

East Valley SELPA

Board of Directors

Meeting Agenda



November 19, 2025

EAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA
BOARD OF DIRECTORS

AMENDED AGENDA

Wednesday, November 19, 2025
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 Parent Resource Fair Review – October 17, 2025
- a. EV SELPA United in Inclusion Summit 4.0 Review – November 5, 2025
- b. EV SELPA NonPublic School 2024-25 End-of-Year & 2025-26 1st Quarter Reports
- c. SBCSS EV-Operations Fee-For-Service 2025-26 1st Interim Reporting
- d. 2026-2027 Regional Program Transfer Request

7. Action Item

**ACTION
ITEMS**

- a. Redlands USD Request to Transfer Deaf/Hard of Hearing Services
- b. Approve Revised EV SELPA Fiscal Allocation Plan
- a. Approve 2025-2026 EV SELPA Interagency Agreements
 - 1. California Children's Services
 - 2. Inland Regional Center

8. Other

OTHER

- a. Next Meeting – February 18, 2026
- b. 2025-2026 EV SELPA Board Meeting Schedule

9. Adjournment

ADJOURNMENT

APPROVAL OF MINUTES

East Valley SELPA Board of Directors Meeting September 24, 2025
and Special Board of Directors Meeting October 15, 2025

Chief Administrative Officer Dr. Metheny is requesting approval from the Board of the East Valley SELPA (EV SELPA) for the minutes of the September 24, 2025 Board of Directors Meeting and the minutes of the Special Board of Directors Meeting of October 15, 2025.

**EAST VALLEY SELPA BOARD OF DIRECTORS
MEETING MINUTES
September 24, 2025**

BOARD MEMBERS PRESENT:

Frank Miranda, Ed.D.
Juan Cabral
Judy White, Ed.D.
Paul Sevillano, Ed.D.
Myrlene Pierre
Cali Binks

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

SECRETARY TO THE BOARD PRESENT:

Patty Metheny, Ed.D.

East Valley SELPA

BOARD MEMBERS ABSENT:

Ted Alejandre, Chairperson

San Bernardino County School

ADMINISTRATION PRESENT:

Jennifer Brooksby
Rick Homutoff, Ed.D.

East Valley SELPA
East Valley SELPA

OTHERS IN ATTENDANCE:

Rob Pearson
Todd Rossi
Jaime Adkins
Cathy Pearson
Richard Frederick
Peggy McFee
Jessica Hurst
Selina Hurley
Staff from Henck Intermediate School
Staff from CECA

Colton Unified
Redlands Unified
Yucaipa-Calimesa Joint Unified
Yucaipa-Calimesa Joint Unified
San Bernardino County Schools
San Bernardino County Schools
San Bernardino County Schools
San Bernardino County Schools
Rim of the World Unified
Yucaipa-Calimesa Joint Unified

1.0 CALL TO ORDER

In the absence of Chairperson Alejandre, Vice Chairperson Binks called the meeting to order at 1:00 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 Pierre and seconded by Member Sevillano. The motion carried unanimously.

4.0 COMMUNITY COMMENTS

There were no public comments.

5.0 RECOGNITION ITEMS

The East Valley SELPA (EV SELPA) Board of Directors presented Henck Intermediate School in Rim of the World Unified School District with the EV SELPA Ribbon of Inclusion at the bronze level. This recognition marks a significant milestone in the school's journey toward inclusive education for students with disabilities. Dr. Metheny remarked on how intentional efforts to build awareness, organize leadership structures, and foster a shared vision of inclusion across their school community earned Henck this recognition. Member Dr. Sevillano spoke fondly and proudly of the staff of Henck Intermediate School and thanked the EV SELPA Board of Directors for supporting inclusion across the SELPA.

The EV SELPA Board of Directors recognized the Yucaipa-Calimesa Joint Unified School District's Early Childhood Education Center for achieving the silver level EV SELPA Ribbon of Inclusion. Dr. Metheny shared her dream of an inclusive preschool experience for the young children of Yucaipa-Calimesa began years earlier when she was a teacher and school psychologist in the district. As the Director of Student Services for Yucaipa-Calimesa, she was able to make that dream a reality in 2009. Later, under the leadership of Jennifer Brooks, the Center was positioned to take inclusive practices to the next level. Dr. Metheny congratulated the staff on the school's meaningful progress in fostering an inclusive environment for students with disabilities highlighting that through strategic leadership, professional development, and the implementation of inclusive classroom practices, the Center has demonstrated a strong commitment to cultural change and equity. Member Binks congratulated the team and expressed her admiration for this group who love their students and always have a smile on their faces.

6.0 CLOSED SESSION

The EV SELPA Board of Directors entered into closed session at 1:25 pm.

7.0 OPEN SESSION

The EV SELPA Board of Directors resumed its open session at 2:29 pm. Vice Chairperson Binks shared there was no reportable action but that the Board did establish a timeline to fill the vacancy due to Chief Administrative Officer Dr. Metheny's pending retirement and that the job description was reviewed by the Board.

8.0 APPROVAL OF MINUTES

A motion to approve the June 11, 2025, Board Meeting Minutes was made by Member Dr. Sevillano and seconded by Member Dr. Miranda. The motion carried unanimously.

9.0 DISCUSSION ITEMS

a. Review of SELPAs in California: EV SELPA Focus

Dr. Metheny provided an overview of the structure, responsibilities, and services of SELPAs in California, with a focus on EV SELPA. SELPAs are local education agencies formed to ensure special education services for students with disabilities, governed by state regulations and local plans. EV SELPA, established in 1980, coordinates funding, administration, and compliance across its member districts, offering capacity-building, technical assistance, and direct services such as mental health, occupational and physical therapy, and transition support. The SELPA acts as a liaison between districts and state agencies, facilitates equity in decision-making, and ensures effective implementation of special education programs and fiscal oversight.

b. Fiscal

i. EV SELPA Fiscal Overview – Local Contributions 10 Year Analysis

Dr. Metheny provided an overview of the legal and financial foundations of special education, emphasizing that the Individualized Education Plan (IEP) is a federally mandated contract ensuring free and appropriate public education for students with disabilities. Funding for special education in California comes from state (AB 602), federal (IDEA), local contributions, and various grants, but federal support has consistently fallen well short of the promised 40% (hovering now around only 8% of the costs), resulting in increased reliance on local funds.

Dr. Metheny conducted an analysis of EV SELPA member districts' contributions to funding special education over the past decade as compared to single-district SELPAs in San Bernardino County. The analysis revealed EV SELPA districts contribute less per ADA to special education than single-district SELPAs. This demonstrates the fiscal value of belonging to a multi-district SELPA, particularly the EV SELPA which provides professional development focused on wise special education financing in monthly Steering Committee meetings and ongoing, regular fiscal oversight. Dr. Metheny also highlighted how the data evidenced trends in staffing, salary increases, and the impact of one-time COVID dollars, as well as the importance of effective leadership in resource management and collaboration.

ii. EV SELPA Fiscal Allocation Plan Revisions

Dr. Metheny presented proposed revisions to the EV SELPA Fiscal Allocation Plan. The Board did not request any changes to the revisions presented. The plan will be presented for approval during the November 2025 Board of Directors Meeting.

iii. EV SELPA District Program Support Grant

The EV SELPA has been participating in the Department of Health Care Services (DHCS) for Medi-Cal Local Education Agency (LEA) Billing Option Program (BOP) by providing occupational therapy, physical therapy and educationally related mental health services to member district

students. Historically, the small amount of funds received were utilized to supplement operating costs and reduce costs to member districts as determined by the EV SELPA Medi-Cal Collaborative. During the last few years, DHCS implemented a back casting program for services provided from 2018 through 2024. As a result, the EV SELPA has seen an increase in funds. Given this, Dr. Metheny developed a grant to redistribute these funds to participating districts based on the goals developed by the EV SELPA Medi-Cal Collaborative. Grant requirements and application procedures were provided. Districts may qualify for up to \$200,000. The deadline to apply is November 14, 2025. Districts will be notified of grant awards in mid-December. Grant monies will be provided starting in January 2026 via transfer from the EV SELPA. District will have a full calendar year to spend the funds. Because Rialto USD and SBCSS East Valley Operations provide their own services and participated in the Medi-Cal LEA program for these services, they will not be eligible to apply for the grant..

c. Program/Fiscal

i. EV SELPA 2024-2025 Due Process Activities Report

Program Manager Dr. Rick Homutoff presented the EV SELPA 2024-2025 due process activity report. There were 35 due process filings in the 2024–2025 school year continuing the trend of slight year-over-year increases. Most cases were settled or withdrawn, with no district-filed cases and no hearings in the EV SELPA since June 2021. Costs remained under budget despite rising expenses. Resolution timelines have lengthened, averaging 103 days per case. Trends include more cases filed by parents of younger students, increased requests for independent educational evaluations (IEEs), and a decrease in average parent attorney fees paid. Common reasons for filings were denial of FAPE, missing assessments, lack of behavioral or mental health support, procedural violations, and inappropriate placements. Remedies most often included district assessments, IEEs, compensatory education, revised IEPs, and reimbursement for private services and attorney fees.

ii. SBCSS 2024-2025 FFS Year-end Actuals

SBCSS provided information on the year-end actuals as a result of year-end closing costs. Ms. Selina Hurley from SBCSS internal business remarked SBCSS contributed slightly more than one million dollars to compensate for the shortfall of student enrollment.

iii. SBCSS Regional Program Transfer Requests 2026-2027

Dr. Metheny reviewed current EV SELPA program transfer policy requirements and updated the Board on current requests. Colton JUSD withdrew their March 2025 request to transfer students receiving SAI services. Redlands USD affirmed their request to transfer Deaf/Hard of Hearing (DHH) services starting in 2026-2027. Per EV SELPA Regional Program Transfer Request policy, Todd Rossi, Director of Special Services at Redlands USD presented program assurances indicating Redlands wants to provide the DHH services themselves to align all their

related services in a comprehensive approach across all disciplines in the hopes of enhancing their inclusive practices.

Selina Hurley provided estimated cost projections per service with and without Redlands students. Member Dr. Miranda inquired as to the individual fiscal impact per district and requested clarification on what is included in allocated costs. He also expressed his confusion given that last year's fiscal simulations provided by SBCSS for the potential DHH take back of services from Redlands presented a substantial and detrimental impact to the EV SELPA districts. The Board of Directors requested additional fiscal information from SBCSS Internal Business in relation to the potential impact to each district and to gain a better understanding of what is included in allocated costs. This information will be provided during a Special EV SELPA Board of Directors Meeting on October 15, 2025 at 2:30 pm.

iv. EV SELPA OT Proportionate Share Program Funds Returned to Districts 2024-2025

Dr. Metheny provided information on the occupational therapy (OT) proportionate share program return of funds from the EV SELPA to districts. Although not a significant amount, these funds will be turned to the districts via cash transfer.

v. EV SELPA NonPublic School End-of-year Report 2024-2025

In the interest of time, this item has been tabled to the next Board of Directors meeting.

d. Program

i. EV SELPA & SBCSS LCAP Support & Advisory Services Collaboration

In the interest of time, this item has been tabled to the next Board of Directors Meeting.

ii. EV SELPA Site Administrators Guidebooks

Dr. Metheny shared the EV SELPA Site Administrators Guidebook. This guidebook was developed by the EV SELPA Leadership Group. A hard copy of the guidebook was provided.

iii. EV SELPA Professional Development Catalog 2025-2026

Dr. Metheny presented the now virtual, EV SELPA Professional Development Catalog. The catalog is available via the EV SELPA website, and it enables users to access the registration portal directly from the website.

iv. EV SELPA Parent Resource Fair – October 17, 2025

The 3rd Annual EV SELPA Parent Resource Fair will occur on October 17, 2025 at the Dorothy Inghram Learning Center. It will be open house

style. District representation, community resources ,and vendors along with food trucks will be present. Everyone is welcome to attend.

v. EV SELPA Inclusive Practices Summit 4.0 – November 5, 2025

The EV SELPA Inclusion Summit 4.0 will take place on November 5, 2025 at the Riverside Convention Center. Katie Fredericksen, a consulting partner with Culture Partners, along with Jennifer Brooksby will lead the event. Calendar invites have been sent for this event.

10.0 ACTION ITEMS

a. Approve 2025-2026 EV SELPA Interagency Agreement

Chief Administrative Officer Dr. Metheny presented for approval the 2025-2026 EV SELPA San Bernardino County District Advocates for Better Schools (SANDABS) Membership. Motion to approve was made by Member Dr. Miranda and seconded by Member Pierre. The motion carried unanimously.

11.0 OTHER: A Special Board of Directors Meeting will be scheduled for October 15, 2025 from 2:30pm to 4:30 pm. Meeting invites will be sent after this meeting.

9.0 ADJOURNMENT: The regular meeting was adjourned at 4:34 p.m.

Submitted by:

Rosalva Contreras

EV SELPA Administrative Assistant

**EAST VALLEY SELPA BOARD OF DIRECTORS
SPECIAL MEETING MINUTES
October 15, 2025**

BOARD MEMBERS PRESENT:

Myrlene Pierre
Frank Miranda, Ed.D.
Juan Cabral
Paul Sevillano, Ed.D.

SBCSS Student Services
Colton Joint Unified
Redlands Joint Unified
Rim of the World Unified

SECRETARY TO THE BOARD PRESENT:

Patty Metheny, Ed.D.

East Valley SELPA

ADMINISTRATION PRESENT:

Rick Homutoff, Ed.D.
Jennifer Brooksby
Andrea Tennyson

East Valley SELPA
East Valley SELPA
East Valley SELPA

MEMBERS ABSENT:

Ted Alejandre, Chairperson
Judy White, Ed.D.
Cali Binks

San Bernardino County Schools
Rialto Unified
Yucaipa-Calimesa Joint Unified

OTHERS PRESENT:

Jessica Hurst
Anthony Warnecke
Selina Hurley
Richard Frederick

SBCSS IBS Services
SBCSS IBS Services
SBCSS IBS Services
Administrator, SBCSS EV OPS

1.0 CALL TO ORDER

In the absence of Chairperson Alejandre and Vice Chairperson Binks, Member Sevillano called the special meeting to order at 2:38 p.m. in the Dorothy Inghram Learning Center, home of the East Valley SELPA, Conference Room E located at 670 E. Carnegie Drive, San Bernardino, California.

2.0 ROLL CALL AND ESTABLISHMENT OF QUORUM

Quorum was established.

3.0 APPROVAL OF AGENDA

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

4.0 PUBLIC COMMENTS

There were no public comments.

5.0 DISCUSSION ITEMS

a. 2025-2026 Regional Program Transfer Request

Chief Administrative Officer Dr. Metheny shared the reason for this Special Meeting of the Board of Directors is for San Bernardino County Superintendent of Schools (SBCSS) to provide more details regarding the potential fiscal impact to each EV SELPA district based on the request made on March 28, 2025 from Redlands USD to transfer Deaf/Hard of Hearing (DHH) services from SBCSS to district for the 2026-2027 school year.

Selina Hurley from SBCSS Internal Business provided a cost comparison per service and the fiscal impact to each district with and without the Redlands USD students being served. Ms. Hurley also explained the methodology used by SBCSS to calculate the allocated cost per service. Allocated costs were also reviewed. Member Dr. Miranda requested time to review in detail the information presented. Further questions or inquiries will be directed to Dr. Metheny, who in turn will collaborate with SBCSS to provide the necessary information. Dr. Metheny offered this item could be presented as an informational item during the November 2025 Board of Directors Meetings to clarify any questions the members may have prior to the approval of the transfer during the same meeting. Member Cabral thanked the EV SELPA Board of Directors for their consideration of this matter and confirmed Redland USD's desire to take back services.

b. EV SELPA & SBCSS LCAP Support & Advisory Services Collaboration

Dr. Metheny provided a brief overview of the alignment requirements for Differentiated Assistance (DA) and Continuous Improvement Monitoring (CIM) and observed how combining these processes benefits all parties involved by streamlining workflow and resources.

EV SELPA Program Manager for Regional Services, Jennifer Brooksby highlighted strategies for aligning DA and CIM plans to better support students with disabilities. She shared that Patti Buchmiller, former Redlands USD special education director, began engaging in some of these practices when she integrated both plans. During the past few years, the EV SELPA and the SBCSS LCAP team have collaborated in joint workshops, summits, and trainings in support of this work. Ms. Brooksby explained DA provides targeted support for districts identified through the California School Dashboard, while CIM ensures compliance with federal and state special education laws. Both systems rely on annual performance data, root cause

analysis, stakeholder engagement, and ongoing monitoring. Aligning DA and CIM plans reduces confusion, streamlines initiatives, and fosters district-wide ownership of student outcomes. Ms. Brooksby provided information for the DA/CIM Alignment workshop on November 20, 2025 and emphasized the benefits of coordinated planning for improved educational results. She encouraged districts to have special education and general education leaders attend.

Karen Strong from SBCSS System of Support (SOS) shared the SBCSS vision and collaborative approach to aligning statewide priorities with countywide initiatives. One of the key objectives for SOS is deepening understanding of the "Purpose Over Process" mindset, connecting comprehensive needs assessments to the DA process and highlighting promising district practices. The process for districts to request support from SBCSS SOS involves strategic alignment with LCAP goals and superintendent approval. Ms. Strong highlighted how elementary districts in the West End came together to use funds provided through this model to provide professional development for targeted instruction.

c. EV SELPA Parent Resource Fair – October 17, 2025

The 3rd Annual East Valley SELPA Parent Resource Fair is this Friday. Over 60 vendors and community resources will be available to parents. DJ Beats Mode will provide musical entertainment and food trucks will be on site to provide refreshments. It will be open house style from 10:00 am to 1:00 pm. Everyone is welcome.

d. EV SELPA Inclusive Practices Summit 4.0 – November 5, 2025

The EV SELPA Inclusion Summit 4.0 will be held on November 5, 2025 at the Riverside Convention Center. Katie Fredericksen from Culture Partners, a Certified Dare to Lead Facilitator, along with Jennifer Brooksby will focus on helping teams build trust, courage, and connection.

6.0 OTHER: The next Board of Directors Meeting will be November 19, 2025.

7.0 ADJOURNMENT: Motion to adjourn the special board of directors meeting was made by Member Cabral and seconded by Member Dr. Miranda. The special meeting was adjourned at 3:36 p.m.

Submitted by:
Rosalva Contreras
EVSELPA Administrative Assistant

DISCUSSION ITEM

EV SELPA Parent Resource Fair Review – October 17, 2025

Chief Administrative Office Metheny will provide a short video featuring the EV SELPA Parent Resource Fair held on October 17, 2025.



3rd Annual

670 E. Carnegie Drive
San Bernardino, CA 92408

PARENT RESOURCE FAIR

**OCTOBER
17TH, 2025**

10am- 1pm



**Music with
DJ Beats Mode**



**Raffles, Resources &
Refreshments**



**CELEBRATING
50 YEARS
OF IDEA**

If you have a superstar with special needs at home, navigating community resources can be daunting. The East Valley SELPA is hosting a resource fair to help, offering valuable connections to ease your parenting journey.

DISCUSSION ITEM

EV SELPA United in Inclusion Summit 4.0 Review – November 5, 2025

Chief Administrative Officer Metheny will provide an overview of the EV SELPA United in Inclusion Summit 4.0 on November 5, 2025 at the Riverside Convention Center.



