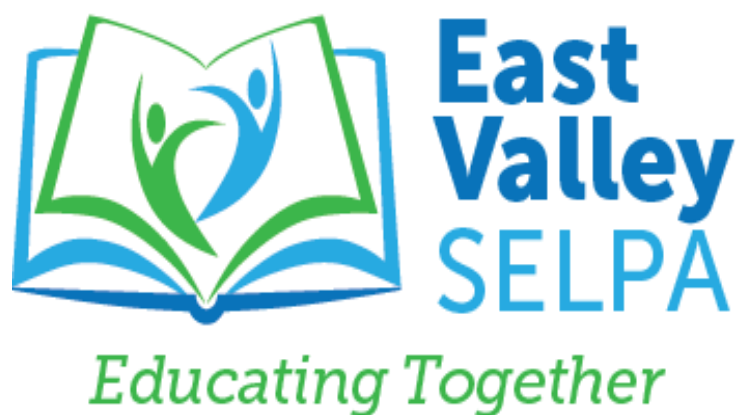


East Valley SELPA

Board of Directors

Meeting Agenda



May 20, 2020

EAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA
BOARD OF DIRECTORS

AGENDA

Wednesday, May 20, 2020
2:00 P.M.

Meeting to be held:
Virtually via WebEx

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. Recognition Items

**RECOGNITION
ITEM**

- a. Members of the East Valley SELPA Local Plan Committee will be recognized for their contributions

6. Approval of Minutes

**APPROVAL OF
MINUTES**

- a. Approve March 25, 2020 EV SELPA Board of Directors Meeting Minutes

7. Discussion Items

- a. EV SELPA Distance Learning Support & Services
- b. EV SELPA Updated Logo, Website & Stationery

- c. EV SELPA Projected Revenue Sources for Funding Special Education Services in 2020-2021 based on the Annual Budget Plan

8. Action Items

- a. Approve 2020-2021 Local Plan Section B - Governance
 - a. Conduct Public Hearing to Adopt EVSELPA Annual Budget Plan
Hearing Opened_____ Hearing Closed_____
- b. Approve 2020-2021 Local Plan Section D - Annual Budget Plan
 - a. Conduct Public Hearing to Adopt EVSELPA Annual Service Plan
Hearing Opened_____ Hearing Closed_____
- c. Approve 2020-2021 Local Plan Section E - Annual Service Plan
 - a. Conduct Public Hearing to Adopt EVSELPA Annual Budget Plan
Hearing Opened_____ Hearing Closed_____
- d. Approve 2020-2021 SBCSS Fee-for-Service Rates

9. Closed Session

CLOSED SESSION

- a. EV SELPA Administrator's Evaluation

10. Other

OTHER

- a. Next Meeting – June 17, 2020

11. Adjournment

ADJOURNMENT

RECOGNITION ITEM

East Valley SELPA Local Plan Committee

Administrator Metheny will recognize members of the East Valley Local Plan Committee for their contributions.

APPROVAL OF MINUTES

East Valley SELPA Board of Directors Meeting
March 25, 2020

Administrator Metheny is requesting approval from the Board of Directors for the minutes of the March 25, 2020 EV SELPA Board of Directors Meeting.

EAST VALLEY SELPA BOARD OF DIRECTORS
MEETING MINUTES
March 25, 2020
(meeting held via WebEx)

BOARD MEMBERS PRESENT:

Randy Elphic, Alternate Chairperson	SBCSS Student Services
Frank Miranda, Ed.D.	Colton Joint Unified
Mauricio Arellano	Redlands Unified
Michelle Murphy	Rim of the World Unified
Cali Binks	Yucaipa-Calimesa Joint Unified
Patty Metheny, Ed.D.	EV SELPA Administrator

ADMINISTRATION PRESENT:

Andrea Tennyson	East Valley SELPA
Dr. Rick Homutoff	East Valley SELPA

BOARD MEMBERS ABSENT:

Dr. Cuautémoc Avila	Rialto USD
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1.0 CALL TO ORDER

Alternate Chairperson Elphic called the meeting to order virtually via WebEx at 2:03 p.m. in the East Valley SELPA Conference Room 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 Binks and seconded by Member Elphic. The motion carried unanimously.

4.0 COMMUNITY COMMENTS

There were no public comments.

5.0 CLOSED SESSION

Potential Litigation – Dispute Resolution – Program Transfer

The East Valley SELPA Board of Directors entered in closed session at 2:17 pm and exited the closed session at 2:24 pm. The Board of Directors decided to engage Dr. Denis Doyle

as a mediator to assist with the dispute resolution resulting from the vote taken regarding the Rialto USD program transfer request. Ms. Maureen O’Leary Burness will be engaged as a ‘back-up’ in case Dr. Doyle is unable to assist in the matter. A motion to engage Dr. Doyle as mediator with Ms. Burness as a ‘back-up’ was made by Member Binks and seconded by Member Arellano. It was agreed to unanimously

6.0 APPROVAL OF MINUTES

A motion to approve the February 19, 2020 Meeting Minutes was made by Member Binks and seconded by Member Arellano. The motion carried unanimously.

7.0 DISCUSSION ITEMS

a. Second Read – EV SELPA Local Plan (Revised 2019-2020)

Administrator Metheny presented the second revision of the EV SELPA Local Plan per current legislation requirements and the California Department of Education (CDE) provided template. The Covid-19 pandemic has not delayed requirements for the submission of the local plan. The East Valley SELPA Local Plan will be presented for Board approval during the May 2020 Board of Directors Meeting for submission to CDE by June 30, 2020.

b. EV SELPA CALPADS October 2, 2019 Special Education Pupil Count Data

Consultant Tennyson presented a five-year special education pupil count for the East Valley SELPA. This is the first year the student count was conducted in October instead of December to align with the new special education data submission requirements via CALPADS. As expected, there was a decrease in the number of special education students SELPA-wide due the change in reporting date from December to October. However, Ms. Tennyson presented a comparison between the October 2019 data and an internal count taken in December 2019 which revealed an insignificant decrease in student counts. Overall, the five-year analysis demonstrated that year-to-year the number of special education students SELPA-wide continues to increase.

Member Miranda inquired if this count would serve for the fee-for-service calculations. Administrator Metheny clarified that the fee-for-service data for students in San Bernardino County Superintendent of Schools (SBCSS) placements and services is compiled from internal counts taken by the EV SELPA in December and April of each year; that data is averaged from the two reporting periods.

c. Nonpublic School Cost Report to-date 2019-2020

Administrator Metheny shared the work the SELPA will engage in as a result of SB 117 requiring school districts to work with nonpublic schools to ensure payment for and provision of services to students during school closures. She and Dr. Homutoff will meet with the nonpublic schools in the region to learn about each school’s distance learning plans and to negotiate appropriate payment based on the distance learning plans. They will not engage in discussions with

residential facilities in the region or out-of-state.

Consultant Tennyson presented a 5-year historical cost analysis of nonpublic school costs. She remarked the student count for residential services continues to increase yearly.

d. EV SELPA 2019-2020 Due Process Report to-date

Dr. Homutoff presented a due process update. To-date this year, 30 filings have been received by the East Valley SELPA. This is slightly less than in 2018-2019. Currently, six cases are open. All resolution sessions have been postponed by the Office of Administrative Hearings until April 17, 2020. Dr. Homutoff provided an analysis of the current filings by district and month. He also presented an overview of a due process hearing within the EV SELPA in October 2019 where the district prevailed on every issue. While this resulted in increased legal costs, it appears current year legal costs are comparable to 2018-2019.

8.0 ACTION ITEMS

a. Annual Organizational Meeting

i. Adopt a Meeting Schedule for 2020-2021

Administrator Metheny presented a proposed Meeting Schedule for the 2020-2021 Fiscal Year. Member Binks motioned to approve the meeting schedule and it was seconded by Member Arellano. The motion carried unanimously.

ii. Elect by Majority of Vote a Vice-Chairperson

Per the East Valley SELPA Board of Directors Bylaws, a new Vice-Chairperson is elected every year. Member Murphy was nominated to be the Vice-Chairperson for the 2020-2021 Fiscal Year. Member Binks motioned to have Member Murphy as Vice-Chairperson and it was seconded by Member Arellano. The motion carried unanimously.

iii. Provide the EV SELPA, in writing, the names of each Board Member's Alternate Voting Member for 2020-2021

Per the East Valley SELPA Board of Directors Bylaws, each member district of the SELPA must provide in writing the names of each Board Members' Alternate Voting Member. Members will be mailed letters electronically to designate their alternates since this meeting was held virtually.

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

Per the East Valley SELPA Board of Directors Bylaws, each member district is required to verbally affirm their intention to continue to participate in the EV SELPA. Administrator Metheny received verbal affirmation of continued

participation in the East Valley SELPA from Member Murphy from Rim of the World USD, Member Binks from Yucaipa-Calimesa Joint USD, Member Arellano from the Redlands USD, Member Miranda from Colton Joint USD. There was no representation from the Rialto USD.

9.0 OTHER: Administrator Metheny shared the steps the SELPA has taken to assist districts during the Covid-19 pandemic. Administrator Metheny assembled an East Valley SELPA leadership team to gather resources and provide guidance to districts regarding distance learning. All these resources were compiled in a virtual resource library made available to teachers and administrators. Administrator Metheny has engaged in weekly meetings with district special education directors to provide guidance with distance learning, Prior Written Notices, legal opinions, and services provided by the SELPA.

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

Submitted by:
Rosalva Contreras
EVSELPA Administrative Assistant

DISCUSSION ITEM

EV SELPA Distance Learning Support & Services

Administrator Metheny and staff from the East Valley SELPA will present an overview of the distance learning support and services provided to member districts during school closures due to the Covid-19 pandemic.

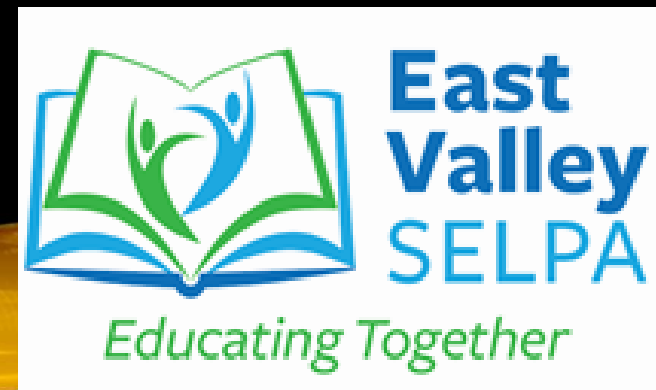
DISTANCE LEARNING: EV SELPA & SBCSS Ev-Ops SUPPORTING STUDENTS AND DISTRICTS

***While Schools Are Closed During the COVID-19
Pandemic***

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

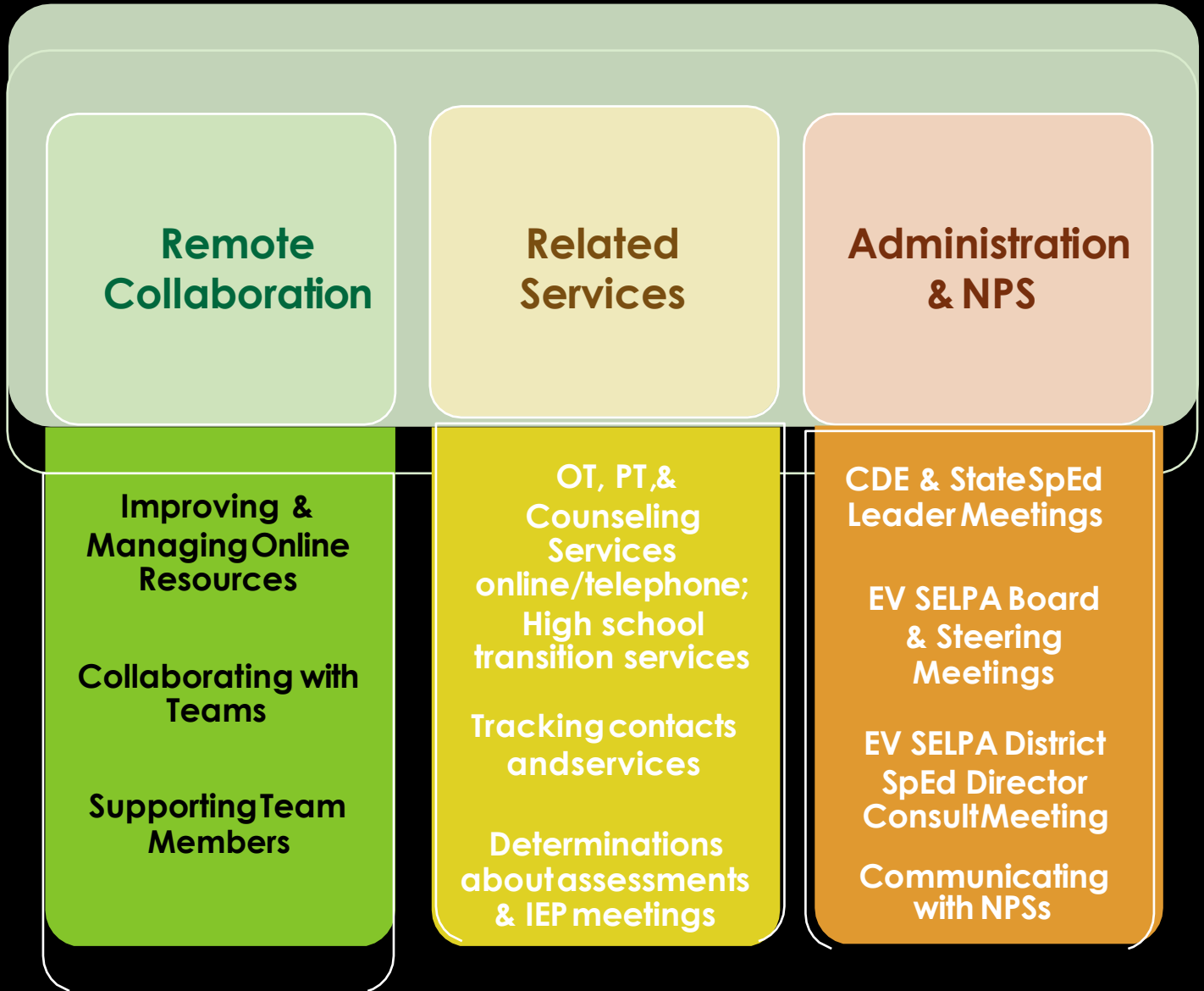
EV SELPA Board of Directors Meeting

May 20, 2020



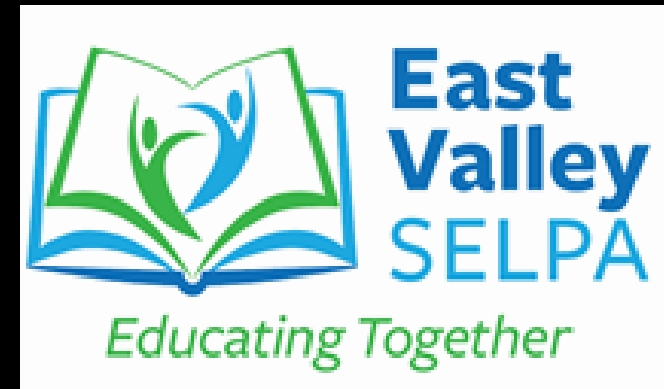
EV SELPA SUPPORT

(MARCH 23, 2020 – JULY 2020)



EV SELPA COVID-19 Response Leadership Teams

- ❖ Remote Collaboration
- ❖ Transition Services
- ❖ Program Specialists
- ❖ OT/PT/ERMHS Related Services
- ❖ SBCSS – Ev-Ops
- ❖ Due Process & Nonpublic Schools



REMOTE COLLABORATION

Support team created to:

- Assist EV SELPA staff acquire the skills to utilize technology resources and tools
- So they can continue to support the students, teachers, staff and administration of the EV SELPA member districts.

