion in the General Education Classroom," a measure that was met with broad non-partisan support from educators, parents, and other constituents throughout the entire legislative process, but was subsequently vetoed by Governor Newsom; and

WHEREAS, State Performance Plan Indicator targets for least restrictive environment were newly approved by the federal government, requiring that by the year 2025, 70% of all students with disabilities will be educated in the general education classroom 80% or more of the school day, and that just 12% of students with disabilities will be educated outside the general education classroom 40% or less of the school day; and

WHEREAS, the recent passage of SB 692 (Cortese) on "LCAP Priorities and Least Restrictive Environment," requires that the State Department of Education will, by November 30, 2023, publish data related to federal measures of least restrictive environment, disaggregated by race or ethnicity and LEA, and include this as a resource on the California School Dashboard; and

WHEREAS, the educational rights and protections already afforded to students with disabilities whether through the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, or the Americans with Disabilities Act, are the result of numerous constitutional challenges and anti-discrimination victories; and

WHEREAS, the law already requires that students with disabilities must be educated in general education settings to the maximum extent appropriate in light of their needs, and prohibits their exclusion unless their education cannot be achieved satisfactorily even with the use of appropriate supplementary aids and services within general education; and

WHEREAS, in spite of these laws, the long history of exclusion, segregation, stigmatization, and marginalization experienced by many individuals with disabilities continues, and many students with disabilities are currently excluded from the school they would attend if not for their disability, or are unnecessarily isolated from their age-appropriate, non-disabled peers; and

WHEREAS, students with disabilities are general education students first and foremost, and each educational, operational, and budget decision made in each LEA must begin with the belief that students with disabilities have the right to, and the ability to, learn alongside their non-disabled peers and to equitable and meaningful opportunities to learn and grow; and

WHEREAS, a vast body of research informs us of the direct, positive correlation between teacher expectations of students with disabilities, student connectedness and belonging to their school community, and higher levels of achievement.

NOW, THEREFORE, BE IT RESOLVED that the East Valley SELPA hereby adopts Resolution Number 22/23-01 to actively and with intention work to improve the educational experiences and achievement of students with disabilities through continued robust advocacy with a goal of eliminating barriers to inclusion and creating a more just and hopeful future for all students; and

BE IT FURTHER RESOLVED that the East Valley SELPA will prioritize our attention and focus on the academic inclusion, social inclusion, and physical inclusion of students with disabilities, and we pledge to support those evidence-based practices that fully engage our students regardless of their disabilities or learning challenges, to ensure they feel connectedness and belonging in their school communities.

ADOPTED this 16th day of November, 2022.

Ted Alejandre
Chair, East Valley SELPA Board of Directors
Superintendent, San Bernardino County Superintendent of Schools

OTHER

Next Meeting – February 22, 2023

OTHER

2022-2023 EV SELPA Board of Directors Meeting Schedule

2022/2023
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 21, 2022

November 16, 2022

February 22, 2023

March 22, 2023

May 24, 2023

June 7, 2023

All meetings will be held at 2:00 p.m.
at the Dorothy Inghram 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)