United in INCLUSION

Activating Our Cultural Beliefs



An inspiring event focused on fostering an inclusive mindset that fully integrates Special Education students into school culture. Guided by our cultural beliefs—"All In," "Reimagining Resources," and "Tools of Empowerment"—this summit will feature Katie Frederickson of Culture Partners, a seasoned coach and Certified Dare to Lead™ Facilitator, known for helping teams build trust, courage, and connection. Come be part of the movement toward true inclusion.



November 5th
8:00AM-3:00PM

Riverside Convention Center
Register:
Access Code: UNITED

DISCUSSION ITEM

EV SELPA NonPublic School 2024-25 End-of-Year & 2025-26 1st Quarter 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 2024-25 End-of-Year and 2025-26 1st Quarter NonPublic School Reports.



**EAST VALLEY
SELPA**

Educating Together

NonPublic School Report 4th Quarter 2024-2025

East Valley SELPA Board of Directors
September 24, 2025

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 EV 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. All 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.

2024-2025

Non-Public Schools							
Name of Facility	Location	Number of EV SELPA Students					
		Colton	Redlands	Rialto	Rim	YCUUSD	Total
Altus Academy	Rialto, CA	3	1	1		3	8
Beacon Day	La Palma, CA	1					1
Canyon View	San Dimas, CA	2		2			4
Joan Macy	La Verne, CA	1		3	1		5
Leroy Haynes	La Verne, CA	3	2	4	1		10
Port View Prep	Ontario, CA	1	1	1			3
Sierra of East Valley	Colton, CA	2	3			3	8
Spectrum	Chino Hills, CA						
Stone Ridge Academy	Upland, CA	4	2	1	1		8
TOTAL		17	9	12	3	6	47

Residential Treatment Centers							
Name of Facility	Location	Number of EV SELPA Students					
		Colton	Redlands	Rialto	Rim	YCUUSD	Total
Alabama Clinical	Birmingham, AL					2	2
Copper Hills	West Jordan, UT						
Lava Heights Academy	Toquerville, UT						
New Haven Youth	Vista, CA		1				1
Oak Grove	Murrietta, CA						
Provo Canyon	Provo, UT						
San Diego Center	San Diego, CA			1			1
Sorenson Ranch	Kooshareem, UT						
TOTAL		0	1	1	0	2	4

*Student counts reflect students enrolled at this non-public school/residential treatment center for this quarter, one or more students at this facility have transferred to a different NPS/RTC within the same quarter.

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/A is required to provide to the EV SELPA evidence of the training. The EV SELPA reviews the documentation and provides the verification to any 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
Alabama Clinical Schools	Birmingham, AL	10.28.24	10.29.24
Altus Academy	Rialto, CA	10.1.24	11.4.24
Beacon Day	La Palma, CA	8.22.24	9.6.24
Canyon View	San Dimas, CA	9.26.24	10.29.24
Copper Hills	West Jordan, UT	10.23.24	11.7.24
Joan Macy	La Verne, CA	10.16.24	10.17.24
Lava Heights Academy	Toquerville, UT	10.29.24	11.14.24
Leroy Haynes	La Verne, CA	9.11.24	9.18.24
New Haven	Vista, CA	9.5.24	9.5.24
Oak Grove	Murrietta, CA	3.14.25	3.25.25
Port View Prep	Ontario, CA	9.19.24	9.23.24
Provo Canyon	Provo, UT	9.6.24	9.10.24
San Diego Center	San Diego, CA	9.30.24	9.30.24
Sierra of East Valley	Colton, CA	10.18.24	10.22.24
Sorenson Ranch	Kooshareem, Utah	10.21.24	10.21.24
Spectrum Center	Chino Hills, CA	10.16.24	10.17.24
Stone Ridge Academy	Upland, CA	9.13.24	9.17.24

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
17	17	6	9	11	12	1	3	6	6

Number of District Annual Monitoring Observations Completed Year, to-date				
Colton	Redlands	Rialto	Rim	YCJUSD
22	9	15	3	8

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
0	0	0	1	0	1	0	0	2	2

Number of EV SELPA Monitoring Observations/Visits Completed Year, to-date, for Residentially Placed Students*				
Colton	Redlands	Rialto	Rim	YCJUSD
2	5	3	0	6

*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. SELPAs who hold a Master Contract with a NPS and LEAs with students enrolled in the 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
Alabama Clinical Schools*	<i>Partial</i>	
Altus Academy	Approved	8.2.22
Beacon Day	Approved	6.8.21
Canyon View	Approved	1.24.24
Copper Hills	Approved	
Joan Macy	Approved	11.30.22
Lava Heights	Conditional	
Leroy Haynes	Approved	12.1.22

New Haven	Approved	
Port View Prep	Approved	12.14.22
Provo Canyon	Conditional	12.3.24
San Diego Center	Approved	
Sierra of East Valley	Approved	
Sorenson's Ranch	Approved	
Spectrum Center – Chino Hills	Approved	
Stone Ridge Academy	Approved	2.4.22

* represents a school that is not fully CDE certified. CDE certified for 1 of 2 EV SELPA students enrolled.

East Valley SELPA does not currently have a Master Contract with any Non-Public School with a CDE certification rating of "Conditional" or "Suspension".



East Valley SELPA
24-25 4th Quarter NPS Cost Totals

Colton	2023-2024	2024-2025				
NPS (Students reside w/parents)	13	17				
NPS (Students in residential setting)	0	0				
	Prior Yr Q4 Total***	Q3 Not Previously Billed	Apr	May	June	Q4 Total
NPS Education*	\$ 249,361.17	\$ 58,080.04	\$ 104,075.02	\$ 97,264.10	\$ 78,734.49	\$ 338,153.65
NPS Mental Health**	\$ 18,229.10	\$ 107.42	\$ 8,141.69	\$ 11,048.18	\$ 8,993.55	\$ 28,290.84
District Total	\$ 267,590.27	\$ 58,187.46	\$ 112,216.71	\$ 108,312.28	\$ 87,728.04	\$ 366,444.49
Redlands	2023-2024	2024-2025				
NPS (Students reside w/parents)	8	9				
NPS (Students in residential setting)	1	1				
	Prior Yr Q4 Total***	Q3 Not Previously Billed	Apr	May	June	Q4 Total
NPS Education*	\$ 110,497.74	\$ (7,960.04)	\$ 47,523.37	\$ 47,269.25	\$ 15,238.20	\$ 102,070.78
NPS Mental Health**	\$ 35,012.05	\$ (107.42)	\$ 23,402.84	\$ 16,371.14	\$ 13,351.56	\$ 53,018.12
District Total	\$ 145,509.79	\$ (8,067.46)	\$ 70,926.21	\$ 63,640.39	\$ 28,589.76	\$ 155,088.90
Rialto	2023-2024	2024-2025				
NPS (Students reside w/parents)	10	12				
NPS (Students in residential setting)	0	1				
	Prior Yr Q4 Total***	Q3 Not Previously Billed	Apr	May	June	Q4 Total
NPS Education*	\$ 158,233.84	\$ 11,168.54	\$ 80,717.41	\$ 66,488.55	\$ 52,453.67	\$ 210,828.17
NPS Mental Health**	\$ 5,577.73	\$ 1,037.18	\$ 22,018.06	\$ 20,024.09	\$ 587.99	\$ 43,667.32
District Total	\$ 163,811.57	\$ 12,205.72	\$ 102,735.47	\$ 86,512.64	\$ 53,041.66	\$ 254,495.49
Rim	2023-2024	2024-2025				
NPS (Students reside w/parents)	4	3				
NPS (Students in residential setting)	1	0				
	Prior Yr Q4 Total***	Q3 Not Previously Billed	Apr	May	June	Q4 Total
NPS Education*	\$ 81,573.77		\$ 18,316.11	\$ 15,676.99	\$ 13,985.33	\$ 47,978.43
NPS Mental Health**	\$ 21,230.48		\$ 80.57	\$ 80.57		\$ 161.14
District Total	\$ 102,804.25	\$ -	\$ 18,396.68	\$ 15,757.56	\$ 13,985.33	\$ 48,139.57
Yucaipa-Calimesa	2023-2024	2024-2025				
NPS (Students reside w/parents)	5	6				
NPS (Students in residential setting)	2	2				
	Prior Yr Q4 Total***	Q3 Not Previously Billed	Apr	May	June	Q4 Total
NPS Education*	\$ 57,483.15		\$ 33,693.14	\$ 31,311.61	\$ 7,256.22	\$ 72,260.97
NPS Mental Health**	\$ 88,084.37		\$ 41,081.75	\$ 44,065.81	\$ 38,124.25	\$ 123,271.81
District Total	\$ 145,567.52	\$ -	\$ 74,774.89	\$ 75,377.42	\$ 45,380.47	\$ 195,532.78
SELPA Wide Tuition Total	\$ 657,149.67	\$ 61,288.54	\$ 284,325.05	\$ 258,010.50	\$ 167,667.91	\$ 771,292.00
SELPA Wide Mental Health Total	\$ 168,133.73	\$ 1,037.18	\$ 94,724.91	\$ 91,589.79	\$ 61,057.35	\$ 248,409.23
SELPA Wide Grand Total	\$ 825,283.40	\$ 62,325.72	\$ 379,049.96	\$ 349,600.29	\$ 228,725.26	\$ 1,019,701.23

*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

EAST VALLEY SELPA

FY 2024-25 NON-PUBLIC SCHOOL COST REPORT

District	FN	Total Q1 Billing	Total Q2 Billing	Total Q3 Billing	Total Q4 Billing	Total Billed FY 2024-25
NPS Education	1180	210,657.39	309,495.45	274,380.31	338,153.65	1,132,686.80
NPS Mental Health	3900	46,653.40	55,388.13	62,475.46	28,290.84	192,807.83
Colton		\$ 257,310.79	\$ 364,883.58	\$ 336,855.77	\$ 366,444.49	\$ 1,325,494.63
NPS Education	1180	87,520.26	139,922.32	176,983.02	102,070.78	506,496.38
NPS Mental Health	3900	70,712.47	75,323.79	129,928.74	53,018.12	328,983.12
Redlands		\$ 158,232.73	\$ 215,246.11	\$ 306,911.76	\$ 155,088.90	\$ 835,479.50
NPS Education	1180	55,212.52	150,144.73	209,492.91	210,828.17	625,678.33
NPS Mental Health	3900	48,300.39	64,169.27	64,381.37	43,667.32	220,518.35
Rialto		\$ 103,512.91	\$ 214,314.00	\$ 273,874.28	\$ 254,495.49	\$ 846,196.68
NPS Education	1180	50,521.93	63,476.04	57,416.14	47,978.43	219,392.54
NPS Mental Health	3900	161.14	241.70	241.71	161.14	805.69
Rim		\$ 50,683.07	\$ 63,717.74	\$ 57,657.85	\$ 48,139.57	\$ 220,198.23
NPS Education	1180	51,826.24	64,846.71	81,553.63	72,260.97	270,487.55
NPS Mental Health	3900	123,246.94	118,901.65	119,719.87	123,271.81	485,140.27
Yucaipa		\$ 175,073.18	\$ 183,748.36	\$ 201,273.50	\$ 195,532.78	\$ 755,627.82
NPS Education Total	1180	\$ 455,738.34	\$ 727,885.25	\$ 799,826.01	\$ 771,292.00	\$ 2,754,741.60
NPS Mental Health Total	3900	\$ 289,074.34	\$ 314,024.54	\$ 376,747.15	\$ 248,409.23	\$ 1,228,255.26
Grand Total		\$ 744,812.68	\$ 1,041,909.79	\$ 1,176,573.16	\$ 1,019,701.23	\$ 3,982,996.86



**EAST VALLEY
SELPA**

Educating Together

**NonPublic School Report
1st Quarter 2025-2026**

East Valley SELPA Board of Directors
November 19, 2025

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 EV 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. All 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.

2025-2026

Non-Public Schools							
Name of Facility	Location	Number of EV SELPA Students					
		Colton	Redlands	Rialto	Rim	YCJUSD	Total
Altus Academy	Rialto, CA	3		1		2	6
Beacon Day	La Palma, CA	1					1
Canyon View	San Dimas, CA	1		1			2
Joan Macy	La Verne, CA	1		3	1		5
Leroy Haynes	La Verne, CA	1	1	4	1		7
Port View Preparatory	Ontario, CA	2	1	1			4
Sierra of East Valley	Colton, CA	2	5		1	4	12
Stone Ridge Academy, Riverside	Riverside, CA	6	2	1	1	1	11
TOTAL		17	9	11	4	7	48

Residential Treatment Centers							
Name of Facility	Location	Number of EV SELPA Students					
		Colton	Redlands	Rialto	Rim	YCJUSD	Total
Alabama Clinical	Birmingham, AL					1	1
New Haven Youth	Vista, CA					1	1
TOTAL						2	2

*Student counts reflect students enrolled at this non-public school/residential treatment center for this quarter, one or more students at this facility have transferred to a different NPS/RTC within the same quarter.

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/A is required to provide to the EV SELPA evidence of the training. The EV SELPA reviews the documentation and provides the verification to any 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
Alabama Clinical Schools	Birmingham, AL	9.23.25	10.13.25
Altus Academy	Rialto, CA	10.3.25	10.28.25
Beacon Day	La Palma, CA	9.8.25	10.22.25
Canyon View	San Dimas, CA	10.10.25	10.15.25
Joan Macy	La Verne, CA	9.5.25	9.9.25
Leroy Haynes/Bliss Academy	La Verne, CA	8.28.25	8.29.25
New Haven	Vista, CA	9.23.25	10.9.25
Port View Preparatory	Ontario, CA	9.12.25	10.3.25
Sierra of East Valley	Colton, CA	9.8.25	9.16.25
Stone Ridge Academy, Riverside	Riverside, CA	9.25.25	10.22.25

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	17	0	9	0	11	0	4	0	7

Number of District Annual Monitoring Observations Completed Year, to-date				
Colton	Redlands	Rialto	Rim	YCJUSD
0	0	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
0	0	0	0	0	0	0	0	2	2

Number of EV SELPA Monitoring Observations/Visits Completed Year, to-date, for Residentially Placed Students*									
Colton		Redlands		Rialto		Rim		YCJUSD	
0		0		0		0		2	

*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. SELPAs who hold a Master Contract with a NPS and LEAs with students enrolled in the 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
Alabama Clinical Schools*	Approved	
Altus Academy	Approved	8.2.22
Beacon Day	Approved	6.8.21
Canyon View	Approved	1.24.24
Joan Macy	Approved	11.30.22
Leroy Haynes/Bliss Academy	Approved	12.1.22
New Haven	Approved	
Port View Prep	Approved	12.14.22
Sierra of East Valley	Approved	
Stone Ridge Academy	Approved	2.4.22

East Valley SELPA does not currently have a Master Contract with any Non-Public School with a CDE certification rating of “Conditional” or “Suspension”.



East Valley SELPA
25-26 1st Quarter NPS Cost Totals

Colton	2024-2025	2025-2026					
NPS (Students reside w/parents)	14	17					
NPS (Students in residential setting)	1	0					
	Prior Yr Q1 Total***	FY 24-25 (Paid in 25-26)	ESY	Aug	Sept	Q1 Total	
NPS Education*	\$ 210,657.39	\$ 4,757.95	\$ 53,281.76	\$ 84,998.25	\$ 107,539.57	\$ 250,577.53	
NPS Mental Health**	\$ 46,653.40	\$ 626.71	\$ 9,537.42	\$ 14,364.74	\$ 16,725.25	\$ 41,254.12	
District Total	\$ 257,310.79	\$ 5,384.66	\$ 62,819.18	\$ 99,362.99	\$ 124,264.82	\$ 291,831.65	
Redlands	2024-2025	2025-2026					
NPS (Students reside w/parents)	7	9					
NPS (Students in residential setting)	2	0					
	Prior Yr Q1 Total***	FY 24-25 (Paid in 25-26)	ESY	Aug	Sept	Q1 Total	
NPS Education*	\$ 87,520.26	\$ 932.12	\$ 10,000.08	\$ 38,889.73	\$ 54,108.68	\$ 103,930.61	
NPS Mental Health**	\$ 70,712.47		\$ 2,517.51	\$ 5,395.98	\$ 5,420.18	\$ 13,333.67	
District Total	\$ 158,232.73	\$ 932.12	\$ 12,517.59	\$ 44,285.71	\$ 59,528.86	\$ 117,264.28	
Rialto	2024-2025	2025-2026					
NPS (Students reside w/parents)	7	11					
NPS (Students in residential setting)	1	0					
	Prior Yr Q1 Total***	FY 24-25 (Paid in 25-26)	ESY	Aug	Sept	Q1 Total	
NPS Education*	\$ 55,212.52	\$ 4,813.47	\$ 4,139.77	\$ 63,157.69	\$ 75,775.12	\$ 147,886.05	
NPS Mental Health**	\$ 48,300.39	\$ 268.59		\$ 564.04	\$ 150.00	\$ 982.63	
District Total	\$ 103,512.91	\$ 5,082.06	\$ 4,139.77	\$ 63,721.73	\$ 75,925.12	\$ 148,868.68	
Rim	2024-2025	2025-2026					
NPS (Students reside w/parents)	2	4					
NPS (Students in residential setting)	0	0					
	Prior Yr Q1 Total***	FY 24-25 (Paid in 25-26)	ESY	Aug	Sept	Q1 Total	
NPS Education*	\$ 50,521.93	\$ 1,082.44		\$ 15,111.36	\$ 23,870.26	\$ 40,064.06	
NPS Mental Health**	\$ 161.14			\$ 80.57	\$ 80.56	\$ 161.13	
District Total	\$ 50,683.07	\$ 1,082.44	\$ -	\$ 15,191.93	\$ 23,950.82	\$ 40,225.19	
Yucaipa-Calimesa	2024-2025	2025-2026					
NPS (Students reside w/parents)	4	7					
NPS (Students in residential setting)	2	2					
	Prior Yr Q1 Total***	FY 24-25 (Paid in 25-26)	ESY	Aug	Sept	Q1 Total	
NPS Education*	\$ 51,826.24		\$ 9,503.07	\$ 22,203.49	\$ 29,697.45	\$ 61,404.01	
NPS Mental Health**	\$ 123,246.94	\$ 1,672.24	\$ 44,134.18	\$ 32,600.51	\$ 29,970.82	\$ 108,377.75	
District Total	\$ 175,073.18	\$ 1,672.24	\$ 53,637.25	\$ 54,804.00	\$ 59,668.27	\$ 169,781.76	
SELPA Wide Tuition Total	\$ 455,738.34	\$ 11,585.98	\$ 76,924.68	\$ 224,360.52	\$ 290,991.08	\$ 603,862.26	
SELPA Wide Mental Health Total	\$ 289,074.34	\$ 2,567.54	\$ 56,189.11	\$ 53,005.84	\$ 52,346.81	\$ 164,109.30	
SELPA Wide Grand Total	\$ 744,812.68	\$ 14,153.52	\$ 133,113.79	\$ 277,366.36	\$ 343,337.89	\$ 767,971.56	

*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

DISCUSSION ITEM

SBCSS EV-Operations Fee-For-Service 2025-2026 1st Interim Reporting

Selina Hurley, Program Manager from San Bernardino County Superintendent of Schools Internal Business will present the EV-Operations Fee-For-Service 2025-2026 1st Interim Report.