TECH SUPPORT TEAM

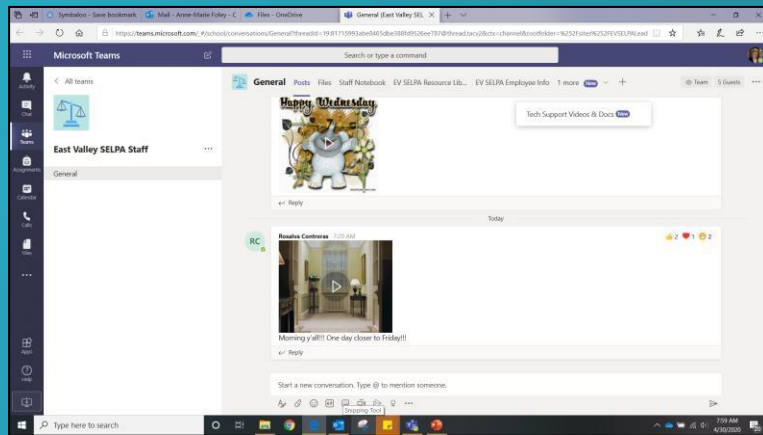


EMBRACING THIS NEW OPPORTUNITY





OLD WORKSPACE

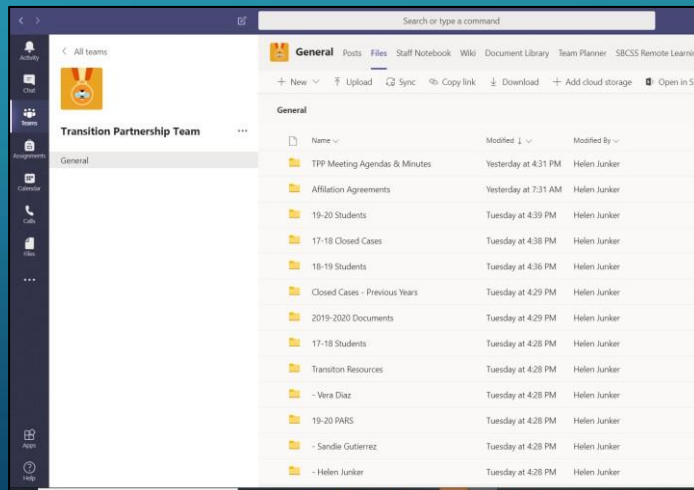


Posts

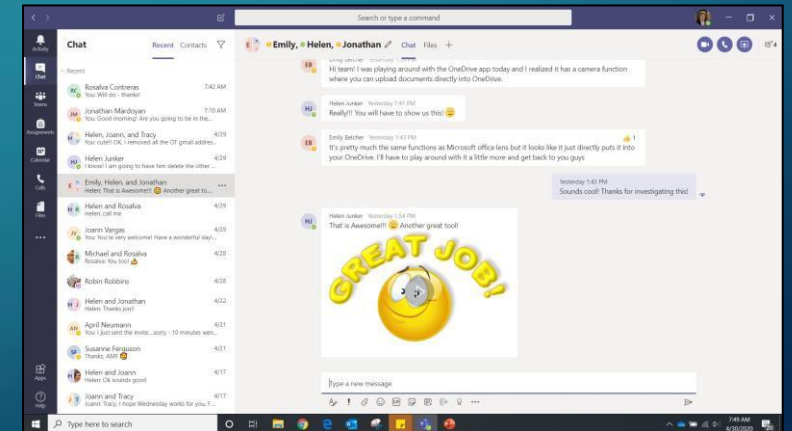


Video Meetings

TEAMS



Files

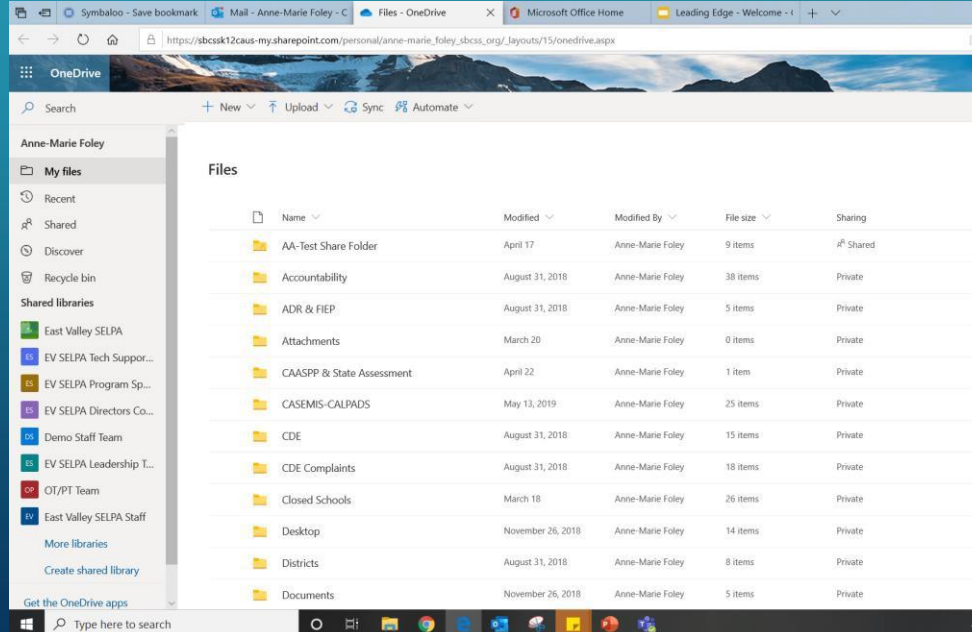


Chats

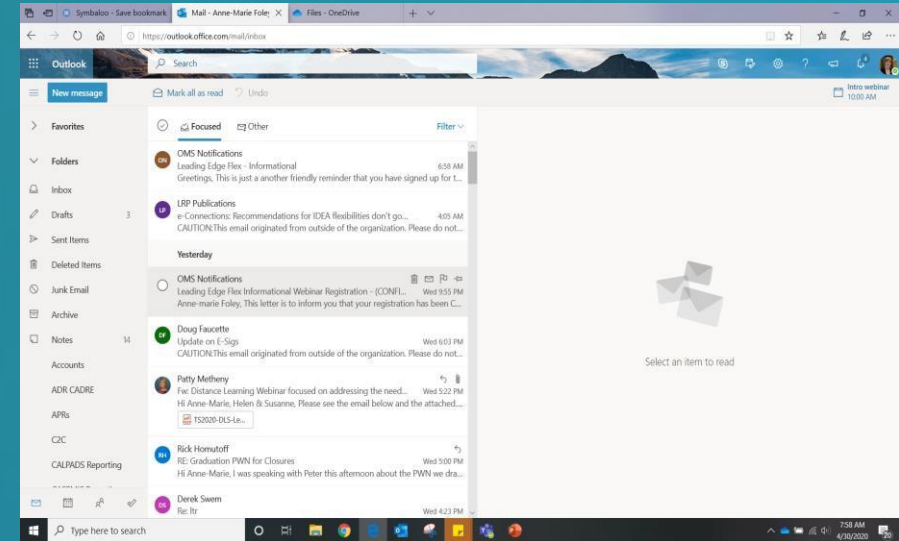
Collaboration – Communication – Shared Workspace

UTILIZING OUR TOOLS

ONE DRIVE



OUTLOOK



MICROSOFT LENS APP



EV SELPA RESOURCES LIBRARY

Parent Webinars & Resources

Parent Webinars & Resources

&

Teacher Webinar & Resources

EV SELPA Resources - School Closure & DL



Transition Partnership Program (TPP)

MOVING INTO VIRTUAL TEAMWORK

Transition Partnership Program

The East Valley SELPA has a cooperative grant with the Department of Rehabilitation (DOR) designed to jointly serve students in high school during their junior and senior years.

The EV SELPA TPP focuses on providing services to students with disabilities in comprehensive and continuation high schools located within the five EV SELPA member districts.

Team Members:

- Helen Junker, Transition Project Assistant
- Elizabeth Dickson, Transition Case Technician
- Sandie Gutierrez , Transition Case Technician
- Vera Diaz, Work Incentive Technician
- Dawn Henderson, Transition Case Technician

Communication with Teachers and Students

Letters to high school transition teachers in all five districts



Outlined how TPP team is auditing student files to ensure required documents are included in student files

Planned the process to obtain required documents

Actively communicating with teachers to obtain documents and currently receiving them

Teachers have been provided with fillable documents to make it easier for students to complete

Identifying teachers' individual needs from our program, ex: help students with completing documents, curriculum support, etc.



Linked teachers to the East Valley SELPA Resource Library

Department of Rehabilitation (DOR) Student Services



WORKPLACE READINESS



JOB EXPLORATION
COUNSELING



WORK-BASED LEARNING
EXPERIENCES



POST-SECONDARY
EDUCATION COUNSELING

PROGRAM SPECIALISTS TEAM UPDATE



WEBINAR: HYPERDOC LESSON TEMPLATE

By Courtney Beatty & Shannon Vogt



LESSON TITLE	
	Engage To engage students at the beginning of a lesson, share a video, image, quote, or another (optional) hook to the topic.
	Explore Curate a collection of resources (articles, videos, infographics, fact sheets, etc.) for students to explore on their own.
	Explain Give the student of the HyperDoc to explain the lesson objectives through direct instruction using your favorite web tool, or gather students together to teach the content.
	Apply Create an assignment for students to apply what they learn by using web tools to create, collaborate, and/or connect beyond the classroom.
	Share Collect student work to promote learning, provide feedback, and/or for students to share with the world or network.
	Reflect Include an opportunity for learners to engage in digital reflection to give students a chance to assess progress and set next steps.
	Extend Add links to resources and/or activities to extend the learning.

Learn how to develop an engaging and time-efficient lesson plan with the 9-step HyperDoc Template!

WEBINAR: ACCESSIBLE WEB CONTENT FOR EVERY LEARNER

By Susanne Ferguson, Mary Anne Klenske, and Colleen Meland



Learn how to use 4 accessibility principles of web design to produce content that is perceivable, operable, understandable, and robust for learners with disabilities!

WEBINAR: STRATEGIES FOR PARENTS DURING DISTANCE LEARNING

By Courtney Beatty, Mary-Anne Klenske and Shannon Vogt

Strategies for Parents During Distance Learning



Presented to you by:

Shannon Vogt, Courtney Beatty, and Mary Anne Klenske

Objectives

Parents
will gain
access
to:

a variety of visual supports

steps for implementing each visual support

video tutorials for each visual support

Additional Parent Resources

[Free Resources](#)

[Family Resources](#)

WEBINAR: INFUSING IEP GOALS INTO DAILY FAMILY ROUTINES

By Susanne Ferguson



Parent/Guardian Interview Form					
Question		Notes			
What are the most difficult challenges at the moment? What is not working well?					
Is there a time when your child is especially alert? What is working well?					
Which IEP goals are priority in the home right now?					
When does your child typically wake up?					
Tell me about your child's daily routines and the approximate times! (Examples: wake up, breakfast, exercise, play time, learning activity, lunch, naptime, independent time, outside, bedtime, etc.)		Time	Routine	Who assists?	
Who is available to assist during these routines (i.e., different family members)?					
Extra notes:					

Student:		Schedule dates:			
Goal #	:	Goal #	:	Goal #	:
Goal #	:	Goal #	:	Goal #	:
DAILY LEARNING SCHEDULE					
Time & Task	Activities in task	Goal(s) #	Who helps?	How to help	Materials

What toys/activities are Which ones are preferred?

What are your child's preferences?

What other agencies are services and when (i.e.,) Do you have access to them? prefer to communicate:

Learn how to interview & partner with parents to create a schedule that infuses IEP goals into the daily routine!

VIRTUAL PARENT TRAININGS

5 recorded webinars for parents to view

AAC
Susanne

ABA
Courtney






Behavior
Mary Anne

IEP
Shannon

Transition
Colleen

VIRTUAL SUPPORT TO EDUCATORS

Zoom Program Specialists' Office Hours are Here!

Monday 3-4	Tuesday 11-12	Wednesday 1-2	Thursday 11-12	Friday 11:30-12:30
Courtney	Shannon	Susanne	Mary Anne	Colleen
				



ERMHS/OT/PT Distance Learning Services

**Jo-Ann Vargas, Lead
Occupational Therapist**

**Tracy Schroeder, Program
Manager Educationally Related
Mental Health Services**

THE EV SELPA OCCUPATION THERAPY, PHYSICAL THERAPY & MENTAL HEALTH TEAM

Danielle Allen, OTR	Belinda Block, RPT	Hailey Campa,OTR	Patricia Chavez,OTR	Jocelyn Dajon, OTR	Tara Douglas, COTA
Stacy Gray, BHC	Deborah Haynes,OTR	Sep Kalantari,BHC	Suzy Linett, OTR	Deneen Ocampo, COTA	Nicole Ortiz, OTR
	Tracy Schroeder, BHC	Jo-Ann Vargas,OTR	Kate Wallen, OTR	Gloria Ybarra,BHC	

COMMUNICATION WITH PARENTS



Therapist contacts the parent via phone and/or email



When unable to connect via phone call; phone messages are left and emails are sent



The therapist reaches out to the district to obtain additional contact information



Parent is finally reached, and an appointment is scheduled-DL session takes place



A letter is sent to those parents that contacts through email or phone are not successful



The letters specify the attempts made and request a return call

COMMUNICATION WITH TEACHERS



The therapist contacts the district and district provides the updated contact information



The therapist emails and provides dates and times for DL session



DL session is scheduled and held

ONLINE PLATFORMS FOR DL

The EVSELPA purchased
Zoom and WebEx licenses for all
providers.



zoom.us



Cisco Webex Meetings




EXAMPLES OF DISTANCE LEARNING SERVICES

OT session using a Power point presentation, which contains preparatory activities for sentence sequencing for students that struggle with writing sentences and/or are unable to understand spacing concepts

-From Deneen

sentencebuilding (4) 2

Play Keynote Live Table Chart Text Shape Media Comment



_____ at _____

are kids fishing th



Top Line

middle line

Bottom Line

b f l k

Remote Learning Schedule-Weekly Packets

Monday/Thursday- Periods 1,2,3, and 4

Tuesday/Friday- Periods 5, 6, and 7

Wednesday- Office Hours 12:15-1:15 pm

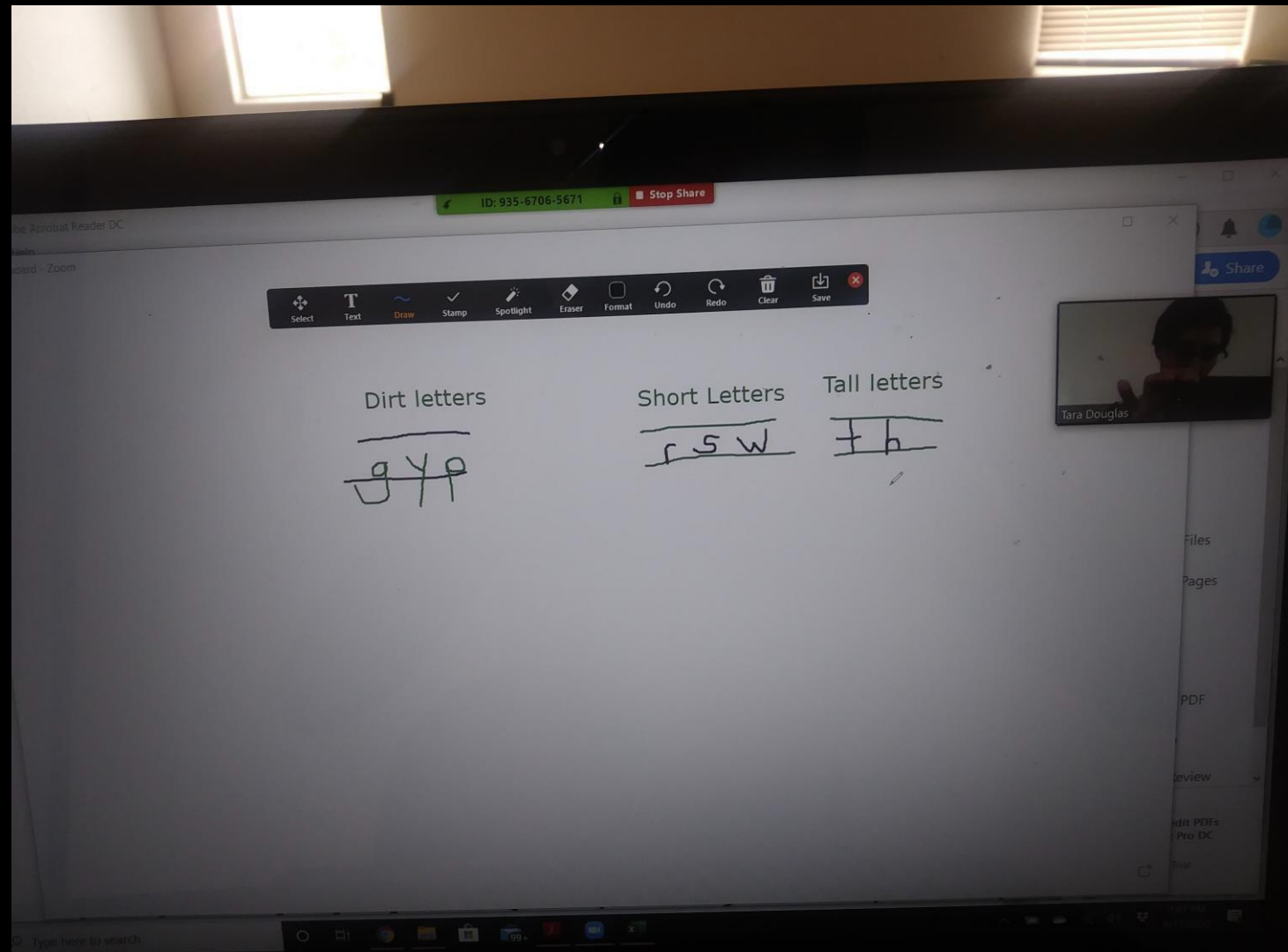
8:00 am	Wake up
8:30	Brush teeth/get dressed
9:00	Breakfast
9:30	1st class
10:15	Break
10:20	2nd class
11:00	Break
11:05	3rd class
1:30 pm	Lunch
2:00-4:00	(Therapist in home Mon,Tues,Wed)
5:00	4th class
6:00	Free time
8:00	Dinner
9:00	Shower/Bedtime

Mental
Health
Support to
Parents

ZOOM OT SESSION

OT working on principles of line-placement with a student who struggles with handwriting legibility

-from Tara

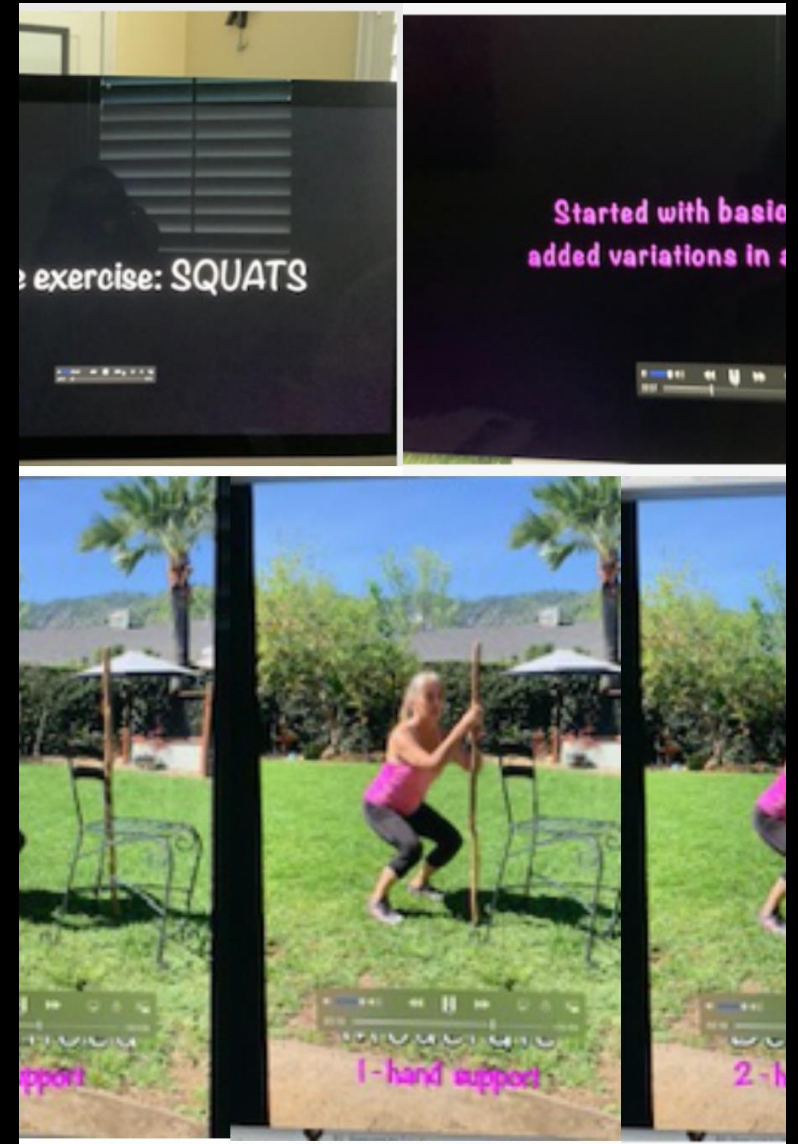


Physical Therapy

Physical therapist prepared a short video for a student to have a physical routine during DL

Belinda Block, EV SELPA Physical Therapist Google Site:

<https://sites.google.com/view/distance-learning-p-t/home>



How To Make A Rule / Parent Education Worksheet

How to get your child to behave:

Make a rule about a specific behavior
Supervise (follow through)
Be consistent

What is a Rule?

A rule is really a demand which is both *clearly* and *directly* stated. A rule tells another person the following 3 things:

- ❖ *what* to do (or what not to do)
- ❖ *when* to do it (or when not to do it)
- ❖ for *how long* and/or *how often*

Examples of good rules:

Take the trash out every night right after dinner from now on.
Get out of bed every school day morning at 6:00 A.M. from now until you graduate.
Hang up all of your clothes every night before you go to sleep from now on.

It is difficult to break old and ineffective communication habits. Here are some Examples of statements that parents use that are not clearly/directly stated. These are NOT good rules... Can you determine why they are not effective?

1. Please take out the trash.
2. You need to do your homework.
3. Be good in school today.
4. Remember to bring your homework home.
5. Put the dishes away, okay?
6. I wish you would make your bed every day.
7. Why did you hit your brother?
8. If you don't clean your room you can't watch T.V.

