

East Valley SELPA
STEERING COMMITTEE MEETING
670 E. Carnegie Drive, San Bernardino, CA 92408

**** AGENDA ****
May 18, 2023, 8:00 A.M.

	<u>PRESENTER</u>
1.0 CALL TO ORDER	Patty Metheny
2.0 PUBLIC COMMENTS	
3.0 REVIEW/APPROVAL OF MINUTES	Patty Metheny
4.0 DISCUSSION/PRESENTATION	
<u>Finance Items</u>	
4.1 Updated FY 23/24 SBCSS Fee-for-Service Budget Summary	Jennifer Alvarado
4.2 FY 22/23 Projected Actuals & FY 23/24 Proposed Budget	Andrea Tennyson
4.3 EV SELPA NonPublic School 3rd Quarter 2022-23 Report	Elizabeth Coronel Jennifer Brooksby
4.4 EV SELPA FY 22/23 Fiscal Reporting Calendar	Andrea Tennyson
<u>Program Items</u>	
4.5 FY 23/24 EV SELPA Local Plan	
• Section B – Governance & Administration	Patty Metheny
• Section D – Annual Budget Plan	Andrea Tennyson
• Section E – Annual Service Plan	Sonya Cain
4.6 WebIEP	
• Programming	Jennifer Brooksby
• Vendor Retirement/Selection Committee	Patty Metheny
4.7 Compliance and Improvement Monitoring	Jennifer Brooksby
• Policy & Procedure Review	
• Late IEPs	
4.8 IEP Implementation	Jennifer Brooksby
4.9 CALPADS Requirements	Jennifer Brooksby
• End-of-Year Checklist	Sonya Cain
• User Acceptance Testing	
• Gen Ed Participation Percentage	
• Plan Effective Date	
4.10 Speech-Pathologist Requirements	Jennifer Brooksby

- | | | |
|------|--|---------------|
| 4.11 | Alternate Pathway to HS Diploma | Rick Homutoff |
| 4.12 | Spring 2023 Events/Requirements Reminders <ul style="list-style-type: none"> • Surrogate Parent Training – May 23, 2023 • Private School Consultation Meeting – May 25, 2023 • Personnel Data Report – Due May 26, 2023 | Rick Homutoff |
| 4.13 | EV SELPA Inclusive Practices – Next Steps | Patty Metheny |
| 4.14 | SBCSS East Valley Operations | Scott Wyatt |
| 4.15 | Hot Topics | Committee |
| 5.0 | OTHER | |
| 5.1 | 2022-2023 EV SELPA Board of Directors Meetings | |
| 5.2 | EVSELPA Professional Development Opportunities – May & June 2023 | |
| 5.3 | EV SELPA Steering Committee Meeting Dates 2023-2024 – cancelation of July 2023 meeting, addition of August 2023 meeting | |
| 5.4 | EV SELPA Board of Directors Meetings 2023-2024 | |
| 5.5 | EV SELPA Community Advisory Committee Meetings 2023-2024 | |
| 5.6 | Next EV SELPA Steering Committee Meeting Meeting – June 8, 2023, 8:00 AM | |

East Valley SELPA
STEERING COMMITTEE MEETING MINUTES
April 13, 2023

MEMBERS PRESENT:

Rob Pearson	Colton Joint Unified School District
Jennifer Johnson	Rialto Unified School District
Patti Buchmiller	Redlands Unified School District
Shannon Hansen	Rim of the World Unified School District
Leslie Burghardt	Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Linda Resiwain	Business Services, Colton
Kristi Hubbard, Ed.D.	Business Services, Redlands
Valeria Estrella	Business Services, Rialto
Jennifer Alvarado	Internal Business, SB County Schools
Lacey Hall	Internal Business, SB County Schools
Amber Tavis	Business Services, Rim of the World

OTHERS PRESENT:

Yvonne Molles	San Bndo County – EV Ops
Dr. Rick Homutoff	East Valley SELPA
Jennifer Brooksby	East Valley SELPA
Andrea Tennyson	East Valley SELPA
Rosalva Contreras	East Valley SELPA
Sonya Cain	East Valley SELPA
Courtney Beatty	East Valley SELPA
Tracy Schroeder	East Valley SELPA

1.0 CALL TO ORDER: SELPA Program Manager Dr. Rick Homutoff called the meeting to order at 8:11 a.m. at the Dorothy Inghram Learning Center located at 670 E. Carnegie Drive, San Bernardino.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the March 9, 2023, meeting were reviewed. The motion to approve the minutes was made by Rob Pearson and seconded by Patti Buchmiller. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

4.1 2023-24 SBCSS EV County Operated Special Education Fee-For-Service Budget & Proposed Rates

Jennifer Alvarado shared challenges she faced preparing proposed rates for 2023-24. She indicated it has become increasingly hard to budget for this program as student attendance has been unpredictable. In 2021-22, 2022-2023 the SAI program experienced a significant student decline with no actual student/program take back. As a result, cost-saving measures were implemented that included a reduction in staff due to unfilled vacancies. Conversely, however, the area has experienced an increase in demand for low incidence services VI services. Ms. Alvarado requested a workgroup be formed to explore potential reasons for this increase, specific to VI. To-date, no reasons have been identified.

Ms. Alvarado reviewed the staffing and budgets for the proposed 2023-24 FFS rates for SAI and Low Incidence. Within Low Incidence, a large increase in students was noted. She shared SBCSS is proposing using one-time ESSR money to cover staff costs not included in the budget proposal report she shared. This included 3.5 certificated staff (three VI staff, .5 Orientation & Mobility staff) and two classified staff (one paraeducator and one Braille specialist).

District special education directors expressed concerns and asked questions about the use of one-time money for staff indicating they were not comfortable with this proposal. Rob Pearson inquired requesting clarification regarding the reduction of the Low Incidence Fee from 2022-23 rate when in the Fall of 2022 Ms. Alvarado SBCSS staff indicated there would be a need to increase staff in 2023-24. She responded they have determined there would not be a need. Mr. Pearson asked why then use one-time funds. Patti Buchmiller questioned the wisdom and was concerned about the use of one-time dollars as that would result in significant increases once the one-time funds were expended and asked what that would look like in the future. Ms. Alvarado could not say at this time. A discussion ensued but Ms. Alvarado stated it was the position of SBCSS to use one-time money to mitigate any cost impact to districts while the VI workgroup continued their work in evaluating the adequacy of the staffing of the Vi program. and that this was not open for discussion.

4.2 2023-24 SBCSS Student Services Counseling Center

Ms. Alvarado presented the SBCSS Student Services Counseling Center fee-for-service rate. Ms. Alvarado explained these services are provided by the Student Services Counseling Center for students enrolled in the Barbara Phelps County High School. The rate for FY 23/24 is \$4,336.

4.3 SEMA-I 2nd Interim MOE Summary Report

Andrea Tennyson presented the SEMA-I 2nd Interim Report. She indicated as a reminder; districts are only required to pass one out of the three tests. Based on the information provided all East Valley SELPA districts appear to be passing MOE. Nevertheless, Ms.

Tennyson further explained this is the time to look at expenditure reports to ensure expenses are coded correctly.

4.4 EV SELPA 2022-2023 Fiscal Reporting Calendar

Ms. Tennyson reviewed activities for the months of April and May. She reminded the Committee that the annual low incidence inventory and requests for purchase of low incidence items are due to the SELPA by Friday, April 14, 2023. SBCSS Fee-For-Service Count verification forms and Personnel Data Reports are due to the SELPA in May.

Program Items

4.5 CAPTAIN Overview and Coaching

Program Manager for Mental Health Tracy Schroeder and Program Specialist Courtney Beatty presented an overview of the East Valley SELPA CAPTAIN membership and coaching program. They explained the number of students diagnosed with Autism has increased significantly in the EV SELPA Region in the last 5 years from 1196 to 1694 students. Ms. Schroeder and Ms. Beatty reviewed the evidence-based practices (EBPs) recommended by the National Professional Development Center (NPDC) that are currently being implemented in EV SELPA classrooms. They also reviewed the CAPTAIN coaching program and how it was suspended over the past few years due to the Covid pandemic. For 2023-24, it is being reinstated. As a consequence, nominations are being solicited from EV SELPA district special education administrators for teachers they would like to have participate. The role and expectations of the candidates were reviewed. Nomination forms were provided and are due to the SELPA May 31, 2023.

4.6 CDE Annual Requirements

Jennifer Brooksby shared the EV SELPA Board of Directors will be requested to approve components of the EV SELPA Local including the Annual Budget and Service Plans on May 24, 2023. Notices of Public Hearing for those plans were distributed to the districts for posting in every administrative building, school site and website. The plans will also be reviewed by the EV SELPA Community Advisory Committee in late April.

4.7 Compliance and Improvement Monitoring

Ms. Brooksby presented an update on CDE compliance monitoring activities. Regarding IEP timeline compliance, the numbers for all EV SELPA districts have held steady for initial IEPs. Problems with overdue triennial IEPs were highlighted for immediate action. Directors were encouraged to run report 16.8 in CALPADS to address these numbers. Directions on how to run report 16.8 in CALPADS were provided. EV SELPA Program Technician Sonya Cain will provide training to all DA users on report 16.8 in the next DA Users meeting later this month. Ms. Brooksby also reminded the directors that all late IEPs must be closed by June 30, 2023. Yvonne Molles offered to share language to include in IEPs that will be closed. She indicated this language was approved by SBCSS legal counsel.

Ms. Brooksby provided a detailed presentation on CDE compliance monitoring of 2022-23 data indicating that all EV SELPA districts must engage in these of activities and that the initial steps of the process are due June 30, 2023, activities to identify root causes are due by September 30, 2023, and Compliance Improvement Monitoring (CIM) plans are due

November 30, 2023. Each district was notified of their compliance status via Annual Determination Letters sent to district superintendents March 20, 2023. Ms. Brooksby's presentation included a link to the CDE padlet which contains resources for districts to engage in for all of the required compliance activities as well as links to register for the CDE virtual presentations on each of the activities. She encouraged the directors to take some time to explore the padlet.

4.8 IEP Implementation- Service Data Collection

Ms. Brooksby reminded the directors that the service data collection period is currently open and will continue through April 28, 2023. She indicated the SELPA anticipates CDE will provide student lists for each district shortly after the data collection period closes as certification must be completed and submitted by June 30, 2023. The use of the WebIEP module is one option for collection service data but is not compulsory. Rob Pearson indicated he would like to gather information for discussion on the use of the WebIEP module.

4.9 Planning for ESY 2023

Dr. Homutoff reminded the directors this will be the first official year that Juneteenth (June 19th) is observed as a holiday. Districts should factor in Juneteenth and 4th of July holidays in their extended school year (ESY) schedule.

4.10 Alternative Pathway to HS Diploma

Dr. Homutoff shared, at this time, there has not been any additional guidance or clarification on the Alternative Pathway to a high school diploma from CDE. Dr. Homutoff is hopeful more information will become available by June.

4.11 CALPADS SpEd File Redesign

Ms. Brooksby indicated that as previously shared, CALPADS will implement a special education file redesign for implementation in September 2023. The new format will allow for information to be transmitted in four different files/categories. This will include an additional transmission type, among other things. Although it may appear cumbersome, the four types of transmissions may lead to less errors since less information is being transmitted at once. DA Users will be trained in the file redesign during the meeting scheduled in August of 2023. It is important to note the redesign will require the calculation of a specific percentage of a student's participation in general education and not just a range. Staff will require training to do so accurately.

4.12 DRDP Data Collection

The DRDP data collection window is currently open. Data for spring assessment data is due to SELPA by June 2nd.

4.13 Supporting Inclusive Practices

The East Valley SELPA SIP Leadership Team will be presenting virtually at the SIP Conference on May 5, 2023, at 10:00 am. A draft of the presentation was shared. A rehearsal for this presentation is scheduled during the next SIP leadership team meeting on Thursday, April 15, 2023. All special education directors are expected to present and highlight their progress and accomplishments for statewide recognition.

The culminating events of the Zooming In and Zooming Out on Inclusive Practices professional development series are scheduled for May 10 and 11, 2023. On May 10, Katie Novak and Shelley Moore will present in-person at the Dorothy Inghram Learning Center as well as virtually for those not able to attend in person. On May 11, they will visit sites throughout the East Valley SELPA and then return to the building to engage in a “fireside chat” to share their observations of the East Valley sites. Directors and other pertinent staff are encouraged to attend the fireside chat.

4.14 Spring 2023 Events/Requirements Reminders

Dr. Homutoff shared a number of flyers. These included events being held at the EV SELPA such as the annual EV SELPA Transition Program Partnership Career Day entitled “Back to The Future,” a surrogate parent training and the private school consultation session as well as information regarding completing the federally required Personnel Data Report.

4.15 EV SELPA CAC April 24, 2023, Meeting

April 24, 2023 will be the last Community Advisory Committee meeting of the year and it will be virtual. The committee will review the Local Plan ahead of the May Board of Directors meeting.

4.16 SBCSS East Valley Operations

In the absence of Dr. Scott Wyatt, Yvonne Molles provided an update on East Valley Operations. EV Ops will send out a survey to districts to identify the need for a low cognition/high behavior classroom/program. Ms. Molles also announced the creation of a DHH classroom program in the East Valley Region set to open August 23 with twenty-five students. The class will house students from 7-12 or 9-12 grades with opportunities for those students to mainstream. The directors were surprised by this as it had not been requested by any of them. Furthermore, they requested a list of the twenty-five students identified by SBCSS for the program. Ms. Molles agreed to notify Dr. Wyatt so information could be provided.

As ESY is quickly approaching, EV Ops will identify which sites will be used for ESY and notify the directors.