FEE-FOR-SERVICE BUDGET to 1st INTERIM COMPARISON - 2025-26				
	East Valley	Budget	1st Interim	+Increase/- Decrease
A. SERVICE COUNTS				
1. SAI Services		64	69	5.00
2. Low Incidence - VI Services		96	97	1.00
3. Low Incidence - Braille Specialist		36	30	(6.00)
4. Low Incidence - O&M Services		27	25	(2.00)
5. Low Incidence - DHH Services		137	117	(20.00)
6. 1:1 Aide Services		20	18	(2.00)
B. REVENUES				
FEE-FOR-SERVICE				
1. State Aid		\$ 3,132,082	\$ 2,874,688	\$ (257,394)
2. Property Tax Transfer		\$ 4,924,856	\$ 5,195,561	\$ 270,705
3. Net Fee-for-Service AB602 (A1+A2)		\$ 8,056,938	\$ 8,070,249	\$ 13,311
4. Prior Year Adjustment		\$ -	\$ -	\$ -
5. Federal IDEA (Local Assistance Entitlement)		\$ 404,768	\$ 380,562	\$ (24,206)
6. Local Revenue		\$ -	\$ -	\$ -
7. Local Revenue Inter-SELPA Agreements		\$ -	\$ -	\$ -
TOTAL REVENUE (B3+B4+B5+B6+B7)		\$ 8,461,706	\$ 8,450,811	\$ (10,895)
C. EXPENDITURES				
1. SAI Self-Contained (SDC)		\$ 4,329,953	\$ 4,194,553	\$ (135,400)
2. Low Incidence - VI Services		\$ 1,373,915	\$ 1,364,450	\$ (9,465)
3. Low Incidence - Braille Specialist		\$ 514,251	\$ 514,410	\$ 159
4. Low Incidence - O&M Services		\$ 327,931	\$ 328,032	\$ 101
5. Low Incidence - DHH Services		\$ 636,234	\$ 589,612	\$ (46,622)
6. 1:1 Aide Services (1:1) Aides		\$ 1,279,423	\$ 1,138,294	\$ (141,129)
TOTAL EXPENDITURES (C1+C2+C3+C4+C5+C6)		\$ 8,461,706	\$ 8,129,350	\$ (332,357)
D. 2025-26 Projected Ending Balance				
1. Total Revenues (Section B)		\$ 8,461,706	\$ 8,450,811	\$ (10,895)
2. Total Expenditures (Section C)		\$ 8,461,706	\$ 8,129,350	\$ (332,356)
3. 2025-26 Net Projected FFS Ending Balance		\$ (0)	\$ 321,461	\$ 321,461

San Bernardino County Superintendent of Schools
East Valley County Operated Special Education Programs
2025-26 1st Interim
November 2025

		1	2	3	4	5	6	7	
		SAI SELF-CONTAINED SDC	LOW INCIDENCE VI	LOW INCIDENCE Braille Specialist	LOW INCIDENCE OM	LOW INCIDENCE DHH	1:1 AIDE SERVICES 1:1 AIDES	TOTAL	
2025-26 Approved Rates		\$63,843	\$13,505	\$13,480	\$11,461	\$4,382	\$63,971		
1	OBJECT	EXPENSE							
2	1000-1999	Certificated Salaries	1,515,092	722,629	-	168,057	314,429	-	2,720,207
3	2000-2999	Classified Salaries	506,115	-	222,786	-	784	546,400	1,276,085
4	3000-3999	Employee Benefits	1,004,146	300,198	166,889	68,778	119,303	453,323	2,112,637
5	4000-4999	Books & Supplies	7,767	4,500	-	1,200	1,200	-	14,667
6	5000-5999	Services & Other Operating Expenditures	177,895	17,187	4,116	13,080	15,644	57,974	285,896
7	6000-6999	Capital Outlay	-	-	-	-	-	-	0
8									
9		Sub total	\$ 3,211,015	\$ 1,044,514	\$ 393,791	\$ 251,115	\$ 451,360	\$ 1,057,697	6,409,492
10		% of Total	0.59999	0.19517	0.07358	0.04692	0.08434		100%
11									
12		Allocated Cost	686,544	223,327	84,196	53,691	96,505	-	1,144,262
13		Sub total	\$ 3,897,558.94	\$ 1,267,840.51	\$ 477,987.06	\$ 304,805.65	\$ 547,864.84	\$ 1,057,697.00	\$ 7,553,754
14									
15	7300-7380	Indirect Cost - 7.62%	296,994	96,609	36,423	23,226	41,747	80,597	575,596
16									
17		TOTAL EXPENSE	\$ 4,194,553	\$ 1,364,450	\$ 514,410	\$ 328,032	\$ 589,612	\$ 1,138,294	\$ 8,129,350

18	Obj	RS	Revenue:	SAI SELF-CONTAINED SDC	LOW INCIDENCE VI	LOW INCIDENCE Braille Specialist	LOW INCIDENCE OM	LOW INCIDENCE DHH	1:1 AIDE SERVICES 1:1AIDES	TOTAL
19	8181	3310	Federal Local Assistance	228,333	74,275	28,002	17,857	32,096		380,562
20	8182	3315	Federal Preschool - RS 3315	0						0
21			TOTAL REVENUE:	\$ 228,333	\$ 74,275	\$ 28,002	\$ 17,857	\$ 32,096	\$ -	\$ 380,562

22	Excess Cost (revenue minus expense)			\$ (3,966,220)	\$ (1,290,175)	\$ (486,408)	\$ (310,175)	\$ (557,516)	\$ (1,138,294)	\$ (7,748,788)
23										
24	Number of Estimated Services in 2025-26			69	97	30	25	117	18	

DISCUSSION ITEM

2026-2027 Regional Program Transfer Request – Revised SBCSS Data

A final review of the district assurances and potential fiscal impact on the SBCSS fee-for-service model as a result of the program transfer request made by Redlands USD to provide their own Deaf Hard of Hearing (DHH) services for district students will be provided. Dr.

PROGRAM OPENING ASSURANCES

The Redlands Unified School District certifies that the agency herein represented will comply with all applicable requirements of the East Valley SELPA Regional Program Policy and Procedures: Opening, Transferring and Closing Programs.

Below the required Detailed Plan for Special Education Program Opening that delineates how the LEA has or will fulfill these obligations.

Signature of Special Education Administrator



Signature of Special Education Director

9/04/25
Date



Signature of LEA Superintendent

9/04/25
Date

DETAILED PLAN FOR OPENING A SPECIAL EDUCATION PROGRAM

LEA Name: Redlands Unified School District

Date of Submission: 09/05/25

This required Detailed Plan for opening a Special Education Program 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:

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

(b) Related Services and Equipment

The students will continue to be provided all required appropriate supports and services pursuant to their IEPs. All required related services will be provided by qualified support staff with the appropriate training and administrative support.

Redlands will work collaboratively with the East Valley SELPA and SBCSS 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**

Outlined below is a list of facilities available that will house the staff involved in the program opening.

School Site	Facility	Comments
District Office Special Services	Special Services Office	

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**

Redlands Unified is committed to implementing collaborative programs and inclusive opportunities at all levels. Adding the Deaf & Hard of Hearing Specialist to our Redlands staff will enhance these opportunities for collaboration between general education, special education, and related services providers, which will allow for increased opportunity and accessibility in the curriculum. In addition, the DHH Specialist will have the opportunity to build multi-tiered systems of support throughout our district, along with other service providers, which will benefit all students.

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

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

Based on the current caseload, which is 45 students as of September 2, 2025, Redlands Unified intends to employ a total of 1 Deaf and Hard of Hearing Specialist (DHH).

(b) The minimum qualifications include:

- (i) Bachelor's degree from an accredited university.
- (ii) Valid California credential authorizing service to students with Deaf/Hard of Hearing disabilities OR proof demonstrating the ability to obtain such a credential OR obtain an added authorization to service students with Deaf/Hard of Hearing Disabilities.

VERIFICATION OF INVOLVEMENT OF STAKEHOLDERS IN THE PLAN FOR OPENING A SPECIAL EDUCATION PROGRAM

LEA Name: Redlands Unified School District Date: 09/05/25

This required Detailed Plan for opening a Special Education Program 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 opening were held on the following dates at the identified locations.

DATE OF MEETING	LOCATON OF MEETING
4/18/2024	SEPAC at District Office Board Room
5/24/2024	Coffee Chat at Redlands High School
9/19/2024	SEPAC at District Office Board Room
04/16/25	Coffee Chat at District Office Conference Room
04/17/25	SEPAC at District Office Board Room

Involvement of Staff

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

DATE OF MEETING	PARTICIPANTS
6/5/2024	Special Services Department Staff
9/18/2024	SLPs and SLPAs
9/18/2024	OTs
03/21/25	Special Services Department Meeting
08/04/25	Special Services Department Meeting
08/29/25	SLP Leadership Team

PROGRAM TRANSFER ASSURANCES

The Redlands Unified 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

9/04/25

Date



Signature of LEA\superintendent

9/04/25

Date

DETAILED PLAN FOR SPECIAL EDUCATION PROGRAM TRANSFERS

LEA Name: Redlands Unified School District

Date of Submission: 09/05/25

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:

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

(b) Related Services and Equipment

The students will continue to be provided all required appropriate supports and services pursuant to their IEPs. All required related services will be provided by qualified support staff with the appropriate training and administrative support. Redlands will work collaboratively with the East Valley SELPA and SBCSS 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

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

School Site	Available Facility	Comments
District Office	Special Services Office	

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 pupils can benefit.**

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

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 this program. Redlands is committed to implementing collaborative programs between general and special education, including related service providers.

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

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

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.

- (b) Based on the current caseload, which is 45 students as of September 2, 2024, Redlands Unified intends to employ a total of 1 Deaf and Hard of Hearing Specialist (DHH).

(i) The minimum qualifications include:

- (1) Bachelor's degree from an accredited university.
- (2) Valid California credential authorizing service to students with Deaf/Hard of Hearing disabilities OR proof demonstrating the ability to obtain such a credential OR obtain an added authorization to service students with Deaf/Hard of Hearing Disabilities.

Appendix E

VERIFICATION OF INVOLVEMENT OF STAKEHOLDERS IN THE PLAN FOR OPENING A SPECIAL EDUCATION PROGRAM

LEA Name: Redlands Unified School District

Date of Submission: 9/05/2025

This required Detailed Plan for opening a Special Education Program 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 opening were held on the following dates at the identified locations.

DATE OF MEETING	LOCATON OF MEETING
4/18/2024	SEPAC at District Office Board Room
5/24/2024	Coffee Chat at Redlands High School
9/19/2024	SEPAC at District Office Board Room
04/16/25	Coffee Chat at District Office Conference Room
04/17/25	SEPAC at District Office Board Room

Involvement of Staff

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

DATE OF MEETING	PARTICIPANTS
6/5/2024	Special Services Department Staff
9/18/2024	SLPs and SLPAs
9/18/2024	OTs
10/2/2024	Special Services Department Staff
10/3/2024	School Site Administrators
10/16/2024	School Psychologists
03/21/25	Special Services Department Meeting
08/04/25	Special Services Department Meeting
08/29/25	SLP Leadership Team

2025-26 Simulation for DHH Program Take-Back
Comparison

Service		Rates									
Costs - With Redlands DHH		Colton		Redlands		Rialto		Rim		Yucaipa	
		Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee
SAI	65,967	27	1,781,109	4	263,868	25	1,649,175	3	197,901	5	329,835
Low Incidence											
VI	12,040	21	252,840	37	445,480	22	264,880	2	24,080	14	168,560
Braille	13,958	8	111,664	12	167,496	9	125,622	1	13,958	6	83,748
O&M	7,642	7	53,494	12	91,704	4	30,568	1	7,642	3	22,926
DHH	4,695	36	169,038	41	192,515	28	131,474	2	9,391	28	131,474
			587,036		897,195		552,544		55,071		406,708
1 to 1 Aides	66,058	9	594,526	2	132,117	5	330,292	0	-	4	264,234
Total Cost per District		2,962,671		1,293,180		2,532,011		252,972		1,000,777	

Costs - Without Redlands DHH				Colton		Redlands		Rialto		Rim		Yucaipa	
		Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee
SAI		66,132	27	1,785,565	4	264,528	25	1,653,301	3	198,396	5	330,660	
Low Incidence													
VI		12,070	21	253,462	37	446,576	22	265,532	2	24,139	14	168,975	
Braille		13,993	8	111,946	12	167,918	9	125,939	1	13,993	6	83,959	
O&M		7,661	7	53,629	12	91,936	4	30,645	1	7,661	3	22,984	
DHH		4,654	36	167,557	0	-	28	130,322	2	9,309	28	130,322	
				586,594		706,430		552,438		55,103		406,240	
1 to 1 Aides		66,058	9	594,526	2	132,117	5	330,292	0	-	4	264,234	
Total Cost per District				2,966,686		1,103,076		2,536,032		253,499		1,001,134	

Cost Change		Colton	Redlands	Rialto	Rim	Yucaipa
SAI		4,456	660	4,126	495	825
Low Incidence						
VI		622	1,096	652	59	415
Braille		282	422	317	35	211
O&M		135	232	77	19	(58)
DHH		(1,480)	(192,515)	(1,151)	(82)	(1,151)
		(441)	(190,765)	(106)	32	(583)
1 to 1 Aides		-	-	-	-	-
Total Cost Change		4,015	(190,105)	4,021	527	242

San Bernardino County Superintendent of Schools
East Valley County Operated Special Education Programs
2026-27 Simulation
With Redlands DHH

Simulation - Allocated Costs

Object	FTE	Budget	Program Costs for Special Education Operations
1000-1999	1.77	355,838.00	Principal, Psychologist, Administrators
2000-2999	3.41	297,228.00	Principal and Administrator Support Staff
3000-3999		280,922.00	Staff Benefits Costs
4000-4999		59,000.00	Materials, supplies, computer replacements, software
5000-5999		234,937.00	Utilities, classroom leases, maintenance
Grand Total	5.18	1,227,925.00	

		1	2	3	4	5	6	7	
	OBJECT	EXPENSE	SAI SELF-CONTAINED SDC	LOW INCIDENCE VI	LOW INCIDENCE Braille Specialist	LOW INCIDENCE OM	LOW INCIDENCE DHH	1:1 AIDE SERVICES 1:1 AIDES	TOTAL
1		DIRECT COSTS							
2	1000-1999	Certificated Salaries	1,620,565	635,635	-	113,104	311,123	-	2,680,427
3	2000-2999	Classified Salaries	522,061	-	226,878	-	-	622,477	1,371,416
4	3000-3999	Employee Benefits	1,138,172	269,616	170,919	48,612	126,155	590,806	2,344,280
5	4000-4999	Books & Supplies	12,100	3,000	-	600	1,800	-	17,500
6	5000-5999	Services & Other Operating Expenditures	83,898	16,187	4,116	2,720	7,500	12,974	127,395
7	6000-6999	Capital Outlay	-	-	-	-	-	-	0
8		Sub total	\$ 3,376,796	\$ 924,438	\$ 401,913	\$ 165,036	\$ 446,578	\$ 1,226,257	6,541,018
9		% of Total Direct Costs	63.54%	17.39%	7.56%	3.11%	8.40%		100.00%
10		Allocated Cost	780,176	213,582	92,858	38,130	103,178	-	1,227,925
11		Sub total	\$ 4,156,972	\$ 1,138,020	\$ 494,771	\$ 203,166	\$ 549,756	\$ 1,226,257	\$ 7,768,942
12	7300-7380	Indirect Cost - 7.74%	321,750	88,083	38,295	15,725	42,551	94,912	601,707
13		TOTAL EXPENSE	\$ 4,478,665	\$ 1,226,088	\$ 533,060	\$ 218,888	\$ 592,779	\$ 1,321,169	\$ 8,370,649

	OBJECT	RS	Revenue:	SAI SELF-CONTAINED SDC	LOW INCIDENCE VI	LOW INCIDENCE Braille Specialist	LOW INCIDENCE OM	LOW INCIDENCE DHH	1:1 AIDE SERVICES 1:1AIDES	TOTAL
14										
15	8181	3310	Federal Local Assistance	257,174	70,404	30,609	12,569	34,011		404,768
17			TOTAL REVENUE:	\$ 257,174	\$ 70,404	\$ 30,609	\$ 12,569	\$ 34,011	\$ -	\$ 404,768

18		Excess Cost (revenue minus expense)	\$ (4,221,491)	\$ (1,155,684)	\$ (502,451)	\$ (206,319)	\$ (558,768)	\$ (1,321,169)	\$ (7,965,881)
19		Number of Estimated Services	64	96	36	27	135	20	
20		2026-27 Simulated Rates	\$65,967	\$12,040	\$13,958	\$7,642	\$4,695	\$66,058	

Allocated costs are determined using the percentage of overall costs for each program.

Allocated costs represent direct costs to programs across all regions, allocated to each region and program based on specific criteria (number of teachers supported, for example).

Indirect costs are not directly tied to a specific program but support overall operations.

These costs include fiscal, human resources and other organizational administrative costs where the direct cost to a program cannot be determined.

The indirect cost rate is a percentage applied to overall program expenses.

San Bernardino County Superintendent of Schools
East Valley County Operated Special Education Programs
2026-27 Simulation
Without Redlands DHH

Simulation - Allocated Costs

Object	FTE	Budget	Program Costs for Special Education Operations
1000-1999	1.77	355,838.00	Principal, Psychologist, Administrators
2000-2999	3.41	297,228.00	Principal and Administrator Support Staff
3000-3999		280,922.00	Staff Benefits Costs
4000-4999		59,000.00	Materials, supplies, computer replacements, software
5000-5999		234,937.00	Utilities, classroom leases, maintenance
Grand Total	5.18	1,227,925.00	

		1	2	3	4	5	6	7	
	OBJECT	EXPENSE	SAI SELF-CONTAINED SDC	LOW INCIDENCE VI	LOW INCIDENCE Braille Specialist	LOW INCIDENCE OM	LOW INCIDENCE DHH	1:1 AIDE SERVICES 1:1 AIDES	TOTAL
1		DIRECT COSTS							
2	1000-1999	Certificated Salaries	1,620,565	635,635	-	113,104	242,024	-	2,611,328
3	2000-2999	Classified Salaries	522,061	-	226,878	-	-	622,477	1,371,416
4	3000-3999	Employee Benefits	1,138,172	269,616	170,919	48,612	100,837	590,806	2,318,962
5	4000-4999	Books & Supplies	12,100	3,000	-	600	1,200	-	16,900
6	5000-5999	Services & Other Operating Expenditures	83,898	16,187	4,116	2,720	5,000	12,974	124,895
7	6000-6999	Capital Outlay	-	-	-	-	-	-	0
8		Sub total	\$ 3,376,796	\$ 924,438	\$ 401,913	\$ 165,036	\$ 349,061	\$ 1,226,257	6,443,501
9		% of Total Direct Costs	64.72%	17.72%	7.70%	3.16%	6.69%		100.00%
10		Allocated Cost	794,758	217,575	94,594	38,843	82,155	-	1,227,925
11		Sub total	\$ 4,171,554	\$ 1,142,013	\$ 496,507	\$ 203,879	\$ 431,216	\$ 1,226,257	\$ 7,671,426
12	7300-7380	Indirect Cost - 7.74%	322,878	88,392	38,430	15,780	33,376	94,912	593,768
13		TOTAL EXPENSE	\$ 4,494,432	\$ 1,230,405	\$ 534,937	\$ 219,659	\$ 464,592	\$ 1,321,169	\$ 8,265,194

	OBJECT	RS	Revenue:	SAI SELF-CONTAINED SDC	LOW INCIDENCE VI	LOW INCIDENCE Braille Specialist	LOW INCIDENCE OM	LOW INCIDENCE DHH	1:1 AIDE SERVICES 1:1AIDES	TOTAL
14										
15	8181	3310	Federal Local Assistance	261,981	71,720	31,182	12,804	27,081		404,768
17			TOTAL REVENUE:	\$ 261,981	\$ 71,720	\$ 31,182	\$ 12,804	\$ 27,081	\$ -	\$ 404,768

18		Excess Cost (revenue minus expense)	\$ (4,232,451)	\$ (1,158,685)	\$ (503,755)	\$ (206,855)	\$ (437,511)	\$ (1,321,169)	\$ (7,860,426)
19		Number of Estimated Services	64	96	36	27	94	20	
20		2026-27 Simulated Rates	\$66,132	\$12,070	\$13,993	\$7,661	\$4,654	\$66,058	

Allocated costs are determined using the percentage of overall costs for each program.