Practice: Make your own rules for the following problem areas.

A. Bedtime: _____

B. Chores: _____

C. School Behavior: _____

MENTAL HEALTH DL SESSION

A nother very helpful tool a
MH therapist shares wit h the
families he serves

-from Sep

Proviver:**Parent:**

Email:

Phone:[illegible]



East Valley Operations

Distance Learning
Programs During COVID-19
School Closures

Scott Wyatt, Ed.D, Area Director

Transforming lives through education education



Distance Learning Process

SBCSS initiated a student/parent survey online, teachers also called parents to go over the survey for those that could not do it online

Immediately prepared hard copy packets of Unique Learning Systems (all levels) to distribute to families while technology DL program was set up

Distributed technology to all students and families that responded that they needed tech



Technology Provided to Our Students



DELL LAP
TOPS



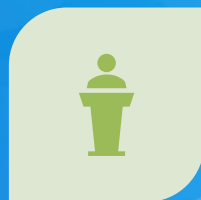
CHROME
BOOKS



IPADS



T-MOBILE
HOT SPOTS



GO TALKS



FM DEVICES –
BATTERIES



VIEW SONICS



VIDEO
CAMERAS

Transforming lives through education



Method of Instruction

Hard copy work – Unique Learning Systems, other assignments, Board Maker

Telepresence Teaching

- Zoom
- Google Hangouts
- WebEx
- Face Time
- YouTube, other instructional and SEL videos
- ClassDojo
- Social Emotional Learning – via our SBCSS Clinicians and Therapists

Google Classroom

Phone Calls and Text Messaging



Monitoring and Accountability

Daily Student/Parent Conferences via Zoom, phone calls, text messages

Record daily instruction via Distance Learning Contact Log (turned in weekly to principals and area director)

Distance Learning Contact Log information is put into a Master Distance Learning Tracking Log

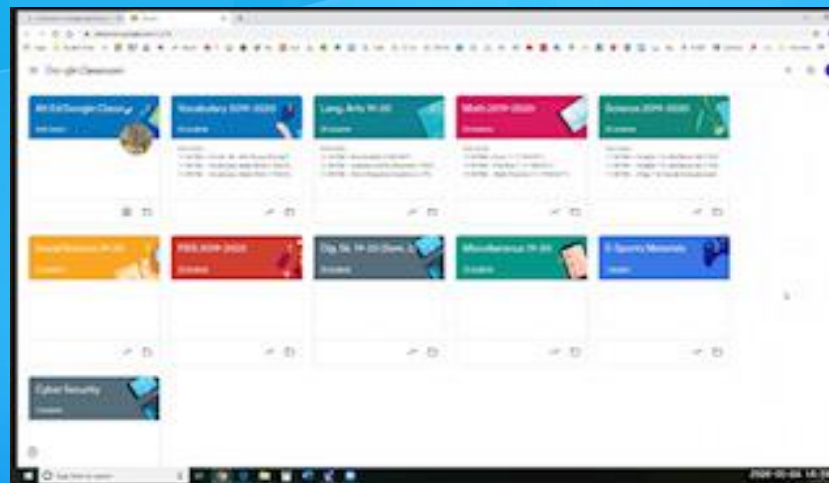
Weekly principal and staff meetings

Weekly EV SELPA Admin and Directors meetings



Next Steps

- Extended School Year
- Collection of Devices and technology
- On-going PD for all staff for Distance Learning
- Prepare for Distance Learning/Hybrid Model for next year
- Look at Distance Learning Best Practices and what we can do better
- Work with Re-Entry Task Force on returning to school



Transforming lives through education

Due Process and Non-Public ► Schools

Rick Homutoff, Ed.D.

Due Process

In the 2019/2020 school year we have had 30 due process filings

We have settled 28 of those cases and three since the school closures

We have two open cases

We are currently negotiating some existing settlement agreements to amend those agreements impacted by the Covid-19 closures. Most of those include allowing parents or districts more time to provide compensatory education on the back end of the agreement for the amount of time the schools are closed

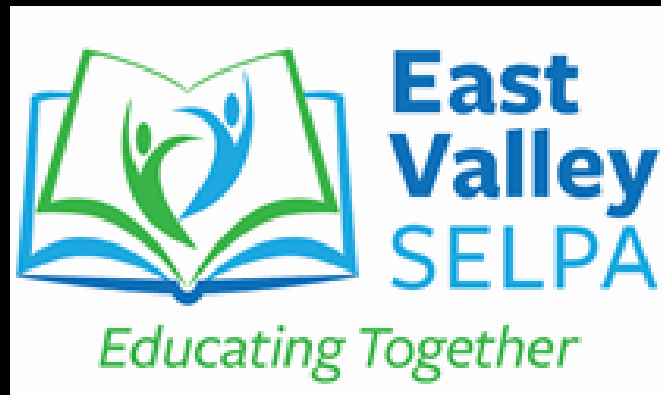
All of the hearings scheduled for our open cases have been paused until June and we are currently negotiating settlement in those cases

Any potential hearings and/or mediations would take place telephonically and or video conferencing

Non-Public Schools - NPS

- ▶ Patty and Rick have met with all twelve of our non-public schools to negotiate our MOUs
- ▶ As a result we have signed MOUs from eleven NPSs
- ▶ We meet with the NPSs through WebEx to discuss their distance learning plans, the service logs they will provide to use, and how their services will be impacted by the school closures
- ▶ They discuss with us what services can be offered through a distance learning format, such as SAI and counseling, and what services cannot be offered, such as transportation and 1:1 aide support
- ▶ Some NPSs are providing transportation services to deliver and/or pick up materials from the families
- ▶ Also the 2020-2021 EV SELPA NPS Master Contract has been updated to reflect changes in Ed Code and has been sent to all nonpublic schools

We are honored and privileged to support students with disabilities during school closures...



DISCUSSION ITEM

EV SELPA Updated Logo, Website & Stationery

Administrator Metheny will share the updated East Valley SELPA Logo, website, and stationery to debut on July 1, 2020.

LOGO



POSITIONING ICON





WELCOME EAST VALLEY SELPA

um dolor sit amet, consectetur adipiscing elit.
Phasellus elementum mauris in quam sollicitudin
tempus. Nulla interdum lectus nec libero aliquam

SERVICES

um dolor sit amet, consectetur
adipiscing elit. Phasellus elemen-

PARENT RESOURCES

um dolor sit amet, consectetur
adipiscing elit. Phasellus elemen-

PROFESSIONAL LEARNING

um dolor sit amet, consectetur
adipiscing elit. Phasellus elemen-

WELCOME MESSAGE

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus elementum mauris in quam sollicitudin tempus. Nulla interdum lectus nec libero aliquam, maximus aliquet eros maximus. Etiam faucibus, sapien ac tincidunt placerat, orci odio convallis nibh, varius efficitur nisl odio in justo. Morbi egestas scelerisque magna vitae molestie. Suspendisse ultricies, leo sed imperdiet malesuada, augue felis viverra diam, ac aliquet velit velit et nulla. Maecenas ut ligula eget diam efficitur sodales a non mi. Maecenas neque urna, sollicitudin non varius eget, aliquam quis metus. Integer tristique tellus non aliquam efficitur.

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BOARD AGENDA

East Valley SELPA is governed by 13 member school districts. For the latest agenda, click the button below.

[Download the latest Agenda »](#)

LOCAL PLAN

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[Learn More »](#)

CHILD FIND

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[Learn More »](#)

SUCCESS
ONE STUDENT AT A TIME

6
SCHOOL
DISTRICTS

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16
CHARTER
SCHOOLS

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250
CALIFORNIA
STUDENTS

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Colton Joint Unified
School District



Redlands Unified School
District



Rialto Unified School
District



Rim of the World
School District



San Bernardino County
Superintendent
of Schools



Yucaipa-Calimesa Joint
Unified School District



FACEBOOK



TWITTER



DISTRICTS WE SERVE





ABOUT EAST VALLEY SELPA




TEAMS



PROFESSIONAL LEARNING




Patty Metheny, Ed.D. | Administrator
(909) 252-4507 | Patty.Metheny@sbcss.net




**EAST VALLEY
SELPA**
Educating Together


East Valley Special Education Local Plan Area
670 E. Carnegie Dr., San Bernardino, CA 92408
Ph 909.252.4507 | Fx 909.252.4507
<https://evselpa.sbcss.k12.ca.us>




Colton Joint Unified School District




Redlands Unified School District




Rialto Unified School District



Rim of the World School District



San Bernardino County Superintendent of Schools




Yucaipa-Calimesa Joint Unified School District



**EAST VALLEY
SELPA**
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670 E. Carnegie Dr., San Bernardino, CA 92408





**EAST VALLEY
SELPA**
Educating Together

JOHN DOE MD
TITLE TO GO HERE

name@evselpa.sbcss.k12.ca.us

670 E. Carnegie Dr.
San Bernardino, CA 92408
OMS Address
OMS City, ST ZIPPP
Ph 909.252.4507
Fx 909.252.4507
<https://evselpa.sbcss.k12.ca.us>



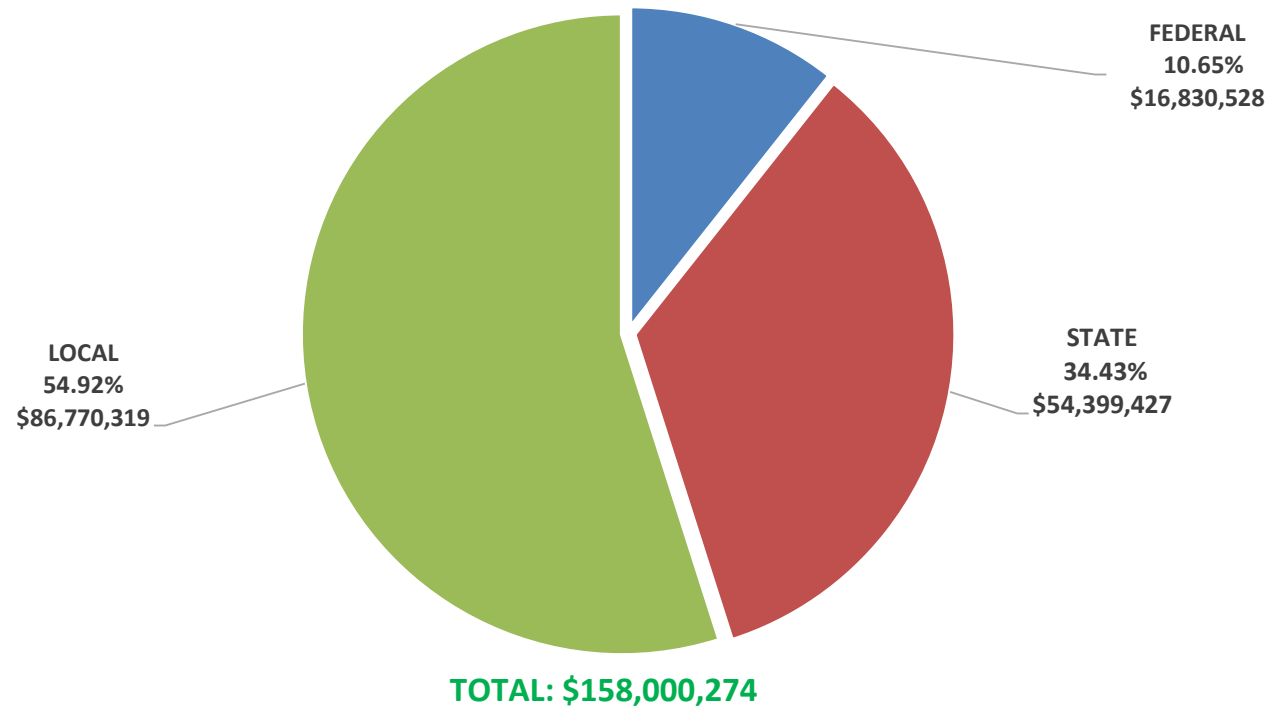
Educating Together

DISCUSSION ITEM

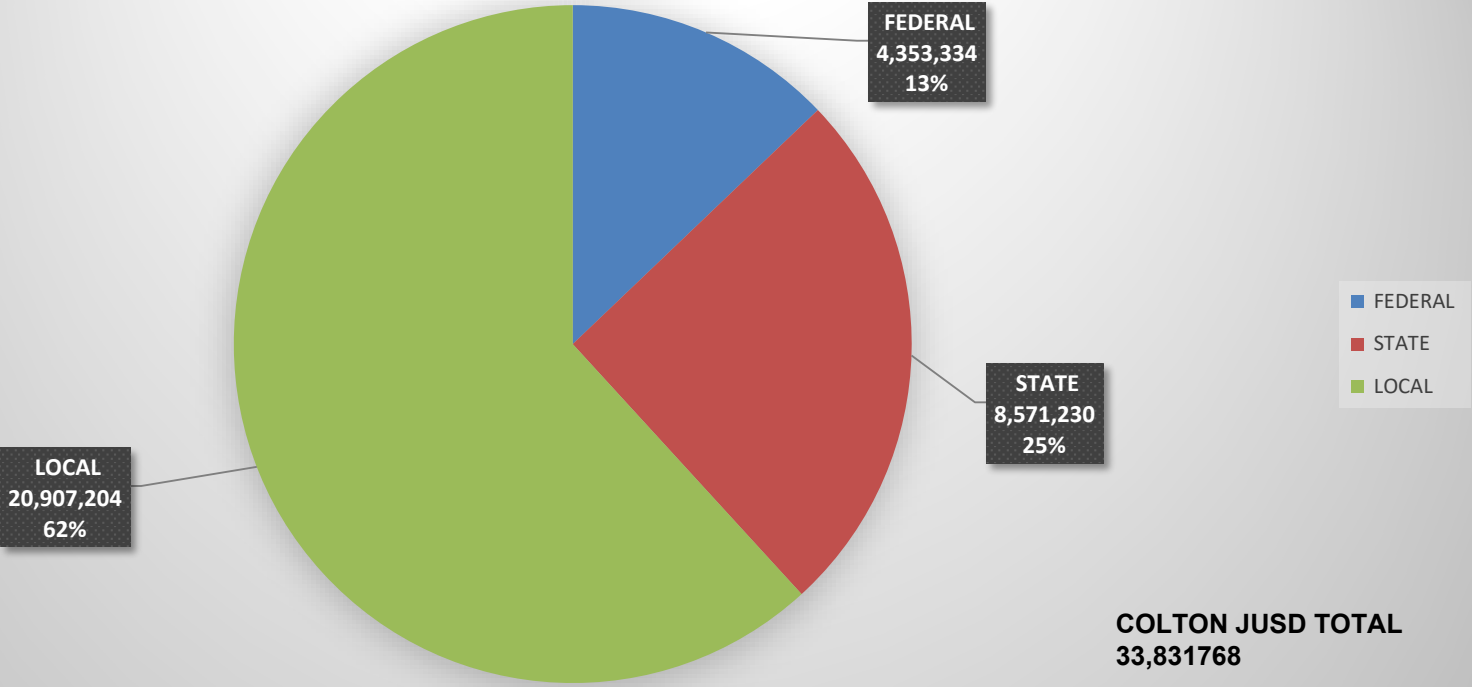
EV SELPA Projected Revenue Sources for Funding Special Education Services in 2020-2021 based on the Annual Budget Plan

Administrator Metheny and Consultant Tennyson will review the percentages that each funding source contributes to special education expenses for the EV SELPA as a whole and for each individual district. These projections are based on the Annual Budget Plan presented for approval today.

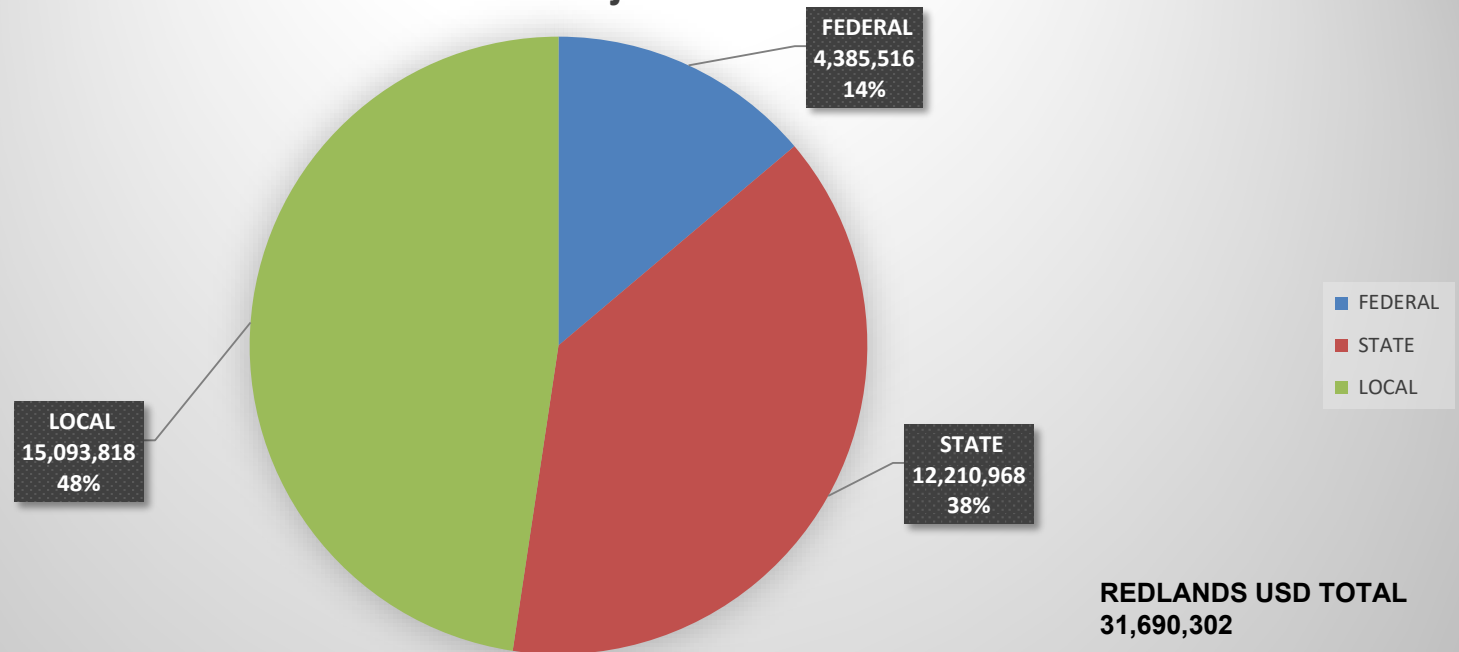
EV SELPA WIDE 2020-21 PROJECTED REVENUE FUNDING SOURCE



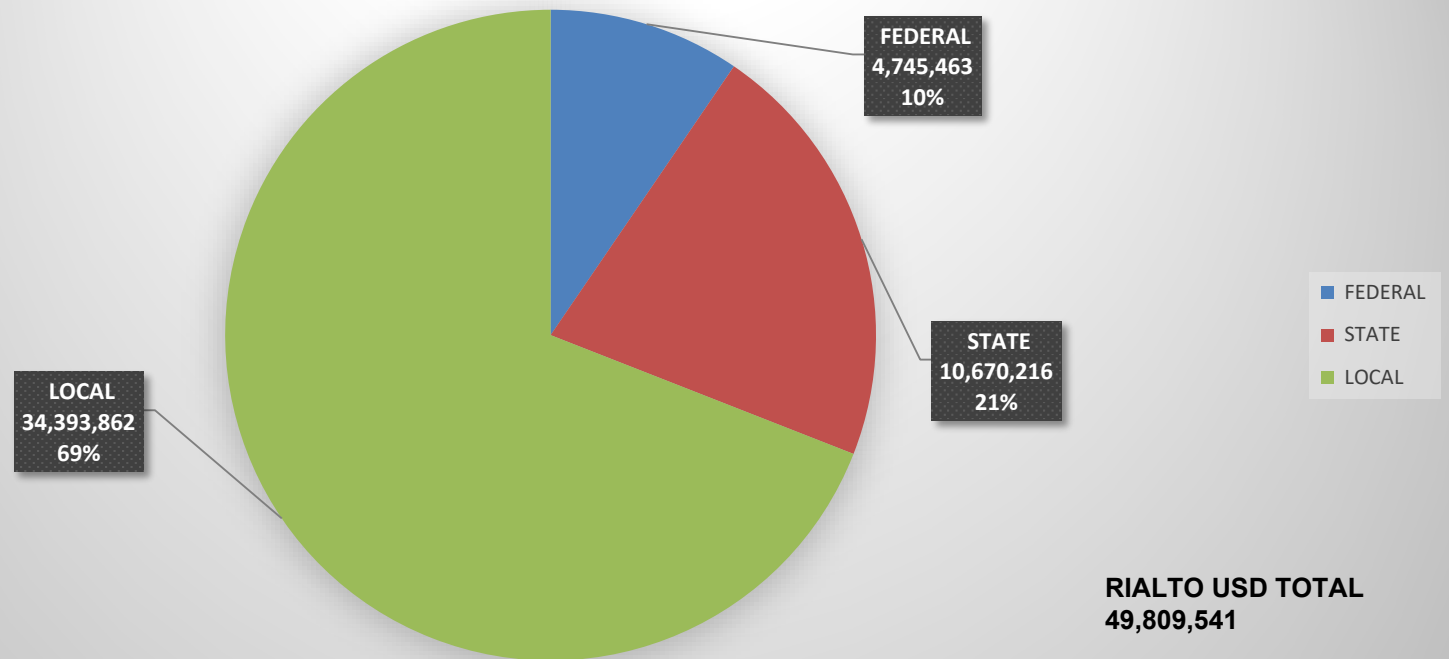
2020-21 Colton JUSD Projected Revenue Source



