

LOCAL PLAN
Section A: Contacts and Certifications
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division

Section A: Contacts and Certifications

SELPA

Fiscal Year

A. Contact Information and Certification Requirements

From the five choices below, select the applicable Special Education Local Plan Area (SELPA) submission:

- Initial Local Plan (new SELPAs only)
- Annual Plan
- Amended Annual Plan
- Amended Governance and Administration
- Amended Local Educational Agency Membership

Special Education Local Plan Area Contact Information

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

Special Education Local Plan Area Administrator

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

SELPA Contact Information			
SELPA Name	<input type="text" value="West End"/>		
SELPA Code	<input type="text" value="3603"/>		
Street Address	<input type="text" value="8265 Aspen Ave."/>	Zip Code	<input type="text" value="91730"/>
City	<input type="text" value="Rancho Cucamonga"/>	County	<input type="text" value="San Bernardino"/>
Administrator First Name	<input type="text" value="Ricky"/>		
Administrator Last Name	<input type="text" value="Alyassi"/>		
Email	<input type="text" value="ricky.alyassi@sbcss.net"/>		
Telephone	<input type="text" value="(909)476-6131"/>	Extension	<input type="text"/>
Contact Title	<input type="text" value="Administrator, West End SELPA"/>		
Web Address	<input type="text" value="https://weselpa.sbcss.k12.ca.us/"/>		

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

RLA/AU	<input type="text" value="San Bernardino County Superintendent of Schools"/>		
Street Address	<input type="text" value="601 N. E St."/>	Zip Code	<input type="text" value="92415-0020"/>
City	<input type="text" value="San Bernardino"/>	County	<input type="text" value="San Bernardino"/>
Superintendent First Name	<input type="text" value="Ted"/>	Last Name	<input type="text" value="Alejandre"/>
Email	<input type="text" value="Ted.Alejandre@sbcss.net"/>		
Telephone	<input type="text" value="(909)386-2459"/>	Extension	<input type="text"/>
Web Address	<input type="text" value="https://www.sbcss.k12.ca.us"/>		

Local Plan Agency Review Requirements

Community Advisory Committee

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

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

County Office of Education

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

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

COE responsible for approving the Local Plan is the

The local plan was submitted to the COE on what date

Public Hearing Requirements

Local Educational Agency

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Governance and Administration (Section B)

A public hearing (PH) notice for the adoption of the Governance and Administration component shall be posted in **each** school in the SELPA 15 days before the hearing. Evidence of the posting should be maintained and made available up request by the CDE.

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

1. LEAs participating in a SELPA's governance structure are not required to convene a separate public hearing for the adoption of the Annual Budget and Service Plans. However, LEAs must post PH notices with information related to the SELPA's PH for the adoption of the Annual Budget, Service, and/or Assurances Support Plan(s) at least 15 days before the hearing. Evidence of the posting should be maintained and made available upon request by the CDE.
2. LEAs must include public hearing adoption dates as applicable on *Certification 5* for each participating LEA.

Special Education Local Plan Area

Governance and Administration (Section B)	
A PH notice for the adoption of the Governance and Administration local plan component shall be posted at least 15 days before the hearing.	
Governance and Administration PH Posting Date	<input type="text" value="Apr 29, 2020"/>
Governance and Administration PH Date	<input type="text" value="May 15, 2020"/>
Annual Budget and Services Plans (Sections D, E, and Attachments)	
A PH notice for the adoption of the Annual Budget and/or Annual Service Plan(s) shall be posted at least 15 days before the hearing.	
Annual Budget Plan PH Posting Date	<input type="text" value="Apr 29, 2020"/>
Annual Budget Plan PH Date	<input type="text" value="May 15, 2020"/>
Annual Services Plan PH Posting Date	<input type="text" value="Apr 29, 2020"/>
Annual Services Plan PH Date	<input type="text" value="May 15, 2020"/>

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Submitting the Local Plan to the California Department of Education

STEP 1:

Section A is required when submitting each local plan section to the CDE for approval.

STEP 2:

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

Single-LEA

Multiple-LEAs

Charter Schools Only

LEAs Only (including Charter LEAs)

COE/LEA

Small and Sparse (EC sections 56211 through 56212)

STEP 3:

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

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

STEP 4:

Include the agency, name, and title of the participants who collaborated in the development of the local plan. Select the "+" button to add rows and the "-" button to delete rows.