Allocated costs represent direct costs to programs across all regions, allocated to each region and program based on specific criteria (number of teachers supported, for example).

Indirect costs are not directly tied to a specific program but support overall operations.

These costs include fiscal, human resources and other organizational administrative costs where the direct cost to a program cannot be determined.

The indirect cost rate is a percentage applied to overall program expenses.

ACTION ITEM

Redlands USD Request to Transfer Deaf/Hard of Hearing Services

Chief Administrative Officer Dr. Metheny will present for consideration the request from Redlands USD to transfer Deaf/Hard of Hearing services currently provided by SBCSS East Valley Operations to Redlands USD.



Redlands Unified School District

Special Services Division

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

March 28, 2025

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 Deaf and Hard of Hearing Services for all our students starting in the 2026-2027 school year. If you have any questions or need additional information, please feel free to contact me.

Respectfully,

Todd Rossi
Director Special Services
Redlands Unified School District
909-307-5300 ext. 21101
todd_rossi@redlands.k12.ca.us

ACTION ITEM

Approve Revised EV SELPA Fiscal Allocation Plan

Chief Administrative Officer Dr. Metheny will present for approval the revised EV 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 AB 602 calculation and allocated to districts based upon funded ADA. The Local Special Education Property Tax revenues are provided to SBCSS following its distribution from the San Bernardino County Auditor Controller Treasurer Tax Collector (typically in December and April). As needed, SBCSS applies Local Special Education Property Tax revenues to the SBCSS Fee-for-Service regional program at these distribution periods. When it is not needed to fund the regional program, these revenues remain in the AB 602 base for each member district.

Each member district receives its proportionate share of the AB 602 revenues based on the LEA's K-

12 ADA percentage to the total K-12 ADA for all the SELPA members as stated in the steps below. The SELPA-members' allocation of the AB 602 funds is calculated by SELPA as follows:

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

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

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

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

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

The Base State Aid funding includes a regional services/program specialists apportionment (RS/PS Funds) to fund the SELPA operations. The state calculates this amount based on 2019-2020 SELPA Funded ADA and applies the current year statutory COLA rate to the prior year's RS/PS rate to obtain the allocation. The RS/PS funds are used 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 using the CDE Proportionate Share Calculation Worksheet. 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. Since 2023-2024, both federal and state funds for mental health services have been provided directly to the SELPA member districts. Reporting for the federal Mental Health Services grant is the responsibility of each district. SBCSS East Valley Operations receives a small sum from both sources for the district students they serve. SBCSS in collaboration with the district special education and finance directors determined the funds would be transferred at year-end annually to the EV SELPA operations budget for the mental health oversight services provided by the EV SELPA.
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 provides both legally required services and those services designated by the East Valley SELPA Board of Directors. As described above the Base State Aid funding includes a regional services/program specialists apportionment to fund the SELPA operations. The state calculates this amount based on 2019-2020 counts with annual COLAs, when provided. In addition, the East Valley SELPA Board of Directors has authorized a percentage of the Base State Aide be taken off-the-top to adequately fund the SELPA operations. A percentage is determined based on projected operating expenditures. The percentage is re-evaluated and approved annually by the SELPA Board of Directors.

II. Student Information System SEIS & WebIEP

Beginning with the 2024-2025 school year, the EV SELPA initiated a contract with San Joaquin County Office of Education for the development and maintenance of the Special Education Information System (SEIS) and IEP forms, as well as the development and maintenance of software required for member districts to create IEPs and submit student data to CALPADS for compliance monitoring. This fee does not include district integration of SEIS data with district student information system (SIS) programs. Each member district funds the integration costs separately.

For the 2024-25 school year, the East Valley SELPA will continue to contract with Faucette Micro Systems WebIEP for maintenance of and electronic access to historical IEPs as well as submitting End of Year 4 data to CALPADS in June of 2025 on Postsecondary Outcomes for Students with Disabilities Prior Year Completers. For the 2025-26 school year, the SELPA will continue to contract with Faucette to electronically maintain and make available historical special education records to the member districts.

The combined costs for both systems are shared proportionally by the districts at year-end based on current year October Special Education Pupil Count. From July 1, 2026 forward, EV SELPA member districts will be responsible for the maintenance of all historical special education student records formerly stored in the WebIEP, and only SEIS costs will be shared proportionately by member districts.

III. SELPA Off-the-Top Regional Program

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

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

Prior to 2025-26, this program budget had a unique Standardized Account Code Structure (SACS) management code as a stand-alone budget. In 2025, SBCSS Internal Business requested the consolidation of SACS management codes. This program budget and related expenses are now within the EV SELPA Operating Budget with a unique SACS goal code.

IV. SELPA Proportionate Share Regional Programs

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

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

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

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

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

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

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

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

SBCSS EV-Ops Rate Categories

1. SDC Inclusive (SAI, LSH, APE, SHL, VOC – all related to high school transition)
2. Braille
3. Deaf, Hard of Hearing
4. Orientation & Mobility
5. Visual Impairment
6. 1:1 Aide Services
7. Intensive Therapeutic (Behavior Counseling)

SBCSS EV-Ops program and SBCSS fiscal staff collaborate in October and January to provide an analysis of SBCSS EV-Ops Approved Budget compared to Revised Budget, and then in March to analyze and project the fee-for-service (FFS) rates for the upcoming year. Student counts by category, program staffing data, projected revenue, and potential impact on FFS rates are reviewed and reported to the EV SELPA Steering Committee and the EV SELPA Board of Directors in the following regularly scheduled November and February meetings, respectively. The EV SELPA Board of Directors will make decisions in alignment with the student enrollment data and fiscal information presented. All actions will be guided by accurate and transparent reporting to ensure accountability and equitable support for member districts. Following the March collaboration, the proposed SBCSS EV-Ops annual Fee-for-Service budget and proposed rates by category are established and presented to the EV SELPA Steering Committee by April 15 followed by their presentation to the EV SELPA Board of Directors for approval at the following May or June meeting.

Funding provided by member districts from State Base Aid to SBCSS prior to distribution of the base aid to districts (i.e., off-the-top) at regular AB 602 Apportionment periods (typically monthly with the exception of July). Funding per district is calculated using EV SELPA Schedule REX. In addition, as needed, funding is provided by member districts from the Local Special Education Property Tax revenues following its distribution (typically in December and April). AB 602 Apportionment transfers and the Local Special Education Property Tax distributions fund the SBCSS EV-Ops Regional Program. Member districts do not provide LCFF revenue nor ADA fund transfers to fund the program. At year



end, SBCSS finalizes costs to determine any necessary adjustments for return of funds or excess costs from EV SELPA member districts. This is reported annually in September to the EV SELPA Steering Committee and EV SELPA Board of Directors.

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 proposed changes must be brought before the EV SELPA Board of Directors following the East Valley SELPA Regional Programs Policy and Procedures: Opening, Transferring & Closing Programs.

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 and EV SELPA Board of Directors 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 SELPA, one at Judson Brown Elementary School in Redlands USD and the other at San Salvador School in Colton JUSD. 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. EV 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 administration 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. SELPA Fiscal Reporting

The EV SELPA provides regular fiscal reporting to its member districts with two reporting documents. The annual EV SELPA Fiscal Reporting Calendar is provided and reviewed at each EV SELPA Steering Committee meeting. The Calendar provides month-by-month activities with corresponding dates for state and federal fiscal requirements as well as those established by the SELPA and SBCSS. The SELPA develops and provides EV SELPA Schedule REX, a detailed breakdown of the projected revenues and expenditures within the EV SELPA budgets. Schedule REX is provided and reviewed in detail during EV SELPA Steering Committee meetings four times per fiscal year - at state AB 602 certification periods, both P-1 and P-2, when the governor's annual budget is enacted budget, and when the SELPA completes 1st interim budget reporting.

VI. 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.

Approved by Board of Directors: November 18, 2020
Revised and Approved by Board of Directors: March 22, 2023
Revised and Approved by Board of Directors: November 20, 2024

ACTION ITEM

Approve 2025-2026 EV SELPA Interagency Agreements

Chief Administrative Officer Dr. Metheny will present the 2025-2026 interagency agreements with California's Children Services and the Inland Regional Center for approval.



Contract Number

SAP Number

Department of Public Health

Department Contract Representative	<u>Dominic Correra</u>
Telephone Number	<u>(909) 665-2647</u>
Contractor	<u>Special Education Local Plan Areas</u>
Contractor Representative	<u></u>
Telephone Number	<u></u>
Contract Term	<u>Effective as of August 19, 2025, until amended or canceled.</u>
Original Contract Amount	<u>Non-financial</u>
Amendment Amount	<u>N/A</u>
Total Contract Amount	<u>Non-financial</u>
Cost Center	<u>N/A</u>
Grant Number (if applicable)	<u>N/A</u>

Briefly describe the general nature of the contract: Non-financial Interagency Agreement with Special Education Local Plan Areas to facilitate the provision of medically and educationally necessary occupational and physical therapy services.

FOR COUNTY USE ONLY

Approved as to Legal Form

Daniel Pasek

► Daniel Pasek (Aug 7, 2025 11:22:13 PDT)

Daniel Pasek, Deputy County Counsel

Date 08/07/2025

Reviewed for Contract Compliance

►

Date

Reviewed/Approved by Department

►

Date



LOCAL INTERAGENCY AGREEMENT

1) PURPOSE

The purpose of this interagency agreement ("Agreement") between the CCS county MTP and the LEA and SELPA (collectively, the "Parties") is to facilitate the provision of medically necessary and educationally necessary occupational and physical therapy services, as required under Title 2 of the California Code of Regulations (2 CCR) section 60310 et.seq., and Title 34 of the Code of Federal Regulations (34 CFR) section 300.154, respectively, and which are incorporated by reference into this agreement

2) ACRONYMS

The following acronyms shall apply to this agreement:

CCS	California Children's Services
CDE	California Department of Education
DHCS	California Department of Health Care Services
HIPAA	Health Information Portability and Accountability Act
FAPE	Free and Appropriate Public Education
IEP	Individualized Education Program
LEA	Local Education Agency
MTC	Medical Therapy Conference
MTP	Medical Therapy Program
MTU	Medical Therapy Unit
OT/PT	Occupational Therapy/Physical Therapy
ROI	Release of Information
SELPA	Special Education Local Plan Area



3) DEFINITIONS

- a) The definitions contained in 2 CCR section 60300 are incorporated herein by reference.
- b) “Overlapping services” means therapy services that, upon assessment by both the CCS county MTP and the qualified education representative at the SELPA or LEA level, have been found to be both medically necessary (by CCS) and necessary for the pupil to benefit from their IEP (by the qualified education representative).
- c) The term “pupil” and “client” shall be used interchangeably within this document as it applies to the educational needs and/or medical needs of the individuals pertaining to the coordination between the entities listed in this agreement.

4) SELPA and LEA DUTIES

- a) Referrals, assessments & initial IEP team meeting
 - i) Pupils referred to the LEA for assessment of fine and/or gross motor/physical skills shall be considered for assessment by the LEA and/or CCS county MTP, if CCS deems the assessment medically necessary.
 - ii) The LEA will refer pupils, birth to 21 years of age, to CCS who may have or are suspected of having a CCS MTP-eligible condition that may require medically necessary OT and/or PT.
 - iii) The LEA referral to CCS shall include the pupil’s medical diagnosis, current medical records, parental or legal guardian permission for ROI between agencies, and a signed application for the CCS program if the pupil is unknown to CCS.
 - iv) The LEA shall schedule an IEP meeting to be held within 50 days from the date parental or legal guardian consent to the therapy assessment is obtained by CCS.



- v) The LEA is responsible for assessing for any special education/unique educational needs.
- vi) Prior to any IEP meeting discussing CCS services related to the IEP, the LEA shall provide at least a 10-day notice of the IEP meeting to CCS for a pupil served by the CCS MTP.
- vii) A designated service, instruction, or related service shall only be added to the pupil's IEP by the IEP team if the IEP team determines that it is necessary to enable the pupil to benefit from the special education program.
- viii) The CCS Therapy Plan will be included in the pupil's IEP only when a qualified education representative has concurrently performed an assessment and determined that the medically necessary therapy services provided by CCS will also provide benefit to the pupil's special education program.
- ix) The LEA shall provide a copy, with a ROI signed by the parent or legal guardian, of the IEP to CCS whenever therapy services, as stated in the proposed/approved CCS Therapy Plan, and/or transportation to the therapy site, are included in the IEP.
- x) OT/PT that is not deemed to be medically necessary by CCS, but the IEP team determines is necessary to enable a pupil to benefit from special education, shall be provided by the LEA.
- xi) If the LEA determines that a referral to CCS (to address fine and/or gross motor/physical skills for medically necessary reasons) is not appropriate, the LEA shall propose an assessment plan to the parent or legal guardian to assess these skills in relation to the pupil's unique educational needs.
- xii) Both agencies agree to comply with section 4(a) of this IAA when and if the student's medically necessary therapy needs are determined to be part of the student's IEP, per the qualified education representative as stated in Section 4(a.viii)



- b) IEP participation and procedures
- i) The LEA shall provide at least a 10-day notice to CCS prior to every IEP team meeting where CCS IEP services will be discussed for a pupil served by the CCS MTP. The LEA shall coordinate with CCS and the parent or legal guardian, within any applicable timelines, regarding the time and place of the IEP meetings. at which medical therapy services included in a pupil's IEP will be discussed.
 - ii) The LEA shall convene the IEP team meeting within 30 days upon receipt of notice from CCS of a decision to increase services, decrease services, change the type of intervention, or discontinue services for a pupil receiving medical therapy services when these services are listed as an included IEP service, or when there is an annual review or reevaluation review, or a review requested by the parent, legal guardian, or other authorized person.
 - iii) The LEA shall convene the IEP team to review all assessments, request additional assessments if needed, determine whether fine or gross motor or physical needs exist, and consider designated services, instruction, or related services that are necessary to enable the pupil to benefit from the special education program.
 - iv) When the IEP team determines that OT or PT services are necessary for the pupil to benefit from the special education program, goals and objectives relating to the activities identified in the assessment reports shall be written into the IEP and provided by personnel qualified pursuant to the California Code of Regulations, Title 5, Section 3051.6.
 - v) The IEP team will make efforts to specify a time during the IEP meeting when MTP services will be discussed in order to minimize the time that the therapist(s) will not be available for treatment services at the MTU or MTU satellite.



- vi) The LEA shall provide a copy, with a ROI signed by the parent or legal guardian, of the updated IEP to CCS any time the therapy services in the IEP of a pupil, who is in the CCS medical therapy program is amended. This includes changes made by CCS to the CCS Therapy Plan for services in the IEP or by the qualified education representative to the overlapping therapy services in the IEP.
- vii) Both agencies agree to comply with section 4(b) of this IAA when and if the student's medically necessary therapy needs are determined to be part of the student's IEP, per the qualified education representative as stated in Section 4(a.viii)
- c) Medical Therapy Conference (MTC)
 - i) A LEA representative may, with either the written consent of the parent or legal guardian or signed ROI, participate in the MTC for the purpose of coordination with medical services. The MTC staff shall provide reasonable notice to LEA staff prior to every MTC conference meeting for a pupil served by the CCS county MTP.
 - ii) Both agencies agree to comply with section 4(c) of this IAA when and if the student's medically necessary therapy needs are determined to be part of the student's IEP, per the qualified education representative as stated in Section 4(a.viii)
- d) Facility needs
 - i) The LEA/SELPA shall provide the necessary space and equipment for the provision of CCS MTP occupational therapy and physical therapy in the most efficient and effective manner.
 - ii) The MTU shall have the necessary space and equipment to accommodate the following functions: administration, medical therapy conference, comprehensive evaluation, private treatment, activities of daily living, storage, and modification of equipment. The specific space and equipment requirements are dependent upon



local needs as determined by joint agreement of state CCS, county CCS, and LEAs, and approved by both the CDE and the DHCS.

- iii) The LEA shall be responsible for the day-to-day maintenance of the MTU physical plant. Maintenance includes, but is not limited to, structural repairs, custodial and housekeeping services, replacement of broken items, and replacement of consumed items.
 - iv) All new construction, relocation, remodeling, or modification of medical therapy units and medical therapy unit satellites shall be mutually planned and approved by the CDE and the DHCS.
 - v) The LEA/SELPA will work with the CCS county MTP to determine the need for and location of MTUs or MTU satellites, or other off-site facilities authorized by DHCS and the CDE.
 - vi) The LEA/SELPA shall identify the LEA(s) fiscally responsible for the provision, maintenance, and operation of the facilities housing the medical therapy unit or medical therapy unit satellite during the CCS workday on a twelve-month basis. There may be more than one LEA with students receiving services at the MTU or MTU satellite, and each LEA shall support the MTU or MTU satellite based on the percentage of students served, as determined by the SELPA allocation plan.
 - vii) The LEA/SELPA will identify the process for a change in the LEA with fiscal/administrative responsibility for the provision and maintenance of necessary space, supplies, and equipment.
 - viii) The space and equipment of the medical therapy unit and medical therapy unit satellites shall be for the exclusive use of CCS staff when they are on site.
 - ix) The LEA/SELPA shall coordinate with the CCS staff for other use of the space and equipment when the CCS staff is not present.
- e) Equipment and supplies



- i) The LEA shall provide the necessary space and equipment for the provision of OT/PT in the most efficient and effective manner.
 - ii) The LEA/SELPA shall identify the LEA having the fiscal/administrative responsibility for the provision and maintenance of necessary equipment and supplies.
 - iii) The LEA/SELPA shall identify the process for a change in the LEA with fiscal/administrative responsibility for the provision and maintenance of necessary equipment and supplies.
 - iv) The LEA/SELPA must receive, on an annual basis, the MTP list of necessary equipment and supplies for the school year within the defined budget no later than the date mutually agreed upon by the LEA and the respective MTU.
- f) Transportation
 - i) The LEA shall communicate with CCS to ensure transportation is discussed in the IEP meeting for students receiving CCS services as a designated service, instruction, or related service on their IEP.
- g) Provision of services
 - i) When medically necessary service provided by CCS is on the IEP and CCS determines there will be a change in the level of service that is medically necessary, CCS will notify the IEP team and parent within 5 business days of the decision to schedule an IEP meeting. The IEP team will consider if that service is educationally necessary for the student to receive FAPE. The LEA will assume responsibility for the provision of any services CCS no longer deems medically necessary if the IEP team determines the services are still required to ensure the pupil receives a FAPE.
 - ii) When the CCS county MTP Liaison has notified the LEA that it is unable to provide medically necessary OT and/or PT services as stated in the approved CCS Therapy Plan and contained in the IEP related to goals and services, and it has been unable to vendor the



service to an appropriate agency (paneled provider), the LEA shall provide the medically-necessary OT and/or PT services as soon as possible and shall notify the county MTP Liaison of the start of LEA-provided services. The LEA providing or contracting with a vendor to provide the service is authorized to claim reimbursement for the services from CCS.