4.17 Hot Topics

Patti Buchmiller inquired about the creation of a SELPA parent support group. Currently, the Redlands USD has a parent group meeting regularly, however, the group would be beneficial for all SELPA parents. After a brief discussion, Program Manager Tracy Schroeder expressed her interest in guiding a parent support group. Further conversations are needed for the creation of a parent support group.

Patti Buchmiller also expressed her concern about Redlands USD staff being unable to be trained in PCM due to lack of training packets. As the EV SELPA transitions from paper copies to the web based PCM22 there has been some delay in receiving training materials. EV SELPA will work to ensure all staff in need of training will be trained by their needed deadline.

5.0 OTHER

- 5.1 2022-2023 EV SELPA Steering Committee Meetings
- 5.2 2022-2023 EV SELPA Board of Directors Meetings
- 5.3 2022-2023 EV SELPA Community Advisory Committee Meetings
- 5.4 EVSELPA Professional Development Opportunities – April & May 2023
- 5.5 EV SELPA Steering Committee Meetings 2023-2024
- 5.6 EV SELPA Board of Directors Meetings 2023-2024

6.0 ADJOURNMENT: Meeting adjourned at 12:21 pm. Next meeting will be held on May 18, 2023.

FINANCE ITEMS

4.1 Updated 23/24 SBCSS Fee-for-Service Budget Summary

San Bernardino County Superintendent of Schools
 East Valley County Operated Special Education Program
 2023-24 FFS Budget Summary
 May 2023

2023-24 Budget Assumptions

- 4% COLA on salary
- Step and Column included in contracted salaries
- 5% increase on Medical, Dental, Vision and Life
- Employer paid statutory rates as follows:
 - Medicare: 1.45%, SUI: .20%, Workers Comp: 2.63%
 - STRS: 19.10%, PERS: 27.00%, Alt. Retirement: 2.25%
- Indirect Cost Rate: 8.5%

2023-24 Budget

Program	CERT FTE	CLASS FTE
SAI/Self Contained	13.66	18.94
Low Incidence Itinerant*	7.75	6.02
1:1 Aides	0.00	10.32
Early Start (includes direct charged Pupil Support & Admin)	7.69	1.41
Allocated Cost (Admin, Facilities, Pupil Support)	3.49	4.76
TOTAL	32.59	41.45

2023-24 Fee-For-Service Budget (Not Including Early Start)

Total Budgeted Expenditures	\$ 8,664,542
Less Budgeted Offsetting Revenue (not including Early Start)	\$ 413,428
2023-24 Excess Cost	\$ (8,251,114)

2023-24 Early Start Program (Not a Fee-For-Service Program)

Total Budgeted Expenditures	\$ 1,672,767
Less Budgeted Offsetting Revenue (Including beginning balance)	\$ 3,093,080
2023-24 Excess Cost	\$ 1,420,313

2023-24 Proposed Fee-For-Service Rates

RATES	SAI	Low Incidence*	1:1 Aides
2023-24 Rate	\$ 51,590	\$ 7,745	\$ 64,075
2022-23 Rate	\$ 48,906	\$ 9,387	\$ 59,943

2023-24 Fee-For-Service Estimated Counts

Counts	SAI	Low Incidence	1:1 Aides
2023-24 Count	103	280	12
2022-23 Count	136	204	10

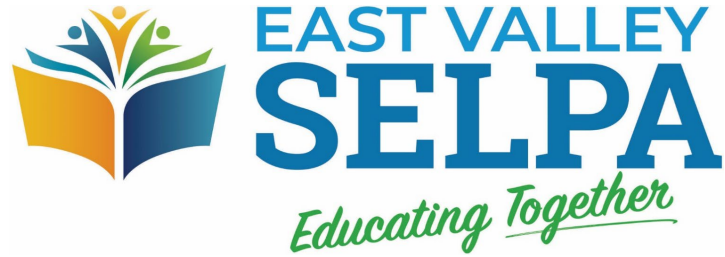
* Not included in the 2023-24 fee-for-service rates are 5.22 FTE related to low incidence services which are being paid for using one-time funds, while the VI workgroup continues its evaluation of the adequacy of the staffing levels of the VI program. This includes 3 VI Teachers, .5 O&M Teacher, .86 Braille Specialist, and .86 Paraeducator. The total cost of these positions is \$646,551 which equates to approximately \$2,309 per low incidence student.

San Bernardino County Superintendent of Schools
 East Valley County Operated Special Education Programs
 2023-24 Projected Fee For Service Budget
 May 2023

		1	2	3	4	5
		SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL
		SDC	ITINERANT	1:1 AIDES	No FFS - State /Grant Funded	
1	OBJECT EXPENSE					
2	1000-1999 Certificated Salaries	1,800,411	775,506	-	989,103	3,565,020
3	2000-2999 Classified Salaries	802,816	285,903	397,034	33,146	1,518,899
4	3000-3999 Employee Benefits	1,330,001	530,103	310,360	389,257	2,559,721
5	4000-4999 Books & Supplies	12,585	6,350	-	4,200	23,135
6	5000-5999 Services & Other Operating Expenditures	60,220	35,394	1,269	11,303	108,186
7	6000-6999 Capital Outlay	-	-	-	0	0
8						
9	Sub total	\$ 4,006,033	\$ 1,633,256	\$ 708,663	1,427,009	7,774,961
10	% of Total	0.71038	0.28962		n/a	1.0000000
11						
12	Allocated Cost	1,163,460	474,341	-	114,712	1,752,513
13	Sub total	\$ 5,169,492.59	\$ 2,107,597.41	\$ 708,663.00	\$ 1,541,721	\$ 9,527,474
14						
15	7300-7380 Indirect Cost - 8.5%	439,407	179,146	60,236	131,046	809,835
16						
17	TOTAL EXPENSE	\$ 5,608,899	\$ 2,286,743	\$ 768,899	\$ 1,672,767	\$ 10,337,309

18	Obj	RS	Revenue:	SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL
				SDC	ITINERANT	1:1AIDES	No FFS - State /Grant Funded	
19	8181	3310	Federal Local Assistance	290,041	118,250			408,291
20	8182	3315	Federal Preschool - RS 3315	5,137				5,137
21	8182	3385	Infant Part C				57,745	57,745
22	8311	6510	Infant State Apportionment				1,708,646	1,708,646
23	8590	6515	Infant Discretionary				0	0
24	8677	9285	Parent Infant Program				600	600
25			2023-24 Beginning Balance				1,326,089	1,326,089
26			TOTAL REVENUE:	295,178	118,250	0	3,093,080	3,506,508
27								
28			Excess Cost (revenue minus expense)	\$ (5,313,721)	\$ (2,168,494)	\$ (768,899)	\$ 1,420,313	\$ (6,830,801)
29								
30			Number of Estimated Services in 2023-24	103	280	12	N/A	
31			2023-24 Proposed Rates	\$51,590	\$7,745	\$64,075	-	
32			2022-23 Rates	\$48,906	\$9,387	\$59,943	N/A	

4.2 FY 2022/23 Projected Actuals & FY 2023/24 Proposed Budget



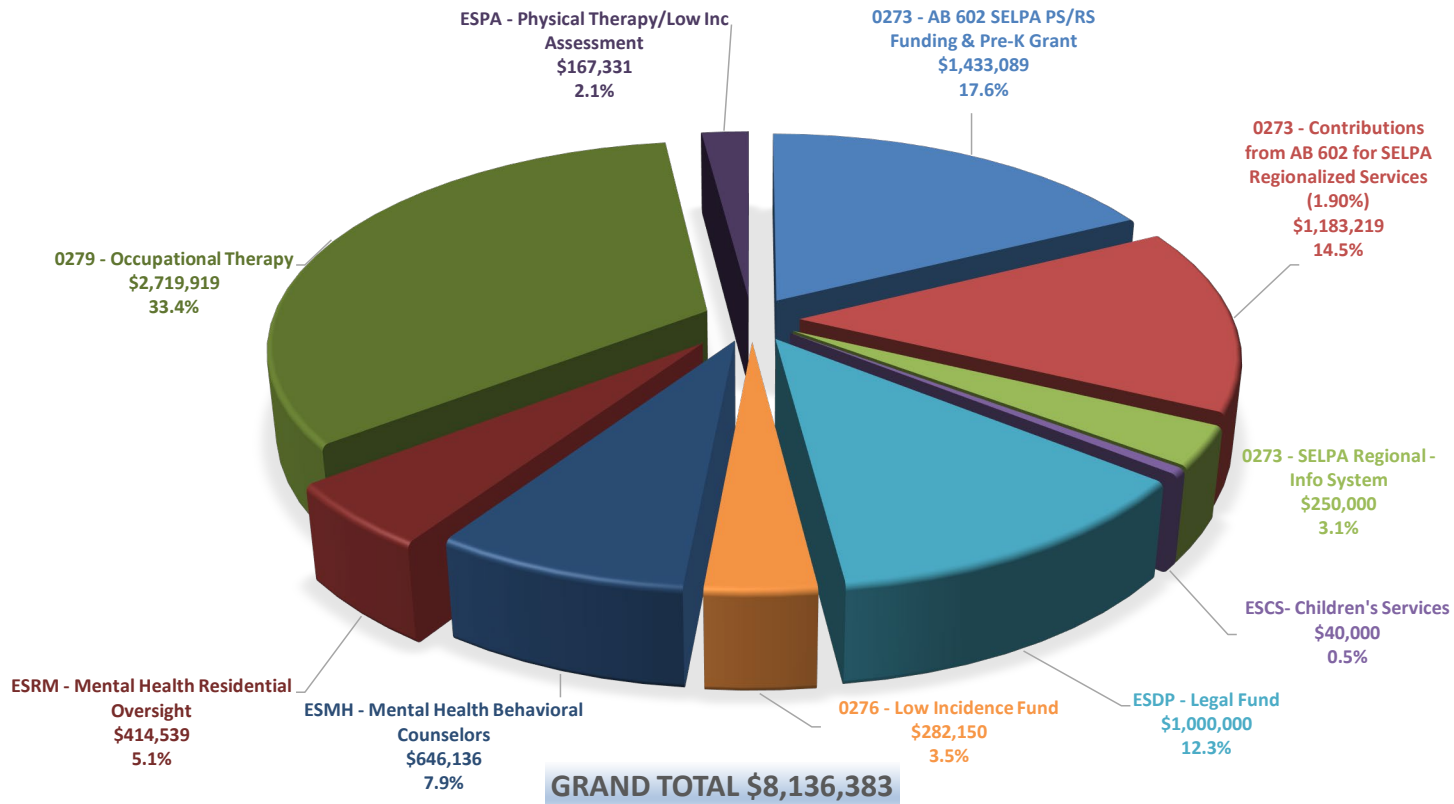
EAST VALLEY SELPA
FY 2023-24
Proposed Operating Budget

May 18, 2023

Patty Metheny, EdD., Chief Administrative Officer

Andrea Tennyson, Fiscal Consultant

EAST VALLEY SELPA FY 2023/24 OPERATIONS BUDGET



Program Description	Proposed Budget	Percentage of Total
0273 - AB 602 SELPA PS/RS Funding & Pre-K Grant	\$1,433,089	17.6%
0273 - Contributions from AB 602 for SELPA Regionalized Services (1.90%)	\$1,183,219	14.5%
0273 - SELPA Regional - Info System	\$250,000	3.1%
ESCS- Children's Services	\$40,000	0.5%
ESDP - Legal Fund	\$1,000,000	12.3%
0276 - Low Incidence Fund	\$282,150	3.5%
ESMH - Mental Health Behavioral Counselors	\$646,136	7.9%
ESRM - Mental Health Residential Oversight	\$414,539	5.1%
0279 - Occupational Therapy	\$2,719,919	33.4%
ESPA - Physical Therapy/Low Inc Assessment	\$167,331	2.1%
Grand Total	\$8,136,383	100.0%

EAST VALLEY SELPA
FY 2023/24 BUDGET INFORMATION
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SELPA REGIONALIZED SERVICES

Budget/Management 0273, 0474

REGIONAL STUDENT INFORMATION SYSTEM

Budget/Management 0273 Res 9273

CALIFORNIA CHILDRENS' SERVICES (CCS)

Budget/Management ESCS

DUE PROCESS/LEGAL

Budget/Management ESDP

LOW INCIDENCE

Budget/Management 0276

REGIONAL PROGRAM/MENTAL HEALTH BEHAVIORAL COUNSELORS

Budget/Management ESMH

REGIONAL PROGRAM/MENTAL HEALTH RESIDENTIAL OVERSIGHT

Budget/Management ESRM

REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)

Budget/Management 0279

REGIONAL PROGRAM/PHYSICAL THERAPY & LOW INCIDENCE ASSESSMENT

Budget/Management ESPA

EAST VALLEY SELPA
FY 2023/24 BUDGET INFORMATION
SELPA REGIONALIZED SERVICES

The East Valley SELPA Regionalized Services budget is the operations budget for the SELPA administration.

Revenue Sources:

~ Funding is provided through AB 602 from two sources, the PS/RS apportionment and 1.90% of the adjusted AB 602 base grant entitlement. AB602 minimum base rate proposed increase from \$820 to \$886.67 per average daily attendance (ADA). The SELPA Board has authorized this distribution as "off the top" (Resource 6500).

~ Resource 3315 Preschool Local Entitlement estimated at \$19,412 (5% of total grant)

Budget Developed:

~ The total amount of base AB 602 funds that the SELPA is entitled to receive was determined by identifying the greater of the current, prior year, or prior prior year K12 ADA for each district, taking those numbers and totaling them to determine a SELPA wide aggregate, and multiplying that aggregate by the statewide base rate per ADA.

~ Reclassification of Program Manager position from 213 days to 227 days. A \$9,847 annual increase in salary.

~ 4.00% potential salary increase is estimated. Actual salary increase will be based on the average of 12 benchmark districts in the county who settle CTA salary schedule negotiations. Step and column fully funded.