+	Agency	First and Last Name	Title	Local Plan Section
-	West End Special Educati	Ricky Alyassi	Administrator	All Sections
-	Chino Valley Unified	Anne Ingulsrud	Administrator	All Sections
-	Mtn. View School District	Jan VanDyke	Administrator	All Sections
-	Chaffey Jt. Union High	Kelly Whelan	Administrator	All Sections

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+	Agency	First and Last Name	Title	Local Plan Section
-	SBCSS	Peggy McFee	Administrator	All Sections
-	Alta Loma School District	Sharon Neault	CAC Member	All Sections
-	Etiwanda School District	Carol Pilgren	Administrator	All Sections
-	West End SELPA	Royal Lord	Administrator	All Sections
-	Upland Unified	Diana Bonilla	Resource Specialist	All Sections
-	Chino Unified	Denise Deloria	Teacher	All Sections
-	Central	Amber Starr-Oldenkamp	Resource Specialist	All Sections

STEP 5:

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

<input checked="" type="checkbox"/>	Certification 1	Number Submitted	<input type="text" value="1"/>
<input checked="" type="checkbox"/>	Certification 2	Number Submitted	<input type="text" value="1"/>
<input checked="" type="checkbox"/>	Certification 3	Number Submitted	<input type="text" value="1"/>
<input checked="" type="checkbox"/>	Certification 4	Number Submitted	<input type="text" value="1"/>
<input checked="" type="checkbox"/>	Certification 5	Number Submitted	<input type="text" value="9"/>

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STEP 6:

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

STEP 7:

Select the "Submit to CDE" button at the bottom of each form to automatically email the completed section to SELPALocalPlan@cde.ca.gov. SELPAs may individually email the corresponding Sections (B, D, E), and the Attachments file to the CDE in the same manner.

NOTE: SELPAs are not required to use the submit button feature on each form. Instead, SELPAs may attach all files to a single email.

IMPORTANT: Include the SELPA name, "Local Plan," and the sections being submitted in the "Subject" line of all emails sent to the CDE.

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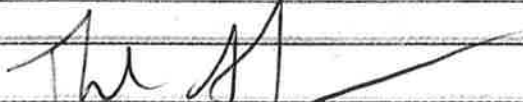
Certification 1: Governance and Administration

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

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


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

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




RLA/AU Authorized Agent

Date



Local Governance Council Chairperson

Date



SELPA Administrator

Date

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Certification 2: Annual Budget Plan and Annual Service Plan

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

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

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

RLA/AU Authorized Agent

Date

Local Governance Council Chairperson

Date

SELPA Administrator

Date

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Certification 3: County Superintendent

I certify the attached local plan section (s) as submitted with this certification are approved by the COE. I further assure the local plan element(s) being submitted meet(s) all applicable requirements of state and federal laws; policies and procedures including compliance with IDEA; and is/are included in a coordinated system of all local plans (as applicable) to ensure all students with disabilities residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by the COE, and juvenile court schools, will have access to appropriate special education programs and related services.

1. The SELPA joined with the County Office of Education (COE) to submit the local plan.
 Yes No
2. All LEAs within the county have elected to participate in this SELPA local plan.
 Yes No
3. The SELPA local plan element(s) as specified herein was approved by the COE.
 Yes No
4. The County Superintendent certifies the SELPA is a
 Single LEA SELPA Multi-LEA SELPA*

*A written agreement has been entered into between the LEA and SELPA for implementation of provisions, including, but not limited to EC Section 56195.7 as applicable. The County Superintendent ensures local plans, including updates or revisions to the plans submitted by SELPAs in the county, upon approval by the COE, are posted on the COE web site, or include links to each local plan.

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

County Superintendent

Date

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Certification 4: Community Advisory Committee

1. The CAC, has advised the SELPA during the development, amendment, and review of the local plan pursuant to *EC* Section 56194.

Yes No (If the answer is "NO," please include comments.)

2. The members of the CAC, or parents selected by the CAC, participated in the development and update of the local plan that is being submitted to the CDE.

Yes No (If the answer is "NO," please include comments.)

3. The CAC had at least 30 days to conduct a review. This review was completed prior to local plan being submitted to the CDE.

Yes No (If the answer is "NO," please include comments.)

4. The CAC reviewed revisions made to the local plan as a result of recommendations or requirements from the CDE.

Yes No (If the answer is "NO," please include comments.)

I certify the information presented herein is an accurate representation of the CAC's involvement in the development and/or amendment of the local plan.

CAC Chairperson

Date

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The West End SELPA is a multi-district SELPA on the west end of San Bernardino County. The SELPA membership includes the following districts: Alta Loma Elementary, Central Elementary, Chaffey Joint Union High, Chino Valley Unified, Cucamonga Elementary, Etiwanda Elementary, Mountain View Elementary, Mt. Baldy Joint, San Bernardino County Superintendent of Schools, and Upland Unified. There are approximately 12,700 students with disabilities enrolled in the member districts, ages 0-21.

The districts range in size from approximately 100 students in a secluded mountain location to a unified district with nearly 30,000 students. There are 2 unified districts, 1 high school only district and six elementary districts.

In general, the districts are bordered by the I-15 on the east, I - 210 on the north and the County line on the west. The districts are adjacent to Orange and Los Angeles counties on the west, and Riverside county on the south and east.