- iii) To claim reimbursement for the cost of providing the medically necessary OT and/or PT services as stated in the approved CCS Therapy Plan, the LEA or SELPA will:
 - A) Notify the MTP liaison in writing of its intent to request reimbursement, stating the time period (start and end dates) of the requested reimbursement and the total amount requested for reimbursement for that time period.
 - B) The LEA or SELPA will provide the invoice(s) and/or contract for services with a vendor evidencing the cost for the provision of services and service log(s) or invoice(s) demonstrating the completion of service hours for the relevant time period of the requested reimbursement. In the event that the LEA uses school personnel to provide said services, the LEA will provide evidence of the employee's rate of pay and a service log demonstrating the provision of services.
- iv) Disputes between the CCS county MTP and LEA/SELPA that cannot be resolved informally regarding reimbursement pursuant to this Section will be resolved utilizing the mediation and complaint process and procedures of the Office of Administrative Hearings.
- h) Exchange of information

Exchange of information, both verbal and written, shall only be provided with written consent of the pupil's parent or legal guardian.
- i) Staff development



The LEA/SELPA Liaison shall plan joint staff development activities in conjunction with the CCS MTP LEA liaison.

5) COUNTY CALIFORNIA CHILDREN'S SERVICES MEDICAL THERAPY PROGRAM DUTIES

- a) Referrals, assessments & initial IEP team meeting
 - i) Upon receipt of a client referral from the LEA, the county MTP shall:
 - A) Evaluate the applicant's medical eligibility for MTP services under the California Code of Regulations, title 22, section 41517.5 MTP medical eligibility regulations.
 - B) Notify the client's parent or legal guardian and LEA within 15 days of the receipt of the referral if medical eligibility cannot be determined by the submitted medical records.
 - C) If medical eligibility cannot be determined by medical records submitted by the LEA, the county MTP may request additional information from the LEA or seek an assessment from a CCS-paneled physician.
 - D) If county MTP finds that the client is medically ineligible for MTP services, the county shall notify the client's LEA and parent or legal guardian in accordance with section b.iii. below.
 - E) If the county MTP finds that the client is medically eligible for MTP services, the county MTP shall obtain written consent from the client's parent or legal guardian to perform an assessment and provide the parent or legal guardian a copy of the assessment plan. The county MTP shall also obtain a ROI from the parent or legal guardian. The county MTP shall provide a copy of the parent or legal guardian's written consent to the LEA.
 - F) A MTP therapist performs the assessment and develops a proposed CCS Therapy Plan based on assessment findings.



The MTP therapist reviews the assessment findings and proposed CCS Therapy Plan with the client's parent or legal guardian. This proposed therapy plan shall be implemented not more than 45 days following the evaluation and construction of the CCS Therapy Plan when physician prescription is signed and on file, per MTP guidelines.

- ii) The proposed CCS Therapy Plan shall include:
 - A) The client's present level of functional performance;
 - B) The proposed functional goals to achieve a measurable change in function or recommendations for services to prevent loss of present function and documentation of progress to date;
 - C) Recommended medically necessary OT/PT services (i.e., treatment, consultation, or monitoring);
 - D) The proposed initiation, frequency, and duration of the services; and
 - E) The proposed date of medical re-evaluation for therapy-related needs.
- iii) The county MTP shall schedule a MTC upon determination that a client is medically eligible to participate in MTP services, and upon completion of a CCS Therapy Plan by the evaluating MTP therapist.
- iv) The county MTP may, instead of utilizing MTC services, approve the client to receive medical case management from a private CCS paneled physician, or CCS Special Care Center team.
- v) The MTC physician, private CCS paneled physician, or Special Care Center team physician will, with assistance from the evaluating MTP therapist, approve or modify the CCS Therapy Plan, based on the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) medical necessity standard.



- vi) MTP services in a MTU or MTU satellite shall be provided by or under the supervision of a licensed occupational therapist or physical therapist.
 - vii) If the county MTP, or its delegees or representatives, determines that a client does not have an MTP-eligible medical condition, or that MTP services are not medically necessary under the EPSDT medical necessity standard, the county shall send a notice of action to the client's parent or legal guardian and the LEA within five (5) business days explaining the reasons for this determination. The county MTP shall also send the parent or legal guardian and the LEA a copy of the assessment report, if applicable.
- b) IEP participation and procedures
- i) The county MTP shall participate in initial IEP team meetings as requested by LEA in accordance with Government Code section 7572(d). The county MTP shall coordinate with the LEA regarding the time and place of any IEP meeting that the county MTP will attend.
 - ii) The county MTP shall provide at least a 10-day notice to the LEA and the parent or legal guardian of any impending changes in medically necessary MTP services that may require a change in the IEP.
 - iii) The county MTP shall send notice to the IEP team and the client's parent or legal guardian within five (5) business days of the county's determination to change any MTP services that are included as designated services, instruction, or related services in the IEP.
 - iv) The county MTP shall participate in the IEP meeting convened by the LEA in response to the county's determination to change any MTP services.
 - v) The county MTP shall provide the LEA and the parent or legal guardian a copy of the client's previously approved CCS Therapy Plan or a proposed CCS Therapy Plan prior to any scheduled IEP meeting, as requested.
- c) Medical Therapy Conference (MTC)



- i) The MTC team shall meet to review a client's CCS Therapy Plan to ensure the inclusion of measurable functional goals and objectives for MTP services, including activities that can be performed by the family as part of a home program. Families may share these activities with other service support personnel such as LEA staff, daycare providers, etc.
 - ii) Each MTC includes a managing physician who is responsible for overall medical case management of the client's MTP rehabilitation needs. The managing physician shall approve services based on the EPSDT medical necessity standard.
- d) Facility needs
 - i) The county MTP will collaborate with the LEA/SELPA to identify appropriate sites to serve as MTUs or MTU satellites. Any proposed construction, relocation, remodeling, or modification of a MTU or MTU satellite remains subject to approval and shall be mutually planned and approved by the county MTP, DHCS, SELPA/LEA, and CDE.
 - ii) The county MTP shall collaborate with the LEA/SELPA to identify and plan for day-to-day maintenance and housekeeping for MTUs and MTU satellites. The county MTP shall notify any maintenance and housekeeping needs outside of day-to-day maintenance and housekeeping to the LEA as soon as practicable.
 - iii) The county MTP will prepare an annual budget for MTU equipment and supplies and provide this budget to the LEA(s) for approval by the SELPA that have been given the responsibility to support the MTU and any MTU satellites.
 - iv) The MTU and MTU satellite space shall be for the exclusive use of MTP staff during hours when they are on site.
 - v) The county MTP shall coordinate with the LEA/SELPA staff for other uses of the MTU or MTU satellite space when it is not in use by the CCS county MTP staff.
- e) Equipment and supplies
 - i) The county MTP shall provide to the LEA, on an annual basis, the estimated cost of equipment and supplies for the provision of MTP



services at the MTU and MTU satellite(s) no later than the date mutually agreed upon by the LEA and the respective MTU.

- ii) The county MTP shall provide the MTU and MTU satellite(s) with the necessary supplies for MTP administrative and case management activities.
 - iii) The county MTP shall provide the MTU and MTU satellite(s) with the necessary medical supplies to deliver MTC services.
 - iv) The county MTP is responsible to provide an assessment and/or authorization, where appropriate, for any equipment that will become the personal property of the client.
 - v) The county MTP shall send to the LEA/SELPA, at least annually, a list of necessary equipment and supplies no later than the date mutually agreed upon by the LEA and the respective MTU.
- f) Transportation
- i) Pursuant to section 123840(j) of the Health and Safety Code, CCS county MTP shall be responsible for transportation costs to and from MTUs and MTU satellites for clients to receive medically necessary services, when unavailable through their Managed Care Plan (MCP). The CCS county MTP program shall authorize transportation services in accordance with CCS Numbered Letter 03-0810 (or any NL superseding this NL) once efforts to seek reimbursement or coverage of transportation by the client's MCP have been exhausted.
- g) Provision of services
- i) The county MTP will provide medically necessary PT and OT services for clients once those services are approved by the CCS paneled physician.
 - ii) When the county MTP has determined that the level of OT and/or PT services will change based on the determination of medical necessity, and the service is included in the IEP as a related service, the county MTP shall notify the IEP team and parent in writing within five (5) business days of the decision which overlapping services are no longer medically necessary.



- iii) If the county MTP is unable to provide the medically necessary therapy services and needs to hire the LEA as a vendor for the service, the county MTP shall be financially responsible for the LEA's provision of such services. CCS must reimburse the LEA in full for the cost of providing the medically necessary OT and/or PT services as stated in the approved CCS Therapy Plan and contained in the IEP.
- iv) Following a request for reimbursement for the provision of medically necessary OT and/or PT services as stated in the approved CCS Therapy Plan and contained in the IEP, the county MTP shall provide the reimbursement within 30 days of receipt of the request for reimbursement from the LEA/SELPA.
- v) If the county MTP becomes able to resume the provision of medically necessary OT and/or PT services for the client as stated in the approved CCS Therapy Plan and contained in the IEP, it shall notify the LEA/SELPA liaison. CCS and the LEA/SELPA will coordinate the transition of the provision of services to CCS while minimizing interference in any existing contract or agreement for services entered into by the LEA or SELPA to perform said services. The LEA and SELPA will not be required to breach any existing contract or agreement for the provision of medically necessary OT or PT services entered into due to CCS's county MTP's notification of its inability to provide the requisite services.

6) IDENTIFICATION OF LIAISON

The Parties shall each identify a liaison to serve as a primary contact for matters pertaining to this Agreement.

7) EXCHANGE OF INFORMATION

Any exchange of information, both verbal and written, shall only be provided with the written informed consent of the pupil's parent or legal guardian.

8) STAFF DEVELOPMENT

The Parties shall collaborate to plan joint staff development activities.

9) AGREEMENT DURATION, REVIEW OF INTERAGENCY AGREEMENT



This Agreement shall continue indefinitely until amended or canceled by the Parties. The Parties shall meet annually to discuss this Agreement, including making amendments as necessary.

10) AMENDMENT OR CANCELLATION

Either Party may request an amendment of this Agreement by submitting a written request to the other Party. This Agreement can only be amended by mutual consent of both Parties.

This Agreement can only be canceled by written consent from both Parties, DHCS and the CDE.

11) DISPUTE RESOLUTION

The Parties shall meet to discuss and resolve all disputes informally. In cases where a dispute cannot be resolved informally, the Parties shall adhere to the dispute resolution process provided in California Government Code section 7585.

12) ELECTRONIC SIGNATURES

This Agreement may be executed in any number of counterparts, each of which so executed shall be deemed to be an original, and such counterparts shall together constitute one and the same Agreement. The parties shall be entitled to sign and transmit an electronic signature of this Agreement (whether by facsimile, PDF or other mail transmission), which signature shall be binding on the party whose name is contained therein. Each party providing an electronic signature agrees to promptly execute and deliver to the other party an original signed Agreement upon request.



IN WITNESS WHEREOF, the parties hereto have caused their duly authorized representatives to execute this Agreement as of the day first above stated:

COUNTY OF San Bernardino

Chief Executive Officer, Desert/Mountain SELPA	Date
<u>Patty Metheny, Ed.D</u> Patty Metheny, Ed.D (Aug 28, 2025 14:07:49 PDT)	08/28/2025
Chief Administrative Officer, East Valley SELPA	Date
<u>Ricky Alyassi</u> Ricky Alyassi (Sep 9, 2025 16:25:58 PDT)	09/09/2025
Chief Administrative Officer, West End SELPA	Date
<u>Alejandro Gonzalez</u>	09/05/2025
SELPA Director, Fontana Unified School District	Date
<u>Heidi Burgett</u> Heidi Burgett (Aug 28, 2025 13:37:20 PDT)	08/28/2025
SELPA Director, Morongo Unified School District	Date
<u>Dr. Ryan Rubio</u> Dr. Ryan Rubio (Sep 3, 2025 13:51:45 PDT)	09/03/2025
SELPA Director, San Bernardino City Unified School District	Date
<u>Phil Hillman</u> Phil Hillman (Sep 16, 2025 10:19:26 PDT)	09/16/2025
Chief Business Official, Ontario-Montclair School District	Date
<u>Joshua Dugas</u> Joshua Dugas (Sep 23, 2025 12:03:44 PDT)	09/23/2025
Director, Department of Public Health	Date
<u>Jennifer St.Antoine</u>	08/28/2025
County CCS Administrator	Date



IN WITNESS WHEREOF, the parties hereto have caused their duly authorized representatives to execute this Agreement as of the day first above stated:

COUNTY OF San Bernardino

Michelle Baass 9/16/25
Chief Executive Officer, Desert/Mountain SELPA Date

Chief Administrative Officer, East Valley SELPA Date

Chief Administrative Officer, West End SELPA Date

SELPA Director, Fontana Unified School District Date

SELPA Director, Morongo Unified School District Date

SELPA Director, San Bernardino City Unified School District Date

Chief Business Official, Ontario-Montclair School District Date

Joshua Dugas
Director, Department of Public Health Date

Jennifer St. Antoine
County CCS Administrator Date

2025-2026

INTERAGENCY AGREEMENT

BETWEEN

INLAND REGIONAL CENTER

AND

**EAST VALLEY SPECIAL EDUCATION
LOCAL PLAN AREA**

For implementation of California's Early Intervention

INTERAGENCY AGREEMENT APPROVAL FORM

This agreement is entered into, by, and between the undersigned agencies. The agreement will be signed annually unless revisions are needed before that time.


Signature


Signature

9-25-25
Date

09/25/2025
Date

Patty Metheny, Ed.D
Chief Administrative Officer
East Valley SELPA
670 E. Carnegie Drive
San Bernardino, CA 92408

Felipe Garcia, Director
Children's Services
Inland Regional Center
P.O. Box 19037
San Bernardino, CA 92423-9037

INTERAGENCY AGREEMENT
EAST VALLEY SELPA (EV SELPA) and Inland Regional Center (IRC)
Children from Birth to Three Years of Age
Eligible for Services Under Part C of the Individuals with Disabilities Education Act
(IDEA)

PURPOSE: The purpose of this agreement is to describe policies and procedures of Inland Regional Center (IRC) and the East Valley Special Education Local Plan Area (EV SELPA) relating to the implementation of California’s Early Intervention Service Act, G.C. 9500 et seq. (hereinafter referred to as Early Start) and the implementing regulation, procedures for resolving disputes, and other components necessary to ensure effective cooperation and coordination between the two agencies.

PARTIES: The parties to this agreement are Inland Regional Center (Regional Center) and East Valley Special Education Local Planning Agency (SELPA)

TERM: September 1, 2025 to October 30, 2026

PHILOSOPHY STATEMENT: Both Regional Center and SELPA endorse the philosophy statement that is attached to and made part of this agreement as Appendix A. This philosophy statement was adopted by the Early Start Interagency Council and ratified on November 29, 2021.

TARGET POPULATION: This agreement applies to activities and services performed on behalf of infants and toddlers, birth through thirty six months of age, and their families, who are eligible for early intervention services under Early Start, as defined in federal and state statutes, regulations and policies. Federal descriptions of Early Intervention services are found in Appendix B, which is attached to and made part of this agreement. The state definition of the eligible population (eligibility criteria) is found in Appendix C which is attached to and made part of this agreement.

I. TERMS OF AGREEMENT: Regional Centers and Local Education Agency collaboration is essential for ensuring that eligible infants and toddlers are served. This agreement is put into place according to CCR 17 §52140.

Regional Center

- 1.0 IRC will be responsible for initiating the annual review of the Interagency agreement through the Director of Children Services, or designee.
- 2.0 The Interagency Agreements will be signed annually
- 3.0 Any changes to the Interagency Agreement will be discussed at a forum agreed to by IRC and the LEA.

SELPA

- 1.0 The LEA will be responsible for designating a contact person to participate in the annual review of the Interagency agreement through the Director of Children Services or designee.
- 2.0 The Interagency Agreements will be signed annually
- 3.0 Any changes to the Interagency Agreement will be discussed at a forum agreed to by IRC and the LEA.

II. CHILD FIND: IRC and the SELPA shall conduct child find activities to locate all infants and toddlers who may be eligible for early intervention services. This is done through the use of printed materials and presentation on an ongoing basis to share information with primary referral sources about: Eligibility criteria for early intervention services; types of early intervention services available through the Early Start program; contact persons and telephone numbers for IRC, SELPA, Family Resource Network (FRN). Outreach information will include the Federal requirement that a referral shall be made to IRC or SELPA within two (2) working days of identification of an infant or toddler who may be eligible for early intervention services. IRC and SELPA agree to conduct the following cooperative activities to locate infant and toddlers who may be eligible for early intervention services in Riverside and San Bernardino Counties. CCR 17, §52040

Regional Center

- 1.0 On an ongoing basis, conduct public awareness and outreach activities designed to locate children in all areas and of ethnic backgrounds eligible for the Early Start program.
- 2.0 Jointly develop, produce, and distribute with FRN Family Folders for families in the Early Start Program in Riverside and San Bernardino Counties.
- 3.0 Coordinate Early Start collaboration and outreach activities with the local school districts, Department of Public Health, California Children Services, Department of Public Social Services, Department of Mental Health, and Department of Alcohol and Drugs.
- 4.0 On an ongoing basis, distribute culturally appropriate local early intervention materials to agencies, families, and individuals providing medical, social, and educational services in the community.
- 5.0 As requested, make presentation to local professional, philanthropic organizations and other organizations established to inform and/or serve ethnically diverse populations.

SELPA

- 1.0 On an ongoing basis, conduct public awareness and outreach activities designed to locate children in all areas and of ethnic backgrounds eligible for the Early Start program.
- 2.0 Jointly develop, produce, and distribute with FRN Family Folders for families in the Early Start Program in Riverside and San Bernardino Counties.
- 3.0 Coordinate Early Start collaboration and outreach activities with the local school districts, Department of Public Health, California Children Services, Department of Public Social Services, Department of Mental Health, and Department of Alcohol and Drugs.
- 4.0 On an ongoing basis, distribute culturally appropriate local early intervention materials to agencies, families, and individuals providing medical, social, and educational services in the community.
- 5.0 As requested, make presentation to local professional, philanthropic organizations and other organizations established to inform and/or serve ethnically diverse populations.

6.0 Engage in joint efforts with FRN to inform families of the Early Start Program through publications such as "Family Circle" newsletter.

6.0 Engage in joint efforts with FRN to inform families of the Early Start Program through publications such as "Family Circle" newsletter.

7.0 IRC regularly collaborates with discharge planning at the following hospitals in this area:

Loma Linda University Medical Center
Arrowhead Regional Medical Center
Kaiser Permanente-Fontana
Riverside Community Hospital
Redlands Community Hospital
St. Bernadine's Medical Center
San Antonio Community Hospital
Pomona Valley Medical Center
Desert Regional Medical Center
Community Hospital of San Bernardino

III. COORDINATION OF REFERRALS FOR EVALUATION AND ASESMENT: A referral means the receipt of oral or written information that causes a record to be opened for an infant or toddler who may be eligible for early intervention services. Every child referred has the right to an evaluation and assessment. An evaluation means procedures used by qualified personnel to determine an infant's or toddler's present level of development. Assessment means the ongoing procedures used by appropriate qualified personnel throughout the period of a child's eligibility to identify the child's unique strengths and needs and the services appropriate to meet those needs. Assessment and the sharing of results shall be completed within the 45-day timeline. All children referred for assessment and/or services are afforded individual rights and protections as required by federal and state statutes from the time referral is made. (CCR 17 Sec. 5200, 52082) IRC and SELPA agree to use the San Bernardino/Riverside Counties Interagency Agreement Early Start Program Referral Form (Appendix E.1). A list of referral contacts is herein attached as Appendix F.