~ Health & Welfare Rates developed with a 5% inflationary increase for Medical, Dental, Vision, & Life.

~ Employer paid statutory rates are as follows: (from budget assumptions to current)

>STRS 19.10% (No increase) >PERS 27.00% from 26.10% (.90 increase)

>Medicare 1.45% >UI .20% from .50% >W/C 2.63% from 2.92%

~ Information Technology user fee at \$2,705 from \$2,549 (\$156 increase)

~The 23/24 approved Indirect Cost Rate for County Schools is 8.50% (.45% decrease)

East Valley SELPA

FY 2023/24 BUDGET INFORMATION

REGIONALIZED SERVICES

						2021/22 ACTUAL	2022/23 PROJECTED ACTUAL	2023/24 PROPOSED	Change from Prior Year Increase/(Decrease)
REVENUE									
Beginning Balance						538,797.95	\$653,998	\$761,388	\$107,390
Contributions from AB 602 for SELPA Regionalized Services 1.90%						\$806,197	\$834,166	\$1,183,219	\$349,053
AB 602 SELPA PS/RS Funding						\$1,326,764	\$1,413,800	\$1,413,677	(\$123)
Pre-K Grant (0474)						\$17,999	\$19,412	\$19,412	\$0
Other Revenue						\$8,475	\$5,000	\$0	(\$5,000)
TOTAL REVENUE						\$2,698,233	\$2,926,376	\$3,377,696	\$451,320
EXPENDITURES									
Certificated Salaries						\$878,534	\$903,827	\$1,169,514	\$265,687
Classified Salaries & Hourly						\$451,108	\$440,623	\$517,502	\$76,879
Benefits						\$492,513	\$497,523	\$645,970	\$148,447
					Sub-Total	\$1,822,155	\$1,841,973	\$2,332,986	\$491,013
Materials & Supplies						\$11,522	\$34,135	\$25,000	(\$9,135)
ADR Contracted Services						\$0	\$0	\$48,000	\$48,000
Operations						\$61,766	\$111,031	\$135,600	\$24,569
					Sub-Total	\$73,288	\$145,166	\$208,600	\$63,434
					TOTAL	\$1,895,443	\$1,987,139	\$2,541,586	\$554,447
Indirect Cost						\$148,792	\$177,849	\$216,035	\$38,185
					<i>Indirect Cost R</i>	<i>7.85%</i>	<i>8.95%</i>	<i>8.50%</i>	
TOTAL EXPENDITURES						\$2,044,235	\$2,164,988	\$2,757,621	\$592,632
ENDING BALANCE						\$653,998	\$761,388	\$620,076	
					STAFFING:				
					1.0 Administrator		1.0 Chief Administrative Officer	1.0 Chief Administrative Officer	
					1.0 Prog Manager		.90 Prog Manager (5 mos)	1.0 Program Manager	
					1.0 Fiscal Consultant		.90 Prog Manager (8 mos)	1.0 Fiscal Consultant	
					4.0 Program Specialists		.95 Fiscal Consultant	5.0 Program Specialists	
					1.0 Admin. Assistant		4.0 Program Specialists	1.0 Admin. Assistant	
					1.0 SELPA Svc Specialist		1.0 Admin. Assistant	1.0 SELPA Svc Specialist	
					1.0 Program Tech (MIS)		1.0 SELPA Svc Specialist	1.0 Program Tech (MIS)	
					.50 Accounting Tech		1.0 Program Tech (MIS)	.80 Finance Specialist	
					1.225 Hourly Student Worker		.80 Finance Specialist	.725 Hourly Student Worker	
					Consultants		.725 Hourly Student Worker	Contracts for ADR Services	
Total FTEs						11.725 FTEs	12.275 FTEs	11.525 FTEs (5 Contracts)	
Districts' Contribution from AB 602 State Aid	2022/23 SELPA FUNDED ADA P-1	% OF SELPA FUNDED ADA	2023/24 Projected SELPA Funded ADA	% OF SELPA FUNDED ADA	2021/22	2022/23	2023/24	Change + or (-) from 22/23 TO 23/24	
Colton	20,403.68	26.67%	17,892.63	25.48%	\$215,061	\$222,494	\$301,432	\$78,938	
Redlands	20,048.01	26.21%	18,599.63	26.48%	\$211,313	\$218,616	\$313,343	\$94,727	
Rialto	24,126.10	31.54%	22,939.00	32.66%	\$254,297	\$263,086	\$386,447	\$123,361	
Rim	2,917.43	3.81%	2,607.47	3.71%	\$30,751	\$31,813	\$43,927	\$12,114	
Yucaipa	8,393.97	10.97%	7,841.64	11.16%	\$88,374	\$91,533	\$132,106	\$40,573	
SBCSS, EV Ops	607.36	0.79%	353.99	0.50%	\$6,402	\$6,623	\$5,964	(\$659)	
	76,496.55	100.00%	70,234.36	100.00%	\$806,197	\$834,166	\$1,183,219	\$349,053	

EAST VALLEY SELPA

FY 2023/24 BUDGET INFORMATION

EV SELPA REGIONAL PROGRAM STUDENT INFORMATION DATABASE SYSTEM

EV SELPA contracts with Faucette Microsystems for student database system/WebIEP.

CDE compliance requirements and the revision or the creation of IEP forms are some of the expenses expected to be shared by the districts.

Final Costs shared proportionately by member districts and are charged at year-end based on Current Year Oct

East Valley SELPA

FY 2023/24 BUDGET INFORMATION

EV SELPA REGIONAL PROGRAM STUDENT INFORMATION DATABASE SYSTEM

	2021/22 ACTUAL	2022/23 PROJECTED ACTUAL	2023/24 PROPOSED	Change from Prior Year Increase/(Decrease)
REVENUE				
Beginning Balance	\$67,651	\$67,651	\$67,651	(\$0)
<i>Colton</i>	\$26,931	\$50,306	\$62,883	\$12,577
<i>Redlands</i>	\$30,346	\$56,684	\$70,856	\$14,172
<i>Rialto</i>	\$29,201	\$54,545	\$68,182	\$13,637
<i>Rim</i>	\$4,268	\$7,973	\$9,966	\$1,993
<i>Yucaipa</i>	\$13,502	\$25,222	\$31,526	\$6,304
<i>*CSSF/EV Ops *</i>	\$0	\$5,270	\$6,587	\$1,317
TOTAL REVENUE	\$171,898	\$267,651	\$317,651	\$50,000
EXPENDITURES				
Materials & Supplies	\$0	\$0	\$0	\$0
Operations	\$96,454	\$183,570	\$230,415	\$46,845
Total	\$96,454	\$183,570	\$230,415	\$46,845
Indirect	\$7,793	\$16,430	\$19,585	\$3,156
<i>Indirect Rate</i>	<i>7.85%</i>	<i>8.95%</i>	<i>8.50%</i>	
TOTAL EXPENDITURES	\$104,247	\$200,000	\$250,000	\$50,000
ENDING BALANCE	\$67,651	\$67,651	\$67,651	

EAST VALLEY SELPA
FY 2023/24 BUDGET INFORMATION
CALIFORNIA CHILDRENS' SERVICES (CCS)

The SELPA is mandated by Education Code to provide support to CCS medical therapy units (MTU) housed in the region. There are two located in the East Valley SELPA region - one at San Salvador in Colton and another at Judson & Brown in Redlands.

Expenditures include office supplies, facilities related maintenance costs, including janitorial, and utilities

Actual costs at year-end are shared by member districts based on current year October pupil count.

East Valley SELPA

FY 2023/24 BUDGET INFORMATION

CALIFORNIA CHILDRENS' SERVICES (CCS)

		2021/22	2022/23	2023/24	Change from Prior Year
		ACTUAL	PROJECTED ACTUAL	PROPOSED	Increase/(Decrease)
CCS District Support	Beginning Balance	\$1,800	\$1,800	\$1,800	\$0.00
	Colton	\$5,576	\$9,047	\$10,334	\$1,287
	Redlands	\$6,283	\$10,186	\$11,644	\$1,458
	Rim	\$884	\$1,433	\$1,637	\$204
	Yucaipa	\$2,796	\$4,532	\$5,181	\$649
	Rialto	\$6,046	\$9,802	\$11,204	\$1,402
	CCS Revenue	\$21,585	\$35,000	\$40,000	\$5,000
TOTAL REVENUE		\$23,385	\$36,800	\$41,800	\$5,000
EXPENDITURES					
Materials & Supplies		\$1,496	\$5,982	\$7,000	\$1,018
Operations		\$20,089	\$29,018	\$33,000	\$3,982
	Sub-Total	\$21,585	\$35,000	\$40,000	\$5,000
	Total	\$21,585	\$35,000	\$40,000	\$5,000
TOTAL EXPENDITURES		\$21,585	\$35,000	\$40,000	\$5,000
ENDING BALANCE *		\$1,800	\$1,800	\$1,800	

Note: Funded per Ed Code

EAST VALLEY SELPA
FY 2023/24 BUDGET INFORMATION
LEGAL/DUE PROCESS

The Legal fund was developed to track due process related costs as detailed in the Board approved "Funded by EV SELPA Legal X-Pot/Funded by District". Final district contribution for legal support is based on actual costs using the CY October pupil count.

FY 23/24 budget was developed using FY 22/23 1st interim projection. 1.80 FTEs are paid out of this program, which include: 1 Program Manager and .80 SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 23/24 Health and Mandatory Benefits rates, NO Indirect Cost rate is charged.

East Valley SELPA

FY 2023/24 BUDGET INFORMATION

LEGAL/DUE PROCESS

	2021/22 ACTUAL	2022/23 PROJECTED ACTUAL	2023/24 PROPOSED	Change from Prior Year Increase/(Decrease)
Beginning Balance	\$68,808	\$68,808	\$68,808	\$0
Colton	\$198,442	\$228,748	\$258,338	\$29,590
Redlands	\$223,602	\$257,750	\$291,092	\$33,342
Rim	\$215,164	\$36,254	\$40,943	\$4,689
Yucaipa	\$31,450	\$114,683	\$129,519	\$14,836
Rialto	\$99,489	\$248,024	\$280,108	\$32,084
Revenue	\$768,147	\$885,459	\$1,000,000	\$114,541
TOTAL REVENUE	\$836,956	\$954,267	\$1,068,808	\$114,541
EXPENDITURES				
Certificated Salaries	\$167,001	\$168,001	\$188,850	\$20,849
Classified Salaries	\$53,013	\$72,104	\$64,804	-\$7,300
Benefits	\$74,708	\$70,916	\$85,242	\$14,326
Sub-Total	\$294,722	\$311,020	\$338,896	\$27,876
Supplies	\$81	\$0	\$800	\$800
Operations	\$473,344	\$574,439	\$660,304	\$85,865
Sub-Total	\$473,425	\$574,439	\$661,104	\$86,665
Total	\$768,147	\$885,459	\$1,000,000	\$114,541
TOTAL EXPENDITURES	\$768,147	\$885,459	\$1,000,000	\$114,541
ENDING BALANCE	\$68,808	\$68,808	\$68,808	\$0
STAFFING:	1.0 Program Manager, DP 1.0 SELPA Services Specialist	1.0 Program Manager, DP .75 SELPA Services Specialist	1.0 Program Manager, DP .80 SELPA Services Specialist	
Total FTEs	2.0 FTEs	1.75 FTEs	1.80 FTEs	\$0.00

Note: Funded on a per Current Year Pupil Count Basis

FY 2023/24 BUDGET INFORMATION

LOW INCIDENCE MATERIALS, EQUIPMENT & SERVICES

Funding is provided through the AB 602 based on the prior year October Pupil count of Low Incidence students (primary and secondary disability).

FY 2023/24 rate is estimated to be \$3,300 per pupil with a Low Incidence disability for Materials, Equipment, and Services. EV SELPA retains 15% of Total SELPA LI Apportionment. The remainder is provided proportionately to districts based on October pupil count of students with primary and secondary disabilities.

EV SELPA budget was developed to facilitate centralized purchasing and inventory of materials and equipment for Low Incidence eligible students:

- Hearing Impaired
- Visually Impaired
- Orthopedically Impaired
- Deaf/Blind

Utilization is through application for eligible students based on the SELPA Steering Committee's Low Incidence procedures.

EV SELPA Low Incidence Committee reviews current guidelines and procedures.

East Valley SELPA
LOW INCIDENCE MATERIALS, EQUIPMENT & SERVICES
FY 2023/24 BUDGET INFORMATION

	2021/22 ACTUAL	2022/23 PROJECTED ACTUAL	2023/24 PROPOSED	Change from Prior Year Increase/(Decrease)
Beginning Balance	\$552,679	\$499,736	\$322,314	(\$177,422)
AB 602 State Aid	\$276,369	\$282,150	\$282,150	\$0
TOTAL REVENUE	\$829,048	\$781,886	\$604,464	(\$177,422)
EXPENDITURES				
Materials & Supplies	\$132,372	\$247,150	\$265,000	\$17,850
Operations & Contracts	\$107,898	\$116,339	\$165,200	\$48,861
Trf to Districts	\$0	\$0	\$0	\$0
Sub-Total	\$240,270	\$363,490	\$430,200	\$66,710
Equipment	\$70,943	\$63,550	\$70,000	\$6,450
Indirect	\$18,099	\$32,532	\$36,567	\$14,433
<i>Indirect Rate</i>	7.85%	8.95%	8.50%	
TOTAL EXPENDITURES	\$329,312	\$459,572	\$536,767	\$77,195
ENDING BALANCE	\$499,736	\$322,314	\$67,697	

Note: Funded per Ed Code based on Qualifying Primary and Secondary Disability of Prior Year October Pupil Count times an estimated \$3,300.00

EAST VALLEY SELPA
FY 2023/24 BUDGET INFORMATION
EVSELPA REGIONAL PROGRAM/BEHAVIOR HEALTH COUNSELORS

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Program funded by a proportionate share based on student counts to provide behavior health counseling services.