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:

SECTION II GOVERNANCE AND ADMINISTRATION

1) GOVERNING BODY (Education Code 56205(a)(12)(A), 56207.5)

The governing body of the SELPA is the Superintendents' Council. The Superintendents' Council is composed of the Superintendent of each Local Education Agency (LEA) within the SELPA. Members of the Superintendents' Council are responsible to the governing board of their respective local education agency. The San Bernardino County Superintendent of Schools serves as the Responsible Local Agency (RLA) as defined in Education Code 56030, or administrative unit as referred

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One other superintendent is selected as Vice-Chairperson. The SELPA Administrator serves as Secretary to the Council. All structural changes within the organization of the SELPA, including changes in governance, are decided through deliberations of the Superintendents' Council. Each superintendent may cast one vote, if necessary, to accept or reject changes within the system. Procedures to present requests for withdrawal from or admission to the SELPA are included in Item 5 of this section, and the Bylaws (Appendix A).

Any independent charter school admitted to the SELPA shall participate in SELPA governance in the same manner as other local educational agencies of the SELPA.

All conflicts are ultimately resolved through the same procedure delineated above. However, most concerns are managed within various committee interactions. The SELPA Advisory Council examines staffing and fiscal issues. If necessary, recommendations can be given to the SELPA administrator for ultimate consideration by the Superintendents' Council. Voting membership on the Superintendents' Council is one vote per LEA.

2) GOVERNANCE (Education Code 56205)

Each Local Education Agency will defend and indemnify the RLA against, and will hold and save RLA, its officers, agents, and employees harmless from any and all actions, claims, damages to persons or property, penalties, obligations, or liabilities that may be asserted or claimed by any person, firm, entity, corporation, political subdivisions, or any other organization arising out of the operation or maintenance or other activities of the LEA or its agents, employees, or independent contractors under this agreement.

3) GOVERNANCE STRUCTURE AND ADMINISTRATIVE SUPPORT (Education Code 56140, 56195, 56195.1, 56195.3, 56195.5))

The local education agencies within the West End of San Bernardino County join together pursuant to Sections 56140 and 56195 of the California Education Code to adopt a plan to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by these agencies, hereafter known as the West End Special Education Local Plan Area, West End SELPA. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

4) RESPONSIBILITY OF PARTICIPATING AGENCIES (Education Code 56195.1(b)(2), 56195.5, 56207)

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where that local education agency of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout the West End SELPA.

Any participating local education agency may provide for the education of special education students in special education programs maintained by other districts or counties, and may include within the special education program students who reside in other districts or counties.

Changes or amendments to the permanent portion of the Local Plan, which excludes Appendices only, may be considered by the Superintendents' Council. The Superintendents' Council may adopt amendments to the permanent portion of the Local Plan on an interim basis, which is not to exceed one school year. Amendments approved in this manner shall become

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permanent upon subsequent approval by all local education agencies governing boards and the State Board of Education.

5) WITHDRAWAL FROM SELPA (Education Code 56195.3(b))

A member LEA will cooperate with the county office and other school districts in the geographic area in planning its options under EC 56195.1 and each fiscal year, notify the California Department of Education, impacted special education local plan areas, and participating county offices of its intent to withdraw from the SELPA at least one year prior to the proposed effective date of the implementation to the alternative plan. Any such plan will be submitted to the county office for review in accordance with guidelines approved by the Superintendents' Council.

Any district 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 legal 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.

When the local plan is revised, each LEA governing board must approve the plan in order for the district to continue as a participant in the West End SELPA. When an LEA board does not approve the plan, the LEA will have the opportunity to bring its concerns to the Superintendents' Council for review. Subsequently, the Council may determine a deadline for the LEA governing board to approve the plan or be terminated from the SELPA. If the LEA does not meet the deadline, the Council shall consider this as notice to withdraw from the SELPA. If the district does not submit its intent to withdraw, the Council will notify the district and the California Department of Education of its intent to move forward with the termination.

In the event a district is terminated, the district shall bear the total cost of consultants retained by the LEA and the SELPA to provide a thorough analysis of legal or fiscal implications caused by this action. In addition, all costs, including but not limited to due process, associated with the termination from the SELPA shall be born entirely by the district being terminated.

6) PROGRAM TRANSFERS WITHIN THE SELPA (Education Code 56207)

Any LEA initiating a transfer of educational programs and services already in operation within the SELPA shall follow appropriate Education Codes. In the event an LEA desires to initiate program or services transfers, a transfer planning committee made up of three SELPA governance members chosen by their peers shall be designated to address, at a minimum, all of the following: pupil needs, the availability of the full continuum of services to affected pupils, the functional continuation of the current IEPs of all affected pupils, the provision of service in the least restrictive environment from which affected pupils can benefit, the maintenance of appropriate support services, the assurance that there will be compliance with federal and state laws and regulations as well as SELPA policies, and the means through which parents and staff were represented in the planning process.

The day on which the transfer of programs will take effect may be no earlier than the first day of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency and the Superintendents' Council, unless the Superintendents' Council unanimously approves the transfer take effect on the first day of the first year following the date of receipt of notification.