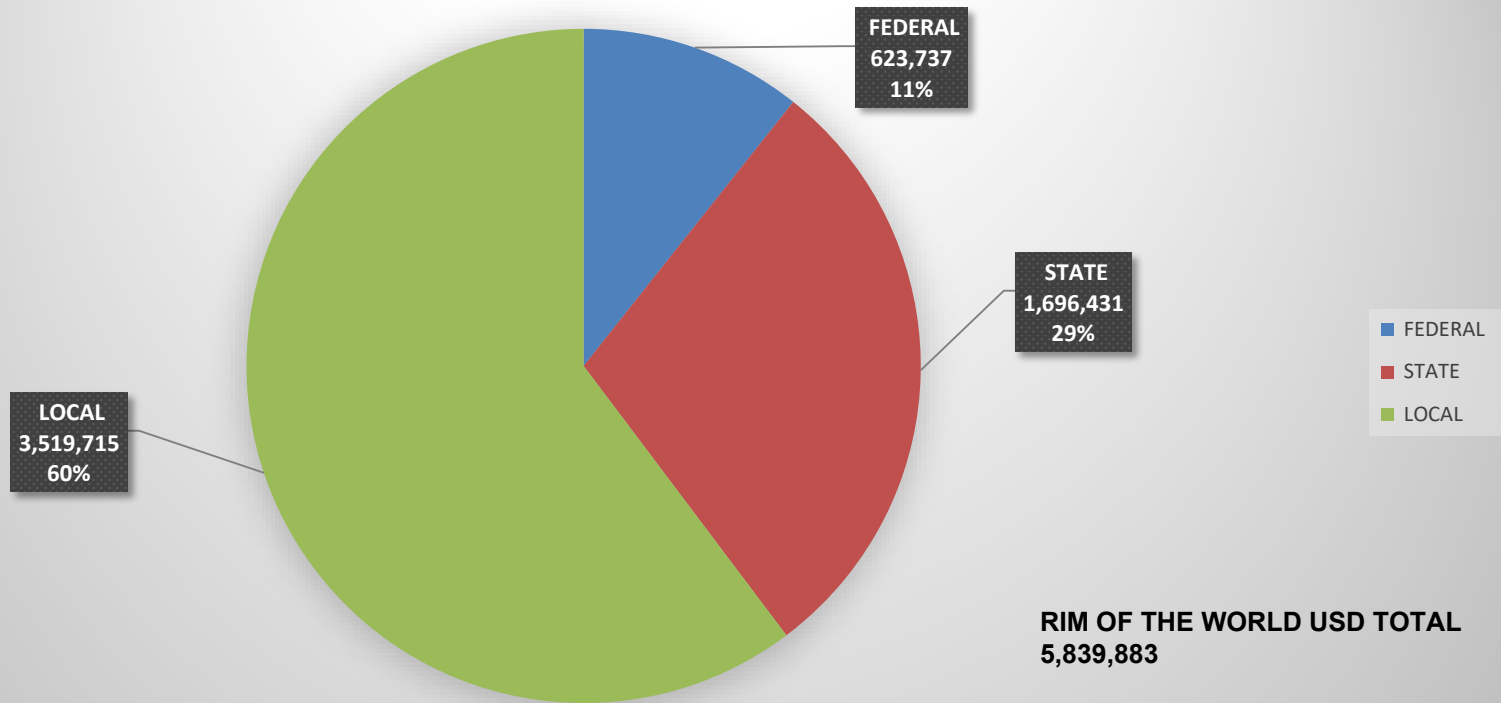
2020-21 Redlands USD Projected Revenue Source



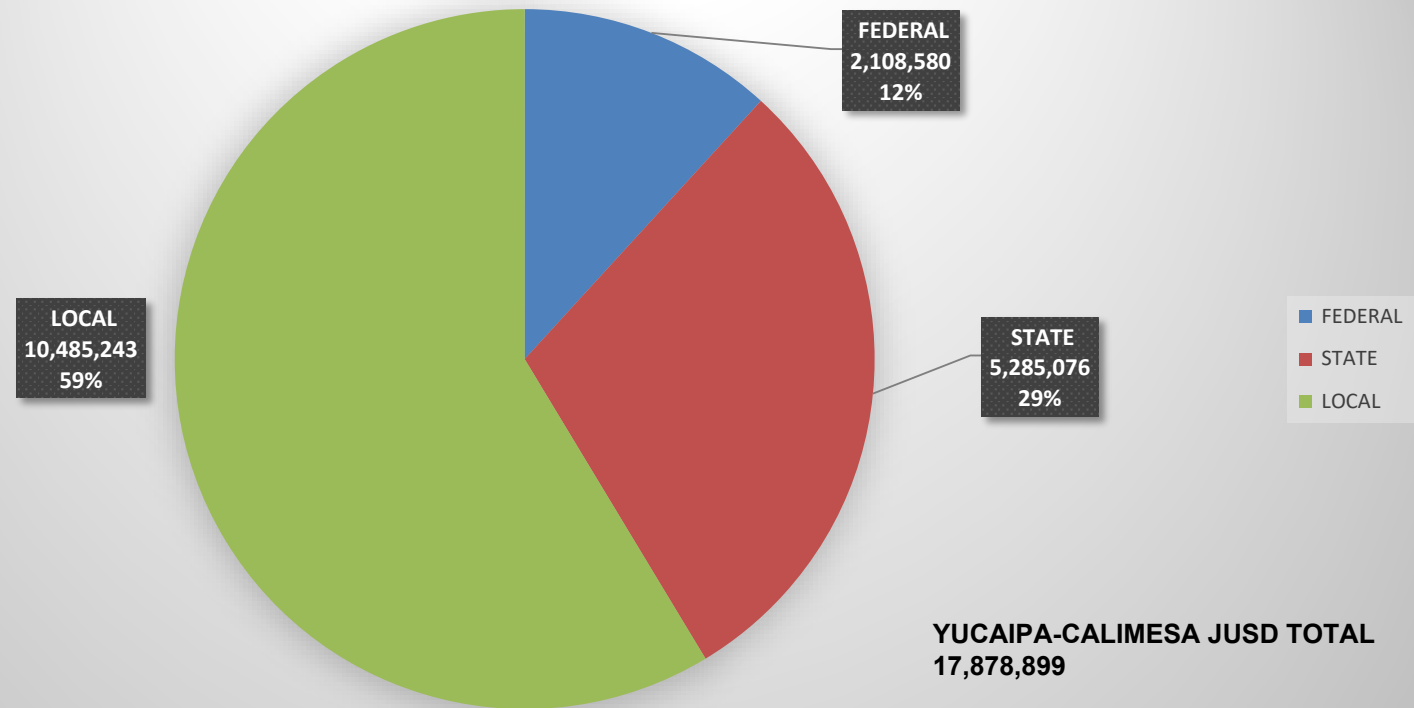
2020-21 Rialto USD Projected Revenue Source



2020-21 Rim of the World USD Projected Revenue Source



2020-21 Yucaipa-Calimesa JUSD Projected Revenue Source



ACTION ITEM

Approve 2020-2021 Local Plan Section B - Governance

Conduct Public Hearing to Adopt EV SELPA Local Plan Section B - Governance

Hearing Open _____

Hearing Closed _____

LOCAL PLAN SECTION B - GOVERNANCE

The California Department of Education (CDE) requires each SELPA to revise, develop and adopt a Local Plan. Section B of the Local Plan describes the organization, governance, program coordination and services of the East Valley SELPA as required by a CDE-developed template.

PUBLIC HEARING TO ADOPT THE LOCAL PLAN

Notice of the SELPA-level public hearing was posted in each school district more than 15 days prior to the public hearing.

RECOMMENDATION

It is recommended that the Board conduct the public hearing and approve the Local Plan Section B – Governance for the FY 2020-2021.

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Version 2.0

SELPA Fiscal Year **Contact Information and Certification Requirements**

From the five choices below, check the box that best represents the Special Education Local Plan Area's (SELPA's) planned submission to the CDE:

- | | |
|---|--|
| <input type="checkbox"/> Initial Local Plan (new SELPAs only) | <input type="checkbox"/> Amended Governance and Administration |
| <input type="checkbox"/> Annual Plan | <input checked="" type="checkbox"/> Amended Annual Plan |
| | <input type="checkbox"/> Amended Local Educational Agency Membership |

Special Education Local Plan Area Contact Information

Include current contact information for the SELPA administrator and the administrative unit and fiscal agency responsible for the implementation of the local plan.

Special Education Local Plan Area Administrator

SELPA administrator position changes do not require amendments to the local plan. However, in such cases, new SELPA administrators assume the responsibility for the contents and implementation of the last submitted and approved local plan filed with the California Department of Education (CDE).

SELPA Contact Information

SELPA Name	<input type="text" value="East Valley Consortium"/>		
SELPA Code	<input type="text" value="3602"/>		
Street Address	<input type="text" value="670 E. Carnegie Drive"/>	Zip Code	<input type="text" value="92408"/>
City	<input type="text" value="San Bernardino"/>	County	<input type="text" value="San Bernardino"/>
Administrator First Name	<input type="text" value="Patty"/>		
Administrator Last Name	<input type="text" value="Metheny, Ed.D."/>		
Email	<input type="text" value="patty.metheny@sbcss.net"/>		
Telephone	<input type="text" value="(909) 252-4507"/>	Extension	<input type="text"/>
Contact Title	<input type="text" value="Administrator"/>		
Web Address	<input type="text" value="evselpa.sbcss.k12.ca.us"/>		

Section A: Contacts and Certifications

SELPA

Fiscal Year

Responsible Local Agency (RLA)/Administrative Unit (AU) Contact Information

RLA/AU	<input type="text" value="San Bernardino County Superintendent of Schools"/>		
Street Address	<input type="text" value="601 N E Street"/>	Zip Code	<input type="text" value="92415"/>
City	<input type="text" value="San Bernardino"/>	County	<input type="text" value="San Bernardino"/>
Superintendent First Name	<input type="text" value="Ted"/>	Last Name	<input type="text" value="Alejandre"/>
Email	<input type="text" value="ted.alejandre@sbcss.net"/>		
Telephone	<input type="text" value="(909) 386-2407"/>	Extension	<input type="text"/>
Web Address	<input type="text" value="sbcss.k12.ca.us"/>		

Special Education Local Plan Agency Review Requirements

Community Advisory Committee

The SELPA must provide the local plan Governance and Administration component (Section B) to the Community Advisory Committee (CAC) for review. The CAC must be provided with at least 30 days to conduct this review.

The local plan was provided to the CAC for review on what date

County Office of Education

(California Education Code (EC) sections 56140, 56195.1(c), and 56205)

Within 45 days, the County Office of Education (COE), or COEs (as applicable) must approve or disapprove any proposed initial local plan submitted by a local educational agency (LEA) or group of LEAs within the county or counties, and any amendment to the Governance and Administration element thereafter.

COE responsible for approving the Local Plan is the

The local plan was submitted to the COE on what date

Section A: Contacts and Certifications

SELPA

Fiscal Year

Public Hearing Requirements

Local Educational Agency

Annual Budget and Service Plans (Sections D, E, and Attachments)

LEAs participating in a SELPA's governance structure are not required to convene a separate public hearing for the adoption of the Annual Budget and Service Plans. However, LEAs must post PH notices at each school site with information related to the SELPA's PH for the adoption of the Annual Budget Plan, and/or Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available upon request by the CDE.

Special Education Local Plan Area

Annual Budget and Services Plans (Sections D, E, and Attachments)

A PH notice for the adoption of the Annual Budget and/or Annual Service Plan(s) shall be posted at least 15 days before the hearing.

Annual Budget Plan PH Posting Date	<input type="text" value="April 20, 2020"/>
Annual Budget Plan PH Date	<input type="text" value="May 20, 2020"/>
Annual Services Plan PH Posting Date	<input type="text" value="April 20, 2020"/>
Annual Services Plan PH Date	<input type="text" value="May 20, 2020"/>

Submitting the Local Plan to the California Department of Education

STEP 1:

Section A is required when submitting any and all local plan sections to the CDE for approval.

STEP 2:

Select the radio button and check-box that represents whether the SELPA's organization is a single-LEA, or multiple-LEA structure; and the membership participation (including charter schools, COEs, and whether the SELPA meets the criteria for a small and sparse SELPA).

☐ **Single-LEA** ☒ **Multiple-LEAs**

☐ Charter Schools Only

☒ LEAs Only (including Charter LEAs)

Section A: Contacts and Certifications

SELPA

Fiscal Year

☐ COE/LEA

☐ Small and Sparse (EC sections 56211 through 56212)

STEP 3:

Is the local plan component (Governance and Administration, Annual Budget Plan, or Annual Service Plan) an amendment to a previously submitted plan?

☒ Yes ☐ No If "Yes," enter the fiscal year of the previously approved plan

STEP 4:

Include the agency, name, and title of the participants who collaborated in the development of the local plan sections. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	East Valley SELPA	Patty Metheny, Ed.D.	Administrator	All Sections
-	East Valley SELPA CAC	Kathy Castruita	CAC Member	Section B
-	Colton JUSD	Jennifer Morehead	General Ed. Teacher	Section B
-	Colton JUSD	William Pereira	Special Ed. Teacher	Section B
-	Redlands USD	Scott Bohlender	Administrator	Section B
-	Redlands USD	Kristine Hubbard, Ed.D.	Administrator	Section B
-	Redlands USD	Candace Kostiuk	Special Ed. Teacher	Section B
-	Redlands USD	Rosalie Maglanoc-DeVera	Special Ed. Teacher	Section B
-	Rialto USD	Earlene Hyman	Administrator	Section B
-	Rialto USD	Johnnie Simmons	General Ed. Teacher	Section B
-	Rim of the World USD	Danielle Moore	Special Ed. Teacher	Section B
-	Rim of the World USD	Derek Swem	Administrator	Section B
-	SBCSS - COE	Tyrese Crawford	Special Ed. Teacher	Section B
-	SBCSS - COE	Lori Eder	Special Ed. Teacher	Section B

Section A: Contacts and Certifications

SELPA

Fiscal Year

Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	SBCSS - COE	Vicki Ford	Administrator	Section B
<input type="checkbox"/>	SBCSS - COE	Lisa Garcia	Administrator	Section B
<input type="checkbox"/>	Yucaipa-Calimesa JUSD	Darnelle Gayle	Special Ed. Teacher	Section B
<input type="checkbox"/>	Yucaipa- Calimesa JUSD	Jennifer Isaac	Administrator	Section B
<input type="checkbox"/>	Yucaipa-Calimesa JUSD	Kathy Miller	Administrator	Section B
<input type="checkbox"/>	Yucaipa-Calimesa JUSD	Karen Ortiz	Special Ed. Teacher	Section B
<input type="checkbox"/>	Yucaipa-Calimesa JUSD	Jim Stolze	Administrator	Section B
<input type="checkbox"/>	East Valley SELPA	Anne-Marie Foley	Administrator	Multiple Sections
<input type="checkbox"/>	East Valley SELPA	Rick Homutoff, Ed.D.	Administrator	Multiple Sections
<input type="checkbox"/>	East Valley SELPA	Andrea Tennyson	Finance	Multiple Sections
<input type="checkbox"/>	East Valley SELPA	Tracy Schroeder	Administrator	Multiple Sections
<input type="checkbox"/>	East Valley SELPA	Jo-Ann Vargas	Resource Specialist	Multiple Sections
<input type="checkbox"/>	East Valley SELPA	Shannon Vogt	Resource Specialist	Multiple Sections
<input type="checkbox"/>	East Valley SELPA	Helen Junker	Special Ed. Teacher	Multiple Sections
<input type="checkbox"/>	East Valley SELPA	Rosalva Contreras	Administrator	Multiple Sections

STEP 5:

Select the check box to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- | | | |
|--|------------------|----------------------|
| <input type="checkbox"/> Certification 1 | Number Submitted | <input type="text"/> |
| <input type="checkbox"/> Certification 2 | Number Submitted | <input type="text"/> |
| <input type="checkbox"/> Certification 3 | Number Submitted | <input type="text"/> |
| <input type="checkbox"/> Certification 4 | Number Submitted | <input type="text"/> |
| <input type="checkbox"/> Certification 5 | Number Submitted | <input type="text"/> |

Section A: Contacts and Certifications

SELPA

East Valley Consortium

Fiscal Year

2020-21

STEP 6:

Make sure all applicable certifications are signed electronically and are attached to this pdf.

STEP 7:

Electronically submit the completed section(s) to the CDE at SELPALocalPlan@cde.ca.gov. SELPAs may individually email the corresponding Sections (B, D, E), and the Attachments file to the CDE in the same manner. Or, SELPA may attach all files to a single email.