Regional Center

1.0 IRC and LEA agree to use the same referral form for early start referrals, and include the date of the referral for the client record.

2.0 The Regional Center will evaluate all children suspected of being eligible for services under Part C to enter the Regional Center system.

2.1 If a child with a current IFSP is referred for possible IRC eligibility, IRC will coordinate additional assessments with the LEA.

SELPA

1.0 IRC and LEA agree to use the same referral form for early start referrals, and include the date of the referral for the client record.

2.0 Upon notification of a child suspected of being eligible for services under Part C, the LEA Part C provider will refer the family directly to IRC to enter the Regional Center System.

2.1 If a child being served under low incidence is suspected of being eligible for services under Regional Center, the LEA provider will

forward the current IFSP and assessments along with the referral form to IRC.

3.0 If solely low incidence can be determined without the Regional Center assessment, referral will be made directly to the LEA Part C provider of residence infant contact person.

3.0 The LEA Part C provider will accept referrals from the Regional Center for a child who is solely low incidence and the SELPA assumes responsibility for assessment.

3.1 The Regional Center shall accept referrals for dually eligible infants and toddlers from the LEA Part C provider and assumes responsibility for assessment. IRC will contact the child's family to initiate assessment (appendix E.2)

3.1 The LEA Part C provider will accept referrals from the CDE Newborn Hearing Screening Program. The SELPA shall contact child's family to initiate assessment.

4.0 If a child is determined to be solely low incidence after the Regional Center assessment, the Regional Center will refer the child to the SELPA for all service coordination.

4.0 The SELPA will provide all service coordination to children determined to be solely low incidence.

IV. SERVICE COORDINATION: Service Coordination is an early intervention service and must be provided under public supervision. The role of the Service Coordinator is to facilitate implementation of the IFSP and to coordinate services with other agencies and persons. The Service Coordinator must be knowledgeable about eligible infant and toddler programs, Part C law and regulations, nature, and scope of services under Part C of I.D.E.A., and system of payments for services (CCR §52120-52121).

Regional Center

1.0 IRC will appoint a service coordinator at the time an infant or toddler is referred for evaluation and assessment.

2.0 The IRC coordinator appointed will meet the standards under Part C.

3.0 The service coordinator will serve as the primary point of contact for eligible children and families.

SELPA

1.0 The SELPA will appoint a service coordinator at the time the infant or toddler is referred for evaluation and assessment under low incidence.

2.0 The LEA service coordinator will meet the standards under Part C.

3.0 The service coordinator will serve as the primary point of contact for eligible children and families.

4.0 The service coordinator shall be responsible for coordinating with other agencies and persons providing services to the family.

5.0 Service coordination is not subject to any fees that might be established for any other federal or state program.

6.0 Service coordination activities include:

- Coordinating evaluations and assessments
- Facilitating and participating in the development, review, and evaluation of individualized family service plans.
- Assisting families in identifying service providers and informing families about additional non-required services.
- Coordinating and monitoring the delivery of services outlined on the IFSP.
- Informing families of Early Start Parent Rights and procedural safeguards.
- Facilitating the development of a transition plan from Part C to Part B preschool service (as appropriate) and/or other community resources.

4.0 The service coordinator shall be responsible for coordinating with other agencies and persons providing services to the family.

5.0 Service coordination is not subject to any fees that might be established for any other federal or state program.

6.0 Service coordination activities include:

- Coordinating evaluations and assessments
- Facilitating and participating in the development, review, and evaluation of individualized family service plans.
- Assisting families in identifying service providers and informing families about additional non-required services.
- Coordinating and monitoring the delivery of services outlined on the IFSP.
- Informing families of Early Start Parent Rights and procedural safeguards.
- Facilitating the development of a transition plan from Part C to Part B preschool service (as appropriate) and/or other community resources.

V. COORDINATION OF EVALUATION, ASSESSMENT AND ELIGIBILITY DETERMINATION: The Part C Provider, hereafter referred to as SELPA and the Regional Center shall work cooperatively to meet the needs of all children eligible for services under Early Start Part C of the Individuals with Disabilities Education Act (I.D.E.A.). The term, “eligible infant or toddler” means infants and toddlers from birth to three years of age who demonstrate a developmental delay in one or more of the following six areas: cognitive development; physical and motor development, including vision and hearing; receptive or expressive communication development; social or emotional development; or adaptive development. The other qualifying criteria are established-risk, including solely low incidence impairments, and high risk.

Regional Center

1.0 All cases regarding children suspected of being eligible for services under Part C will be evaluated for eligibility for services.

SELPA

1.0 All cases regarding children suspected of being eligible for services under Part C

will be referred to the Inland Regional Center within 2 days of identification. SELPA shall notify IRC if the SELPA has reached its funded capacity at time the referral is made.

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| <p>2.0 If solely low incidence eligibility can be determined without the Regional Center assessment the Regional Center will refer directly to the SELPA infant contact person. If the Regional Center conducts an assessment, as soon as “solely low incidence” eligibility is determined the Regional Center shall make a referral to the SELPA within two days. (Govt. Code 95000)</p> <p>2.2 If the child receiving services through IRC is determined to be solely low incidence, the Regional Center will refer child to the SELPA within two (2) days.</p> <p>3.0 The Regional Center assumes the responsibility to set up the IFSP meeting of all children assessed by the Regional Center.</p> <p>4.0 Within 45 days of referral for all children suspected of being eligible for services under Part C, the IRC will complete the evaluation and assessment process and have an IFSP meeting completed.</p> <p>4.1 Entering the IRC system for Part C infant services shall be family directed and voluntary on the part of the family.</p> | <p>2.0 Each SELPA is responsible for providing services to solely low incidence children birth to three years of age. Low incidence disabilities are defined as severe disabling conditions that include hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof. (E.C. 56425)</p> <p>2.1 A SELPA serving infants prior to October 1, 1993, will continue to serve non-categorical infants at their 1980-81 numbers. (See Section VIII(A) on Maintenance of Effort)</p> <p>2.2 The SELPA is under no obligation to continue the Regional Center provided services prior to the SELPA referral. When a solely low incidence child is referred to their SELPA, the SELPA must complete assessment and IFSP within 45 days.</p> <p>3.0 The SELPA assumes the responsibility to set up the IFSP meeting of all solely low incidence children referred by the Regional Center.</p> <p>4.0 Within 45 days of the initial referral, the SELPA will complete the evaluation and assessment process and have an IFSP meeting for all children referred to education and suspected of being solely low incidence.</p> <p>4.1 Entering the SELPA system for Part C infant services shall be family directed and voluntary on the part of the family</p> |
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5.0 If assessment cannot be completed within 45 days due to exceptional family circumstances, an interim IFSP may be written. Documentation of family status with proposed follow-up by the Regional Center will be made in the child's file.

5.0 If assessment cannot be completed within 45 days due to exceptional family circumstances, an interim IFSP may be written. Documentation of family status with proposed follow-up by the SELPA will be made in the student file.

6.0 If, based on the evaluation conducted under (CCR §52082), IRC determines that a child is not eligible, IRC will provide the parent with prior written notices required in 34 CFR §303.421.

6.0 If, based on the evaluation conducted under (CCR §52082), the LEA determines that a child is not eligible, LEA will provide the parent with prior written notices required in 34CFR §303.421.

VI. EXCHANGE OF INFORMATION: The regional center and/or LEA providing early intervention services to the infant or toddler will maintain documentation specifying to whom the record was disclosed other than the parents and authorized employees specified by the regional center or LEA (CCR §52165). For purposes of service planning, regional center and LEA may use existing evaluation materials as needed to assist with eligibility or service planning (CCR52084(b))

Regional Center

1.0 IRC will obtain written consent for exchange of information prior to the initial evaluation and assessment.

2.0 Parents will be notified of a referral to the SELPA for infants that may be low incidence.

3.0 For infants that are dually eligible, IRC will share documentation related to early start eligibility and services with the LEA.

SELPA

1.0 SELPA will obtain written consent for exchange of information prior to the initial evaluation and assessment.

2.0 Parents will be notified of a referral to IRC for infants that may be eligible under Part C and not suspected of being solely low incidence.

3.0 For infants dually served with IRC, SELPA will maintain have access to the IRC consumer record.

VII. AVAILABILITY OF CONTACTS: An infant or toddler may be eligible for early start services between birth and up to thirty-six months of age, if he/she meets qualifying criteria per §52022. Referrals to early start can be made year round. To this end, IRC and SELPA will work together to ensure that staff are available to receive referrals throughout the year.

Regional Center

1.0 The Regional Center will identify an individual (see Appendix F) who will act as infant contact for all children birth to

SELPA

1.0 Each SELPA will identify an individual (see Appendix H) that will act as infant contact for all children birth to three years of age referred to the SELPA throughout the year.

three years of age referred to the SELPA throughout the year, per IRC Holiday Calendar. (see Appendix G)

2.0 The list of contacts will be updated at a minimum, annually during the review of the Interagency Agreement.

2.0 The list of contacts will be updated at a minimum, annually during the review of the Interagency Agreement.

VIII. INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP): Each child eligible for services under Part C must have an Individualized Family Service Plan. The evaluation, assessment, and meeting to develop the IFSP must be held within 45 calendar days from the time of referral. Families will receive written notification of the IFSP appointment (Appendix E.4). All IFSP meetings shall be in the home language of the family and a copy of the IFSP shall be provided to the family within 15 days of the IFSP meeting. The Inland Regional Center and SELPA agree to use the same IFSP document, herein attached as Appendix E.3.

Regional Center

1.0 The Regional Center is responsible for providing notice and developing the IFSP for children not solely low incidence.

1.1 With parent consent, the IFSP team may include representatives from all agencies that can provide necessary services needed by the infant and/or family. Conference by telephone or by written report can be used if IFSP attendance is not possible.

1.2 IRC will coordinate the IFSP meeting with the LEA provider for children who are dually served.

2.0 The IFSP document will be written and implemented in accordance with state and federal regulations.

SELPA

1.0 The SELPA is responsible for providing notice and developing the IFSP for solely low incidence children.

1.1 With parent consent, the IFSP team may include representatives from all agencies that can provide necessary services needed by the infant and/or family. Conference by telephone or by written report can be used if IFSP attendance is not possible.

1.2 LEA staff will attend the IFSP meeting for children who are dually served.

2.0 The IFSP document will be written and implemented in accordance with state and federal regulations.

VIII(A). PAYOR OF LAST RESORT: (17 CCR Section 52000, 52109, 52110) IRC and SELPA shall operate within the provisions of the California Early Intervention Services Act. Definition – Payor of last Resort means IRC or the SELPA that is required to pay for early intervention services listed on the IFSP when third party payors or other agencies do not have an obligation to pay as required by 34 CFR 303.527.

Regional Center

1.0 For infants and their families who are eligible to receive services from both IRC and the LEA, IRC shall be the agency responsible for providing or purchasing appropriate early intervention services that are beyond the mandated responsibilities of the SELPA.

2.0 IRC shall provide, arrange, or purchase early intervention services, as required by the infant or toddlers' IFSP, and be payor of last resort for infant and toddlers determined eligible for IRC early intervention services as specified under the category of established risk, developmental delay, or high risk in the state regulations. Government Code Title 14 Sect. 95014(a)(1-3)

3.0 IRC shall be payor of last resort after all other public and private sources for payment have been reviewed to determine if a referral shall be made by the service coordinator and/or the parent. Referrals may include, but not be limited to California Children Service, Medi-Cal or private insurance providers that may have responsibility for payment. This review shall not delay the provision of early intervention service specified on the IFSP. Early intervention services specified on the IFSP shall begin as soon as possible. Government Code Title 14 Sect. 95014(b)(1).

SELPA

1.0 The SELPA shall provide special education services up to its funded program capacity as established annually by the California Department of Education in consultation with the State Department of Developmental Services and Department of Finance. See section III(B) Maintenance of Effort.

2.0 The SELPA shall provide, arrange, or purchase early intervention services, as required by the infant's or toddler's IFSP, and be payor of last resort for infants and toddlers with solely low incidence disabilities determined eligible for early intervention service under the category of established risk as specified in Section 52022(b)(2) of the state regulations and who are not eligible for IRC services. Government Code Title 14 Sect. 95015(b)(2).

VIII(B). MAINTENANCE OF EFFORT (MOE)/FUNDED CAPACITY: The SELPA provides special education service for eligible infant and toddlers at the same level that was provided prior to implementation of California Early Start in 1993. The State Department of Education allocates funds for special education services based on a mathematical formula that is applied annually to establish the number of Instructional Personnel Service (IPS) units (costs of a teacher and aide salaries available to the SELPA program. For each IPS unit allocated, the SELPA is required to serve AT LEAST 12 children (funded capacity). Typically, 12-16 children are served per IPS unit. The funding model also required that the SELPA be able to

meet the needs of children identified within solely low incidence disabilities. A portion of each program's capacity is held in order to serve children with solely low incidence disabilities. The SELPA monitors enrollment, adjusting program capacity from 12-16 children per IPS unit to maximize the use of staff resources and meet the intensity of service required by the children and families being served. IRC is notified annually regarding the individual SELPAs funded capacity. The California Department of Education has recommended that 14 students be used when calculating the funded capacity.

Riverside County SELPA	Funded Capacity As of 2014*	Solely Low Incidence Disabilities
Riverside Co. (8 children served through Palo Verde USD includes Temecula Valley USD)	122.76	
Moreno Valley USD	32.28	
Riverside USD	0	10*
Corona Norco USD	0	12*

San Bernardino County SELPA	Funded Capacity	Solely Low Incidence Disabilities
East Valley (incl FUSD) (32 Children are served through Redlands USD)	130.32	
West End	64.68	
San Bernardino City	46.8	
Ontario-Montclair USD	5	6*
Morongo	9.84	

IX. PROVISION OF SERVICES DURING BREAKS: All services must be provided and monitored by appropriate qualified personnel. Services to families are to provide the "...supports and services necessary to enhance the capacity of the family to meet the developmental needs of the child." It is understood that the level, type, frequency, and provider of services may change during school breaks.

Regional Center	SELPA
1.0 Regional Center shall coordinate and/or provide services pursuant to Part C, IDEA	1.0 The SELPA shall provide services to all solely low incidence children pursuant to E.C. Chapter 4.4, Section 56026.5

(34 CFR Part 303) listed on the IFSP, as payor of last resort.

2.0 For infants served by the LEA, the IFSP will include a school calendar indicating dates of services.

2.1 The IFSP will document if a child needs services during the school breaks.

3.0 Services provided by IRC are available through the IRC calendar year and provided to an individual child based on the need identified in the IFSP.

2.0 The LEA will provide IRC and the family with a school calendar annually.

2.1 The IFSP will document if a child needs services during the school breaks.

3.0 SELPAs provide services to dually eligible children 200 days per year, with breaks no longer than three weeks at a time, as mandated in the annual Budget Act. Each SELPA will provide IRC with their program calendar by July 1 of each year.

X. TRANSITION PLANNING: All children receiving Early Start services are potentially eligible for special education and related services at age three and will be referred to the district of residence for consideration of Part B services. The purpose of transition is to begin planning for service options as the individual with exceptional needs approaches age 3. The child who is served by either the LEA Part C Provider or Regional Center shall have the benefit of transition planning from the infant services program to the preschool services operated by a district of residence under Part B of the Individuals with Disabilities Education Act.

Regional Center

1.0 The ES coordinator shall identify mutually agreeable dates, times, and locations at least 2 weeks in advance and send the invitation to the district representative and parent for the transition planning conference IFSP between 2.3 and 89 days prior to the child's third birthday.

2.0 During the Transition IFSP the IRC ISC shall facilitate discussion of the transition process as part of the IFSP. Service Coordinator will update and:

- document present levels of development
- document family resources, priorities, and concerns
- review progress on outcomes and continuing services

SELPA

1.0 The district of residence representative shall confirm receipt of invitation and attend the transition planning conference IFSP between 2.3 and 89 days prior to the child's third birthday.

2.0 During the Transition IFSP, the district representative shall participate in the discussion of the transition steps as part of the IFSP including:

- assessment process
- timelines
- eligibility criteria
- IEP meeting process
- review possible preschool program and services options

- review transition services and activities the IFSP team identifies as needed
- document notification/referral date no fewer than 90 days prior to the third birthday
- obtain written parental consent for additional information to be sent to the district of residence at the time of referral; beyond name, birth date, and parent contact information.

3.0 IRC will send a notification to the school district by 32 months with name, DOB, and parent contact information.

3.1 The IRC ISC will send the referral no later than 90 days and up to two weeks prior to the third birthday to the district of residence, which will include:

- name, date of birth, and parent contact information
- referral may include other information with parent consent as noted on the transition plan

4.0 IRC will notify current program(s) service providers of referral to the district of residence.

5.0 The Regional Center Service Coordinator may attend the IEP meeting, with parent/guardian consent.

5.1 The final/exit IFSP may be held concurrently with the initial IEP team meeting.

- suggest a notification/referral date no fewer than 90 days prior to the third birthday
- local district of residence enrollment process

3.0 The district of residence will notify the IRC of the date the notification/ referral is received.

4.0 Within 15 days of receipt of the notification/ referral the district of residence will, respond to the parent with assessment plan and/or prior written notice.

4.1 The district of residence will, with parent/guardian consent, assess the child in all areas of suspected disability to determine Part B eligibility and develop program recommendations as appropriate and/or provide prior written notice.

5.0 The district of residence will schedule an initial public school IEP team meeting to include parent/guardian, and invite the Regional Center Service Coordinator, at the request of the parent, and all other appropriate personnel. If the child is found eligible for Part B services, an IEP will be held to discuss the results of assessment and provide an offer of FAPE by the student's third birthday.

XI. INTERAGENCY DISPUTE RESOLUTION: It is the intent of IRC and the SELPA that all disputes be resolved at the lowest administrative level possible. A process will be followed if a dispute and impasse* arises (*the 60 day calendar day timeline begins on the date both agencies agree the issue has reached an impasse) between the SELPA and IRC as to: the eligibility of the infant; which agency is responsible for the infant and family evaluation and assessment, service coordinator, and the development and implementation of the IFSP; and which agency is responsible for the provision/purchase of appropriate early intervention services.