The approved SELPA guidelines for program transfer will be followed by SELPA staff as well as all affected agencies. Alternate dispute resolution pursuant to Education Code 56205 (d) will be utilized if either sending or receiving agency disagrees with the proposed transfer. All costs associated with due process actions will be paid by the agency initiating the program or service transfer.

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7) IMPLEMENTATION OF ADMINISTRATIVE FUNCTIONS (Education Code 56195(b)(3)(c)(2), 56195.1, 56205 (a)(12)(D)(ii), 56205(a)(12)(D)(ii)(IV))

The San Bernardino County Superintendent of Schools is designated as the Responsible Local Agency (RLA) for the West End SELPA. It shall be responsible for functions such as, but not limited to:

- 1) Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
- 2) Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- 3) The employment of staff in accordance with direction from the Superintendents' Council for functions the SELPA is required to provide.

The West End SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

8) RESPONSIBILITIES OF SUPERINTENDENTS (Education Code 56205(a)(12)(D)(i), 56195.1, 56205(b))

The superintendents of each participating local education agency, or chief official in the case of a Charter School approved as a Local Educational Agency by the SELPA Superintendents' Council, shall be responsible for special education programs operated by the agency and for implementing all requirements of the Local Plan.

A charter school that operates as its own local education agency for special education purposes shall participate in the governance of the SELPA in the same manner as all local education agencies.

The Superintendents' Council shall be responsible for the following areas of Local Plan administration:

- 1) Selection and evaluation of the SELPA Administrator.
- 2) Designation of participants for the SELPA Advisory Committee.
- 3) Establishment and promotion of a Community Advisory Committee.
- 4) Establishment of the number and type of SELPA office staff employed by the SELPA for SELPA-wide services.
- 5) Review, approve, and monitor all budgets assigned to the SELPA.
- 6) Provide leadership to the SELPA regarding the development, revision, implementation and review of the Local Plan.
- 7) Review, approve, and monitor the allocation of special education funds to local education agencies.
- 8) Approve all SELPA policies, regulations, standards, and guidelines.

The Superintendents' Council shall meet on a regular basis according to Brown Act requirements and shall receive and act upon information provided by the SELPA Advisory Committee, Community Advisory Committee, and the SELPA Administrator to assist in the administration of the SELPA. Members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the plan, may address questions or concerns to the Superintendents' Council at a regularly scheduled meeting.

9) RESPONSIBILITIES OF LOCAL EDUCATION AGENCY BOARD MEMBERS (Education Code 56195.1, 56195.5)

Local education agency boards shall:

- 1) Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency.

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- 2) By approving the Local Plan, enter into an Agreement for Participation (see Appendix B) with other local education agencies participating in the plan, for purpose of delivery of regional services and programs.
- 3) Review and approve revisions of the West End SELPA Local Plan for Special Education.
- 4) Participate in the governance of the West End SELPA through their designated representative to the Superintendents' Council. The governing boards provide the designated Superintendents' Council member with the authority to act as the board designee to approve and amend policies as necessary.

If the San Bernardino County Superintendent of Schools provides services to more than one SELPA within the county, relevant provisions of contracts between the county office and its employees governing wages, hours, and working conditions shall supersede like provisions contained in any other plan submitted.

10) SELPA Advisory Committee (Education Code 56205(a)(12)(D)(ii)(III))

The SELPA Advisory Committee is comprised of local education agency administrators of special education and LEA staff who are knowledgeable in the area of special education finance and the superintendent of Mt. Baldy School District. Together, they are responsible for the coordination of special education service and programs within their agencies, distribution and monitoring of funds, and for the implementation of the Local Plan. The SELPA Advisory Committee is given authority by the Superintendents' Council to develop policies and procedures, which are presented to the Superintendents' Council for approval.

The eight (8) LEAs appoint an appropriate administrator of special education programs and a person who is knowledgeable in the area of special education finance to membership on the SELPA Advisory Committee. The superintendent serves as the representative for Mt. Baldy School District.

The duties of the SELPA Advisory Committee include, but are not limited to, the following:

- 1) Provide information and recommendations for the development, modification, and implementation of the Local Plan to the Superintendents' Council.
- 2) Develop and implement procedures for the identification, referral, assessment, IEP development, and placement of individuals with disabilities as established by the Local Plan.
- 3) Develop forms, procedures and recommendations for programs and services for review, modification, and approval by the Superintendents' Council.
- 4) Review, modify and recommend an annual budget for SELPA operations, including Regional Services and Program Specialist allocations for review, modification, and approval by the Superintendents' Council.
- 5) Recommend and monitor inservice/staff development programs, including parent education activities, for review, modification, and approval by the Superintendents' Council.
- 6) Provide recommendations for membership for the Community Advisory Committee.
- 7) Develop the Annual Service Plan for approval by the Superintendents' Council.
- 8) Provide information and recommendations for the development, modification, and implementation of the SELPA funding allocation plan to the Superintendents' Council.
- 9) Review and make recommendations to the Superintendents' Council regarding decisions that impact the finances of local education agencies.
- 10) Develop the Annual Budget Plan for approval by the Superintendents' Council.