Staff includes .25 of Program Manager responsible for staff oversight, 2.40 Behavioral Health counselors, and .30 of SELPA Services Specialist.

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

East Valley SELPA

EVSELPA REGIONAL PROGRAM/BEHAVIOR HEALTH COUNSELORS FY 2023/24 BUDGET INFORMATION

	2021/22	2022/23	2023/24	Change from Prior Year	
	ACTUAL	PROJECTED ACTUAL	PROPOSED	Increase/(Decrease)	
Beginning Balance	\$0	\$0	\$0	\$0	
DISTRIBUTION OF COST BASED ON PROPORTIONATE SHARE OF STUDENT COUNT	Colton	\$253,097	\$312,473	\$364,487	\$52,014
	Redlands	\$66,605	\$78,119	\$33,135	(\$44,984)
	Rim	\$239,776	\$156,237	\$248,514	\$92,277
	Yucaipa	\$0	\$26,040	\$0	(\$26,040)
	Total	\$559,478	\$572,869	\$646,136	\$73,267
TOTAL REVENUE	\$559,478	\$572,869	\$646,136	\$73,267	
EXPENDITURES					
Classified Salaries	\$368,251	\$368,131	\$413,609	\$45,478	
Benefits	\$142,407	\$147,767	\$164,025	\$16,258	
Sub-Total	\$510,658	\$515,898	\$577,634	\$61,736	
Materials & Supplies	\$0	\$0	\$0	\$0	
Operations	\$8,098	\$9,911	\$17,883	\$7,972	
Sub-Total	\$8,098	\$9,911	\$17,883	\$7,972	
Total	\$518,756	\$525,809	\$595,517	\$69,708	
Indirect	\$40,722	\$47,060	\$50,619	\$3,559	
<i>Indirect Rate</i>	<i>7.85%</i>	<i>8.95%</i>	<i>8.50%</i>	<i>-0.45%</i>	
TOTAL EXPENDITURES	\$559,478	\$572,869	\$646,136	\$73,267	
ENDING BALANCE	\$0	\$0	\$0	\$0	
STAFFING:	.25 Program Manager, BHC	.25 Program Manager, BHC	.25 Program Manager, BHC		
	2.40 Behavior Health Counselors II	2.40 Behavior Health Counselors II	2.40 Behavior Health Counselors II		
	.33 SELPA Services Specialist	.30 SELPA Services Specialist (July-Jan) Vacant as of 3/31/22	.30 SELPA Services Specialist		
Total FTEs	2.98 FTEs	2.95 FTE	2.95 FTE	0.00	

NOTE: Funded on a Fee-For-Service basis/proportionately shared by districts. Amounts to be based on actual pupil service counts.

EAST VALLEY SELPA

FY 2023/24 BUDGET INFORMATION

EVSELPA REGIONAL PROGRAM/OVERSIGHT OF RESIDENTIAL MENTAL HEALTH

As authorized by the SELPA Board of Directors, the East Valley SELPA operates an Off-the-top residential mental health oversight program.

Staff includes .75 of Program Manager and .60 from two Behavioral Health Counselors responsible for oversight and residential placements, .20 of SELPA Finance Specialist to process NPS Mental Health/Residential invoices and parent reimbursements.

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

East Valley SELPA

SELPA Regional Residential Mental Health

FY 2023/24 BUDGET INFORMATION

	2021/22 ACTUAL	2022/23 PROJECTED ACTUAL	2023/24 PROPOSED	Change from Prior Year Increase/(Decrease)
Beginning Balance	\$90,104	\$96,962	\$110,699	\$13,737
Off-the-top	\$326,784	\$379,493	\$409,539	\$30,046
	\$0	\$6,600	\$5,000	(\$1,600)
TOTAL REVENUE	\$416,888	\$483,055	\$525,238	\$42,183
EXPENDITURES				
Classified Salaries	\$206,072	\$216,075	\$243,385	\$27,310
Benefits	\$80,901	\$89,155	\$100,344	\$11,189
Sub-Total	\$286,973	\$305,230	\$343,729	\$38,499
Materials & Supplies	\$0	\$300	\$500	\$200
Operations	\$9,666	\$36,238	\$37,835	\$1,597
Sub-Total	\$9,666	\$36,538	\$38,335	\$1,797
Total	\$296,639	\$341,768	\$382,064	\$40,296
Indirect	\$23,286	\$30,588	\$32,475	\$1,887
<i>Indirect Rate</i>	7.85%	8.95%	8.50%	-0.45%
TOTAL EXPENDITURES	\$319,925	\$372,356	\$414,539	\$42,183
ENDING BALANCE	\$96,962	\$ 110,699	\$ 110,699	
STAFFING:	.75 Program Manager, BHC .60 Behavioral health counselors .20 Accounting Technician	.75 Program Manager, BHC .60 Behavioral health counselor .20 Accounting Technician	.75 Program Manager, BHC .60 Behavioral health counselor .20 Finance Specialist	
Total FTEs	1.55 FTE	1.55 FTEs	1.55 FTEs	0.00

NOTE: Funded Off-the-Top on a per ADA basis

EAST VALLEY SELPA

FY 2023/2024 BUDGET INFORMATION

EVSELPA REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)

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

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

5 Contract COTAs are paid through this budget.

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

East Valley SELPA

SELPA Regional Occupational Therapy (OT)

FY 2023/24 BUDGET INFORMATION

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

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

FY 2023/24 BUDGET INFORMATION
PHYSICAL THERAPY SERVICES & LOW INCIDENCE ASSESSMENT

District costs shown in this budget for FY 23/24 are: .667 FTE for a School Physical Therapist II and .08 of Occupational Therapist for low incidence assessments conducted by EV SELPA.

Actual costs are charged to district proportionately based on service count via cash transfer.

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

East Valley SELPA

SELPA Regional Physical Therapy (PT), Low Incidence Assessment FY 2023/24 BUDGET INFORMATION

	2021/22 ACTUAL	2022/23 PROJECTED ACTUAL	2023/24 PROPOSED	Change from Prior Year Increase/(Decrease)	
Beginning Balance	\$300	\$0	\$0	-\$300	
Districts proportionate share cost based on student counts	Colton	\$52,381	\$48,471	\$41,833	-\$6,638
	Redlands	\$67,347	\$89,485	\$111,554	\$22,069
	Rim	\$3,742	\$3,729	\$4,648	\$919
	Yucaipa	\$0	\$18,643	\$9,296	-\$9,347
	TOTAL	\$123,470	\$160,328	\$167,331	\$7,003
TOTAL REVENUE	\$123,770	\$160,328	\$167,331	\$7,003	
EXPENDITURES					
Classified Salaries	\$85,062	\$107,610	\$107,010	-\$600	
Benefits	\$28,558	\$37,426	\$38,869	\$1,443	
Sub-Total	\$113,620	\$145,036	\$145,879	\$843	
Materials & Supplies	\$0	\$0	\$0	\$0	
Operations	\$1,141	\$2,121	\$8,343	\$6,222	
Sub-Total	\$1,141	\$2,121	\$8,343	\$6,222	
TOTAL	\$114,761	\$147,157	\$154,222	\$7,065	
Indirect Cost	\$9,009	\$13,171	\$13,109	-\$62	
<i>Indirect Rate</i>	7.85%	8.95%	8.50%	-0.45%	
TOTAL EXPENDITURES	\$123,770	\$160,328	\$167,331	\$7,003	
ENDING BALANCE	\$0	\$0	\$0	\$0	
STAFFING:	.667 Physical Therapist .08 Occupational Therapist	.667 Physical Therapist .08 Occupational Therapist	.667 Physical Therapist .08 Occupational Therapist		
Total FTEs	.667 FTE	.747 FTE	.747 FTE	0.00	

4.3 EV SELPA NonPublic School 3rd Quarter 2022-23 Report



**EAST VALLEY
SELPA**

Educating Together

**Non-Public School Quarterly Report
Second Quarter 2022-2023**

East Valley SELPA Board of Directors
May 24, 2023

Patty Metheny, Ed.D.
Chief Administrative Officer

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

2022-23 Master Contracts

Non-Public Schools							
Name of Facility	Location	Number of EV SELPA Students					
		Colton	Redlands	Rialto	Rim	YCJSUD	Total
Altus Academy	Rialto, CA	4		1		2	7
Beacon Day	La Palma, CA	1	1				2
Canyon View	San Dimas, CA		1				1
Childhelp	Beaumont, CA						
Joan Macy	La Verne, CA			9			9
Leroy Haynes	La Verne, CA	3	2	1			6
Oak Grove – The Ranch	Perris, CA						
Port View Prep	Ontario, CA		1	1			2
Precious Hearts	San Bernardino, CA	1	1		1		3
Sierra of East Valley	Colton, CA	2	2		3	4	11
Spectrum	Chino Hills, CA			2			2
Stone Ridge Academy	Upland, CA	3	3	1	1		8
TOTAL	12	14	11	15	5	6	51

Residential Treatment Centers							
Name of Facility	Location	Number of EV SELPA Students					
		Colton	Redlands	Rialto	Rim	YCJSUD	Total
Alpine Academy	Erda, UT		1				1
CALO	Lake Ozark, MO						
Cinnamon Hills	St. George, UT						
Devereux	Viera, FL			1			1
Oak Grove – Jack Weaver	Murrieta, CA		1				1
Provo Canyon	Provo, UT	1					1
San Diego Center	San Diego, CA	1				1	2
Sandy Pines	Jupiter, FL			1			1
Turning Winds	Troy, MT				1		1
Youth Care	Draper, UT				1		1
TOTAL	10	2	2	2	2	1	9

Assembly Bill 1172 Requirements

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

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

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

Number of District Annual Monitoring Observations Completed this Quarter for NPS Placed Students									
Colton		Redlands		Rialto		Rim		YCJUSD	
Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled
1	14	3	11	0	15	0	5	0	6

Number of District Annual Monitoring Observations Completed Year, to-date				
Colton	Redlands	Rialto	Rim	YCJUSD
3	11	0	0	0

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

Number of EV SELPA Monitoring Observations/Visits Completed Year, to-date, for Residentially Placed Students*				
Colton	Redlands	Rialto	Rim	YCJUSD
3	5	2	4	3

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

California Department of Education, Special Education Division NPS Monitoring

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

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

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

Name of Facility	CDE Approval Status	Date of CDE Onsite Review
Alpine Academy	Approved	
Altus Academy	Approved	8.2.22
Beacon Day	Approved	6.8.21
Canyon View	Approved	2.8.21
Cinnamon Hills	Approved	9.14.22
Devereux	Approved	4.9.21
Joan Macy	Approved	11.30.22
Leroy Haynes	Approved	12.1.22
Oak Grove – The Ranch	Approved	11.2.22
Oak Grove – Jack Weaver	Approved	5.17.21

Port View Prep	Approved	12.14.22
Precious Hearts	Approved	5.17.22
Provo Canyon – Provo Campus	Conditional	
Provo Canyon – Springville Campus	Conditional	
San Diego Center	Approved	
Sierra of East Valley	Approved	
Spectrum	Approved	
Stone Ridge Academy	Conditional	2.4.22
Turning Winds	Approved	
Youth Care	Approved	

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

Bright Futures Academy – Riverside

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

Childhelp as of 10.28.22



East Valley SELPA
22-23 3rd Quarter NPS Cost Totals

Colton	2021-2022	2022-2023				
NPS (Students reside w/parents)	21	14				
NPS (Students in residential setting)	1	2				
	Prior Yr Q3 Total***	Q2 Not Previously Billed	Jan	Feb	Mar	Q3 Total
NPS Education*	\$ 317,731.17	\$ 128.50	\$ 66,933.30	\$ 71,444.72	\$ 62,818.62	\$ 201,325.14
NPS Mental Health**	\$ 58,834.21	\$ 324.31	\$ 12,093.72	\$ 13,336.73	\$ 25,389.49	\$ 51,144.25
District Total	\$ 376,565.38	\$ 452.81	\$ 79,027.02	\$ 84,781.45	\$ 88,208.11	\$ 252,469.39
Redlands	2021-2022	2022-2023				
NPS (Students reside w/parents)	18	11				
NPS (Students in residential setting)	2	2				
	Prior Yr Q3 Total***	Q2 Not Previously Billed	Jan	Feb	Mar	Q3 Total
NPS Education*	\$ 241,852.30	\$ 369.26	\$ 76,318.83	\$ 85,931.05	\$ 61,836.13	\$ 224,455.27
NPS Mental Health**	\$ 69,189.77	\$ -	\$ 30,396.43	\$ 24,545.94	\$ 22,400.74	\$ 77,343.11
District Total	\$ 311,042.07	\$ 369.26	\$ 106,715.26	\$ 110,476.99	\$ 84,236.87	\$ 301,798.38
Rialto	2021-2022	2022-2023				
NPS (Students reside w/parents)	13	15				
NPS (Students in residential setting)	1	2				
	Prior Yr Q3 Total***	Q2 Not Previously Billed	Jan	Feb	Mar	Q3 Total
NPS Education*	\$ 301,331.85	\$ 192.75	\$ 53,944.51	\$ 63,023.28	\$ 66,867.89	\$ 184,028.43
NPS Mental Health**	\$ 72,249.72	\$ -	\$ 23,213.90	\$ 27,602.32	\$ 18,783.24	\$ 69,599.46
District Total	\$ 373,581.57	\$ 192.75	\$ 77,158.41	\$ 90,625.60	\$ 85,651.13	\$ 253,627.89
Rim	2021-2022	2022-2023				
NPS (Students reside w/parents)	4	5				
NPS (Students in residential setting)	2	2				
	Prior Yr Q3 Total***	Q2 Not Previously Billed	Jan	Feb	Mar	Q3 Total
NPS Education*	\$ 50,675.29	\$ 2,587.50	\$ 27,649.22	\$ 27,658.93	\$ 11,985.66	\$ 69,881.31
NPS Mental Health**	\$ 84,105.56	\$ -	\$ 28,546.53	\$ 24,869.79	\$ 23,988.33	\$ 77,404.65
District Total	\$ 134,780.85	\$ 2,587.50	\$ 56,195.75	\$ 52,528.72	\$ 35,973.99	\$ 147,285.96
Yucaipa-Calimesa	2021-2022	2022-2023				
NPS (Students reside w/parents)	9	6				
NPS (Students in residential setting)	3	1				
	Prior Yr Q3 Total***	Q2 Not Previously Billed	Jan	Feb	Mar	Q3 Total
NPS Education*	\$ 170,440.41	\$ -	\$ 30,709.87	\$ 23,838.32	\$ 26,680.89	\$ 81,229.08
NPS Mental Health**	\$ 152,416.32	\$ -	\$ 17,410.97	\$ 17,231.72	\$ 17,037.86	\$ 51,680.55
District Total	\$ 322,856.73	\$ -	\$ 48,120.84	\$ 41,070.04	\$ 43,718.75	\$ 132,909.63
SELPA Wide Tuition Total	\$ 1,082,031.02	\$ 3,278.01	\$ 255,555.73	\$ 271,896.30	\$ 230,189.19	\$ 760,919.23
SELPA Wide Mental Health Total	\$ 436,795.58	\$ 324.31	\$ 111,661.55	\$ 107,586.50	\$ 107,599.66	\$ 327,172.02
SELPA Wide Grand Total	\$ 1,518,826.60	\$ 3,602.32	\$ 367,217.28	\$ 379,482.80	\$ 337,788.85	\$ 1,088,091.25