IMPORTANT: Include the SELPA name, "Local Plan" and the Sections (A, B, D, E, and/or Attachments) being submitted in the "Subject" line of all emails sent to the CDE.

Section A: Contacts and Certifications

SELPA

East Valley Consortium

Fiscal Year

2020-21

Certification 1: Governance and Administration

Certification 1 is required for an initial Section B submission to the CDE, and each subsequently amended submission.

I certify the attached Governance and Administration local plan section has been adopted at LEA public hearings by the represented local board(s) (LEA/county) and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under Title 34 *Code of Federal Regulations (34 CFR)* Parts 300 and 303, 29 *USC* 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California *EC* Part 30, and Chapter 3 Division 1 of Title 5 of the *California Code of Regulations (5 CCR)*. Copies of all interagency agreements have been attached to the Governance and Administration section of the local plan.

I further certify written agreements have been developed and entered into by LEAs participating in the local plan. Such agreements include, but are not limited to all provisions pursuant to *EC* Section 56195.7.

Web address where the SELPA local plan, including all sections, is posted.

RLA/AU Authorized Agent

Date

Local Governance Council Chairperson

Date

SELPA Administrator

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2: Annual Budget Plan and Annual Service Plan

Certification 2 is required for an initial Section D, and/or E submission to the CDE and each subsequent annual revision.

I certify the attached local plan section(s) including, (1) the Annual Budget Plan; and/or (2) the Annual Service Plan has/have was/were adopted at a SELPA public hearing and is/are the basis for the operation and administration of special education programs specified herein. I further assure the agency(ies) represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), 20 *USC* 1400 et seq., and implementing regulations under 34 *CFR* Parts 300 and 303, 29 *USC* 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California *EC* Part 30, and Chapter 3 Division 1 of 5 *CCR*.

Web address where the SELPA local plan, including all sections, is posted.

RLA/AU Authorized Agent

Date

Local Governance Council Chairperson

Date

SELPA Administrator

Date

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

SELPA: East Valley SELPA

Fiscal Year: 2020-21

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The East Valley Consortium Special Education Local Plan Area in San Bernardino County, henceforth referred to as the East Valley SELPA, was formed under authority of Sections 56195 - 56208, 56240 - 56245 of the State of California Education Code and Title 5, Section 3000, and is the result of the Master Plan for Special Education as approved by the California Department of Education, henceforth referred to as CDE.

The East Valley SELPA is a multi-district SELPA composed of five school districts. In addition the San Bernardino County Superintendent of Schools East Valley Operations, henceforth referred to as SBCSS Ev-Ops, provides services as agreed to by the school districts. The school districts, or LEAs, that comprise the East Valley SELPA are Colton Joint Unified School District, Redlands Unified School District, Rialto Unified School District, Rim of the World Unified School District, and Yucaipa-Calimesa Joint Unified School District.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The East Valley SELPA Board of Directors is the governing board of the East Valley SELPA. The East Valley SELPA Board of Directors is composed of the Superintendents from each participating school district and along with the Assistant Superintendent of Student Services for SBCSS. Members of the East Valley SELPA Board of Directors are responsible to their respective local school Boards. The superintendent of SBCSS serves as the chair of the Board while the East Valley SELPA administrator serves as the secretary to the Board.

The SELPA Administrator, through the utilization of SELPA staff and appropriate committees, carries out the activities and duties assigned by the East Valley SELPA Board of Directors to coordinate the SELPA and implement the Local Plan. The SELPA Administrator facilitates regular meetings of the East Valley SELPA Steering Committee in order to transmit information for implementation of the directives and policies of the Board of Directors and for the development of

SELPA: East Valley SELPA

Fiscal Year: 2020-21

procedures. The Steering Committee is composed of the Special Education Directors of each participating LEA of the East Valley SELPA, and the Area Director of SBCSS-East Valley Operations. The LEA special education directors are responsible, as individuals, for the operation of school district programs to ensure that all eligible children with disabilities receive appropriate services. In addition, the East Valley SELPA Community Advisory Committee (CAC) acts in an advisory capacity to the SELPA Administrator to report on issues and activities of the CAC for review and consideration, and to participate in the development, amendment, and review of the Local Plan.

The SELPA provides a coordinating function and serves as staff to each of the groups. Thus, a smooth and efficient operation of the administrative structure is achieved to assure a successful implementation of the Local Plan for Special Education in accordance with the policies adopted by the SELPA Board of Directors.

Changes to the governance structure of the East Valley SELPA may occur with the addition or withdrawal of an LEA in accordance with Ed Code 56195.1 and all relevant statutes. The following shall apply for LEAs being added to the East Valley SELPA:

- a. An LEA may request to participate in the East Valley SELPA at any time with participation to begin July 1 of the following fiscal year.
- b. The SELPA Administrator will notify the SELPA Board of Directors, SBCSS, and the California State Department of Education within 30 days of receipt of the request.
- c. The SELPA Administrator and/or SELPA staff will review the request and make a written recommendation, including a thorough analysis of governance and fiscal implications caused by such proposed action, within 60 days of receipt of the notice.
- d. The SELPA Board of Directors will receive copies of the written recommendation at least 10 days prior to the item appearing on an agenda.
- e. The SELPA Board of Directors will take action to approve or disapprove the LEA request to participate in the SELPA within 100 days of notice receipt.
- f. If approved, the request to participate will become effective on July 1 of the next fiscal year.
- g. The new LEA shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.
- h. The new LEA shall participate in state and federal funding for special education and will receive the funding in the same manner as other LEAs of the SELPA as specified in the East Valley SELPA Fiscal Allocation Plan

The following shall apply for LEAs withdrawing from the East Valley SELPA:

- a. The Superintendent of the LEA requesting withdrawal must submit written notice, with details of the plan to withdraw, to the SELPA Administrator at least one year and one day prior to the proposed effective date of the implementation to withdraw.

SELPA: East Valley SELPA

Fiscal Year: 2020-21

Withdrawals can only occur on July 1 of any given year.

- b. The SELPA Administrator will notify the SELPA Board of Directors, SBCSS, and the California State Department of Education within 30 days of receipt of the request to withdraw.
- c. The SELPA Administrator and/or SELPA staff will review the notice and make a written recommendation, including a thorough analysis of governance or fiscal implications caused by such proposed action, within 60 days of receipt of the notice.
- d. The SELPA Board of Directors will receive copies of the written recommendation at least 10 days prior to the item appearing on an agenda.
- e. The SELPA Board of Directors will take action to approve or disapprove the LEA withdrawing from the SELPA within 100 days of notice receipt.
- f. If approved, the withdrawal will become effective on July 1 of the next fiscal year.
- g. Any LEA initiating a proposal to withdraw from the SELPA shall bear the total cost of consultants retained by the LEA or SELPA to provide a thorough analysis of governance or fiscal implications caused by such proposed action. In addition, any due process costs associated with a withdrawal from SELPA or program transfer within the SELPA shall be born entirely by the district initiating the change.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The East Valley SELPA Board of Directors is responsible for reviewing each proposed policy and may approve, disapprove or request the revision of policies presented to it. The Board of Directors may also initiate policy development. It is the responsibility of the Board of Directors to adopt necessary policies for the operation of SELPA activities, including, but not limited to, the implementation of the Local Plan.

The SELPA Administrator has the responsibility to review and propose policies for the operation of special education programs and services within the SELPA. The SELPA Steering Committee may be consulted. The SELPA Administrator may provide such policy to the Board of Directors with the recommendation for approval, disapproval, or modification of proposed policy.

In addition, policy making responsibilities are fulfilled by member school district local boards of education. Each SELPA member district governing board of education has the responsibility to assure there are program options available to all students with disabilities within its attendance area. LEA governing boards of education make policy and procedural decisions for programs and services operated by their respective districts. LEAs are responsible for the compliance of programs which they operate.

SELPA: East Valley SELPA

Fiscal Year: 2020-21

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

The San Bernardino County Superintendent of Schools (SBCSS) is designated as the official administrative unit (AU) of the East Valley SELPA to assure the implementation of the Local Plan and SELPA policies, agreements, and procedures of the East Valley Board of Directors in cooperation with participating LEAs. The distribution of federal and state funds is the responsibility of SBCSS in accordance with the East Valley SELPA's Fiscal Allocation Plan and policies, agreements and procedures of the East Valley SELPA Board of Directors. SBCSS accepts regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA in accordance with directives of the East Valley SELPA Board of Directors.

The East Valley SELPA Administrator is employed by the AU Superintendent. The employment, supervision, evaluation and discipline of the SELPA administrator follows the procedures and guidelines of the SBCSS Human Resources Department. SELPA staff members are employed by SBCSS upon recommendation from the SELPA Administrator. Supervision, evaluation, and discipline of the East Valley SELPA staff employed by the AU in support of the Local Plan is the responsibility of the SELPA Administrator.

When SBCSS provides special education services, the relevant contracts between the county office and its employees governing wages, hours, and working conditions shall supersede the like provisions contained in any agreements by an LEA receiving such services.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

Charter schools and/or other districts applying for LEA status within the East Valley SELPA shall submit a justification specifying why membership as an East Valley SELPA LEA is preferable to other alternatives. A request by a charter school to participate in the SELPA as an LEA will not be treated differently from a similar request made by a school district. The charter school shall participate in state and federal funding for special education and the allocation plan, and governance of the special education local plan area in the same manner as other LEAs in the East Valley SELPA.

This policy applies to all dependent charter schools that are chartered by educational entities located within East Valley SELPA, as well as independent charter schools designated as a Local Education Agency (LEA). Additionally, this policy applies to any charter school petition granted by the County Board of Education or State Board of Education (SBE) in which oversight responsibilities have been assigned to a district within the SELPA (E.C. 47605(k)(1)). In compliance with E.C. 47645, the East Valley SELPA will treat the review and approval of a charter school's request to be an LEA in the same manner as a request from another district to join the SELPA.

SELPA: East Valley SELPA

Fiscal Year: 2020-21

As students enrolled in charter schools are entitled to special education services provided by State and Federal funding, the charter schools shall follow all applicable requirements of State and Federal law regarding provision of special education services (E.C. 56000 et seq.), Individuals with Disabilities Education Act (20 U.S.C. Chapter 33).

Policy Statement

Special education and related services shall be provided to all eligible individuals within East Valley SELPA in accordance with this Local Plan. Students enrolled in charter schools chartered within the county shall receive services in a manner similar to students enrolled in member districts within the SELPA. Funding for special education services, participation in the governance structure, and responsibility for provision of services shall be based on the status of the individual charter school.

All approved charter schools will be deemed as public schools within a district unless the charter school has been deemed an LEA.

1. SELPA Involvement with Approval and Renewal of Charters: Prior to approval of a new charter or renewal of an existing charter, the superintendent or designee of the chartering entity may consult with the SELPA Administrator regarding the status of the charter school. In order to be deemed an LEA, the chartering entity will provide assurances that all eligible students, including those students enrolled in the charter school, will receive appropriate special education services.
2. Status of Charter Schools: For the purposes of provision of special education services, charter schools may be deemed either an LEA or a public school within the chartering district.
 - a. Public School Within a School District: Charter schools that are deemed to be public schools within a district will participate in the State and Federal funding in the same manner as other schools within the chartering district. The chartering district will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instructional services in a manner that is consistent with all applicable provisions of State and Federal law. The district will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students in the regular program.

The chartering district will receive all applicable special education funds. The chartering district will represent the needs of charter schools, like other schools within the district, in the SELPA governance structure. The chartering district will be responsible for ensuring that all eligible students are appropriately served. The district will be responsible for procuring and funding appropriate special education services, even though the student may reside anywhere in the State of California.



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The district and the charter school may enter into agreements whereby the charter school is billed for excess costs associated with providing special education services to identified students, including the administration of special education programs. The charter school should also be held fiscally responsible for a fair share of any encroachment on district general funds that is created by the provision of special education services throughout the district similar to non-charter schools within the SELPA.

- b. Charter School as an LEA Within the SELPA: A charter school may apply to become an LEA for the provision of special education services. Application must be made to the SELPA by February 1 of the school year preceding the school year in which the charter school anticipates operating as an LEA within the SELPA. The SELPA Board of Directors will make the final determination whether the charter school has met all requirements of an LEA. The special education requirements include:
- Meet the terms of the assurances required in the Local Plan regarding Identification, Screening, Referral, Assessment, Instructional Planning, Implementation, and review.
 - Meet the terms of the assurances required in the Local Plan regarding Procedural Safeguards.
 - Meet the terms of the assurances required in the Local Plan regarding Regionalized Services.
- c. Once deemed an LEA, the charter school will be responsible for and entitled to the following:
- Participate in governance of the SELPA in the same manner as other districts within the SELPA.
 - Participate in State and Federal funding for special education in accordance with the SELPA Allocation Plan in the same manner as other LEAs within the SELPA.
 - Be responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, non-public school/agency placements, inter/intra SELPA placements, due process proceedings, complaints, and attorney fees.
 - Provide a current operating budget in order to assure fiscal responsibility in accordance with E.C. Sections 42130 and 42131.
 - Provide a copy of the Charter.
 - Provide assurances that students and staff will be instructed in a safe environment.

3. Administrative Guidelines



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- a. A petition for the creation of a charter school, or renewal of an existing charter, which seeks to be deemed an LEA, must contain adequate assurances that the proposed school will comply with all applicable provisions of State and Federal law and implementing regulations related to the rights of children with disabilities and their parents (20 U.S.C. Chapter 33, Individuals with Disabilities Education Act).
- b. The governing board shall require that a petition include the means by which the charter school intends to serve students with disabilities.
- c. The governing board shall require that a petition contain assurances that no student will be denied admission to the charter school based on disability or lack of available services.
- d. Prior to approving a charter school petition, the superintendent or designee of the chartering entity may consult with the SELPA Administrator regarding the provision of special education services to students enrolled in the prospective charter school.
- e. The charter petition, or an accompanying Memorandum of Understanding or Business Services Agreement, may provide for the allocation of excess costs and/or the charter school's fair share of special education encroachment on the district general fund.
- f. Once admitted to a charter school, any special education services required by enrolled students will be provided by the chartering district if the school is deemed a public school within the district, or by the charter school if deemed an LEA, or by contractual arrangement.
- g. If a charter school IEP team places a student in a special education program provided by another educational entity (i.e., a COE, non-public school, non-public agency, or another district or SELPA), the charter school will be responsible for any excess costs attributable to the placement, similar to other districts within the SELPA. Responsibility for excess costs will rest with the placing charter school.
- h. A district IEP team may place a student in a charter program only with agreement between responsible educational entities and parental consent. Under such circumstances, the placing district will be responsible for any excess costs in accordance with the Local Plan.
- i. The chartering district will be allocated all special education funds that are generated by a charter school that is deemed a public school. The chartering district will represent the

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needs of the charter schools that are deemed public schools in the SELPA governance structure. The charter school will receive SELPA services in the same manner as other schools within the chartering district.

- j. If the approval of a charter school requires a change in the SELPA allocation plan, such change shall be adopted pursuant to the policy making process outlined in the SELPA Local Plan.
- k. If the charter school wishes to be deemed an LEA, the approved charter school will apply to the SELPA for LEA status prior to February 1 of the preceding school year.
- l. Charter schools that are deemed an LEA will be allocated special education funds in the same manner as other districts within the SELPA. Charter schools that are deemed an LEA will be included in the SELPA governance structure in the same manner as other districts within the SELPA.



6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

The member districts of the East Valley SELPA select and appoint representatives to the EV SELPA Community Advisory Committee CAC that are approved to participate by their respective school boards. In addition, community members may participate in CAC meetings. Members of the EV SELPA CAC are involved in the development of the local plan through their attendance at regularly scheduled CAC meetings. The schedule of meetings is developed and provided annually. The EV SELPA CAC advises the SELPA during the development of the Local Plan by providing input and reviewing plan drafts to ensure adequate and effective participation and communication regarding the revisions to the Local Plan. It serves as a forum for members of the public to address questions or concerns regarding the Local Plan.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

The East Valley SELPA Local Plan Committee shall be comprised of general education and special education teachers selected by their peers, along with general education and special education administrators selected by their school district superintendents, and representatives of charter schools selected by their charter school directors. Employees of the EV SELPA may also participate on the East Valley SELPA Local Plan Committee. The Committee shall meet at

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designated times to provide input on the development of the Local Plan and to review drafts of the Plan as well as make recommendations to the SELPA Administrator regarding revisions to the Plan. In addition, parent members of the EV SELPA CAC shall also make recommendations to the SELPA Administrator regarding revisions of the Plan via regularly scheduled CAC meetings.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The San Bernardino County Superintendent of Schools (SBCSS) is the designated administrative unit (AU) for the East Valley SELPA. As the AU, SBCSS shall assure the implementation of the Local Plan and SELPA policies, agreements and procedures in cooperation with each member district of the SELPA. SBCSS is responsible for the receipt and distribution of special education funds to member district and SELPA accounts for the operation of special education programs and services pursuant to the East Valley SELPA Fiscal Allocation Plan. SBCSS provides administrative support and employs SELPA staff to coordinate implementation of the Plan.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

Per the bylaws of the East Valley SELPA Board of Directors, each member district affirms ongoing participation in the SELPA at the annual reorganization meeting. Member districts and SBCSS Ev-Ops are the providers of special education programs and services within the SELPA. The participating LEAs in the EV SELPA are responsible as individuals for the operation of Local Education Agency (LEA) programs to ensure that all eligible children with disabilities receive appropriate services. In addition, SELPA staff may be employed to provide areas of specialized expertise or service, which shall be available to member districts and SBCSS East Valley-Operations, upon approval by the Board of Directors.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

The East Valley SELPA member district governing boards, as elected officials, are involved in the policy making process through the local superintendent's or equivalent administrator's participation in the East Valley SELPA Board of Directors. Each LEA governing board has the responsibility to assure that there are program options available to all students with disabilities within its attendance area. This is accomplished through the active participation of the East Valley SELPA Board of Director members, who shall responsibly address the resource needs of

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participating school districts. Each school district superintendent is responsible for informing the respective governing board of updates and changes to the SELPA policies. LEA governing boards make policy and procedural decisions for programs and services operated by their respective districts. LEAs are responsible for compliance and due process issues for programs which they operate. Each LEA Board shall appoint representatives to the Community Advisory Committee. Specific responsibilities include:

1. Adoption of the East Valley SELPA Local Plan.
2. Exercise authority over the programs they directly maintain consistent with the Local Plan for the SELPA and individual LEA policies.
3. Appoint members to the East Valley SELPA Community Advisory Committee (CAC) in accordance with CAC bylaws and LEA policies.
4. Encourage parental involvement through the members of CAC, receive and consider requests and recommendations from their CAC representatives and other parent groups.
5. Review formal complaints forwarded by the respective LEA Superintendents as outlined in the LEA's Uniform Complaint Procedures.
6. Address questions and concerns of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

Each LEA superintendent shall represent the LEA as a member of the East Valley Board of Directors. The responsibilities of each LEA superintendent for the implementation of the Local Plan shall be to the following:

1. Assure that all special education programs and services are operated in accordance with state and federal law, the Local Plan, and the policies, agreements, and procedures approved by the Board of Directors.
2. Assure that the LEA maintains an accounting system adequate to provide federal, state and local reports to include program and fiscal reports required by the East Valley SELPA.
3. Submit Public Law 108-446 (formerly P.L. 101-476) budgets and expenditure reports for

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grant funds;

4. Attend all East Valley SELPA Board meetings and participate as a voting member;

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

It is the responsibility of each LEA special education administrator and county administrator of special education to assure that all LEA/county policies operate within federal and state laws and regulations.