The SELPA Advisory Committee may be requested by the Superintendents' Council to provide advice or assistance in other areas as needs are identified within the SELPA.

The SELPA Advisory Committee meets on a regular basis. The SELPA Administrator and the Fiscal Consultant serve as co-

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chairs. The SELPA Administrator serves as the secretary of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting and additional documentation as needed to provide for informed decision making. In the absence of either co-chair, the WESELPA Program Manager may serve as a co-chair

In addition to carrying out the responsibilities identified in the Local Plan, the SELPA–Advisory Committee may choose to form special work groups to focus on special issues. Such work groups shall report to the SELPA Advisory Committee or Superintendents' Council, as appropriate.

A charter school that has been approved to operate as its own local education agency for special education purposes shall be represented on the SELPA Advisory Committee and Superintendents' Council in the same manner as all local education agencies.

11) SELPA STAFFING (Education Code 56205 (a) (12)(D)(ii))

The governing boards of each of the participating local education agencies agree to invest the Superintendents' Council with the responsibility of designating an appropriate agency as the Responsible Local Agency (RLA) for the administration of the Local Plan and its implementation. The boards assure that the Superintendents' Council shall identify the need for and designate positions necessary for the operation of the SELPA functions according to this policy.

SELPA Administrator

The fundamental role of the SELPA Administrator is to direct all SELPA staff, as well as provide leadership and facilitate the decision-making process. The SELPA Administrator's role includes the provision of information, specific services identified by the Superintendents' Council, technical assistance, leadership and arbitration. It is the SELPA Administrator's responsibility to represent the interests of the SELPA as a whole without promoting any particular local education agency interest over the interest of any other agencies. In the event there are differences of opinions and/or positions on issues, it is the SELPA Administrator's responsibility to mediate a reasonable resolution of the issue(s).

The Superintendents' Council shall be responsible for the selection, direction, monitoring, discipline, and evaluation of the SELPA Administrator. The evaluation will be completed per SBCSS policy, which is currently every other year. The Superintendents' Council shall be assisted in the hiring and selection process by the Responsible Local Agency. It is understood that this includes responsibility for any allegations of violations arising under the federal and state equal employment law.

The SELPA Administrator is subject to the Responsible Local Agency's policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the Superintendents' Council. The SELPA Administrator is evaluated by the superintendents of the member LEAs through a written document provided by the SBCSS Superintendent's office. The results are compiled, and a joint committee comprised of the Responsible Local Agency Superintendent and two other superintendents chosen by their peers from the Superintendents' Council meet with the SELPA Administrator to review the results and comments.

SELPA Staff

The Superintendents' Council shall be responsible for designating the staff to support the functioning of the SELPA. In reviewing and approving the SELPA budgets on an annual basis, the Superintendents' Council designates the staffing for the SELPA office upon recommendation of the SELPA Administrator.

SELPA staff shall be employed by the Responsible Local Agency and supervised by the SELPA Administrator according to the Responsible Local Agency's policy and practices. The SELPA Administrator shall use a selection process that is in

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accordance with the law and personnel policies of the Responsible Local Agency.

The supervision of West End SELPA staff will be determined by the SELPA Administrator. An organizational chart showing the staff to be supervised by the members of the SELPA management team will be provided to the governance committees annually.

Program Manager - Alternative Services Unit

The description of due process procedures in Education Code Sections 56500 - 56508, for purposes of Code of Federal Regulations, 34 C.F.R. 300.500 - 300.529, is hereby included in the Local Plan by reference. Within the SELPA administrative unit, a program manager responsible for due process and individual protections is employed. This person assists and/or conducts the procedures involved in alternative dispute resolution, due process hearings, complaints, and investigations for all participating units within the SELPA. Inherent to this assignment is dissemination of information and initiation of procedures that ensure compliance with all parent/child rights requirements. These include availability of parent/child rights notices, equal access to programs, correction of identified program/service problems, and compliance with mandated timelines for assessment and placement of children.

The following job elements are identified with this position:

- 1) Inter-SELPA program placements
- 2) Placement in as well as oversight and evaluation of nonpublic schools
- 3) Determination of as well as oversight and evaluation of private services/ nonpublic agencies (NPA)
- 4) Review and assistance in district IEP team procedures
- 5) Review of compliance procedures within all SELPA participating units
- 6) Assistance to local units in complaint/mediation procedures and alternative dispute resolution
- 7) Support the districts through due process fair hearings

The supervision of West End SELPA staff will be determined by the SELPA Administrator. An organizational chart showing the staff to be supervised by the members of the SELPA management team will be provided to the governance committees annually.

Any district failing to adhere to SELPA advice regarding state and federal law relative to the IEP development process shall bear any and all subsequent due process or private contracting costs associated with said independent actions. West End SELPA notification of fiscal responsibility shall be in the form of a written formal memo directed to the district special education director with a copy to the district superintendent.