Regional Center

SELPA

- | | |
|--|--|
| 1.0 The Regional Center staff is encouraged to resolve disagreements at their level. If agreement cannot be reached, the dispute will proceed to Step 2. | 1.0 The LEA staff is encouraged to resolve disagreements at their level whenever possible. If agreement cannot be reached, the dispute will proceed to Step 2. |
| 2.0 The Regional Center staff will refer the dispute to the Program Manager for resolution. If agreement cannot be reached at this level, the dispute resolution will proceed to Step 3. | 2.0 The LEA staff will refer the dispute to the SELPA Director for resolution. If agreement cannot be reached at this level, the dispute resolution will proceed to Step 3. |
| 3.0 The Regional Center Director of Children Services or designee will meet with the SELPA Director or designee to resolve the dispute. | 3.0 The SELPA Director or designee will meet with the Regional Center Director of Children Services or designee to resolve the dispute. |
| 4.0 If resolution of the dispute is not achieved, the two parties can request technical assistance from DDS and CDE. This step can be used at any point in the process. | 4.0 If resolution of the dispute is not achieved, the two parties can request technical assistance from DDS and CDE. This step may be pursued at any point in the process. |
| 5.0 If resolution cannot be reached within 60 calendar days, the issue will be referred in writing to DDS and CDE for a state-level review and resolution. | 5.0 If resolution cannot be reached within 60 calendar days, the issue will be referred in writing to DDS and CDE for a state-level review and resolution. |
| 6.0 The state level review will be conducted jointly by DDS and CDE and a binding decision rendered within 60 calendar days of receipt of the dispute. | 6.0 The state level review will be conducted jointly by DDS and CDE and a binding decision rendered within 60 calendar days of receipt of the dispute. |
| 7.0 During the pendency of a dispute, a child must continue to receive the appropriate early intervention services currently being provided. If the dispute involves initial early intervention services, the child must | 7.0 During the pendency of a dispute, a child must continue to receive the appropriate early intervention services currently being provided. If the dispute involves initial early intervention services, the child must |

receive all of the early intervention services identified and agreed to in the IFSP.

receive all of the early intervention services identified and agreed to in the IFSP.

XII. PROCEDURAL SAFEGUARDS AND SURROGATE PARENTS: The Inland IFSP process assures a timely, comprehensive, multi-disciplinary evaluation for each infant/toddler from birth to 3 years of age and their family. If eligible, the infant/toddler and family have the right to appropriate Early Intervention Services.

Regional Center

1.0 Written parental consent must be obtained prior to conducting evaluations, assessments, and beginning of Early Intervention Services.

1.1 The Regional Center shall make reasonable efforts to ensure that the family is aware of the nature of the evaluation, assessment, and or services available.

1.2 Parents will be informed that they have a right to decline any or all of these services. Regional Center shall document this.

2.0 Parents are to be notified, in their native language, of meetings when issues of eligibility and services are discussed. This includes identification, beginning, or modifying services, and denial of evaluation, services, or placement.

2.1 Meetings shall be held at times convenient to families.

3.0 Notice shall be given to the family: Parent's Rights: An Early Start Guide for Families.

4.0 Parents have the right to confidentiality of personally identifiable information.

5.0 Parents have the right to invite anyone of their choosing to assist them at meetings.

SELPA

1.0 Written parental consent must be obtained prior to conducting evaluations, assessments, and beginning of Early Intervention Services.

1.1 The SELPA shall make reasonable efforts to ensure that the family is aware of the nature of the evaluation, assessment, and or services available.

1.2 Parents will be informed that they have a right to decline any or all of these services. The SELPA shall document this.

2.0 Parents are to be notified, in their native language, of meetings when issues of eligibility and services are discussed. This includes identification, beginning, or modifying services, and denial of evaluation, services, or placement

2.1 Meetings shall be held at times convenient to families.

3.0 Notice shall be given to the family: Parent's Rights: An Early Start Guide for Families.

4.0 Parents have the right to confidentiality of personally identifiable information.

5.0 Parents have the right to invite anyone of their choosing to assist them at meetings.

6.0 Parents have the right to utilize administrative process to resolve complaints. Procedures for complaints and due process hearings shall be available to parents.

7.0 Parents have the right to be informed of the location of records, and the policies and procedures regarding the maintenance of records. Parents have the right to access the child's Early Intervention records.

8.0 A surrogate parent shall be provided in accordance with State and Federal Regulations (34 CFR 303, 406, CCR 52175, GC 7579.5). IRC shall assign an individual to act as a surrogate parent IF:

- No parent can be identified;
- The infant or toddler is a dependent of the juvenile court and the parental rights of the parent have been limited by the court or relinquished
- The parent cannot be located, after reasonable efforts by IRC.

8.2 A surrogate parent may represent an infant or toddler in all matters pertaining to:

- The evaluation and assessment of the infant or toddler;
- Development and implementation of the infant's or toddler's IFSP including annual evaluations, assessment, and periodic reviews;
- The ongoing provision of early intervention services to the infant or toddler;
- Requesting mediation or due process hearings; and,
- Any other early intervention service established under Part C of IDEA

8.3 A surrogate parent may not provide consent for medical services for which a consent by a parent or legal guardian is required.

6.0 Parents have the right to utilize administrative process to resolve complaints. Procedures for complaints and due process hearings shall be available to parents.

7.0 Parents have the right to be informed of the location of records, and the policies and procedures regarding the maintenance of records. Parents have the right to access the child's Early Intervention records.

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- No parent can be identified;
- The infant or toddler is a dependent of the juvenile court and the parental rights of the parent have been limited by the court or relinquished
- The parent cannot be located, after reasonable efforts by IRC.

8.2 A surrogate parent may represent an infant or toddler in all matters pertaining to:

- The evaluation and assessment of the infant or toddler;
- Development and implementation of the infant's or toddler's IFSP including annual evaluations, assessment, and periodic reviews;
- The ongoing provision of early intervention services to the infant or toddler;
- Requesting mediation or due process hearings; and,
- Any other early intervention service established under Part C of IDEA

8.3 A surrogate parent may not provide consent for medical services for which a consent by a parent or legal guardian is required.

8.4 The agency responsible for Service Coordination will appoint and train a surrogate parent when necessary.

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XIII. TRANSFER OF INFANTS WITH EXISTING IFSPs: All services must be provided and monitored by appropriate qualified personnel. Services to families are to provide the "...supports and services necessary to enhance the capacity of the family to meet the developmental needs of the child." It is understood that the level, type, frequency, and provider of services may change upon transfer of a case between agencies.

1.0 When a child with a current IFSP moves from another regional center or special education local plan area to Riverside or San Bernardino County, upon acceptance, IRC and/or the SELPAs will continue to provide early intervention services.

1.0 When a child with a current IFSP moves from another regional center or special education local plan area to Riverside or San Bernardino County, upon acceptance, IRC and/or the SELPAs will continue to provide early intervention services.

1.1 If the child was previously served by a SELPA and may be eligible for and benefit from LEA services, IRC will refer the child/family to the SELPA within five (5) working days of transfer.

1.1 If the child transfers between SELPAs and may be eligible for and benefit from regional center services, the local SELPA will refer the child/family to the IRC Early Start Coordinator within five (5) working days of transfer.

2.0 The child's service(s) and needs will be reviewed, a service coordinator assigned, and an IFSP meeting held within 30 days of the case acceptance by Inland Regional Center.

2.0 When the local SELPA is at funded capacity and the child does not have a solely low incidence disability, IRC will be responsible for services on the IFSP.

2.0 The child's service(s) and needs will be reviewed, a service coordinator assigned, and an IFSP meeting held within 30 days of the case acceptance by Inland Regional Center.

3.1 Then a joint visit is made with prior notice, eligibility is reviewed and services are begun.

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APPENDIX GUIDE

- A. Philosophy Statement
- B. Federal Description of Early Start Services
- C. Eligible Population
- D. SELPA Eligibility
- E. Forms
- F. Regional Center Contacts
- G. IRC Holiday Calendar
- H. SELPA Contacts
- I. Procedural Safeguards

APPENDIX A

PHILOSOPHY STATEMENT

The philosophy under California's Early Intervention Services Act for the Early Start

Interagency Council:

- Children are our communities' most valuable resource and have the right to appropriate and necessary services.
- Eligible infants and toddlers* should be served within the context of their families and community in natural environments.
- Families play a unique and critical role in the development of their eligible infants and toddlers.*
- Families' independence should be supported so that the family's capacity to care for their eligible infant or toddler* will be enhanced.

THEREFORE THE COUNCL BELIEVES THAT:

- A comprehensive, coordinated, multi-disciplinary, interagency, family centered system of early intervention services is necessary.

*Eligible infants and toddlers are those infants and toddlers with disabilities or infants and toddlers who are at-risk for disabilities.

Approved by the Early Start Interagency Council on January 25, 1999

APPENDIX B: Federal Definition of Early Start Services (3 Pages)

§303.13 Early intervention services.

(b) *Types of early intervention services.* Subject to paragraph (d) of this section, early intervention services include the following services defined in this paragraph:

(1) *Assistive technology device and service* are defined as follows:

(i) *Assistive technology device* means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of an infant or toddler with a disability. The term does not include a medical device that is surgically implanted, including a cochlear implant, or the optimization (*e.g.*, mapping), maintenance, or replacement of that device.

(ii) *Assistive technology service* means any service that directly assists an infant or toddler with a disability in the selection, acquisition, or use of an assistive technology device. The term includes—

(A) The evaluation of the needs of an infant or toddler with a disability, including a functional evaluation of the infant or toddler with a disability in the child's customary environment;

(B) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by infants or toddlers with disabilities;

(C) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

(D) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

(E) Training or technical assistance for an infant or toddler with a disability or, if appropriate, that child's family; and

(F) Training or technical assistance for professionals (including individuals providing education or rehabilitation services) or other individuals who provide services to, or are otherwise substantially involved in the major life functions of, infants and toddlers with disabilities.

(2) *Audiology services* include—

(i) Identification of children with auditory impairments, using at-risk criteria and appropriate audiologic screening techniques;

(ii) Determination of the range, nature, and degree of hearing loss and communication functions, by use of audiological evaluation procedures;

(iii) Referral for medical and other services necessary for the habilitation or rehabilitation of an infant or toddler with a disability who has an auditory impairment;

(iv) Provision of auditory training, aural rehabilitation, speech reading and listening devices, orientation and training, and other services;

(v) Provision of services for prevention of hearing loss; and

(vi) Determination of the child's individual amplification, including selecting, fitting, and dispensing appropriate listening and vibrotactile devices, and evaluating the effectiveness of those devices.

(3) *Family training, counseling, and home visits* means services provided, as appropriate, by social workers, psychologists, and other qualified personnel to assist the family of an infant or toddler with a disability in understanding the special needs of the child and enhancing the child's development.

(4) *Health services* has the meaning given the term in §303.16.

(5) *Medical services* means services provided by a licensed physician for diagnostic or evaluation purposes to determine a child's developmental status and need for early intervention services.

(6) *Nursing services* include—

(i) The assessment of health status for the purpose of providing nursing care, including the identification of patterns of human response to actual or potential health problems;

(ii) The provision of nursing care to prevent health problems, restore or improve functioning, and promote optimal health and development; and

(iii) The administration of medications, treatments, and regimens prescribed by a licensed physician.

(7) *Nutrition services* include—

(i) Conducting individual assessments in—

(A) Nutritional history and dietary intake;

(B) Anthropometric, biochemical, and clinical variables;

(C) Feeding skills and feeding problems; and

(D) Food habits and food preferences;

- (ii) Developing and monitoring appropriate plans to address the nutritional needs of children eligible under this part, based on the findings in paragraph (b)(7)(i) of this section; and
 - (iii) Making referrals to appropriate community resources to carry out nutrition goals.
- (8) *Occupational therapy* includes services to address the functional needs of an infant or toddler with a disability related to adaptive development, adaptive behavior, and play, and sensory, motor, and postural development. These services are designed to improve the child's functional ability to perform tasks in home, school, and community settings, and include—
- (i) Identification, assessment, and intervention;
 - (ii) Adaptation of the environment, and selection, design, and fabrication of assistive and orthotic devices to facilitate development and promote the acquisition of functional skills; and
 - (iii) Prevention or minimization of the impact of initial or future impairment, delay in development, or loss of functional ability.
- (9) *Physical therapy* includes services to address the promotion of sensorimotor function through enhancement of musculoskeletal status, neurobehavioral organization, perceptual and motor development, cardiopulmonary status, and effective environmental adaptation. These services include—
- (i) Screening, evaluation, and assessment of children to identify movement dysfunction;
 - (ii) Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and
 - (iii) Providing individual and group services or treatment to prevent, alleviate, or compensate for, movement dysfunction and related functional problems.
- (10) *Psychological services* include—
- (i) Administering psychological and developmental tests and other assessment procedures;
 - (ii) Interpreting assessment results;
 - (iii) Obtaining, integrating, and interpreting information about child behavior and child and family conditions related to learning, mental health, and development; and
 - (iv) Planning and managing a program of psychological services, including psychological counseling for children and parents, family counseling, consultation on child development, parent training, and education programs.
- (11) *Service coordination services* has the meaning given the term in §303.34.
- (12) *Sign language and cued language services* include teaching sign language, cued language, and auditory/oral language, providing oral transliteration services (such as amplification), and providing sign and cued language interpretation.
- (13) *Social work services* include—
- (i) Making home visits to evaluate a child's living conditions and patterns of parent-child interaction;
 - (ii) Preparing a social or emotional developmental assessment of the infant or toddler within the family context;
 - (iii) Providing individual and family-group counseling with parents and other family members, and appropriate social skill-building activities with the infant or toddler and parents;
 - (iv) Working with those problems in the living situation (home, community, and any center where early intervention services are provided) of an infant or toddler with a disability and the family of that child that affect the child's maximum utilization of early intervention services; and
 - (v) Identifying, mobilizing, and coordinating community resources and services to enable the infant or toddler with a disability and the family to receive maximum benefit from early intervention services.
- (14) *Special instruction* includes—
- (i) The design of learning environments and activities that promote the infant's or toddler's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction;
 - (ii) Curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the IFSP for the infant or toddler with a disability;
 - (iii) Providing families with information, skills, and support related to enhancing the skill development of the child; and
 - (iv) Working with the infant or toddler with a disability to enhance the child's development.
- (15) *Speech-language pathology services* include—
- (i) Identification of children with communication or language disorders and delays in development of communication skills, including the diagnosis and appraisal of specific disorders and delays in those skills;
 - (ii) Referral for medical or other professional services necessary for the habilitation or rehabilitation of children with communication or language disorders and delays in development of communication skills; and
 - (iii) Provision of services for the habilitation, rehabilitation, or prevention of communication or language disorders and delays in development of communication skills.

(16) *Transportation and related costs* include the cost of travel and other costs that are necessary to enable an infant or toddler with a disability and the child's family to receive early intervention services.

(17) *Vision services* mean—

(i) Evaluation and assessment of visual functioning, including the diagnosis and appraisal of specific visual disorders, delays, and abilities that affect early childhood development;

(ii) Referral for medical or other professional services necessary for the habilitation or rehabilitation of visual functioning disorders, or both; and

(iii) Communication skills training, orientation and mobility training for all environments, visual training, and additional training necessary to activate visual motor abilities.

(c) *Qualified personnel*. The following are the types of qualified personnel who provide early intervention services under this part:

(1) Audiologists.

(2) Family therapists.

(3) Nurses.

(4) Occupational therapists.

(5) Orientation and mobility specialists.

(6) Pediatricians and other physicians for diagnostic and evaluation purposes.

(7) Physical therapists.

(8) Psychologists.

(9) Registered dietitians.

(10) Social workers.

(11) Special educators, including teachers of children with hearing impairments (including deafness) and teachers of children with visual impairments (including blindness).

(12) Speech and language pathologists.

(13) Vision specialists, including ophthalmologists and optometrists.

(d) *Other services*. The services and personnel identified and defined in paragraphs (b) and (c) of this section do not comprise exhaustive lists of the types of services that may constitute early intervention services or the types of qualified personnel that may provide early intervention services. Nothing in this section prohibits the identification in the IFSP of another type of service as an early intervention service provided that the service meets the criteria identified in paragraph (a) of this section or of another type of personnel that may provide early intervention services in accordance with this part, provided such personnel meet the requirements in §303.31.

(Authority: 20 U.S.C. 1432(4))

APPENDIX C.

ELIGIBILITY CRITERIA:

I. Developmental Delay

DDS Eligibility	CDE Eligibility
Developmental delay – The new definition of “significant difference,” for purposes of identifying developmental delay, is a 25-percent delay in one or more developmental areas. (<i>Government Code Section 95014</i>)	Until further amended, a significant difference is defined as a 33 percent delay in one developmental area before 24 months of age, or, at 24 months of age or older, either a delay of 50 percent in one developmental area or a 33 percent delay in two or more developmental areas. (<i>Title 5, California Code of Regulations, Section 3031</i>)
An established risk condition exists when an infant or toddler has a condition of known etiology which has a high probability of resulting in a developmental delay, including Fetal Alcohol Syndrome.	An established risk condition exists when an infant or toddler has a solely low incidence disability which requires a referral to the local education agency

II. High Risk:

Per Interdisciplinary team indication, a child who has a combination of 2 or more of these factors:

- Prematurity of less than 32 weeks gestation and/or low birth weight of less than 1500 grams.
- Assisted ventilation for 48 hours or longer during the first 28 days of life.
- Small for gestational age: below the 3% on the National Center for Health Statistics growth charts.
- Asphyxia neonatorum associated with a five minute Apgar score of 0 to 5.
- Severe and persistent metabolic abnormality, including but not limited to hypoglycemia, acidemia, and hyperbilirubinemia in excess of the usual exchange transfusion level.
- Neonatal seizures or nonfebrile seizures during the first three years of life.
- Central nervous system lesion or abnormality.
- Central nervous system infection.
- Biomedical insult including, but not limited to injury, accident or illness which may seriously or permanently affect developmental outcome.
- Multiple congenital anomalies or genetic disorders which may affect developmental outcomes.
- Prenatal exposure to known teratogens.
- Prenatal substance exposure, positive infant neonatal toxicology screen or symptomatic neonatal toxicity or withdrawal.
- Clinically significant failure to thrive, including but not limited to, weigh persistently below the 3rd %ile for age on standard growth charts or less than 85% of the ideal weight for age/and or acute weigh loss or failure to gain weight with the loss of two or more major percentiles on the growth curve.
- Persistent hypotonia or hypertonia, beyond that otherwise associated with a known diagnostic condition.

APPENDIX D

CALIFORNIA CODE OF REGULATIONS – Title V (4 pages)

§ 3030. Eligibility Criteria for Special Education

(a) A child shall qualify as an individual with exceptional needs, pursuant to Education Code section 56026, if the results of the assessment as required by Education Code section 56320 demonstrate that the degree of the child's impairment as described in subdivisions (b)(1) through (b)(13) requires special education in one or more of the program options authorized by Education Code section 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the IEP team, including personnel in accordance with Education Code section 56341(b). The IEP team shall take into account all

the relevant material which is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education.

(b) The disability terms used in defining an individual with exceptional needs are as follows:

(1) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(A) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in subdivision (b)(4) of this section.

(B) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in subdivision (b)(1) of this section are satisfied.

(2) Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

(3) Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

(4) Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(C) Inappropriate types of behavior or feelings under normal circumstances.

(D) A general pervasive mood of unhappiness or depression.

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(F) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under subdivision (b)(4) of this section.

(5) Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.



(6) Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

(7) Multiple disabilities means concomitant impairments, such as intellectual disability-blindness or intellectual disability-orthopedic impairment, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. "Multiple disabilities" does not include deaf-blindness.

(8) Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

(9) Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that:

(A) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(B) Adversely affects a child's educational performance.

(10) Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.