Each LEA has a responsibility to participate in SELPA Steering and other committee meetings to facilitate understanding and knowledge in coordinating the administration of the Local Plan. The various committees provide a communication network on current and important issues related to special education laws, regulations, state requirements, and programmatic issues.

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

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

Role of the AU (SBCSS) - The East Valley SELPA Administrator is employed by SBCSS, the AU. Employment, supervision, evaluation and discipline follow the SBCSS Human Resources Branch standard operating procedures. East Valley SELPA staff members are employed by SBCSS upon recommendation from the East Valley SELPA Administrator. Supervision, evaluation, and discipline of the East Valley SELPA staff employed by SBCSS in support of the Local Plan is the responsibility of the East Valley SELPA Administrator.

Role of the SELPA Administrator - The East Valley SELPA Administrator, following the requirements of the SBCSS Human Resources Branch, hires, supervises, evaluates and disciplines the staff employed by the administrative unit in support of the Local Plan.

Roles of the Individual LEAs - Not applicable

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

Role of the AU (SBCSS) - The receipt and distribution of state and federal funds in compliance with the Fiscal Allocation Plan of the East Valley SELPA is the responsibility of SBCSS.

Role of the SELPA Administrator - The East Valley SELPA administrator provides oversight and leadership for the development of the East Valley SELPA Fiscal Allocation Plan. Fiscal

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administration and the allocation of state and federal funds pursuant to the Fiscal Allocation Plan is the responsibility of the East Valley SELPA Administrator to assure the administration of the allocation of resources to the SELPA and member LEAs.

Roles of the Individual LEAs - Each member district of the East Valley SELPA accepts state and federal funds to operate special education programs and services. Member districts are required to provide federal, state and local reports and submit budget and expenditure reports for grant funds.

c. The operation of special education programs:

Role of the AU (SBCSS) - SBCSS assures the implementation of the Local Plan and SELPA policies, agreements and procedures in cooperation with each member district of the SELPA for the operation of special education programs. SBCSS provides administrative support and employs SELPA staff to coordinate the implementation of the Local Plan to assure the operation of special education programs. As part of the full continuum of special education services, SBCSS operates a regional program for students with moderate to severe disabilities, and provides related special education services. East Valley SELPA member districts, via individual IEP team meetings, determine the appropriateness of these services and provides SBCSS with the fiscal means to do so via a fee-for-service agreement approved by the Board of Directors for students ages 3 to 22 years. SBCSS also provides infant services via IFSP to infants/families within the SELPA.

Role of the SELPA Administrator - The SELPA Administrator plans, organizes, coordinates, directs, and manages program activities and services related to Local Plan implementation; coordinates various agencies involved with providing services for individuals with exceptional needs; and provides for a comprehensive continuum of services and programs for individuals with exceptional needs. The East Valley SELPA Administrator assures equal access to all programs and services in the SELPA and provides advice to the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Administrator provides information to ensure that all special education pupils receive due process of law.

Roles of the Individual LEAs - The member districts of the East Valley SELPA are responsible for the operation of special education programs to ensure that all eligible children with disabilities receive appropriate services.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

Role of the AU (SBCSS) - SBCSS accepts and distributes federal and state funds in accordance with the East Valley SELPA's Fiscal Allocation Plan and policies, agreements and procedures of the East Valley SELPA Board of Directors. SBCSS monitors, processes and provides to CDE

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

Role of the SELPA Administrator - The East Valley SELPA Administrator, under the direction of the Board of Directors, implements and administers the SELPA budget for the establishment of designated services. The SELPA Administrator provides oversight for assuring adherence of fiscal reporting requirements to ensure the appropriate use of federal, state and local funds for special education programs.

Roles of the Individual LEAs - Each member district of the East Valley SELPA maintains an accounting system adequate to provide federal, state and local reports to include program and fiscal reports required by the East Valley SELPA and submit budgets and expenditure reports for grant funds.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

Role of the RLA/AU: SBCSS as the administrative unit of the East Valley SELPA assures the implementation of the Local Plan by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA in accordance with directives of the East Valley SELPA Board of Directors.

Role of the Administrator of the SELPA: The SELPA Administrator ensures the development, facilitation and oversight of the EV SELPA Low Incidence Guidelines and Procedures describing how specialized equipment and services are distributed within the SELPA. This includes facilitating the development and approval of SELPA practices and procedures necessary to minimize the necessity to serve students in isolated sites and maximize the opportunities to serve students in the least restrictive environment.

Role of the individual LEAs: The member districts of the East Valley SELPA ensure specialized equipment and services are distributed within the SELPA that minimize the necessity to serve students in isolated sites and maximize the opportunities to serve students in the least restrictive environment by adhering to the EV SELPA Low Incidence Guidelines and Procedures.

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with 20 *USC* and in accordance with 34 *CFR* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

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1. Free Appropriate Public Education—20 USC Section 1412(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

2. Full Educational Opportunity—20 USC Section 1412(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

3. Child Find—20 USC Section 1412(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and

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related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP)—20 USC Section 1412(a)(4)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

5. Least Restrictive Environment—20 USC Section 1412(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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6. Procedural Safeguards—20 USC Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

7. Evaluation—20 USC Section 1412(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

8. Confidentiality—20 USC Section 1412(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

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

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stated:

☒ Yes ☐ No

9. Part C to Part B Transition—20 USC Section 1412(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

10. Private Schools—20 USC Section 1412(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

11. Local Compliance Assurances—20 USC Section 1412(a)(11)

Policy/Procedure Number:

Document Title:

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Document Location:

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

☒ Yes ☐ No

12. Interagency—20 USC Section 1412(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

13. Governance—20 USC Section 1412(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes

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☐ No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

15. Performance Goals and Indicators—20 USC Section 1412(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

16. Participation in Assessments—20 USC Section 1412(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-

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wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

17. Supplementation of State, Local, and Federal Funds—20 USC Section 1412(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

18. Maintenance of Effort—20 USC Section 1412(a)(18)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

19. Public Participation—20 USC Section 1412(a)(19)

Policy/Procedure Number:

Policy/Procedure Title:

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Document Location:

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

☒ Yes ☐ No

20. Suspension and Expulsion—20 USC Section 1412(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

21. Access to Instructional Materials—20 USC Section 1412(a)(23)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

22. Over-identification and Disproportionality—20 USC Section 1412(a)(24)

Policy/Procedure Number:

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Document Title:

Document Location:

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

☒ Yes ☐ No

23. Prohibition on Mandatory Medicine—20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

Administration of Regionalized Operations and Services

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

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

Reference Number:

Document Title:

Document Location:

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Description:

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

Role of the RLA/AU: SBCSS as the administrative unit of the East Valley SELPA assures the implementation of the Local Plan by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA in accordance with directives of the East Valley SELPA Board of Directors.

Role of the Administrator of the SELPA: The SELPA Administrator ensures that the local plan is implemented and makes recommendations to the East Valley SELPA Board of Directors when revisions are needed. This includes facilitating the development and approval of SELPA policies and procedures necessary to implement the local plan.

Role of the individual LEAs: The member districts of the East Valley SELPA ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through their representative to the Board of Directors, approve any policies and procedures needed to implement the local plan.

2. Coordinated system of identification and assessment:

Reference Number: EV Administrative Coordination 2.02

Document Title: Coordinated System of Identification and Assessment

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

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA observe, consult and assist service providers.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator ensures each LEA conducts child find activities. The SELPA provides

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Description:

technical support to LEAs and guidance to parents, as needed. The SELPA participates in child find activities by establishing policies and procedures for the member LEAs and ensures appropriate interagency agreements are in place.

Role of the individual LEAs: The member districts of the East Valley SELPA are responsible for identifying and assessing all students for whom they are responsible.

3. Coordinated system of procedural safeguards:

Reference Number:

EV Administrative Coordination 2.03

Document Title:

Coordinated System of Procedural Safeguards

Document Location:

East Valley SELPA Office/Special Education Procedural Manual

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide support for alternate dispute resolution activities within districts as requested by parents and districts. The program specialists also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, services and placement.

Role of the RLA/AU: SBCSS assures a coordinated system of procedural safeguards by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA administrator ensures that parents are provided with a copy of their procedural safeguards upon request and maintains a copy of the procedural safeguards on the SELPA website. The SELPA Administrator oversees the provision of alternate dispute resolution activities as requested by parents and districts. The SELPA administrator also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, services and placement.

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

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SELPA provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensures that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

4. Coordinated system of staff development and parent and guardian education:

Reference Number: EV Administrative Coordination 2.04

Document Title: Coordinated System of Staff Development and Parent and Guardian Education

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

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide staff development, program development, and innovation of special methods and approaches.

Role of the RLA/AU: SBCSS assures a coordinated system of staff development and parent and guardian education by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: Regularly, the SELPA Administrator collects input from the member district special education directors and other staff members to determine staff development needs. The SELPA Administrator provides oversight in the development and provision of needed staff development and supports. On an annual basis, the East Valley SELPA Community Advisory Committee (CAC) provides input on parent/guardian education needs. The SELPA Administrator provides oversight in the development and provision of identified parent and guardian education.

Role of the individual LEAs: The member districts of the East Valley SELPA determine their staff development and parent/guardian education, based on their local needs. They may seek technical assistance or input from the SELPA. They ensure the use of resources for employees to participate in staff development.

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

Reference Number:	EV Administrative Coordination 2.05
Document Title:	Coordinated System of Curriculum Development and Alignment with the Core Curriculum
Document Location:	East Valley SELPA Office/Special Education Procedural Manual
Description:	<p>Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA identify and coordinate curricular resources for students with disabilities.</p> <p>Role of the RLA/AU: SBCSS assures a coordinated system of curriculum development and alignment with the core curriculum by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator provides technical assistance and staff development, as requested or determined appropriate, to assure a coordinated system of curriculum development and alignment with the core curriculum.</p> <p>Role of the individual LEAs: The member districts of the East Valley SELPA determine their needs for curriculum development and alignment with the core curriculum, based on their local needs.</p>

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

Reference Number:	EV Administrative Coordination 2.06
Document Title:	Coordinated System Internal Program Review, Evaluation of Effectiveness of the Local Plan, and Implementation of the Local Plan Accountability System
Document Location:	East Valley SELPA Office/Special Education Procedural Manual
	Direct Instructional support provided by the program specialist: When requested, the program specialist of the East Valley SELPA evaluate

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Description:

the effectiveness of programs for students with disabilities.

Role of the RLA/AU: SBCSS assures a coordinated system of internal program review, evaluation of effectiveness of the local plan, and implementation of the local plan accountability system by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator ensures the Local Plan is reviewed and evaluated on an ongoing basis to determine the effectiveness of its implementation. The SELPA Administrator ensures the submission annually of all information required by CDE, in this effort, including statistical data, program information, and fiscal information related to programs and services for pupils with disabilities. The SELPA Administrator supports member districts in the collection of data related to compliance, due process procedures, availability of services, and key performance indicators, as needed.

Role of the individual LEAs. The member districts of the East Valley SELPA individually review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs will also engage in monitoring activities as required by the CDE.

7. Coordinated system of data collection and management:

Reference Number:

EV Administrative Coordination 2.07

Document Title:

Coordinated System of Data Collection and Management

Document Location:

East Valley SELPA Office/Special Education Procedural Manual

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

Role of the RLA/AU: SBCSS assures a coordinated system of data collection and management by accepting regionalized services and program specialist funds and the responsibilities that accompany them

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Description:

to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator approves and certifies the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA provides technical assistance and training to LEAs in data collection and management.

Role of the individual LEAs: The member districts of the East Valley SELPA LEAs are responsible for data entry, quality and integrity. The LEAs approve and certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Reference Number:

EV Administrative Coordination 2.08

Document Title:

Coordination of Interagency Agreements

Document Location:

East Valley SELPA Office/Special Education Procedural Manual

Description:

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

Role of the RLA/AU: SBCSS assures the coordination of interagency agreements by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator ensures that interagency agreements are in place as required by California Education Code and provides technical assistance and dispute resolution as needed. The SELPA Administrator, or designee, serves on committees as interagency agreements are being reviewed, revised, or developed.

Role of the individual LEAs: The member districts of the East Valley SELPA through their representative to the Board of Directors approve and implement interagency agreements as appropriate.

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9. Coordination of services to medical facilities:

Reference Number:	EV Administrative Coordination 2.09
Document Title:	Coordination of Services to Medical Facilities
Document Location:	East Valley SELPA Office/Special Education Procedural Manual
Description:	<p>Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the district of residence or location of services provided.</p> <p>Role of the RLA/AU: SBCSS assures the coordination of services to medical facilities by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.</p> <p>Role of the Administrator of the SELPA: The SELPA administrator facilitates the coordination of services to medical facilities by the designated LEAs.</p> <p>Role of the individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the East Valley SELPA member district in which the hospital or facility is located.</p>

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

Reference Number:	EV Administrative Coordination 2.10
Document Title:	Coordination of Services to Licensed Children's Institutions and Foster Family Homes
Document Location:	East Valley SELPA Office/Special Education Procedural Manual
	<p>Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability.</p>

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Description:

Role of the RLA/AU: SBCSS assures the coordination of services to licensed children's institutions and foster family homes by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA administrator facilitates the coordination of services to licensed children's institutions and foster family homes by the designated LEAs.

Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions are the responsibility of the member district of the East Valley SELPA in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

11. Preparation and transmission of required special education local plan area reports:

Reference Number:

EV Administrative Coordination 2.11

Document Title:

Preparation and Transmission of Required Special Education Local Plan Area Reports

Document Location:

East Valley SELPA Office/Special Education Procedural Manual

Description:

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

Role of the RLA/AU: SBCSS assures the preparation and transmission of required special education local plan area reports by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator ensures timely transmission of required reports and provides technical assistance to LEAs in completing reports.

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

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SELPA, individually, submit required data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Reference Number: EV Administrative Coordination 2.12

Document Title: Fiscal and Logistical Support of the CAC

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

Description:

Direct Instructional support provided by the program specialist: The program specialist of the East Valley SELPA provide training and logistical support to the CAC.

Role of the RLA/AU: SBCSS assures the fiscal and logistical support of the CAC by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator ensures fiscal and logistical support for CAC meetings, events, and trainings.

Role of the individual LEAs: The superintendents of the East Valley SELPA member districts through the Board of Directors ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. Special Education Directors of the East Valley SELPA member districts facilitate communication with their CAC representative(s) for this purpose.

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

Reference Number: EV Administrative Coordination 2.13

Document Title: Coordination of Transportation Services for Individuals with Exceptional Needs

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

Direct Instructional support provided by the program specialist: Not

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Description:

applicable.

Role of the RLA/AU: SBCSS assures the coordination of transportation services for individuals with exceptional needs by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator provides guidance and technical assistance, as requested, in addressing questions regarding the provision of transportation services for individuals with exceptional needs.

Role of the individual LEAs: Each member district of the East Valley SELPA is responsible for providing transportation for their students with disabilities as determined by their IEP teams.

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

Reference Number:

EV Administrative Coordination 2.14

Document Title:

Coordination of Career and Vocational Education and Transition Services

Document Location:

East Valley SELPA Office/Special Education Procedural Manual

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide staff development, program development, and innovation of special methods and approaches to LEA members for the provision of career and technical education and transition services.

Role of the RLA/AU: SBCSS assures the coordination of career and vocational education and transition services by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator provides technical assistance and oversight of staff development to LEA members for the provision of career and technical education and transition services. The SELPA Administrator ensures appropriate

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interagency agreements are in place and facilitates connections to agencies, as appropriate.

Role of the individual LEAs: Each member district of the East Valley SELPA provides appropriate career and vocational education and transition services as required under state and federal law.

15. Assurance of full educational opportunity:

Reference Number: EV Administrative Coordination 2.15

Document Title: Assurance of Full Educational Opportunity

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

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: SBCSS assures a full educational opportunity by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator ensures a full continuum of services is available and provided. The SELPA Administrator assists with Inter-SELPA Transfers, as needed. Additionally, the SELPA Administrator provides program development and technical assistance upon request or as determined to be needed by the SELPA to member districts and/or nonpublic schools.

Role of the individual LEAs: Each member district of the East Valley SELPA, through their representative to the Board of Directors determines the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each member district of the East Valley SELPA is responsible for providing a full continuum of services.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual

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budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number: EV Administrative Coordination 2.16

Document Title: Fiscal Administration and the Allocation of State and Federal Funds pursuant to EC Section 56836.01

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

Description:

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

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

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

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

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

Reference Number: EV Administrative Coordination 2.17

Document Title: Direct Instructional Program Support that Maybe Provided by Program Specialists in Accordance with EC Section 56368

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

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide direct instructional program support when requested to do so by a member district.

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Description:

Role of the RLA/AU: SBCSS assures direct instructional program support that may be provided by program specialists by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

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

Role of the individual LEAs: The member districts of the East Valley SELPA determine their needs for instructional program support and request support from the East Valley SELPA.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:

EV Services 3.01

Document Title:

Programs for Early Childhood Special Education

Document Location:

EV SELPA Office/Special Education Procedural Manual

Description:

Early Education Services are provided for all eligible infants, toddlers, and preschool children by member LEAs through:

- LEA preschool programs and services
- Cooperative agreements within the SELPA wherein infant programs are operated by San Bernardino County Superintendent of Schools (SBCSS) and Redlands Unified School Districts
- An Interagency Agreement between Inland Regional Center and East Valley SELPA for Implementation of California's Early Intervention which describes specific policies, procedures, roles and responsibilities for serving infants and toddlers. Member LEAs of the East Valley SELPA follow transition procedures identified in the Agreement for transition of toddlers into LEA preschool programs and services (Part C to Part B transition).

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

Reference Number: EV Services 3.02

Document Title: Method by Which Members of the Public May Address Questions or Concerns to the SELPA

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

Description: Members of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan, may address questions or concerns to the governing boards of the Local Educational Agencies (LEAs), the East Valley SELPA Board of Directors and the East Valley SELPA Administrator. Questions or concerns can be provided orally or in writing.

Members of the public may also present questions or concerns in person to the East Valley SELPA Board of Directors in a scheduled Board meeting. All notices of East Valley SELPA Board of Director meetings are sent electronically to all member LEAs and posted at the East Valley SELPA office 48 hours prior to the scheduled meeting. The method by which questions and/or concerns are heard from the public to the East Valley Board of Directors is included on each agenda as "Community Comments." The public may address the East Valley SELPA Board of Directors pursuant to established procedures. No action shall be taken (E.C. 35145.5) at the meeting in response to Community Comments.

On matters of policy and budget development, all interested parties may provide input to the East Valley SELPA Administrator for consideration and review at any time, either orally or in writing.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number: EV Services 3.03

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Document Title:

Dispute Resolution Process for Governance Activities Specified within the Local Plan

Document Location:

East Valley SELPA Office/Special Education Procedural Manual

Description:

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

When issues cannot be resolved through discussion and resolution strategies, the Board of Directors may empower the SELPA Administrator to contact a mediator to assist in the resolution and request the dispute for mediation. The parties will make a good faith effort to mutually agree to a mediator with expertise related to the dispute.