Any district wishing to appeal this decision by the SELPA Administrator shall request the matter be placed on the agenda at a SELPA Advisory Committee meeting with a subsequent recommendation to Superintendents' Council for final action.

All contacts with SELPA-retained attorneys or legal consultants shall be made only after approval of the SELPA Administrator, or designee. Any district initiating contact with a legal advisor without prior approval will bear the cost of the contract.

Counseling Services

The SELPA employs licensed counselors to serve students receiving special education and their parents who reside within the SELPA. Counseling services are provided in accordance with SELPA guidelines. Counseling interns are utilized as

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appropriate. Effective July 1, 2014 and based on the Superintendents' Council decision on February 21, 2014, the SELPA will continue to provide: staff development training; counseling and assessment services through a fee-for-service model; and case management for students with IEPs that include counseling services and who are placed in nonpublic schools and residential treatment centers.

Program Manager - Staff and Curriculum Development

A program manager responsible for SELPA-wide staff and curriculum development activities is employed by the SELPA. This individual interacts with all local districts to determine staff development needs, initiate training activities/programs, and manage resources available to support staff development training and transition services for all individuals who are responsible for special education and for youth with disabilities. Activities are initiated through the SELPA Advisory Committee as well as with various teacher/administrator groups. Program specialists, behavior specialists, transition staff, school-to-career staff (vocational team members hired under grants including but not limited to Transition Partnership Program, WorkAbility1 and the CaPROMISE Grant), and teacher-on-assignment positions may be supervised by this program manager.

Program Specialists (Education Code 56205 (b)(1)(F), 56206, 56368)

The program specialists are employed by the SELPA and serve the SELPA districts. The Superintendents' Council designates the number and type of specialists upon recommendation of the SELPA Advisory Committee as well as approves the SELPA budget for its expenditures. The Program Specialist holds a valid special education credential or a school psychologist authorization and has advanced training and related experience in the education of individuals with exceptional needs. The Program Specialist also has specialized, in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.

The governing boards of the local education agencies identify the importance of employment of program specialists to provide unique and necessary services to the agencies and to pupils in the SELPA. Program specialists shall provide the following services:

- 1) Observe, consult with, and assist, in accordance with local education agency procedures, special education teachers and support staff.
- 2) Utilize evidence-based data to plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities.
- 3) Assist with local education agency staff development, program development and innovation of special methods and approaches.
- 4) Provide coordination, consultation and program development in one or more specialized areas of expertise.
- 5) Upon request, participate in and/or conduct IEP team meetings where technical assistance is needed.
- 6) Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.
- 7) Assist in developing training for parents and members of the Community Advisory Committee.
- 8) Provide in-service training and technical assistance for general and special education teachers, administrators, support staff and parents
- 9) Assist as a liaison to various community agencies such as Department of Behavioral Health, Department of Rehabilitation, Inland Regional Center, California Children's Services, and the Probation Department.
- 10) Conduct nonpublic school visitations to verify students are making appropriate educational progress in accordance with the IEP.
- 11) Coordinate the assessment of student needs for assistive technology or specialized in the least restrictive environment.
- 12) Direct instructional support.

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Behavior Specialist

The functions of the behavior specialists are driven by Education Code requirements as well as IEP team specification which include in-service training; activity organization; individual parent, teacher, and student support; intra-SELPA communication; student socialization activities; and committees and councils for support and planning. Behavior specialists promote implementation of these activities throughout the region.

Behavior specialists are employed by the SELPA and supported by regional service funds as well as the fee-for-service structure. They are selected to represent skills and expertise in specific areas of disability, and they provide coordinated, centralized, and individualized service.

Vocational Assessment and Transition Planning

School-to-work activities are provided through vocational assessment, WorkAbility1 activities, and on-the-job training opportunities, when appropriate, as well as linkage to the Department of Rehabilitation. A "Work Project" program provides work from the community to be completed in the classroom setting as appropriate. Transition planning is developed as part of the IEP process.

Teacher-On-Special-Assignment

Teachers-On-Special Assignment (TOSA) are employed by the SELPA or contracted with districts in the SELPA. They serve the SELPA under the supervision of a Program Manager. The Superintendents' Council approves the number and type of (TOSA) s upon recommendation of the SELPA Advisory Committee.

(TOSA)'s are supported by regional service funds and may be employed permanently or for a limited, contracted period of time. They are selected to represent skills and expertise in specific areas of disability as well as provide coordinated, centralized, and individualized service.

Fiscal Consultant

The Fiscal Consultant is the primary fiscal advisor employed by the SELPA. The Fiscal Consultant is responsible for the development, implementation, and maintenance of fiscal operations and procedures as well as the analysis of fiscal data and the preparation of fiscal and budgetary reports in support of SELPA operations.

Other Administrative Services

West End Student Services - While employed as a San Bernardino County Superintendent of Schools (SBCSS) employee, the county area director works collaboratively with the SELPA Administrator for all program effectiveness and quality issues. Through communication with the area director, the SELPA Administrator assures that services provided by the West End Student Services comply with SELPA policies/guidelines and interface effectively with program services provided by other units within the consortium.