(A) Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

(B) In determining whether a pupil has a specific learning disability, the public agency may consider whether a pupil has a severe discrepancy between intellectual ability and achievement in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning. The decision as to whether or not a severe discrepancy exists shall take into account all relevant material which is available on the pupil. No single score or product of scores, test or procedure shall be used as the sole criterion for the decisions of the IEP team as to the pupil's eligibility for special education. In determining the existence of a severe discrepancy, the IEP team shall use the following procedures:

1. When standardized tests are considered to be valid for a specific pupil, a severe discrepancy is demonstrated by: first, converting into common standard scores, using a mean of 100 and standard deviation of 15, the achievement test score and the intellectual ability test score to be compared; second, computing the difference between these common standard scores; and third, comparing this computed difference to the standard criterion which is the product of 1.5 multiplied by the standard deviation of the distribution of computed differences of students taking these achievement

and ability tests. A computed difference which equals or exceeds this standard criterion, adjusted by one standard error of measurement, the adjustment not to exceed 4 common standard score points, indicates a severe discrepancy when such discrepancy is corroborated by other assessment data which may include other tests, scales, instruments, observations and work samples, as appropriate.

2. When standardized tests are considered to be invalid for a specific pupil, the discrepancy shall be measured by alternative means as specified on the assessment plan.

3. If the standardized tests do not reveal a severe discrepancy as defined in subdivisions 1. or 2. above, the IEP team may find that a severe discrepancy does exist, provided that the team documents in a written report that the severe discrepancy between ability and achievement exists as a result of a disorder in one or more of the basic psychological processes. The report shall include a statement of the area, the degree, and the basis and method used in determining the discrepancy. The report shall contain information considered by the team which shall include, but not be limited to:

(i) Data obtained from standardized assessment instruments;

(ii) Information provided by the parent;

(iii) Information provided by the pupil's present teacher;

(iv) Evidence of the pupil's performance in the regular and/or special education classroom obtained from observations, work samples, and group test scores;

(v) Consideration of the pupil's age, particularly for young children; and

(vi) Any additional relevant information.

4. A severe discrepancy shall not be primarily the result of limited school experience or poor school attendance.

(C) Whether or not a pupil exhibits a severe discrepancy as described in subdivision (b)(10)(B) above, a pupil may be determined to have a specific learning disability if:

1. The pupil does not achieve adequately for the pupil's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the pupil's age or State-approved grade-level standards:

- (i) Oral expression.
- (ii) Listening comprehension.
- (iii) Written expression.
- (iv) Basic reading skill.
- (v) Reading fluency skills.
- (vi) Reading comprehension.
- (vii) Mathematics calculation.
- (viii) Mathematics problem solving, and

2.(i) The pupil does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in subdivision (b)(10)(C)(1) of this section when using a process based on the pupil's response to scientific, research-based intervention; or

(ii) The pupil exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 34 C.F.R. sections 300.304 and 300.305; and

3. The findings under subdivisions (b)(10)(C)(1) and (2) of this section are not primarily the result of:

- (i) A visual, hearing, or motor disability;
- (ii) Intellectual disability;
- (iii) Emotional disturbance;
- (iv) Cultural factors;
- (v) Environmental or economic disadvantage; or
- (vi) Limited English proficiency.

4. To ensure that underachievement in a pupil suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group making the decision must consider:

- (i) Data that demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- (ii) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the pupil's parents.

5. In determining whether a pupil has a specific learning disability, the public agency must ensure that the pupil is observed in the pupil's learning environment in accordance with 34 C.F.R. section 300.310. In the case of a child of less than school age or out of school, a qualified professional must observe the child in an environment appropriate for a child of that age. The eligibility determination must be documented in accordance with 34 C.F.R. section 300.311.

(11) A pupil has a language or speech disorder as defined in Education Code section 56333, and it is determined that the pupil's disorder meets one or more of the following criteria:

(A) Articulation disorder.

1. The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the pupil's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance.

2. A pupil does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.

(B) Abnormal Voice. A pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.

(C) Fluency Disorders. A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.

(D) Language Disorder. The pupil has an expressive or receptive language disorder when he or she meets one of the following criteria:

1. The pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan, or

2. The pupil scores at least 1.5 standard deviations below the mean or the score is below the 7th percentile for his or her chronological age or developmental level on one or more standardized tests in one of the areas listed in subdivision (A) and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of 50 utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the pupil is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified

in the assessment plan.

(12) Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.

(A) Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

(13) Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

APPENDIX E

Interagency Forms

1. Referral Form
2. Intake Notification Letter
3. IFSP
4. IFSP Notification Letter
5. Part B Notification/Referral

APPENDIX F

Regional Center Contacts:

Felipe Garcia, Children's Services Director	909-890-3407
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Amanda Knoefler, IDEA Specialist	909-743-4204
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Inland Regional Center Intake Referral Contacts:

San Bernardino Intake Coordinator	909-890-4711
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Riverside Intake Coordinator	909-890-4763
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APPENDIX G

IRC 2025-2026 Holiday Calendar

Listed below are the approved agency holidays for the calendar year 2025:

Holiday	Date To be Observed
New Year's Day	Wednesday, January 1 st
Martin Luther King, Jr. Day	Monday, January 20 th
Presidents' Day	Monday, February 17 th
Cesar Chavez Day	Monday, March 31 st
Memorial Day	Monday, May 26 th
Juneteenth	Thursday, June 19 th
Independence Day	Friday, July 4 th
Labor Day	Monday, September 1 st
Indigenous People's Day/Columbus Day	Monday, October 13 th
Veteran's Day	Tuesday, November 11 th
Thanksgiving Day	Thursday, November 27 th
Day After Thanksgiving	Friday, November 28 th
Christmas Eve	Wednesday, December 24 th
Christmas Day	Thursday, December 25 th
New Year's Day 2026	Thursday, January 1, 2026
Personal Holiday	

Appendix H

SELPA CONTACTS

Patty Metheny, Chief Administrative Officer
909-825-4507

Jennifer Brooksby, Program Manager
670 E. Carnegie Drive, San Bernardino, CA 92708
909-252-4521
Jennifer.brooksby@sbcss.net

Early Start Program (referrals)
Richard Fredrick, Program Manager
(909) 387 – 4507

Collivia Bolton-Jackson, Student Services Regional Technician
SBCSS Student Services
1950 S. Sunwest Ln. Suite 200
San Bernardino, CA 92408
(909) 387 – 8570
Collivia.bolton@sbcss.net

Ben Uribes, Coordinator (referrals)
Redlands Unified School District
20 W. Lugonia Avenue
Redlands, CA 92373
(909) 307-5300
ben_uribes@redlands.k12.ca.us

APPENDIX I

EARLY START PROCEDURAL SAFEGUARDS

Early Start is for infants and toddlers under the age of three who are at risk of having a developmental disability or have a developmental disability or delay, and their parents, as defined by law. Early Start is governed by Part C of the Federal Individuals with Disabilities Education Act. (Title 34 of the Code of Federal Regulations, Part 303, California Early Intervention Services Act, Government code, Section 95000 et seq.; and Title 17, California Code of Regulations, Sections 52000-52175. There are three (3) separate processes in place for addressing disagreements which arise under this program.

EARLY START MEDIATION CONFERENCE REQUEST is a voluntary process used to informally resolve disagreements between a parent, as defined in law, and a regional center or a local education agency related to any alleged violation of federal or state statutes/regulation governing California's Early Start Program, including eligibility, placement, or services. Mediation can be requested as the first option for resolution or can also be requested during a complaint or due process hearing process, if a parent decides that mediation might be more appropriate. A complaint must be withdrawn if the Complainant elects to participate in mediation within the 60 day complaint investigation.

Any party seeking state level action on a disagreement falling into the category noted above may file a request for a voluntary mediation conference by submitting a Mediation Conference Request form – **DS 1808**. The attached form may also be obtained from the regional center, local educational agency (LEA) or the Department of Developmental Services (DDS). In addition, a letter of request is accepted by the **Office of Administrative Hearings (OAH)** in lieu of the request form if all the pertinent information is submitted and the letter is signed by the requestor.

Mail Mediation Conference Requests to:

Office of Administrative Hearings
Early Start Intervention Section
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833

Phone: (800) 515-2229
Fax: (916) 376-6318

The mediation conference will be convened by OAH. The timely issuance of the written mediation agreement may not be delayed by any local efforts occurring at the same time to resolve the matter. If a Mediation Agreement is not fully implemented, a complaint may be filed.

While all parties are encouraged to resolve differences at the lowest administrative level possible, such voluntary resolution may occur at the same time that a request for a Mediation Conference, a Due Process Hearing and/or Complaint is filed.

THE EARLY START DUE PROCESS HEARING is used to resolve disagreements between parents and a regional center or a local education agency related to a proposal or refusal for identification, evaluation, assessment, placement, or services.

Any party seeking state level action on a disagreement falling into the category noted above may file a request for a due process hearing by filing a Due Process Hearing Request form – **DS 1802**. The attached form may also be obtained from the regional center, LEA or the Department of Developmental Services (DDS). In addition, a letter of request is accepted by the **Office of Administrative Hearings (OAH)** in lieu of the request form if all the pertinent information is submitted and the letter is signed by the requester.

The due process hearing will be completed within 30 days from the receipt of the request by OAH. The timely issuance of the written decision may not be delayed by any informal local efforts occurring at the same time to resolve the matter. The decision will be final unless appealed to the superior court of appropriate jurisdiction.

While all parties are encouraged to resolve differences at the lowest administrative level possible, informal resolution(s) may occur at the same time that request for Due Process Hearing and/or a Complaint is filed.

THE EARLY START STATE COMPLAINT PROCESS is used to investigate and resolve any alleged violation of federal or state statutes or regulations governing California's Early Start. Parents or any individual, agency or organization may file an Early Start Compliance Complaint. The complaint may be filed against any regional center, local education agency, or any private service provider receiving Early Start funds. Regional Centers and local education agencies must inform parents and other interested individuals or organization of the right to file an Early Start Compliance Complaint directly with the Department of Developmental Services.

Complete the Early Start Complaint Investigation Request form – **DS 1827**. The complaint shall include:

- The name, address and telephone number of the person filing the complaint;
- A statement that a regional center, local education agency or any private service provider receiving Early Start funds has violated any law or regulation governing Early Start;
- A statement of facts upon which the alleged violation is based;
- The party allegedly responsible; and
- A description of any voluntary steps taken at the local level to resolve the complaint, if any were taken.

Mail Early Start Complaints to:

Department of Developmental Services
Office of Human Rights
Early Start Complaint Unit
1600 Ninth Street, MS 2-15
Sacramento, CA 95814

Phone: (916) 654-1888
Fax: (916) 651-8210

The Department of Developmental Services is required to investigate the allegations and issue a written decision to all parties within 60 days of receipt of the complaint. The written decision will

address each allegation and include the findings and conclusions; the reason for the final decision, the required corrective actions to be taken; and, provisions for technical assistance.

Please note that according to 34 Code of Federal Regulations (CFR) section 303.433(c)(1), “If a written complaint is received that is also the subject of a due process hearing...the State must set aside any part of the Complaint that is being addressed in the due process hearing until the conclusion of the hearing.”

Services During Pendency of Proceedings

During the pendency of any proceeding or action involving a complaint by the parents of an infant or toddler with a disability, unless the Regional Center and the parents otherwise agree, the infant or toddler shall continue to receive the appropriate early intervention services currently being provided or, if applying for initial services, shall receive the services not in dispute. (20 USC § 1439.)

Advocacy Assistance

Clients’ Rights Advocate: Stephanie Veniez, CRA
Office of Clients’ Rights Advocacy (OCRA) Laura Ortega, Assistant CRA
3602 Inland Empire Blvd., Suite C-110
Ontario, CA 91764
Office: (909) 383-1133
Fax: (909) 383-1113

Local Area Board: Area Board XII
685 East Carnegie Drive, Ste 125
San Bernardino, CA 92408
Fax (909) 890-1635

Disability Rights California 350 South Bixel St., Suite 290
(San Bernardino County): Los Angeles, CA 90017
(800) 776-5746

Disability Rights California 530 B Street, Suite 400
(East Valley): San Diego, CA 92101
(800) 776-5746

California Code of Regulations, Title 17, §52172. Procedures That Apply to Both Mediation and Due Process

(a) A parent may request a mediation conference and/or a due process hearing under any of the following circumstances:

- (1) A regional center or LEA proposes to initiate or change the identification, evaluation, assessment, placement or provision of appropriate early intervention services;

- (2) A regional center or LEA refuses to initiate or change the identification, evaluation, assessment, placement or provision of appropriate early intervention services; or,
- (b) A parent may also request a mediation conference at any time to resolve disagreements involving any matter related to IDEA, Part C.
- (c) A regional center or LEA may request a mediation conference or a due process hearing when the parent refuses to consent to all or any part of an evaluation and assessment of the infant or toddler.
- (d) All requests for a mediation conference and/or due process hearing shall be in writing and filed with the contractor that the Department of Developmental Services uses for mediation and due process hearings. If a parent is unable to make a request for mediation or a due process hearing in writing, the service coordinator shall assist the parent in filing the request.
- (e) The duration for either a mediation conference or a due process hearing shall not exceed a total thirty days for each process from the receipt of the mediation or due process request to the mailing of the mediation agreement or hearing decision. If a mediation conference is requested at or during the time of a due process hearing the mediation conference resolution shall occur prior to the due process hearing.
- (f) The location of the mediation and/or due process hearing shall be at a time and place reasonably convenient to the parent.
- (g) During the pendency of mediation and/or due process hearing procedures, the infant or toddler shall continue to receive the early intervention services listed on the IFSP they are currently receiving. If mediation and/or due process hearing involves the initiation of a service(s) the infant or toddler shall receive those services that are not in dispute.
- (h) Mediation and due process hearings shall be conducted in English and interpreted in the language of the family's choice or other mode of communication.

California Code of Regulations, Title 17, §52173. Mediation Procedures

- (a) Mediation shall be voluntary.
- (b) Mediation is available at any time to resolve disagreements involving any matter related to IDEA Part C.
- (c) The mediation conference shall be conducted by a mediator who is an impartial, third party with no personal or professional interest that would conflict with his or her objectivity in mediating a disagreement.
- (d) The due process hearing officer shall be a different person than the mediator when mediation does not resolve the disagreement.

(e) The mediator shall be trained in communication, mediation and problem solving and shall be knowledgeable about early intervention programs and the federal and state laws and regulations applicable to Part C of the Individuals with Disabilities Education Act, Title 20 United States Code Sections 1431-1445, and the California Early Intervention Services Act, Government Code Sections 95000-95030.

(f) The mediator shall be under contract with the Department of Developmental Services.

(g) A person who otherwise qualifies under Subsection (c) and (d) of this Section as a mediator is not an employee of the Department of Developmental Services solely because the person is paid by the Department of Developmental Services to conduct the mediation process.

(h) A parent may be accompanied by any representative at the mediation.

(i) The mediator shall ensure that written agreements from the mediation conference are signed and provided to all participants at the conclusion of the mediation conference.

(j) Discussions during mediation must be confidential and may not be used as evidence in any subsequent due process or civil proceedings.

California Code of Regulations, Title 17, §52174. Due Process Hearing Procedures

(a) The hearing shall be conducted by a due process hearing officer who is an impartial, third party with no personal or professional interest that would conflict with his or her objectivity in conducting the hearing.

(b) The due process hearing officer shall be knowledgeable about the federal and state laws and regulations applicable to Part C of the Individuals with Disabilities Education Act, Title 20 United States Code Sections 1431-1445, and the California Early Intervention Services Act, Government Code Sections 95000-95030, the Lanterman Developmental Disabilities Services Act, Welfare and Institutions Code sections 4500 et seq.; and Part 30 of the California Education Code, commencing with Section 56500 et seq.

(c) The hearing officer shall:

- (1) Listen to the presentation of relevant viewpoints about the issue of disagreement;
- (2) Examine the evidence presented during the hearing;
- (3) Issue a decision that is in compliance with federal and state law;
- (4) Provide documentation of the proceedings, including findings of fact and a written decision; and
- (5) Ensure that the decision is mailed to each party after completion of the hearing and within 30 days of receipt of the due process hearing request.

(d) A parent involved in a due process hearing shall have the right to:

- (1) Be accompanied and advised by counsel and/or by an individual with special knowledge and training with respect to early intervention services;
- (2) Present evidence and confront, cross-examine, and compel the attendance of witnesses;

- (3) Prohibit the introduction of any evidence at the proceeding that has not been disclosed to the parent or the other party at least five days before the proceeding;
- (4) Obtain a written or electronic, verbatim transcription of the proceeding;
- (5) Obtain written findings of fact and decision.

(e) The hearing officer shall be under contract with the Department of Developmental Services. A person who otherwise qualifies under Subsection (a) or (b) of this Section is not an employee of a regional center or LEA solely because the person is paid by the agency to conduct the due process hearing.

(f) Disputes which occur related to an IEP meeting which may occur prior to the child's third birthday and which pertain to proposed Part B preschool placements or services shall be filed with and processed by the agent or division of the Department of Education which is responsible for administering due process mediations and hearings pursuant to Part B of the Individuals with Disabilities Education Act and Part 30 of the California Education Code, commencing with section 56500 et seq.

California Code of Regulations, Title 17, §52170. Complaint Procedures

(a) A complaint shall be a written and signed statement alleging that a regional center, LEA or any private service provider receiving funds under Part C of the Individuals with Disabilities Education Act, Title 20 United States Code, Sections 1431-1445, has violated any federal or state law or regulation governing the provision of early intervention services including the process of determining eligibility provided through Part C of the Individuals with Disabilities Education Act, Title 20 United States Code Sections 1431-1445, for infants or toddlers and their families.

(b) Any individual or organization may file a complaint.

(c) The alleged violation must have occurred:

- (1) Not more than one year before the date that the complaint is received by the Department of Developmental Services unless a longer period is reasonable because the alleged violation continues for that child or other children; or
- (2) Not more than three years before the date on which the complaint is received by the Department of Developmental Services, if the complainant is requesting reimbursement or corrective action as remediation of the complaint.

(d) The procedures under Chapter 1, commencing with Section 4500 of Division 4.5 of the Welfare and Institutions Code or Part 30, commencing with Section 56500 of the Education Code, or Title 5 California Code of Regulations Section 4600 et seq., shall not be used for resolving complaints regarding California's Early Start Program.

(e) Each regional center and LEA shall inform the parent and other interested individuals or organizations of the right to file a complaint directly with the Department of Developmental Services at the following address:

DEPARTMENT OF DEVELOPMENTAL SERVICES OFFICE OF HUMAN RIGHTS
ATTENTION: EARLY START COMPLAINT UNIT
1600 NINTH STREET, ROOM 240, M.S. 2-15
SACRAMENTO, CA 95814

(f) If the complainant is unable to provide the complaint in writing, the service coordinator shall directly assist the complainant or provide assistance to identify resources which can aid the complainant in completing the written complaint.

(g) The complaint shall include the following:

- (1) The name, address and phone number of the complainant;
- (2) A statement that a regional center, LEA or any private service provider receiving funds under Part C of the Individuals with Disabilities Education Act, Title 20 United States Code Sections 1431-1445, has violated any federal or state law or regulation of a Part C requirement governing the provision of early intervention services for infants or toddlers and their families in California;
- (3) A statement of facts upon which the alleged violation is based;
- (4) The party allegedly responsible; and
- (5) A description of the voluntary steps taken at the local level to resolve the complaint, if any.

(h) Mediation is available at any time to resolve disagreements involving any matter related to IDEA Part C.

OTHER

Next Meeting – February 18, 2026

OTHER

2025-2026 EV SELPA Board of Directors Meeting Schedule

2025/2026
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 24, 2025

November 19, 2025

February 18, 2026

March 18, 2026

May 20, 2026

June 17, 2026

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)