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

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

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

4.4 EV SELPA FY 2022/23 Fiscal Reporting Calendar



FY 2022-23 FISCAL REPORTING CALENDAR

JULY 2022

- 7/08/22** Districts to provide SELPA June PARs and PYR for TPP - DONE
- 7/14/22** SELPA to provide 21/22 Q4 Total NPS Reimbursement Transfer for invoices received/processed through 7/8/2022 at Steering/Finance meeting
- 7/14/22** SELPA to present AB 602 June 2022 P-2 CDE Certification (19/20 R3, 20/21 R1, 21/22 P2)
- 7/15/22** Districts to provide signed Grant/Fund Expenditure Report #3 (Apr 1 – Jun 30 PY) or FINAL expenditure reports to SELPA if Final hasn't been submitted.
- 7/31/22** SELPA finalize closing of FY 21/22 books, Final REX will be sent out to districts
- 7/31/22** SELPA to submit May and June 2022 TPP Service and Certified Invoices to DOR

AUGUST 2022

- 8/15/22** Districts to provide SELPA July PARs and PYR for TPP
- 8/15/22** Districts to provide UA DAT file to SELPA for MOE monitoring/tests
- 8/31/22** SELPA to send preliminary MOE to district's fiscal staff via e-mail

SEPTEMBER 2022

- 9/15/22** EV SELPA to present preliminary SEMA and SEMB MOE results and Excess Cost Calculation worksheets at Steering/Finance meeting
- 9/15/22** SBCSS to present PY (21/22) fee-for-service Budget to Actuals, Year-end actuals and return of funds (if appropriate) at Steering/Finance.
- 9/15/22** EV SELPA to present PY (21/22) Occupational Therapy Regional/ Proportionate Share Program return of funds (if appropriate) at Steering/Finance
- 9/15/22** EV SELPA to present PY (21/22) adjusted 4th Quarter NPS reimbursement transfers and Fiscal Year total costs at Steering/Finance
- 9/16/22** Districts to provide SELPA August PARs and PYR for TPP
- 9/30/22** SELPA to submit July TPP Service and Certified Invoices to DOR
- 9/30/22** Districts to submit DPR & LR funds expenditure reports (through 9/30/22)

OCTOBER 2022

- 10/07/22** SELPA to begin working on 1st Interim budget revisions. Districts to provide SELPA with CY (22/23) P-1 ADA estimates & changes to PY ADA (if any) by Oct 14 for First Interim reporting and Projections
- 10/13/22** SELPA to send Final SEMA/SEMB summary, SYT, Excess Cost Reports to districts, due to CDE 11/15/22
- 10/13/22** SELPA to submit PY (21) Annual Infant Funding Report to SBCSS
- 10/14/22** Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable
- 10/17/22** Districts to provide SELPA September PARs and PYR for TPP
- 10/21/22** SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission
- 10/28/22** Deadline for SELPA/SBCSS to submit CY (22/23) Part C Early Start Application to CDE
- 10/28/22** Deadline for SELPA/SBCSS to submit PY (21/22) Extraordinary Cost Pool claim to CDE – funded at Annual - Done
- 10/28/22** SELPA to submit Aug TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.



FY 2022-23 FISCAL REPORTING CALENDAR

NOVEMBER 2022

- 11/01/22 SELPA to submit Infant Waiver Request to CDE if applicable (Current waiver valid until 6/30/24)
- 11/10/22 SELPA to present CY (22/23) 1st Interim EV SELPA Budgets at Steering/Finance
- 11/10/22 SELPA to present CY (22/23) 1st Quarter NPS reimbursement transfer for paid invoices at Steering/Finance
- 11/10/22 SELPA to present Schedule REX (22/23) 1st Interim projections at Steering/Finance
- 11/10/22 SELPA to provide Districts Fall 1 count for SBCSS Fee-for-Service for verification
- 11/18/22 SELPA to submit Maintenance of Effort SEMA 21/22 Unaudited Actuals vs. 20/21 Actuals to CDE - DONE
- 11/18/22 SELPA to submit Maintenance of Effort SEMB 21/22 Unaudited Actuals vs. 22/23 Budget to CDE - DONE
- 11/18/22 SELPA to submit Excess Cost Calculation(s) to CDE - DONE
- 11/18/22 SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE - DONE
- 11/18/22 Districts to provide Oct PARs and PYR for TPP to SELPA
- 11/28/22 SBCSS FFS Fall 1 count signed verification forms due to SELPA from District Spec Ed Directors
- 11/30/22 SELPA/IBS to submit Part C Grant Application Package to CDE (package has not been received)
- 11/30/22 SELPA to submit Medi-Cal Program 2022-23 LEA BOP Annual report to DHCS
- 11/30/22 SELPA to submit September TPP Service and Certified Invoices to DOR

DECEMBER 2022

- 12/09/22 Districts to provide November PARs and PYR for TPP to SELPA
- 12/12/22 **Districts to provide SELPA DAT file for SEMAI (1st Interim) for MOE monitoring due to BAS *12/15/22**
- 12/19/22 SELPA to provide CY (22/23) Fall Count for SBCSS Fee-for-service Students to SBCSS
- 12/30/22 SELPA to submit October TPP Service and Certified Invoices to DOR
- 12/30/22 Districts to submit DPR & LR funds expenditure reports

JANUARY 2023

- 1/05/23 SELPA to provide NPS P-1 ADA to Districts ***District deadline to BAS 1/9/23
- 1/13/23 SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
- 1/16/23 **Districts to provide Grant/Fund Expenditure Reports # 1 (Jul 1 – Dec 31) to SELPA for CY (22/23) or report # 5 (PY 21/22) if applicable**
- 1/16/23 Districts to provide December PARs and PYR for TPP to SELPA
- 1/30/23 SELPA to submit November TPP Service and Certified Invoices to DOR

FEBRUARY 2023

- 2/16/23 Districts to provide January PARs and PYR for TPP to SELPA
- 2/16/23 Districts to provide SELPA with CY 22/23 P-2 estimates
- 2/17/23 SELPA to submit to AU FY 23/24 EV SELPA budgets
- 2/23/23 SELPA to present 22/23 EV SELPA 2nd Interim Budget update
- 2/23/23 **SELPA to present SEMAI 1st Interim MOE summary report/MOE monitoring and preparation**
- 2/23/23 SELPA to present CY (22/23) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2022 at Steering/Finance
- 2/27/23 SELPA to submit December TPP Service and Certified Invoices to DOR
- TBD SELPA to prepare February certifications for CY (22/23) and PY (21/22, 20/21) AB602 Funding Allocation

Subject to change, updated as needed.



FY 2022-23 FISCAL REPORTING CALENDAR

MARCH 2023

- 3/9/23** SELPA to present CY (22/23) Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance
- SELPA to present 21/22 and 22/23 Out-of-Home Funding and proportionate Share savings distribution
- 3/10/23** Districts to provide SELPA DAT file for SEMAI (2nd Interim) for MOE monitoring due to BAS 3/7/23
- 3/17/23** Districts to provide February PARs and PYR for TPP to SELPA
- 3/24/23** SELPA to send (22/23 P-1, 21/22 Annual, 20/21 Annual 2) AB602 allocations based on February Certifications to districts by e-mail
- 3/30/23** **Districts to submit Supporting Inclusive Practices grant quarterly reports**
- 3/30/23** **Districts to submit Learning Recovery fund quarterly reports**
- 3/30/23** **Districts to submit Alternate Dispute Resolution fund quarterly reports**
- 3/31/23** SELPA to submit January TPP Service and Certified Invoices to DOR

APRIL 2023

- 4/3/23** SELPA to provide Low Incidence Inventory Report to districts for review
- 4/13/23** SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 23/24 at Steering/Finance
- 4/13/23** SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 23/24
- 4/13/23** SELPA to present SEMAI 2nd Interim MOE monitoring/summary report at Steering
- 4/14/23** SELPA to provide P-2 NPS ADA to districts *District deadline to BAS April 24th
- 4/14/23** **Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)**
- 4/14/23** **Districts to complete and turn in final requests for Low Incidence materials (non-technological or furniture) purchases for FY 22/23**
- 4/17/23** Districts to provide March PARs and PYR for TPP to SELPA
- 4/17/23** SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE TBD
- 4/17/23** Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (22/23)
- 4/19/23** SELPA to present 23/24 Operating Budget to Board Budget Ad Hoc
- 4/28/23** SELPA to submit February TPP Service and Certified Invoices to DOR

MAY 2023

- 5/18/23** SELPA to present FY 23/24 Proposed EV SELPA Budgets at Steering/Finance
- 5/18/23** SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
- 5/19/23** Districts to provide April PARs and PYR for TPP to SELPA
- 5/19/23** SELPA to provide District directors MAY count for SBCSS Fee-for-Service for review/verification
- 5/24/23** SELPA to present to Board of Directors EV SELPA FY 23/24 Proposed Budgets and SBCSS EV County Operated Spec Education FFS FY 23/24 rates

Subject to change, updated as needed.



FY 2022-23 FISCAL REPORTING CALENDAR

JUNE 2023

- 6/2/23** - Districts must send completed Personnel Data report submitted through CDE software to SELPA
- 6/2/23** - Districts Spec Ed directors to return SBCSS FFS MAY count signed verification forms to SELPA
- 6/5/23** - Districts to turn in any pre-approved Low Incidence requests for reimbursement to SELPA (Elizabeth Coronel)
- 6/8/23** - SELPA to present final FY 22/23 EV County Operated Spec Education FFS average counts/costs and Proportionate Share Regional Programs student counts/costs at Steering
- 6/12/23** - Districts to provide May PARs and PYR for TPP to SELPA
- 6/30/23** - SELPA to submit April TPP Service and Certified Invoices to DOR
- 6/30/23** - SELPA certification for Personnel Data report due to CDE
- 6/30/23** - SELPA to provide Annual NPS ADA to districts - due to County Office, SBCSS first week of July
- 6/30/23** - Districts to submit Supporting Inclusive Practices grant claims with supporting documents (FAR)
- 6/30/23** - Districts to submit Learning Recovery fund expenditure report – Res 6537
- 6/30/23** - Districts to submit Dispute Prevention & Resolution fund expenditure report – Res 6536
- 6/30/23** - Districts to prepare grant Exp 3 or FINAL expenditure reports for submission in mid-July 2023
- TBD** - SELPA to present FY 23/24 Schedule REX Projections based on Governor’s May Revise
- TBD** - SELPA to finalize AB602 CDE Certifications for CY (22/23) and PY (21/22, 20/21)

Subject to change, updated as needed.

PROGRAM ISSUES

4.5 FY 23/24 EV SELPA Local Plan

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



California Department of Education

Special Education Division

SELPA

Fiscal Year

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

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

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

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

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

The SELPA Chief Administrative Officer, through the utilization of SELPA staff and appropriate committees, carries out the activities and duties assigned by the East Valley SELPA Board of Directors to coordinate the SELPA and implement the Local Plan. The SELPA Chief Administrative Officer facilitates regular meetings of the East Valley SELPA Steering Committee in order to transmit information for implementation of the directives and policies of the Board of Directors and for the development of procedures. The Steering Committee is composed of the Special Education Directors of each participating LEA of the East Valley SELPA, and the Area Director of SBCSS-East Valley Operations. The LEA special education directors are responsible, as individuals, for the operation

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SELPA East Valley Consortium SELPA

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of school district programs to ensure that all eligible children with disabilities receive appropriate services. In addition, the East Valley SELPA Community Advisory Committee (CAC) acts in an advisory capacity to the SELPA Chief Administrative Officer to report on issues and activities of the CAC for review and consideration, and to participate in the development, amendment, and review of the Local Plan.