Management Information System - the SELPA is responsible for effective collection and maintenance of data relevant to program, placement of children, and other data required by state and federal mandates.

Fiscal Consultant Service - accounting services are provided in the areas of excess cost billings, audit procedures, and other areas of special education finance.

12) REGIONALIZED SERVICES AND OPERATIONS (Education Code 56195.1 56195.7, 56205, 56206)

The SELPA Administrator shall serve on behalf of the member local education agencies and implement the Local Plan

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including the following regional services and operations:

- 1) Coordination of the SELPA and the administration of the Local Plan
- 2) Coordinated system of identification and assessment
- 3) Coordinated system of procedural safeguards
- 4) Coordinated system of staff development and parent education
- 5) Coordinated system of curriculum development and alignment with the core curriculum
- 6) Coordinated system of internal program review, evaluation of the effectiveness of the local plan and implementation of a local plan accountability mechanism
- 7) Coordinated system of data collection and management
- 8) Coordination of interagency agreements
- 9) Coordination of services to medical facilities
- 10) Coordination of services to licensed children's facilities and foster family homes
- 11) Preparation and transmission of required SELPA reports
- 12) Fiscal and logistical support of the Community Advisory Committee
- 13) Coordination of transportation services for students with disabilities
- 14) Coordination of career, vocational, and transition services
- 15) Assurance of full educational opportunity
- 16) Fiscal administration and the allocation of state and federal funds
- 17) Direct instructional support provided by program specialists
- 18) Direct programmatic support provided by behavior specialists
- 19) Coordination of the distribution and assignment of specialized equipment and services
- 20) Coordination of services to individuals with exceptional needs in juvenile court schools or county community schools pursuant to EC 56150

13) DISPUTE RESOLUTION (Education Code 56205(b)(5))

In the event of a disagreement among local education agencies, local education agencies and the Responsible Local Agency, local education agencies and/or the Responsible Local Agency and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the Superintendents' Council that issues be resolved at the lowest level possible in the governance structure outlined in the Local Plan. The Superintendents' Council is considered to be the board of last resort. This policy is intended to resolve disagreements within a period of 45 days but is not intended to undermine local authority.

If a local education agency disagrees with a decision or practice of another agency or the SELPA office, that local education agency 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. Either party may request the direct assistance of the SELPA Administrator, or his/her designee, or Chair of the Superintendents' Council or the services of a neutral mediator from outside the SELPA. In the event the issue has not been resolved, either party may request review by the SELPA Advisory Committee. If either party disagrees with the recommendation of the SELPA Advisory Committee, either party may request that the issue be placed on the Superintendents' Council agenda. If this process fails, the parties may pursue a hearing on the issues and resolution with the Superintendents' Council. The decision of the Superintendents' Council shall be final.

13) METHOD OF DISTRIBUTION OF FEDERAL AND STATE FUNDS (Education Code 56205(a)(12)(D)(ii), 56205 (b)(1) and 56195 (h))

All federal and state special education funds shall be allocated to the SELPA for distribution to local education agencies according to an approved Special Education Funding Allocation Plan. The Superintendents' Council shall make any changes to

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the allocation of federal and state special education funds. The SELPA Administrator is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

15) RESPONSIBILITIES FOR DISTRIBUTION OF FEDERAL AND STATE FUNDS (Education Code 56195, 56195.1 (b) (3))

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Superintendents' Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The SELPA shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Plan. The SELPA Administrator is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The Fiscal Consultant shall develop the Annual Budget Plan for review and recommendation by the SELPA Advisory Committee to the Superintendents' Council for approval. A public meeting shall be held annually to provide the Community Advisory Committee and members of the public the opportunity to review the Annual Budget Plan and Annual Services Plan and provide input to the Superintendents' Council. Upon approval by the Superintendents' Council, these documents shall be submitted to the LEAs and the California Department of Education.

16) PROVISION OF SPECIAL EDUCATION SERVICES TO STUDENTS WITH DISABILITIES (Education Code 56195.7(a), 56205 (a)(12)(D)(ii)(III), 56205(b)(1)(C,E), 56205(b)(1)(D), 56303)

The SELPA provides a full continuum of services to students with disabilities, including students in charter schools as well as alternative education, throughout the geographic region of the SELPA. Access to services is through each of the local education agencies. The referral, assessment and IEP process is utilized to identify the needs of each individual student with disabilities. The local education agencies have committed to policies and procedures to assure that students will have their rights to appropriate supplemental aids and services provided in the least restrictive environment. A student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and where appropriate, utilized.

The SELPA Advisory Committee shall identify on a regular basis any unmet needs for students within the SELPA. With the assistance of the SELPA Administrator and administrative staff, the SELPA Advisory Committee identifies the resources within the SELPA that could provide the appropriate services. When services are required beyond the programs and services being provided by any local education agency, the SELPA Advisory Committee shall develop a plan for consideration by the Superintendents' Council. Any plan having a fiscal impact on local education agencies shall be reviewed by the SELPA Advisory Committee prior to consideration by the Superintendents' Council.