Each party shall bear its own costs and expenses and an equal share of the mediator's administrative fees for mediation sessions/activities. The power and jurisdiction of a mediator shall be limited to adjudicating the rights and responsibilities of the parties for the purpose of mediation and final binding arbitration. The mediator shall not have the power to determine constitutional issues or issues outside the scope of Education Code section 56205(b) (6).

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

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

Reference Number:

EV Services 3.04

Consideration of and Utilization of the Regular Education Program Prior

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Document Title: to Referral for Special Education Instruction and Services

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

Description: The SELPA Administrator, through the utilization of SELPA staff and through regular meetings of the East Valley SELPA Steering Committee transmits information on resources, practices and procedures to ensure a student referred for special education instruction and services has received instruction in the regular education program utilizing resources to ensure educational progress. Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but are not limited to, response to intervention models, student success teams, early literacy programs, and remedial programs.

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

Reference Number: EV Services 3.05

Document Title: NonPublic School Placement and Oversight

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

Description: The East Valley SELPA contracts with nonpublic, nonsectarian schools on behalf of the member districts. The SELPA coordinates with the California Department of Education to ensure oversight and compliance of nonpublic schools.

Each LEA shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The LEA representative shall review the master contract, the individual services agreements, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the pupils to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the

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evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring pupil progress. The LEA may choose to administer additional assessments as necessary, with parent consent where required, to determine whether the pupil is making adequate educational progress.

6. A description of the process by which the SELPA will fulfill the obligations to provide FAPE to a student age 18 -21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

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

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

Reference Number:

EV Services 3.06

Document Title:

Provision of FAPE to Incarcerated Students Age 18 to 21 Who Remain Eligible for Special Education Services

Document Location:

East Valley SELPA Office/Special Education Procedural Manual

Description:

The SELPA Administrator, through the utilization of SELPA staff and regular meetings of the East Valley SELPA Steering Committee transmits information to ensure a student age 18 to 21 who has been incarcerated and remains eligible for special education services is provided with a free appropriate public education (FAPE). The SELPA Administrator ensures the development, facilitation and oversight of EV SELPA Intra- and Inter-SELPA Transfer Agreement processes describing how services are accessed and secured. Each LEA ensures the pupil receives the special education services necessary for FAPE by adhering to the EV SELPA Intra- and Inter-SELPA Transfer Agreement processes.

ACTION ITEM

Approve 2020-2021 Local Plan Section D - Annual Budget Plan

Conduct Public Hearing to Adopt EV SELPA Annual Budget Plan

Hearing Open _____

Hearing Closed _____

ANNUAL BUDGET PLAN

Each SELPA is required to develop and adopt an Annual Budget Plan according to the governance and policymaking established in the Local Plan. The Annual Budget Plan identifies expected expenditures for funds received, administrative costs of the plan, special education services to pupil with severe disabilities and low-incidence disabilities, special education services to pupils with non-severe disabilities, supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments, regionalized operations and services and direct instructional support by program specialist, and the use of property taxes allocated to the SELPA.

PUBLIC HEARING TO ADOPT THE ANNUAL SERVICE PLAN

Notice of the SELPA-level public hearing was posted in each school district more than 15 days prior to the public hearing.

RECOMMENDATION

It is recommended that the Board conduct the public hearing and approve the Annual Budget Plan for 2020-2021.

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Section D: Annual Budget Plan

SELPA

Fiscal Year

D. Budget Plan

Each special education local plan area (SELPA) must have a responsible local agency or an administrative unit (RLA/AU), which is the legal entity that receives funds and is responsible for seeing that every eligible child receives appropriate services.

Public Hearing Notice Posting Date:

The Budget Plan was adopted at a SELPA public hearing on (date):

Projected special education budget funding, revenues, and expenditures by local educational agencies (LEAs) are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA), as well as those who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services. Enter the following information:

RLA/AU Name

Number of LEAs

SELPA Mission Statement—(this field is optional)

The EAST VALLEY SELPA is a vibrant, dynamic, regional, collaborative special education local planning area whose purpose is to support local school districts as they provide for the needs of special education students. The mission of the East Valley (EV) Special Education Local Plan Area is to ensure the provision of quality education that recognizes, respects and meets the individual needs of a diverse student population. In support of this commitment we will provide a well-trained staff dedicated to:

- Working in partnership with schools, families and the community
- Helping all students become successful members of society
- Encouraging learning as an unlimited life-long process

The EV SELPA is responsible for ensuring every eligible child receives appropriate services.

SELPA Beliefs—(this field is optional)

We believe:

All people have the right to learn, grow, and change.

All people have the right to be treated with dignity and respect.

Integrity and honesty are fundamental to the quality of life.

Children are our future.

Each of us can make a positive difference.

Parent, guardian, and care-giver involvement is a valuable asset.

Section D: Annual Budget Plan

SELPA **EAST VALLEY CONSORTIUM**

Fiscal Year **2020-21**

In the power of collaboration.

SELPA Support Provided to LEAs

The East Valley SELPA is a multi-district SELPA which serves five LEAs. A complete description of the SELPA Governance and Services is included in Template B of the Local Plan. The SELPA Services section describes how the East Valley SELPA provides services in each of the following areas:

1. Staff Development activities and parent education
2. Program Specialist services
3. Direct mental health, occupational therapy and physical therapy services
4. Fiscal requirements
5. Student data accountings
6. Legal and technical assistance
7. Awareness and dissemination of current best practices
8. Creating forums for problem solving

Section D: Annual Budget Plan

SELPA Fiscal Year **Table 1: Special Education Revenue by Source**

Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="\$45,988,796"/>	64.56%
AB 602 Property Taxes	<input type="text" value="\$3,341,968"/>	4.69%
Federal IDEA Part B	<input type="text" value="\$15,858,797"/>	22.26%
Federal IDEA Part C	<input type="text" value="\$72,181"/>	0.10%
State Infant/Toddler	<input type="text" value="\$39,535"/>	0.06%
Preschool	<input type="text" value="\$0"/>	0.00%
State Mental Health	<input type="text" value="\$5,029,128"/>	7.06%
Federal Mental Health	<input type="text" value="\$899,550"/>	1.26%
Other <input type="text"/>	<input type="text"/>	0.00%
Other <input type="text"/>	<input type="text"/>	0.00%
Total Revenue	\$71,229,955	100.00%

Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

Section D: Annual Budget Plan

SELPA EAST VALLEY CONSORTIUM

Fiscal Year 2020-21

Table 2: Total Budget by Object Codes

Object Code	Amount	Percentage of Total Funding
Object Code 1000—Certificated Salaries	61,428,210	38.88%
Object Code 2000—Classified Salaries	27,992,027	17.72%
Object Code 3000—Employee Benefits	42,416,510	26.85%
Object Code 4000—Supplies	\$1,682,591	1.06%
Object Code 5000—Services and Operations	20,182,426	12.77%
Object Code 6000—Capital Outlay	\$107,584	0.07%
Object Code 7000—Other Outgo and Financing*	\$4,190,926	2.65%
Total Expenditures	158,000,274	100.00%

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

*Include a description of the expenditures identified under object code 7000:

State Special Schools; Indirect Costs

SELPA **EAST VALLEY CONSORTIUM**Fiscal Year **2020-21****Table 3: Federal, State, and Local Revenue Summary**

Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	54,399,427	34.43%
Federal Revenue	16,830,528	10.65%
Local Contribution	86,770,319	54.92%
Total Revenue From All Sources	158,000,274	100.00%

Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

Describe the basic premise of the SELPA Allocation Plan for distributing dollars as closely as possible to how they are earned.

In East Valley SELPA, AB 602 funds which include State apportionment, COLA, Growth and Decline are distributed based on ADA. Property Tax is given directly to SBCSS. Out-of-Home funds are distributed based on bed counts and rates provided by the State. Low Incidence funds are allocated to the SELPA based on the prior year's unduplicated CALPADS count of students whose primary or secondary disability in grades K – 12 is one of the low incidence disabilities. SELPA oversees the purchase of Low incidence equipment and materials for the member districts. The operating costs for regionalized services are taken off the top.

Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

IDEA revenues are distributed to LEAs, as follows:
 IDEA 3310 (3-22) - split based on prior year pupil count K-12
 IDEA 3311 (Private School) - based on proportionate share funding formula, prior year pupil count
 All districts use this proportionate share of res 3310 funding to expend for parentally-placed children with disabilities.
 IDEA 3315 - pass-through; SELPA receives 5% and balance is split based on PY pupil count preschool.

Section D: Annual Budget Plan

SELPA Fiscal Year **Table 4: Special Education Local Plan Area Operating Expenditures**

Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses .

Accounting Categories and Codes		Amount	Percentage of Total
Certificated Salaries Code	<input type="text" value="1000"/>	<input type="text" value="61,428,210"/>	38.88%
Classified Salaries Code	<input type="text" value="2000"/>	<input type="text" value="27,992,027"/>	17.72%
Employee Benefits Code	<input type="text" value="3000"/>	<input type="text" value="42,416,510"/>	26.85%
Supplies Code	<input type="text" value="4000"/>	<input type="text" value="\$1,682,591"/>	1.06%
Services and Operations Code	<input type="text" value="5000"/>	<input type="text" value="20,182,426"/>	12.77%
Capital Outlay Code	<input type="text" value="6000"/>	<input type="text" value="\$107,584"/>	0.07%
Other Outgo/Financing Code	<input type="text" value="7000"/>	<input type="text" value="\$4,190,926"/>	2.65%
Total Operating Expenditures		158,000,274	100.00%

SELPA EAST VALLEY CONSORTIUM

Fiscal Year 2020-21

Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom for Students with Low Incidence Disabilities

Enter the total revenue expenditures for supplemental aids and services for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence disabilities.

Total Federal and State Revenue budgeted for Supplemental Aids and Service Expenditures in the Regular Classroom Setting	\$1,848,383
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Total Federal and State Funding	71,229,955
---------------------------------	------------

Percent of Total LEA Federal and State Revenue Expenditures for Supplemental Aids and Services in the Regular Classroom Setting	2.59%
---	-------

Total Projected Federal and State Revenue budgeted for Students with Low Incidence Disability Expenditures.	\$285,975
---	-----------

Percent of Total LEA Federal and State Revenue Expenditures for Students with Low Incidence Disabilities	0.40%
--	-------

Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state revenue expenditures by LEAs participating in the SELPA.

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division

Attachment I













SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2020-21

Attachment I—Local Educational Agency Listing**Participating Local Educational Agency Identification**

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the local plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). Special Education Local Plan Areas (SELPA) with one or more LEAs, or those who join with the county office of education (COE) to submit a local plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

Users may remove all entries in each Attachment template (I through VI) by selecting the "Reset" button below. Similarly, users may add, or remove table rows by selecting the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each table included herein.

	List Number	CDS CODE	LEA
 	1	10363	San Bernardino County Supt of Schools/SELPA
 	2	67686	Colton Joint Unified School District
 	3	67843	Redlands Unified School District
 	4	67850	Rialto Unified School District
 	5	67868	Rim of the World Unified School District
 	6	67959	Yucaipa-Calimesa Joint Unified School District

Attachment II

SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2020-21

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each local educational agency (LEA) participating in the local plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1.

LEA	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Preschool	State Mental Health	Federal Mental Health	Subtotal
San Bernardino County Supt of Schools/SELPA	11,873,425	\$3,244,842	\$57,745	\$555,742	\$31,628	\$0	\$0	\$0	15,763,382
Colton Joint Unified School District	\$7,196,890	\$0	\$0	\$4,107,628	\$0	\$0	\$1,374,340	\$245,706	12,924,564
Redlands Unified School District	10,882,930	\$0	\$14,436	\$4,134,647	\$7,907	\$0	\$1,320,131	\$236,433	16,596,484
Rialto Unified School District	\$9,091,826	\$0	\$0	\$4,463,432	\$0	\$0	\$1,578,390	\$282,031	15,415,679
Rim of the World Unified School District	\$1,498,181	\$0	\$0	\$588,223	\$0	\$0	\$198,250	\$35,512	\$2,320,166
Yucaipa-Calimesa Joint Unified School District	\$4,727,059	\$0	\$0	\$2,008,714	\$0	\$0	\$558,017	\$99,866	\$7,393,656
Totals:	45,270,311	\$3,244,842	\$72,181	15,858,386	\$39,535	\$0	\$5,029,128	\$899,548	70,413,931

Attachment III

SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2020-21

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each local educational agency (LEA) participating in the local plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 .

LEA	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
San Bernardino County Supt of Schools/SELPA	\$5,387,754	\$3,589,858	\$4,327,676	\$232,075	\$2,122,495	\$1,965,491	\$1,309,969	18,935,318
Colton Joint Unified School District	14,047,049	\$5,965,776	\$9,069,971	\$502,828	\$3,727,311	\$41400	\$477,433	33,831,768
Redlands Unified School District	13,002,574	\$6,744,867	\$9,435,199	\$162,606	\$2,345,056	\$0	\$0	31,690,302
Rialto Unified School District	18,762,656	\$7,354,390	13,416,378	\$658,547	\$7,946,731	\$7984	\$1,662,854	49,809,540
Rim of the World Unified School District	\$2,043,707	\$1,183,805	\$1,540,893	\$40466	\$1,030,808	\$0	\$204	\$5,839,883
Yucaipa-Calimesa Joint Unified School District	\$7,434,092	\$2,740,996	\$4,152,723	\$63417	\$2,748,250	\$0	\$739,421	17,878,899
Totals:	60,677,832	27,579,692	41,942,840	\$1,659,939	19,920,651	\$2,014,875	\$4,189,881	157,985,710

Attachment IV

SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2020-21

Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each local educational agency (LEA) participating in the local plan, enter the projected special education expenditures allowed by each funding source. Information included in this table must be consistent with revenues identified in Section D, Table 3.

LEA	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Fundings
San Bernardino County Supt of Schools/SELPA	\$613,485	3.65%	15,149,895	28.27%	\$3,171,908	15,763,380
Colton Joint Unified School District	\$4,353,334	25.87%	\$8,571,230	16.00%	20,907,204	12,924,564
Redlands Unified School District	\$4,385,516	26.06%	12,210,968	22.79%	15,093,818	16,596,484
Rialto Unified School District	\$4,745,463	28.20%	10,670,216	19.91%	34,393,862	15,415,679
Rim of the World Unified School District	\$623,737	3.71%	\$1,696,431	3.17%	\$3,519,715	\$2,320,168
Yucaipa-Calimesa Joint Unified School District	\$2,108,580	12.53%	\$5,285,076	9.86%	10,485,243	\$7,393,656
Totals:	16,830,115	100.00%	53,583,816	100.00%	87,571,750	70,413,931

Attachment V

SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2020-21

Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

LEA	Total Federal and State Revenue	Total Revenue Allocated to SAS in Regular Classroom	Percent of Total LEA Federal and State Revenue SAS	Total Revenue Allocated to Students with LI Disabilities	Percent of Total LEA Federal and State Revenue Low Incidence	Total Percent of Projected Total Revenue by LEA for SAS and LI
San Bernardino County Supt of Schools/SELPA	15,763,380	\$0	0%	\$285,975	2%	1.81%
Colton Joint Unified School District	12,924,564	\$861,554	7%	\$0	0%	6.67%
Redlands Unified School District	16,596,484	\$0	0%	\$0	0%	0.00%
Rialto Unified School District	15,415,679	\$920,008	6%	\$0	0%	5.97%
Rim of the World Unified School District	\$2,320,168		0%	\$0	0%	0.00%
Yucaipa-Calimesa Joint Unified School District	\$7,393,656	\$66,821	1%	\$0	0%	0.90%
Totals:	70,413,931	\$1,848,383	<i>Not Applicable</i>	\$285,975	<i>Not Applicable</i>	<i>Not Applicable</i>

Attachment VI

SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2020-21

Attachment VI—Specialized Academic Instruction and Related Services by Local Educational Agency, Service Codes 210–900

1. Enter the names of all LEAs, vendors or contractors of the State Departments of Health Care Services, State Hospitals, and any designated local public health or mental health agency participating in the local plan. Select the California Longitudinal Pupil Achievement Data System (CALPADs) School Owner Code from the drop-down menu.
2. Check the box for each service provided by the corresponding LEA. If a service is not provided by a provider, leave the box “blank.” Service codes are defined in Section E of the local plan.