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

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

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

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

- a. The Superintendent of the LEA requesting withdrawal must submit written notice, with details of the plan to withdraw, to the SELPA Chief Administrative Officer at least one year and one day prior to the proposed effective date of the implementation to withdraw. Withdrawals can only occur on July 1 of any given year.
- b. The SELPA Chief Administrative Officer will notify the SELPA Board of Directors, SBCSS, and the

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

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

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

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

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

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SELPA

Fiscal Year

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

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

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

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

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

Yes No

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

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

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

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communication regarding the revisions to the Local Plan. It serves as a forum for members of the public to address questions or concerns regarding the Local Plan.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

The East Valley SELPA Local Plan Committee shall be comprised of general education and special education teachers selected by their peers, along with general education and special education administrators selected by their school district superintendents, and representatives of charter schools selected by their charter school directors. Employees of the EV SELPA may also participate on the East Valley SELPA Local Plan Committee. The Committee shall meet at designated times to provide input on the development of the Local Plan and to review drafts of the Plan as well as make recommendations to the SELPA Chief Administrative Officer regarding revisions to the Plan. In addition, parent members of the EV SELPA CAC shall also make recommendations to the SELPA Chief Administrative Officer regarding revisions of the Plan via regularly scheduled CAC meetings.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

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

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

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

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10. For multi-LEA local plans, specify:

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

The East Valley SELPA member district governing boards, as elected officials, are involved in the policy making process through the local superintendent's or equivalent administrator's +

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

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

1. Assure that all special education programs and services are operated in accordance with state and federal law, the Local Plan, and the policies, agreements, and procedures approved by the Board of Directors.
2. Assure that the LEA maintains an accounting system adequate to provide federal, state and local reports to include program and fiscal reports required by the East Valley SELPA.
3. Submit Public Law 108-446 (formerly P.L. 101-476) budgets and expenditure reports for grant funds;
4. Attend all East Valley SELPA Board meetings and participate as a voting member;
5. Assure the elected members of their respective LEA Boards of Education are informed of the East Valley SELPA Local Plan, policies, agreements and procedures approved by the East Valley SELPA Board of Directors.

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

It is the responsibility of each LEA special education administrator and county administrator of special education to assure that all LEA/county policies operate within federal and state laws and regulations. Each LEA has a responsibility to participate in SELPA Steering and other committee meetings to facilitate understanding and knowledge in coordinating the administration of the Local Plan. The various committees provide a communication network on current and important issues related to special education laws, regulations, state requirements, and programmatic issues.

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

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

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

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

Roles of the Individual LEAs - Not applicable

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

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

Role of the SELPA Chief Administrative Officer - The East Valley SELPA chief administrative officer provides oversight and leadership for the development of the East Valley SELPA Fiscal Allocation Plan. Fiscal administration and the allocation of state and federal funds pursuant to the Fiscal Allocation Plan is the responsibility of the East Valley SELPA Chief Administrative Officer to assure the administration of the allocation of resources to the SELPA and member LEAs.

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

- c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

Role of the AU (SBCSS) - SBCSS assures the implementation of the Local Plan and SELPA policies, agreements and procedures in cooperation with each member district of the SELPA for the operation of special education programs. SBCSS provides administrative support and employs SELPA staff to coordinate the implementation of the Local Plan to assure the operation of special education programs. As part of the full continuum of special education services, SBCSS operates a regional program for students with moderate to severe disabilities, and provides related special education services. East Valley SELPA member districts, via individual IEP team meetings, determine the appropriateness of these services and provides SBCSS with

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the fiscal means to do so via a fee-for-service agreement approved by the Board of Directors for students ages 3 to 22 years. SBCSS also provides infant services via IFSP to infants/families within the SELPA.

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

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

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

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

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

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

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

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

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

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

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Document Title:	<input type="text" value="Coordination of the SELPA and the Implementation of the Local Plan"/>
Document Location:	<input type="text" value="East Valley SELPA Special Education Procedural Manual"/>
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>Role of the RLA/AU: SBCSS as the administrative unit of the East Valley SELPA assures the implementation of the Local Plan by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA in accordance with directives of the East Valley SELPA Board of Directors.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures that the local plan is implemented and makes recommendations to the East Valley SELPA Board of Directors when revisions are needed. This includes facilitating the development and approval of SELPA policies and procedures necessary to implement the local plan.</p> <p>Role of the individual LEAs: The member districts of the East Valley SELPA ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through their representative to the Board of Directors, approve any policies and procedures needed to implement the local plan.</p>

2. Coordinated system of identification and assessment:

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

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Description:

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

Role of the RLA/AU: Not applicable.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures each LEA conducts child find activities. The SELPA provides technical support to LEAs and guidance to parents, as needed. The SELPA participates in child find activities by establishing policies and procedures for the member LEAs and ensures appropriate interagency agreements are in place.

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

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Description:

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

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

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

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

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

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location: East Valley SELPA Special Education Procedural Manual

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide 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 Chief Administrative Officer of the SELPA: Regularly, the SELPA Chief Administrative Officer collects input from the member district special education directors and other staff members to determine staff development needs. The SELPA Chief Administrative Officer 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 Chief Administrative Officer 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.

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

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Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA identify and coordinate curricular resources for students with disabilities.

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

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer provides technical assistance and staff development, as requested or determined appropriate, to assure a coordinated system of curriculum development and alignment with the core curriculum.

Role of the individual LEAs: The member districts of the East Valley SELPA determine their needs for curriculum development and alignment with the core curriculum, based on their local needs.

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

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: When requested, the program specialist of the East Valley SELPA evaluate the effectiveness of programs for students with disabilities.

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

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures the Local Plan is reviewed and evaluated

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Description:

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

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

7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

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

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

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

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

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8. Coordination of interagency agreements:

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	East Valley SELPA Special Education Procedural Manual
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>Role of the RLA/AU: SBCSS assures the coordination of interagency agreements by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures that interagency agreements are in place as required by California Education Code and provides technical assistance and dispute resolution as needed. The SELPA Chief Administrative Officer, or designee, serves on committees as interagency agreements are being reviewed, revised, or developed.</p> <p>Role of the individual LEAs: The member districts of the East Valley SELPA through their representative to the Board of Directors approve and implement interagency agreements as appropriate.</p>

9. Coordination of services to medical facilities:

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	East Valley SELPA Special Education Procedural Manual
Description:	<p>Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the district of residence or location of services provided.</p> <p>Role of the RLA/AU: SBCSS assures the coordination of services to medical facilities by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA chief</p>

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

Role of the individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the East Valley SELPA member district in which the hospital or facility is located.

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

Document Title:

Document Location:

Description:

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

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

Role of the Chief Administrative Officer of the SELPA: The SELPA chief administrative officer facilitates the coordination of services to licensed children's institutions and foster family homes by the designated LEAs.

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

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

Document Title:

Document Location:

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Description:

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

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

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

Role of the individual LEAs: The member districts of the East Valley SELPA, individually, submit required data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

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

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

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

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

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

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	East Valley SELPA Special Education Procedural Manual
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>Role of the RLA/AU: SBCSS assures the coordination of transportation services for individuals with exceptional needs by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer provides guidance and technical assistance, as requested, in addressing questions regarding the provision of transportation services for individuals with exceptional needs.</p> <p>Role of the individual LEAs: Each member district of the East Valley SELPA is responsible for providing transportation for their students with disabilities as determined by their IEP teams.</p>

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

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	East Valley SELPA Special Education Procedural Manual
Description:	<p>Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide staff development, program development, and innovation of special methods and approaches to LEA members for the provision of career and technical education and transition services.</p> <p>Role of the RLA/AU: SBCSS assures the coordination of career and vocational education and transition services by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer provides technical assistance and oversight of staff development to LEA members for the provision of career and</p>

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technical education and transition services. The SELPA Chief Administrative Officer ensures appropriate interagency agreements are in place and facilitates connections to agencies, as appropriate.

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

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

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

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

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

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

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

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Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Special Education Local Plan Area Services

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Members of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan, may address questions or concerns to the governing boards of the Local Educational Agencies (LEAs), the East Valley SELPA Board of Directors

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Description:

and the East Valley SELPA Chief Administrative Officer. Questions or concerns can be provided orally or in writing.

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

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

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

Document Title:

Document Location:

Description:

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

When issues cannot be resolved through discussion and resolution strategies, the Board of Directors may authorize the SELPA Chief Administrative Officer to contact appropriate authorities to assist in the resolution. The parties will make a good faith effort to mutually agree to an authority with expertise related to the dispute. Each party shall bear its own costs and expenses and an equal share of any fees for dispute

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

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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Description:

agreements, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the pupils to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring pupil progress. The LEA may choose to administer additional assessments as necessary, with parent consent where required, to determine whether the pupil is making adequate educational progress.

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

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

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

Document Title: Provision of FAPE to Incarcerated Students Age 18 to 21 (or age 22 if not diploma bound) Who Remain Eligible for Special Education Services

Document Location: East Valley SELPA Special Education Procedural Manual

The SELPA Chief Administrative Officer provides and transmits information to member LEAs to ensure a student age 18-22 who has been incarcerated in county jail and remains eligible for special education services is provided with a free appropriate public education (FAPE) and ensures the development, facilitation and oversight of the EV SELPA Intra- and Inter-SELPA Transfer Agreement processes as a county jail or other incarceration facility is not currently within the geographic boundaries of the EV SELPA. Once the SELPA or the responsible LEA is informed that an eligible adult is incarcerated, the

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Description:

responsible LEA will determine within 30 days of eligibility notification whether the qualified individual requires a FAPE. And if so, the LEA will ensure that the qualified individual is provided a FAPE pursuant to the IDEA and corresponding California special education law.

To receive special education services while incarcerated, the student must consent to the receipt of the services which may include but are not limited to transition services, specialized academic instruction and other services as determined by the IEP team. The student may revoke their consent for special education services at any time. Once the request has been made, the responsible LEA shall follow the EV SELPA Intra- and Inter-SELPA Transfer Agreement processes describing how services are accessed and secured for students when the services are not available in the student's resident district. Each LEA ensures the pupil receives the special education services necessary for FAPE by adhering to the EV SELPA Intra- and Inter-SELPA Transfer Agreement processes.

LOCAL PLAN

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SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

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Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by 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) 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.

IMPORTANT: Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE’s review determines that they are correct. California *Education Code (EC)* Section 56048

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

TABLE 1

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected 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="70,588,801"/>	69.81%
AB 602 Property Taxes	<input type="text" value="4,525,792"/>	4.48%
Federal IDEA Part B	<input type="text" value="16,752,341"/>	16.57%
Federal IDEA Part C	<input type="text" value="72,181"/>	0.07%
State Infant/Toddler	<input type="text" value="2,135,806"/>	2.11%
State Mental Health	<input type="text" value="5,462,629"/>	5.40%
Federal Mental Health	<input type="text" value="892,472"/>	0.88%
Other Projected Revenue	<input type="text" value="688,537"/>	0.68%
Total Projected Revenue:	101,118,559	100.00%

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

Transition Partnership Program (Resource Code 3410)

D-3. Attachment II: Distribution of Projected Special Education Revenue

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

TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="74,489,449"/>	34.15%
Object Code 2000—Classified Salaries	<input type="text" value="37,394,800"/>	17.15%
Object Code 3000—Employee Benefits	<input type="text" value="51,204,054"/>	23.48%
Object Code 4000—Supplies	<input type="text" value="7,140,761"/>	3.27%
Object Code 5000—Services and Operations	<input type="text" value="41,930,482"/>	19.23%
Object Code 6000—Capital Outlay	<input type="text" value="477,443"/>	0.22%
Object Code 7000—Other Outgo and Financing	<input type="text" value="5,457,274"/>	2.50%
Total Projected Expenditures:	218,094,263	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

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

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

State special schools, Indirect Costs

Section D: Annual Budget Plan

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TABLE 3

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	82,713,028	37.93%
Projected Federal Revenue	18,405,531	8.44%
Local Contribution	116,975,704	53.64%
Total Revenue from all Sources:	218,094,263	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

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

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

AB 602 base state funds and special education local property tax are distributed to member districts. Distribution is based on multiplying the statewide base rate by each districts' highest P-2 ADA from current year, prior year, or the second prior year. The PS/RS portion is set aside and is included in the SELPA operations budget. Low Incidence funds are distributed to the member districts 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. 15% of the funds remain at the SELPA to purchase low incidence equipment and materials requested by member districts. Out-of-Home funds are distributed to member districts based on the sum of cumulative enrollment for foster youth multiplied by the foster youth rate, the average daily population at short-term residential therapeutic program (STRTP) multiplied by the STRTP rate, and pupil count data in community care, intermediate care, and skilled nursing facilities multiplied by their respective current rates.

Grant/funds awarded to East Valley SELPA are added to member districts' and SELPA's total

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revenue allocation. Federal grants which include the Local Assistance Entitlement with the private school proportionate share, preschool/infant services grants and mental health services are passed directly to the districts based on special education pupil counts. The SELPA also receives supporting inclusive practices and alternate dispute resolution grants. SELPA-wide committees determine how these funds are spent. State grants include mental health services and infant discretionary funds which are also passed directly to the districts based on special education pupil counts.

The AU staff member responsible for adhering to the EV SELPA fiscal allocation plan is an accountant in the Internal Business department of the SBCSS Business Services Branch.

b. YES NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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TABLE 4

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="1,358,364"/>	14.46%
Object Code 2000—Classified Salaries	<input type="text" value="3,112,940"/>	33.13%
Object Code 3000—Employee Benefits	<input type="text" value="1,830,324"/>	19.48%
Object Code 4000—Supplies	<input type="text" value="234,352"/>	2.49%
Object Code 5000—Services and Operations	<input type="text" value="2,184,341"/>	23.25%
Object Code 6000—Capital Outlay	<input type="text" value="70,000"/>	0.75%
Object Code 7000—Other Outgo and Financing	<input type="text" value="605,386"/>	6.44%
Total Projected Operating Expenditures:	9,395,707	100.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

Indirect Costs

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TABLE 5

Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

YES NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

Special Education Local Plan Area (SELPA) Local Plan

SELPA EAST VALLEY SELPA

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LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

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Attachment I

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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). SELPAs 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.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

SELPA:

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	36	67686			Colton Joint Unified School District	Robert	Pearson	(909)580-5002	rob_pearson@cjud.net	Previously Reported
	2	36	67843			Redlands Unified School District	Patti	Buchmiller	(909)307-5300	patricia_buchmiller@redlands.k12.ca.	Previously Reported
	3	36	67850			Rialto Unified School District	Jennifer	Johnson	(909)820-7700	jjohnson@rialtousd.org	Previously Reported
	4	36	67868			Rim of the World Unified School District	Shannon	Hansen	(909)336-4118	shannon_hansen@rimsd.k12.ca.us	Previously Reported
	5	36	67959			Yucaipa-Calimesa Joint Unified School District	Leslie	Burghardt	(909)790-8550	leslie_burghardt@ycjud.us	Previously Reported
	6	36	10363			San Bernardino County Superintendent of Schools	Scott	Wyatt	(909)386-7222	scott.wyatt@sbcss.net	Previously Reported

Attachment II

SELPA: EAST VALLEY SELPA

Fiscal Year: 2023–24

Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA: EAST VALLEY SELPA

Fiscal Year: 2023–24

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each 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. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Colton Joint Unified School District	16,612,254	1,158,814	0	4,172,006	0	1,419,567	230,984	0	23,593,625
2	Redlands Unified School District	18,283,494	1,204,602	14,436	4,701,861	427,161	1,475,660	239,780	0	26,346,994
3	Rialto Unified School District	21,562,628	1,485,641	0	4,492,519	0	1,720,547	288,964	0	29,550,299
4	Rim of the World Unified School District	2,512,682	168,872	0	644,811	0	201,662	34,374	0	3,562,401
5	Yucaipa-Calimesa Joint Unified School District	8,424,825	507,863	0	2,106,890	0	622,141	93,703	0	11,755,422
6	San Bernardino County Superintendent of Schools	3,192,918	0	57,745	634,254	1,708,645	23,052	4,667	688,537	6,309,818
Totals:		70,588,801	4,525,792	72,181	16,752,341	2,135,806	5,462,629	892,472	688,537	101,118,559

Attachment III

SELPA:

Fiscal Year:

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

For each 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 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Colton Joint Unified School District	15,872,908	6,619,769	10,550,955	811,704	11,507,764	407,443	522,065	46,292,608
2	Redlands Unified School District	16,753,396	9,771,999	9,408,035	1,000,058	7,416,140	0	275,177	44,624,805
3	Rialto Unified School District	23,463,202	9,887,964	18,091,160	4,669,061	14,998,732	0	2,380,989	73,491,108
4	Rim of the World Unified School District	2,662,399	1,589,161	1,978,889	52,661	1,043,427	0	3,716	7,330,253
5	Yucaipa-Calimesa Joint Unified School District	9,662,133	4,199,400	6,042,696	177,188	4,148,800	0	792,719	25,022,936
6	San Bernardino County Superintendent of Schools	6,075,411	5,326,507	5,132,319	430,089	2,815,619	70,000	1,482,608	21,332,553
Totals:		74,489,449	37,394,800	51,204,054	7,140,761	41,930,482	477,443	5,457,274	218,094,263

Attachment IV

SELPA: EAST VALLEY SELPA

Fiscal Year: 2023–24

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

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Colton Joint Unified School District	4,402,990	23.92%	19,190,635	23.20%	22,698,983	23,593,625
2	Redlands Unified School District	4,956,077	26.93%	21,390,917	25.86%	18,277,811	26,346,994
3	Rialto Unified School District	4,781,483	25.98%	24,768,816	29.95%	43,940,809	29,550,299
4	Rim of the World Unified School District	679,185	3.69%	2,883,216	3.49%	3,767,852	3,562,401
5	Yucaipa-Calimesa Joint Unified School District	2,200,593	11.96%	9,554,829	11.55%	13,267,514	11,755,422
6	San Bernardino County Superintendent of Schools	1,385,203	7.53%	4,924,615	5.95%	15,022,735	6,309,818
Totals:		18,405,531	100.00%	82,713,028	100.00%	116,975,704	101,118,559

Attachment V

SELPA: EAST VALLEY SELPA

Fiscal Year: 2023–24

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. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Colton Joint Unified School District	1,111,245	360,498
2	Redlands Unified School District	0	547,627
3	Rialto Unified School District	6,350,482	418,288
4	Rim of the World Unified School District	0	38,527
5	Yucaipa-Calimesa Joint Unified School District	289,166	233,911
6	San Bernardino County Superintendent of Schools	1,718,238	401,142
Totals:		9,469,132	1,999,992

**Attachment VI
must be
completed
using the CDE
approved
Microsoft Excel
Template**

Attachment VII

SELPA:

Fiscal Year:

Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of EC Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Colton Joint Unified School District		Delete This Row							<input type="text"/>
Redlands Unified School District		Delete This Row							<input type="text"/>
Rialto Unified School District		Delete This Row							<input type="text"/>
Rim of the World Unified School District		Delete This Row							<input type="text"/>
Yucaipa-Calimesa Joint Unified School District		Delete This Row							<input type="text"/>
San Bernardino County Superintendent of Schools		Delete This Row							<input type="text"/>

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Section E: Annual Service Plan
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
2023–24 Local Plan Annual Submission

Local Plan Section E: Annual Service Plan

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

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: 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 and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

- 330–Specialized Academic Instruction/
Specially Designed Instruction

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))

Section E: Annual Service Plan

SELPA:

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- 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.

- 220–Medical (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.

- 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

Section E: Annual Service Plan

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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.

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.

340–Intensive Individual Instruction

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

350–Individual and Small Group Instruction

415–Speech and Language *Service is Not Currently Provided*

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

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SELPA:

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425–Adapted Physical Education

Service is Not Currently Provided

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

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5).

435–Health and Nursing: Specialized
Physical Health Care

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)).

436–Health and Nursing: Other

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.

445–Assistive Technology

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

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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).

450–Occupational Therapy *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.

460–Physical Therapy *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)).

510–Individual Counseling

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).

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515–Counseling and Guidance

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).

520–Parent Counseling

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).

525–Social Worker

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).

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530–Psychological

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.

535–Behavior Intervention

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)).

540–Day Treatment

545–Residential Treatment

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)).

610–Specialized Service for Low Incidence Disabilities

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).

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710–Specialized Deaf and Hard of Hearing *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).

715–Interpreter *Service is Not Currently Provided*

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

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16).

720–Audiological *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).

725–Specialized Vision *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.

730–Orientation and Mobility *Service is Not Currently Provided*

Section E: Annual Service Plan

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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.

735–Braille Transcription

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 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)

745–Reading

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.

750–Note Taking

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 is Not Currently Provided

Section E: Annual Service Plan

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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.

760–Recreation Service, Including
Therapeutic Recreation *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.

820–College Awareness *Service is Not Currently Provided*

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

830–Vocational Assessment, Counseling,
Guidance, and Career Assessment *Service is Not Currently Provided*

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

840–Career Awareness *Service is Not Currently Provided*

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

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850–Work Experience Education

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)

855–Job Coaching

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

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)

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 and Mobility Training

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:

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890–Other Transition Services

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.

900–Other Related Service

Description of the “Other Related Service”

Qualifications of the Provider Delivering “Other Related Service”

4.6 WebIEP

4.7 Compliance and Improvement Monitoring

4.8 IEP Implementation



**IEP Implementation
2022-2023
LEA Assurance Form**

To the best of my knowledge, I certify that data entered into CDE's IEP Implementation System is accurate and complete. Supporting documents are maintained locally and available to SELPA and CDE upon request.

Name of LEA: _____

Name LEA Administrator: _____

Signature of LEA Administrator: _____

Title: _____ Date: _____

For SELPA Use Only:

- LEA Assurance Form completed and signed
- LEA provided access to SELPA to review calculations

Name of SELPA Representative: _____

Signature of SELPA Representative: _____



**IEP Implementation
2022-2023
Service Provider Assurance Form**

To the best of my knowledge, I certify that services I have recorded are accurate and complete. Supporting documents are maintained locally and available to SELPA and CDE upon request.

Name of LEA: _____

Name of Service Provider _____

Signature of Service Provider: _____

Title: _____ Date: _____

For LEA Use Only:

- Service Provider Assurance Form complete and signed
- LEA provided access to data to review supporting evidence

Name of LEA Representative: _____

Signature of LEA Representative: _____

4.9 CALPADS Requirements

Plan Effective Start Date Scenarios and Definitions

Scenario Number	Scenario	Special Education Status and Status Start Date would be...	Plan Effective Start Date is...	Reason for Plan Record is...
1	Student is initially evaluated for Part C, and parent approves Individualized Family Service Plan (IFSP)	Eligible and Participating as of the date of the Part C Initial Evaluation meeting.	The date of the Part C Initial Evaluation meeting.	1 - Meeting Outcome
2	Student is initially evaluated for Part B and parent accepts offer of Free and Appropriate Public Education (FAPE) , services begin immediately	Eligible and Participating as of the date of the Part B Initial Evaluation meeting.	The date of the Part B Initial Evaluation meeting.	1 – Meeting Outcome
3	Student is on an IFSP (Part C) and then is initially evaluated for Part B at 2 years, 9 months. Parent accepts offer of FAPE which takes effect on the child's third birthday.	No SWDS record necessary.	N/A	N/A
4	Student will be entering Kindergarten in the Fall and is evaluated for Part B in the summer. The student is found eligible, and parent agrees with the IEP	Eligible and Not Participating as of the date of the Part B Initial Evaluation meeting. Non-participation reason code – 12 – Eligible, No Education Plan (Other Reasons) When services start in the Fall:	The date the student will start services in the Fall (first day of Kindergarten).	1 – Meeting Outcome

Plan Effective Start Date Scenarios and Definitions

Scenario Number	Scenario	Special Education Status and Status Start Date would be...	Plan Effective Start Date is...	Reason for Plan Record is...
		Eligible and Participating as of the first day of Kindergarten.		
5	Student has their annual plan review, parent does not approve the IEP at the meeting, but approves it at a subsequent continuation of the meeting.	No SWDS record necessary	The date the parent fully approved the IEP	1 – Meeting Outcome
6	Student has their triennial eligibility re-evaluation and eligibility continues; edits made to the student’s IEP	No SWDS record necessary	The date the parent fully approves the new IEP.	1 – Meeting Outcome
7	Student has their triennial eligibility re-evaluation and eligibility continues, no changes to the student’s plan	No SWDS record necessary	No plan record required, however, if submitted, the date would be the date of the triennial eligibility re-evaluation.	1 – Meeting Outcome (if LEA chooses to submit plan record)
8	Student is on an IEP and then transfers to a new LEA. The LEA adopts existing plan or slightly modified plan during interim placement, until an amendment or full IEP is conducted within 30 days	No SWDS record necessary	The date of enrollment in the new LEA	3 – Adoption – Same Plan Type
9	An amendment is made to a student’s existing IEP/ISP at the same LEA.	No SWDS record necessary	The date of the amendment.	2 - Amendment

Plan Effective Start Date Scenarios and Definitions

Scenario Number	Scenario	Special Education Status and Status Start Date would be...	Plan Effective Start Date is...	Reason for Plan Record is...
10	Student is on an IEP and then transfers to a new LEA	No SWDS record necessary	The date of the student's enrollment within the LEA	3 – Adoption/Modification Adoption
11	A district or Charter LEA is changing SELPAs, even though the student's plan has not changed.	No SWDS record necessary	The date the district or Charter LEA changed SELPAs. New SELPA code would be submitted in new plan record.	3 – Adoption/Modification Adoption
12	Student has triennial eligibility re-evaluation and the student is exited from the Special Education Program	Not Eligible/Eligible Not Enrolled/Eligible Not Participating on the date services will cease (cannot be a future date). One of the following Non-participation Reason Codes – 21 Not Eligible 23 MaxAge 24 Withdrawal 31 Left School and not expected to return	No plan record is required	N/A
13	Student is on an IFSP, a decision is made by the IFSP team that the student does not need to be evaluated for Part B and will exit the Part C Program on his or her third birthday.	Not Eligible on the child's third birthday. Non-participation Reason Code – 26 – IFSP Team Decided No Part B	No plan record is required.	N/A

Plan Effective Start Date Scenarios and Definitions

Scenario Number	Scenario	Special Education Status and Status Start Date would be...	Plan Effective Start Date is...	Reason for Plan Record is...
		Evaluation Necessary		
14	Student on an ISP is transferring to a public school, the LEA adopts the interim ISP, then holds a subsequent IEP meeting within 30 days	<p>For ISP adoption: No SWDS necessary</p> <p>For subsequent IEP Meeting: If parent accepts FAPE, No SWDS necessary If parent declines FAPE, Status: Eligible Not Participating, Status Start Date would be the date of the IEP meeting</p>	<p>For ISP Adoption: The date the student enrolled in the public school</p> <p>For subsequent IEP: The date the IEP Meeting is held</p>	<p>For ISP Adoption: 4 – Adoption – Different Plan Type</p> <p>For subsequent IEP: 1 – Meeting Outcome</p>
15	Student on IEP is transferring to a private school, the LEA adopts the interim IEP and holds a subsequent ISP meeting within 30 days	<p>For IEP adoption: No SWDS necessary</p> <p>For subsequent ISP meeting: If parent approves ISP, No SWDS necessary If parent declines ISP, Status: Eligible</p>	<p>For IEP Adoption: The date the student enrolled in the public school</p> <p>For subsequent ISP: The date the ISP Meeting is held</p>	<p>For IEP Adoption: 4 – Adoption – Different Plan Type</p> <p>For subsequent ISP: 1 – Meeting Outcome</p>

Plan Effective Start Date Scenarios and Definitions

Scenario Number	Scenario	Special Education Status and Status Start Date would be...	Plan Effective Start Date is...	Reason for Plan Record is...
		Not Participating, Status Start Date would be the date of the ISP meeting		

4.10 Speech-Pathologist Requirements

DEPARTMENT OF CONSUMER AFFAIRS
**TITLE 16. SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY
AND HEARING AID DISPENSERS BOARD**

Notice to Consumers

ORDER OF ADOPTION

Adopt section 1399.129 of Article 5 of Division 13.3 of Title 16 of the California Code of Regulations to read as follows:

§ 1399.129. Notice to Consumers.