LEA	Specialized Academic Instruction and Related Services by LEA																																															
San Bernardino County Supt of Schools/SELPA	330 <input checked="" type="checkbox"/>	210 <input type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input checked="" type="checkbox"/>	260 <input type="checkbox"/>	340 <input checked="" type="checkbox"/>	350 <input type="checkbox"/>	415 <input checked="" type="checkbox"/>	425 <input checked="" type="checkbox"/>	435 <input checked="" type="checkbox"/>	436 <input checked="" type="checkbox"/>	445 <input type="checkbox"/>	450 <input checked="" type="checkbox"/>	460 <input checked="" type="checkbox"/>	510 <input checked="" type="checkbox"/>	515 <input checked="" type="checkbox"/>	520 <input type="checkbox"/>	525 <input checked="" type="checkbox"/>	530 <input type="checkbox"/>	535 <input checked="" type="checkbox"/>	540 <input type="checkbox"/>	545 <input type="checkbox"/>	610 <input type="checkbox"/>	710 <input checked="" type="checkbox"/>	715 <input checked="" type="checkbox"/>	720 <input type="checkbox"/>	725 <input checked="" type="checkbox"/>	730 <input checked="" type="checkbox"/>	735 <input type="checkbox"/>	740 <input type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input type="checkbox"/>	760 <input type="checkbox"/>	820 <input checked="" type="checkbox"/>	830 <input checked="" type="checkbox"/>	840 <input checked="" type="checkbox"/>	850 <input checked="" type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	890 <input checked="" type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>
Colton Joint Unified School District	330 <input checked="" type="checkbox"/>	210 <input type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input type="checkbox"/>	260 <input type="checkbox"/>	340 <input checked="" type="checkbox"/>	350 <input type="checkbox"/>	415 <input checked="" type="checkbox"/>	425 <input checked="" type="checkbox"/>	435 <input checked="" type="checkbox"/>	436 <input type="checkbox"/>	445 <input checked="" type="checkbox"/>	450 <input checked="" type="checkbox"/>	460 <input checked="" type="checkbox"/>	510 <input checked="" type="checkbox"/>	515 <input checked="" type="checkbox"/>	520 <input checked="" type="checkbox"/>	525 <input checked="" type="checkbox"/>	530 <input type="checkbox"/>	535 <input checked="" type="checkbox"/>	540 <input type="checkbox"/>	545 <input checked="" type="checkbox"/>	610 <input type="checkbox"/>	710 <input checked="" type="checkbox"/>	715 <input checked="" type="checkbox"/>	720 <input type="checkbox"/>	725 <input checked="" type="checkbox"/>	730 <input checked="" type="checkbox"/>	735 <input type="checkbox"/>	740 <input checked="" type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input checked="" type="checkbox"/>	760 <input type="checkbox"/>	820 <input checked="" type="checkbox"/>	830 <input checked="" type="checkbox"/>	840 <input checked="" type="checkbox"/>	850 <input checked="" type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	890 <input checked="" type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>
Redlands Unified School District	330 <input checked="" type="checkbox"/>	210 <input checked="" type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input checked="" type="checkbox"/>	260 <input type="checkbox"/>	340 <input checked="" type="checkbox"/>	350 <input type="checkbox"/>	415 <input checked="" type="checkbox"/>	425 <input checked="" type="checkbox"/>	435 <input checked="" type="checkbox"/>	436 <input checked="" type="checkbox"/>	445 <input checked="" type="checkbox"/>	450 <input checked="" type="checkbox"/>	460 <input checked="" type="checkbox"/>	510 <input checked="" type="checkbox"/>	515 <input checked="" type="checkbox"/>	520 <input checked="" type="checkbox"/>	525 <input checked="" type="checkbox"/>	530 <input checked="" type="checkbox"/>	535 <input checked="" type="checkbox"/>	540 <input type="checkbox"/>	545 <input checked="" type="checkbox"/>	610 <input checked="" type="checkbox"/>	710 <input checked="" type="checkbox"/>	715 <input type="checkbox"/>	720 <input checked="" type="checkbox"/>	725 <input checked="" type="checkbox"/>	730 <input checked="" type="checkbox"/>	735 <input type="checkbox"/>	740 <input checked="" type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input type="checkbox"/>	760 <input type="checkbox"/>	820 <input checked="" type="checkbox"/>	830 <input checked="" type="checkbox"/>	840 <input checked="" type="checkbox"/>	850 <input checked="" type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	890 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>

Attachment VI

SELPA: EAST VALLEY CONSORTIUM

Fiscal Year: 2020-21

LEA	Specialized Academic Instruction and Related Services by LEA													
Rialto Unified School District	330 <input checked="" type="checkbox"/>	210 <input type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input type="checkbox"/>	260 <input type="checkbox"/>	340 <input checked="" type="checkbox"/>	350 <input type="checkbox"/>	415 <input checked="" type="checkbox"/>	425 <input checked="" type="checkbox"/>	435 <input checked="" type="checkbox"/>	436 <input checked="" type="checkbox"/>		
	445 <input checked="" type="checkbox"/>	450 <input checked="" type="checkbox"/>	460 <input checked="" type="checkbox"/>	510 <input checked="" type="checkbox"/>	515 <input checked="" type="checkbox"/>	520 <input checked="" type="checkbox"/>	525 <input checked="" type="checkbox"/>	530 <input checked="" type="checkbox"/>	535 <input checked="" type="checkbox"/>	540 <input type="checkbox"/>	545 <input checked="" type="checkbox"/>	610 <input type="checkbox"/>		
	710 <input checked="" type="checkbox"/>	715 <input checked="" type="checkbox"/>	720 <input checked="" type="checkbox"/>	725 <input checked="" type="checkbox"/>	730 <input checked="" type="checkbox"/>	735 <input type="checkbox"/>	740 <input checked="" type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input checked="" type="checkbox"/>	760 <input type="checkbox"/>	820 <input checked="" type="checkbox"/>		
	830 <input checked="" type="checkbox"/>	840 <input checked="" type="checkbox"/>	850 <input checked="" type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	890 <input checked="" type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>		
Rim of the World Unified School District	330 <input checked="" type="checkbox"/>	210 <input type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input type="checkbox"/>	260 <input type="checkbox"/>	340 <input checked="" type="checkbox"/>	350 <input type="checkbox"/>	415 <input checked="" type="checkbox"/>	425 <input checked="" type="checkbox"/>	435 <input type="checkbox"/>	436 <input type="checkbox"/>		
	445 <input type="checkbox"/>	450 <input checked="" type="checkbox"/>	460 <input checked="" type="checkbox"/>	510 <input checked="" type="checkbox"/>	515 <input checked="" type="checkbox"/>	520 <input checked="" type="checkbox"/>	525 <input checked="" type="checkbox"/>	530 <input type="checkbox"/>	535 <input checked="" type="checkbox"/>	540 <input type="checkbox"/>	545 <input checked="" type="checkbox"/>	610 <input type="checkbox"/>		
	710 <input checked="" type="checkbox"/>	715 <input type="checkbox"/>	720 <input type="checkbox"/>	725 <input checked="" type="checkbox"/>	730 <input checked="" type="checkbox"/>	735 <input type="checkbox"/>	740 <input type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input type="checkbox"/>	760 <input type="checkbox"/>	820 <input checked="" type="checkbox"/>		
	830 <input checked="" type="checkbox"/>	840 <input checked="" type="checkbox"/>	850 <input checked="" type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	890 <input checked="" type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>		
Yucaipa-Calimesa Joint Unified School District	330 <input checked="" type="checkbox"/>	210 <input type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input type="checkbox"/>	260 <input type="checkbox"/>	340 <input checked="" type="checkbox"/>	350 <input type="checkbox"/>	415 <input checked="" type="checkbox"/>	425 <input checked="" type="checkbox"/>	435 <input checked="" type="checkbox"/>	436 <input type="checkbox"/>		
	445 <input checked="" type="checkbox"/>	450 <input checked="" type="checkbox"/>	460 <input type="checkbox"/>	510 <input checked="" type="checkbox"/>	515 <input checked="" type="checkbox"/>	520 <input checked="" type="checkbox"/>	525 <input checked="" type="checkbox"/>	530 <input type="checkbox"/>	535 <input checked="" type="checkbox"/>	540 <input type="checkbox"/>	545 <input checked="" type="checkbox"/>	610 <input type="checkbox"/>		
	710 <input type="checkbox"/>	715 <input checked="" type="checkbox"/>	720 <input checked="" type="checkbox"/>	725 <input checked="" type="checkbox"/>	730 <input checked="" type="checkbox"/>	735 <input type="checkbox"/>	740 <input type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input type="checkbox"/>	760 <input type="checkbox"/>	820 <input checked="" type="checkbox"/>		
	830 <input checked="" type="checkbox"/>	840 <input checked="" type="checkbox"/>	850 <input checked="" type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	890 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>		

ACTION ITEM

Approve 2020-2021 Local Plan Section E – Annual Service Plan

Conduct Public Hearing to Adopt EV SELPA Annual Service Plan

Hearing Open _____

Hearing Closed _____

ANNUAL SERVICE PLAN

Each SELPA is required to develop and adopt an Annual Service Plan according to the governance and policymaking established in the Local Plan. The Annual Service Plan describes the full continuum of service options to be provided within the EV SELPA assuring access to appropriate instruction and services for all students with disabilities from birth to twenty-two years of age, including children with low-incidence disabilities. The Plan describes all services provided by EV SELPA member school districts and identifies the locations where each service is provided. A description of each service code is also included with the Plan.

PUBLIC HEARING TO ADOPT THE ANNUAL SERVICE PLAN

Notice of the SELPA-level public hearing was posted in each school district more than 15 days prior to the public hearing.

RECOMMENDATION

It is recommended that the Board conduct the public hearing and approve the Annual Service Plan for 2020-2021.

LOCAL PLAN

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division

Section E: Annual Service Plan

SELPA: East Valley Consortium

Fiscal Year: 2020-21

E. Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The annual service plan shall be adopted at a public hearing held by the Special Education Local Plan Area (SELPA). Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. The annual service plan may be revised during any fiscal year according to the policymaking process as established and specified in the local plan consistent with *EC* sections 56001(f) and 56195.9. The annual service plan shall include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location at which the services will be provided, regardless of whether the LEA is participating in the local plan.

Services Included in the Local Plan: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs are listed in **Attachments V**. Services provided by school sites are listed in **Attachment VII**.

Include a description of the service provided and the physical location where the service is delivered:

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 330—Specialized Academic Instruction

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3))

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☒ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☒ Nonpublic schools (NPSs)

☐ Other

☒ 210—Family Training, Counseling, Home Visits (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ Nonpublic agencies (NPAs)

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 230—Nutrition (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 240—Service Coordination (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 250—Special Instruction (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP; providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 260—Special Education Aide (Ages 0-2 only) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 270—Respite Care (Ages 0-2 only) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 340—Intensive Individual Instruction ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 350—Individual and Small Group Instruction ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 415—Speech and Language (5 CCR 3051.1) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☒ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 425—Adapted Physical Education
(5 CCR 3051.5)

☐ Service is Not Currently Provided

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

☒ 435—Health and Nursing: Special Physical
Health Care (5 CCR 3051.12)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Specialized physical health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 436—Health and Nursing: Other Services
(5 CCR 3051.12) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | <input type="checkbox"/> Other <input type="text"/> |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 445—Assistive Technology Services
(5 CCR 3051.19)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6).

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 450—Occupational Therapy (5 CCR 3051.6) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 460—Physical Therapy (5 CCR 3051.6)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a)(2)).

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 510—Individual Counseling (5 CCR 3051.9) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR § 300.24(b)(2), (CCR Title 5 §3051.9).

Physical location(s) where the service is provided:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Juvenile Court"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 515—Counseling and Guidance (5 CCR 3051.9)
 ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | <input type="checkbox"/> Other <input type="text"/> |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 520—Parent Counseling (5 CCR 3051.9)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b) (7); CCR Title 5 §3051.11).

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 525—Social Worker (5 CCR 3051.13)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | <input type="checkbox"/> Other <input type="text"/> |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 530—Psychological Services (5 CCR 3051.10) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

☒ 535—Behavior Intervention (5 CCR 3051.23) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (CCR Title 5 §3001(d)).

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 540—Day Treatment

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 545—Residential Treatment

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, §5671)).

Physical location(s) where the service is provided:

☐ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 610—Specialized Service for Low Incidence Disabilities (5 CCR 3051.16)
 ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing/hearing impairment (HH/HI), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | <input type="checkbox"/> Other <input type="text"/> |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 710—Specialized Deaf and Hard of Hearing (5 CCR 3051.18)
 ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (CCR Title 5 §3051.16 and 3051.18).

Physical location(s) where the service is provided:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Juvenile Court"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | |

- ☒ 720—Audiological (5 CCR 3051.2)
 ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 725—Specialized Vision (5 CCR 3051.7)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

☒ 730—Orientation and Mobility (5 CCR 3051.3)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 735—Braille Transcription (5 CCR 3051.22) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 740—Specialized Orthopedic Service (5 CCR 3030(e) and 3051.16) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment (CAC Title 5, §3030(e) & 3051.16)

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

☐ 745—Reading Service (5 CCR 3051.16) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 750—Note Taking Service (5 CCR 3051.16) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 755—Transcription Service (5 CCR 3051.16) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

☐ 760—Recreation Service, Including
Therapeutic Recreation (5 CCR 3051.15)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 820—College Awareness
(34 CFR 300.39 and 300.43)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

Physical location(s) where the service is provided:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Juvenile Court"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

☒ 830—Vocational Assessment, Counseling,
Guidance, and Career Assessment
(5 CCR 3051.14)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment.

Physical location(s) where the service is provided:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Juvenile Court"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 840—Career Awareness (5 CCR 3051.14) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR-§300.29).

Physical location(s) where the service is provided:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Juvenile Court"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

- ☒ 850—Work Experience Education (5 CCR 3051.14) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26)

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 855—Job Coaching (5 CCR 3051.14)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 860—Mentoring (5 CCR 3051.14)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 865—Agency Linkages, Referral and Placement (30 EC Section 56341.5)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 870—Travel Training, Including Mobility Training (5 CCR 3051.3)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 890—Other Transition Services
(5 CCR 3051 and 3051.24)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☒ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

☐ 900—Other Related Service
(5 CCR 3051 and 3051.24)

Qualified Service

☐ 900—Other Related Service
(5 CCR 3051 and 3051.24)

Qualified Service

☐ 900—Other Related Service
(5 CCR 3051 and 3051.24)

Qualified Service

☐ 900—Other Related Service
(5 CCR 3051 and 3051.24)

Qualified Service

Superintendent: Frank Miranda, Ed.D.
Phone: (909) 580-5000
Email: Frank_Miranda@cjsud.net
Special Ed. Director: Rob Pearson
Email: rob_pearson@cjsud.net
Phone: (909) 580-5002

[illegible]

Superintendent: Mauricio Arellano
Phone: (909) 307-5300
Email: mauricio_arellano@redlands.k12.ca.us
Special Ed. Director: Jason Hill
Email: jason_hill@redlands.k12.ca.us
Phone: (909) 307-5300

[illegible]

Phone: (909) 820-7700

[illegible]

Superintendent: Michelle Murphy
Phone: (909) 336-2031
Email: Michelle_Murphy@rimsd.k12.ca.us
Special Ed. Director: Derek Swen
Email: Derek_Swen@rimsd.k12.ca.us
Phone: (909) 336-2031

[illegible]

Email: jim_stolze@ycju

[illegible]

Superintendent: Ted Alejandre
Phone: (909) 386-2406
Email: ted.alejandre@sbcss.net
Special Ed. Director: Scott Wyatt, Ed.D.
Email: scott.wyatt@sbcss.net
Phone: (909) 386-2722

[illegible]

ACTION ITEM

Approve the 2020-2021 SBCSS Fee-for-Service Rates

2020-2021 SBCSS FEE-FOR-SERVICE RATES

The Fee-for-Service schedule was developed to provide revenue for students being served by non-resident districts and/or County Programs.

BACKGROUND

Per the EV SELPA Fiscal Allocation Plan, the Fee-for-Service Schedule is reviewed annually by the Steering/Finance Committee and approved by the Board of Directors. The proposed SBCSS East Valley County Operated Special Education Program 2020-2021 FFS Budget Summary was presented virtually to the Steering/Finance Committee on April 16, 2020.

RECOMMENDATION

It is recommended that the Board approve the 2020-2021 SBCSS Fee-for-Service rates.

San Bernardino County Superintendent of Schools
 East Valley County Operated Special Education Program
 2020-21 FFS Budget Summary
 April 2020

2020-21 Budget Assumptions

- 3% COLA on salary
- Step and Column included in contracted salaries
- 5% increase on Medical, Dental, Vision and Life
- Assume no medical opt-out
- Employer paid statutory rates as follows (increase in PERS and STRS)
 - Medicare: 1.45%, SUI: .05%, Workers Comp: 2.76%
 - STRS: 18.40%, PERS: 22.80%, Alt. Retirement: 2.25%
- Information Technology User Fees: \$2,207 per full user, \$105 per email only
- Indirect Cost Rate: 8.0%

Budget

Program	CERT FTE	CLASS FTE
SAI/Self Contained	24.79	34.15
Low Incidence Itinerant	9.20	5.16
1:1 Aides	0.00	7.74
First Class	0.58	0.00
Early Start (includes direct charged Pupil Support & Admin)	7.77	3.81
Allocated Cost (Admin, Facilities, Pupil Support)	4.6	6.74
TOTAL	46.94	57.6

2020-21 Fee-For-Service Budget

Total Budgeted Expenditures	\$ 12,237,794
Less Budgeted Offsetting Revenue	\$ 3,187,101
2020-21 Excess Cost	\$ (9,050,693)

2020-21 Proposed Fee-For-Service Rates

RATES	SAI	Low Incidence	1:1 Aides
20/21 Rate	\$ 42,706	\$ 9,263	\$ 55,097
19/20 Rate	\$ 38,856	\$ 8,271	\$ 52,099

Counts	SAI	Low Incidence	1:1 Aides
20/21 Count	175	215	9
19/20 Count	210	213	8

Additional Services

Additional Services	Fee
Intensive Therapeutic Services Fee-For-Service	\$ 9,250.00

San Bernardino County Superintendent of Schools
EAST VALLEY COUNTY OPERATED SPECIAL EDUCATION PROGRAM
2020-21 Projected Fee For Service Budget
April 2020

		1	2	3	4	5	6
		SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	FIRST CLASS	EARLY START	TOTAL
		SDC	ITINERANT	1:1 AIDES	No FFS - Grant Funded	No FFS - State /Grant Funded	
1	OBJECT	EXPENSE					
2	1000-1999	Certificated Salaries	2,540,419	822,662	-	57,531	4,263,254
3	2000-2999	Classified Salaries	1,252,608	207,865	240,173	-	1,807,169
4	3000-3999	Employee Benefits	2,017,035	507,158	218,223	399,869	3,165,343
5	4000-4999	Books & Supplies	23,120	5,520	-	11,767	43,928
6	5000-5999	Services & Other Operating Expenditures	69,600	29,722	747	42,205	144,306
7	6000-6999	Capital Outlay	-	-	-	0	0
8							
9		Sub total	\$ 5,902,782	\$ 1,572,927	\$ 459,143	86,142	9,424,000
10		% of Total	0.78959	0.21041	n/a	n/a	1.0000000
11							
12		Allocated Cost (FN 3120, 2100, 2700, 8100)	1,320,215	351,801	-	235,275	1,907,291
13		Sub total 1000-5000 costs	\$ 7,222,997.37	\$ 1,924,727.63	\$ 459,143.00	\$ 86,142	\$ 11,331,291
14							
15	7300-7380	Indirect Cost @ 8.0%	577,840	153,978	36,731	6,891	906,503
16							
17		TOTAL EXPENSE	\$ 7,800,837	\$ 2,078,706	\$ 495,874	\$ 93,033	\$ 12,237,794

18	Obj	RS	Revenue:	SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	FIRST CLASS	EARLY START	TOTAL
				SDC	ITINERANT	1:1AIDES	No FFS - Grant Funded	No FFS - State /Grant Funded	
19	8097	6500	Property Tax Revenue						0
20	8181	3310	Federal Local Assistance	327,162	87,179				414,341
21	8311/8319	6500	AB602 FFS Revenue (including Base for ADA)						0
22			Total FFS Revenue	327,162	87,179	0	0	0	414,341
23									
24			Other Revenue Sources						
25	86XX	8710	Local Control Funding Formula						0
26	8182	3315	Federal Preschool - RS 3315				24,660		24,660
27	8182	3310	Federal Local Assistance Applied to the First Class Program				68,374		68,374
28	8182	3345	Preschool Staff Development	191					191
29	8182	3385	Infant Part C					57,745	57,745
30	8311	6510	Infant State Apportionment					1,541,062	1,541,062
31	8590	6515	Infant Discretionary					31,628	31,628
32	8677	9285	Parent Infant Program					10,941	10,941
33	8285	9385	Other Local Revenue (contracts with districts)					119,885	119,885
34	8600/8799	6500	Other Local Revenue (contracts with districts)						0
35			2020-21 Beginning Balance					918,274	918,274
36			TOTAL REVENUE:	327,353	87,179	0	93,034	2,679,535	3,187,101

37									
38			Excess Cost (expense minus revenue)	\$ (7,473,485)	\$ (1,991,526)	\$ (495,874)	\$ 0	\$ 910,192	\$ (9,050,694)
39									
40			Number of Estimated Services in 2020-21	175	215	9	N/A	N/A	
41			2020-21 Proposed Rates	\$42,706	\$9,263	\$55,097	-	-	
42			2019-20 Rates	\$38,856	\$8,271	\$52,099	N/A	N/A	

CLOSED SESSION

EV SELPA Administrator's Evaluation

OTHER

NEXT MEETING – JUNE 17, 2020

**2020/2021
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE**

September 16, 2020

November 18, 2020

February 24, 2021

March 24, 2021

May 19, 2021

June 16, 2021

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