(a) A licensee engaged in the practice of fitting or selling hearing aids shall provide notice to each client or patient of the fact that the licensee is licensed and regulated by the Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board. The notice shall include the following statement:

NOTICE TO CONSUMERS
Hearing Aid Dispensers, Hearing Aid Temporary Licensees,
Hearing Aid Trainees, and Dispensing Audiologists
are licensed and regulated by the
Speech-Language Pathology & Audiology &
Hearing Aid Dispensers Board
(916) 287-7915
www.speechandhearing.ca.gov

(b) The notice required by this section shall be provided by one of the following methods:

(1) Prominently posting the notice in each of the practice locations at which the licensee provides services. The notice shall be in a conspicuous location and accessible to public view. It shall be in at least 36-point type in Arial font.

(2) Providing the client or patient, or the client's or patient's representative, with the notice in a written statement in at least 12-point type. An acknowledgement stating the client or patient, or the client's or patient's representative, received the notice shall be signed and dated by the client or patient or the client's or patient's representative. The acknowledgment shall be retained in the client's or patient's records to demonstrate receipt.

(3) Providing the notice on a written receipt where the notice is placed immediately above the signature line for the client or patient, or the client's or patient's representative, in at least 14-point type.

NOTE: Authority cited: Section 2531.95, Business and Professions Code. Reference: Section 138, Business and Professions Code.

Adopt section 1399.157.1 of Article 8 of Division 13.4 of Title 16 of the California Code of Regulations to read as follows:

§ 1399.157.1. Notice to Consumers.

(a) A licensed Speech-Language Pathologist, Speech-Language Pathology Assistant, Required Professional Experience Licensee, or Speech-Language Pathology Aide shall provide notice to each client or patient of the fact that the licensee is licensed and regulated by the Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board. The notice shall include the following statement:

NOTICE TO CONSUMERS
Speech-Language Pathologists, Speech-Language Pathology Assistants,
Required Professional Experience Licensees, and Speech-Language Pathology Aides
are licensed and regulated by the
Speech-Language Pathology & Audiology &
Hearing Aid Dispensers Board
(916) 287-7915
www.speechandhearing.ca.gov

(b) A licensed Audiologist, Required Professional Experience Licensee, or Audiology Aide shall provide notice to each client or patient of the fact that the licensee is licensed and regulated by the Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board. The notice shall include the following statement:

NOTICE TO CONSUMERS
Audiologists, Required Professional Experience Licensees,
and Audiology Aides
are licensed and regulated by the
Speech-Language Pathology & Audiology &
Hearing Aid Dispensers Board
(916) 287-7915
www.speechandhearing.ca.gov

(c) The notice required by this section shall be provided by one of the following methods:

(1) Prominently posting the notice in each of the practice locations at which the licensee provides services. The notice shall be in a conspicuous location and accessible to public view. It shall be in at least 36-point type in Arial font.

(2) Providing the client or patient, or the client's or patient's representative, with

the notice in a written statement in at least 12-point type. An acknowledgement stating the client or patient, or the client's or patient's representative, received the notice shall be signed and dated by the client or patient or the client's or patient's representative. The acknowledgment shall be retained in the client's or patient's records to demonstrate receipt.

(3) Providing the notice on a written receipt where the notice is placed immediately above the signature line for the client or patient, or the client's or patient's representative, in at least 14-point type.

Note: Authority cited: Section 2531.95, Business and Professions Code. Reference: Section 138, Business and Professions Code.

NOTICE TO CONSUMERS

Speech-Language Pathologists,
Speech-Language Pathology Assistants,
Required Professional Experience
Licensees, and Speech-Language Pathology
Aides are licensed and regulated by the

**Speech-Language Pathology & Audiology
& Hearing Aid Dispensers Board**

(916) 287-7915

www.speechandhearing.ca.gov

4.11 Alternate Pathway to HS Diploma

4.12 Spring 2023 Events/Requirements Reminders



EAST VALLEY
SELPA
Educating Together



SURROGATE PARENTS TRAINING

Thursday, May 23, 2023

8:30 - 10:30 am

This meeting will cover an overview of the federal and state laws, regulations, rules and responsibilities for Surrogate Parents. This training will include:

- Surrogate Parents Role and Activities
 - Foster Care/Education Outcome
- Educational Rights for Students Living Foster Care

Intended Audience:

Current and Prospective Surrogate Parents, Educational Rights Holders for Foster Youths, Foster Parents, Caregivers, and Social Workers

Location:

**Dorothy Inghram Learning Center
Home to the East Valley SELPA
670 E. Carnegie Drive
San Bernardino, CA 92408**

Register Online:

<https://sbcss.k12oms.org/46-233079>

Registration Deadline: 5/20/23

Questions - please call East Valley SELPA 909.252.4507



Please Join Us
for a

Private School Consultation Meeting

Thursday, May 25, 2023
1:30 pm

East Valley SELPA
670 E. Carnegie Drive
San Bernardino, CA 92408
Conference Room D

Representatives from private schools located within the boundaries of the East Valley Special Education Local Plan Area's member school districts (Colton Joint Unified, Redlands Unified, Rialto Unified, Rim of the World Unified, and Yucaipa-Calimesa Joint Unified) are invited to attend. The meeting will include a presentation of federal and state regulations regarding parentally placed private school students. Additionally, the range of equitable services available through public education will be discussed. For further information or to register, please call (909) 252-4507.

4.13 EV SELPA Inclusive Practices – Next Steps

4.14 SBCSS East Valley Operations

4.15 Hot Topics

OTHER

5.1 2022-2023 EV SELPA Board of Directors Meeting

2022/2023
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 21, 2022

November 16, 2022

February 22, 2023

March 22, 2023

May 24, 2023

June 7, 2023

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



5.2 EV SELPA Professional Development – May & June 2023



RECORDED ON-DEMAND TRAININGS

Diagnostic Center, Southern California California Department of Education

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA



RECORDED ON-DEMAND TRAINING
“BEHAVIOR IS COMMUNICATION”

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Margot Johnson, M.A., BCBA, PENT Administrator, Diagnostic Center South, California Department of Education

Time: On-Demand Webinar 2.5 hours

Cost: Free

Content: Behavior is the earliest form of communication. While some students will develop verbal language, others will continue to communicate non-verbally using their behavior. This training will focus on students with moderate-severe intellectual disabilities who use behavior as communication and teach those who work with these students how to recognize, respond to, and shape more appropriate and comprehensible forms of communication. Attendees will learn how to utilize the Form and Function matrix to identify appropriate behavior intervention plans. Additional topics will include identifying the student’s level of symbolism and implementing developmentally appropriate supports.

Intended Audience: Individuals working with students with moderate-severe disabilities who primarily use non-verbal language and/or present with challenging behavior. This includes speech-language pathologists, special education teachers, school psychologists, paraeducators, and parents.

Outcomes: Participants will:

1. Increase awareness of the many forms of communication.
2. Utilize the Form and Function matrix through case studies to identify pre-symbolic vs. symbolic communication.
3. Understand how to identify functionally equivalent replacement behaviors (FERBs) based on current communication repertoire.
4. Fill out a Form and Function matrix to clarify a current student’s forms and functions of communication and identify behaviors to target for increase to expand a student’s communicative repertoire.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net



RECORDED ON-DEMAND TRAINING
“WHAT SHOULD I DO?!”
EFFECTIVE STRATEGIES FOR PARAEducATORS
TO SUPPORT POSITIVE STUDENT BEHAVIOR”

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Margot Johnson, M.A., BCBA, PENT Administrator, Diagnostic Center South, California Department of Education

Time: On-Demand Webinar 1.5 hours

Cost: Free

Content: This 90-minute webinar is designed for paraeducators who support students in all settings that want to expand their skill set of strategies to support positive behavior, prompting, visual supports, etc. will be reviewed. Additionally, how to set students up for success by developing positive rapport, responding consistently, and utilizing schedules will be discussed. Participants will receive handouts and additional resources to support learning.

Intended Audience: Paraeducators, teachers, service providers, administrators

Outcomes: Participants will:

1. Identify and describe key strategies to support positive behavior, engagement, and learning.
2. Select appropriate strategies to support students in the classroom.
3. Use information provided to increase communication between teachers and/or other paraeducators.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net



RECORDED ON-DEMAND TRAINING
“THE TRAUMA-INFORMED SCHOOL”

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist, Diagnostic Center South, California Department of Education

Time: On-Demand Webinar 2 hours

Cost: Free

Content: Student emotional-behavioral disorders are on the rise at increasingly alarming rates. Traumatic stress is frequently one key factor in the formation of these disorders and can arise from complex issues such as school bullying, suicide, school safety threats, and day-to-day cumulative exposure to environmental stressors. Trauma-informed schools are prepared to recognize and respond to students impacted by traumatic and communication strategies to help students cope with extreme situations and ongoing stressors. But moreover, educators will learn how to establish a school wide culture of support and sensitivity to address the needs of students who are attending school in rapidly changing times.

Intended Audience: Special education teachers, school psychologists, administrators, school nurses, ERMHS staff, school counselors, and other mental health professionals

Outcomes: Participants will:

1. Learn the impact of trauma on students, including implications for learning and behavior.
2. Learn psychological “first-aid” methods for addressing trauma in students.
3. Learn stress-reduction methods known to restore emotional equilibrium for staff and students.
4. Learn skill-based Cognitive Behavioral Interventions for addressing trauma.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net



RECORDED ON-DEMAND TRAINING
**“TEACHING STUDENTS WITH
MODERATE TO SEVERE
INTELLECTUAL DISABILITIES”**

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Margot Johnson, M.A., BCBA, PENT Administrator, Diagnostic Center South, California Department of Education

Time: On-Demand Webinar 2.75 hours

Cost: Free

Content: This training will focus on increasing active engagement for students with moderate to severe intellectual disabilities, by providing differentiated instruction, developmentally appropriate instructional and behavioral supports, and using effective, evidence-based teaching strategies.

Intended Audience: Teachers, instructional assistants, and related service providers who work with students with moderate to severe intellectual disabilities

Outcomes: Participants will:

1. Review, practice identifying, and link appropriate behavioral and instructional strategies to developmental levels and symbolic vs. pre-symbolic communicators.
2. Develop curricular and instructional plans for their current caseload that emphasize differentiated instruction to increase active engagement in all students.
3. Learn about best practices for promoting generalization of skills.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net



RECORDED ON-DEMAND TRAINING

“I DON’T HAVE TIME! HOW TO MAKE SCHOOL-BASED INTERVENTIONS WORK IN THE ELEMENTARY SCHOOL”

Sponsored by

Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist, Diagnostic Center South, California Department of Education

Time: On-Demand Webinar 2.75 hours

Cost: Free

Content: This training is geared to preschool and elementary school students. This training will address those things that get in the way of implementing school-based interventions and more importantly, approaches that can enhance the actual implementation of interventions with the resulting outcome being student progress. Simple ways to help students follow desired rules and skills will be discussed. The overall focus of this training is the process of, 1) build relationships to begin the implementation process, and 2) ways to implement supports and strategies in natural settings. Additionally, the implementation and effective outcome process may require non-traditional and out-of-the-box thinking, which will also be presented.

Intended Audience: Elementary school personnel involved in the process of implementing and helping to implementing and helping to implement school-based interventions. The training does not include examples of middle school and high school students, although the concepts presented can be applied to those levels.

Outcomes: Participants will:

1. Become familiar with typical intervention implementation approaches that don’t work and why.
2. Learn strategies to build relationships necessary for successful implementation.
3. Develop simple approaches to implementing interventions.
4. Learn some of the keys to making interventions work once they have been implemented.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net



5.3 2023-2024 EVSELPA Steering Committee
Meetings – cancelation of July 2023 meeting,
addition of August 2023 meeting

2023/2024
East Valley SELPA
Steering/Finance Committee Meeting Schedule

All meetings held at the Dorothy Inghram Learning Center
670 E. Carnegie Drive, San Bernardino CA 92408
Conference Room E
Home of the East Valley SELPA
beginning at 8:00 a.m. & ending at 2:00 p.m., unless otherwise notified.

JULY 2023 – NO MEETING

AUGUST 17, 2023

SEPTEMBER 14, 2023

OCTOBER 12, 2023

NOVEMBER 9, 2023

DECEMBER 7, 2023

JANUARY 2024 – NO MEETING

FEBRUARY 8, 2024

MARCH 7, 2024

APRIL 11, 2024

MAY 9, 2024

JUNE 13, 2024



5.4 2023-2024 EV SELPA Board of Directors Meetings

2023/2024
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 20, 2023

November 15, 2023

February 21, 2024

March 20, 2024

May 22, 2024

June 12, 2024

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



5.5 2023-2024 EV SELPA Community Advisory Committee Meetings

**2023/2024
East Valley Special Education Local Plan Area**

Community Advisory Committee

Meeting Schedule

All meetings will
begin at 9:30 a.m. & end at 11:30 a.m.
(Determination to meet virtually will be made in advance by the Committee)

SEPTEMBER 18, 2023

NOVEMBER 13, 2023

FEBRUARY 26, 2024

APRIL 22, 2024