17) DEVELOPMENT OF THE ANNUAL SERVICE PLAN (Education Code 56205(b)(2))

West End SELPA is required to submit an "Annual Service Plan" to the California Department of Education. The SELPA Advisory Committee shall develop the Annual Service Plan for review by the Community Advisory Committee and approval by the Superintendents' Council. A public meeting shall be held annually to provide the Community Advisory Committee and members of the public the opportunity to review the Annual Budget Plan and Annual Services Plan and provide input to the Superintendents' Council. Upon approval by the Superintendents' Council, these documents shall be submitted to the California Department of Education.

The Superintendents' Council shall adopt policies to describe program and service options available in the SELPA. Innovative service designs or the piloting of new options is encouraged, however after one year of operation, the LEA providing the service must present the new service delivery model to the Superintendents' Council for adoption. The Superintendents'

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Council may provide guidelines for staffing patterns, student patterns, curriculum, and/or instructional methodology.

Amendments to the Annual Service and Budget Plans (EC 56205(b)(1))

The governing boards of the local education agencies agree to designate authority to the Superintendents' Council to approve the SELPA-wide annual service and budget plans and any subsequent modifications.

18) MONITORING THE USE OF SPECIAL EDUCATION FUNDS (Education Code 56205(a)(12)(ii)(IV))

It is the intent of the SELPA that the needs of students with disabilities as identified in the IEP shall be met. Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

- 1) For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.
- 2) To develop and implement a fully integrated and coordinated services system.

The SELPA Administrator, with the assistance of the SELPA Advisory Committee and the Responsible Local Agency, shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. The Superintendents' Council through the Annual Budget Plan process shall make final determination and action regarding the appropriate use of special education funds.

19) PREPARATION OF PROGRAM AND FISCAL REPORTS (Education Code 56205(a)(12)(D)(ii)(V))

The SELPA Administrator, with the assistance of the Fiscal Consultant, SELPA Advisory Committee, and Responsible Local Agency, shall be responsible to prepare all program and fiscal reports required of the SELPA by the state.

20) SELECTION OF REPRESENTATIVES FOR DEVELOPMENT OF THE LOCAL PLAN (Education Code 56195.3)

The Local Plan is developed and updated cooperatively by a committee of representatives of special and general education teachers and administrators and representatives of charter schools selected by the groups they represent and with participation by the chair of the CAC Local Plan Committee to ensure adequate and effective participation and communication. Teacher participants shall be selected by their peers. General education and special education administrators shall be selected by the representative superintendents. Directors of charter schools shall be requested to select a representative to serve on the Local Plan committee

21) PUBLIC PARTICIPATION (Education Code 56205(b)(4))

Members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the plan are informed of and invited to a public input meeting to discuss the plan. Notification of the public input meeting date is posted in member school districts for two weeks prior to the meeting date. The Local Plan is also presented as a discussion item at appropriate governance meetings. Members of the public, including parents or guardians of students with disabilities, may address, through standardized procedures, questions or concerns to the governing boards of the local education agencies, the Superintendents' Council, the SELPA Advisory Committee, the and any subcommittees of these governance groups.

The SELPA must provide verification that the local plan has been reviewed by the community advisory committee and that the committee had at least 30 days to conduct this review before submission of the local plan to the Superintendents' Council for approval.

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22) CONSULTATIONS FOR POLICY AND BUDGET DEVELOPMENT (Education Code 56195.7(a), 56205(a)(12)(c))

All policy, procedure and budget development matters shall be reviewed by the Community Advisory Committee prior to action by the Superintendents' Council. Special education teachers, regular education teachers, administrators and parent members of the CAC shall participate in regular consultations regarding policy and budget development through input at regularly scheduled CAC meetings.

23) COMMUNITY ADVISORY COMMITTEE (CAC) (Education Code 56205 (a)(12)(C))

Membership in the Community Advisory Committee is by appointment and action of the participating LEA board of education. Each of the WESELPA districts has a board approved policy which outlines the process for nomination, selection and board approval of CAC members and alternates. A continuous effort is maintained to inform and interest parents in participating on the committee. Terms of office are approved as two years, and at least 51 percent of the committee's members are to be parents of special education students. Each CAC member will receive information that outlines the duties and responsibilities of the organization.

The SELPA Administrator works collaboratively with the CAC. Officers may request presentation, discussion, or explanation of any program service provided within the SELPA. The CAC chairman, in conjunction with other officers if necessary, may request to present information to any governance body within the SELPA. Additionally, the CAC shall prepare and present an annual report to the SELPA administrator regarding the status of programs and issues studied by the group. This report, if the individual members wish, may be presented to the board of education which appointed that member. Any concerns or recommendations determined to be of importance by the group may be presented at the CAC or other SELPA governance meetings for consideration in the rewriting of the local plan.

During its annual activities, the CAC will regularly forward communications to all parents of children receiving special education services within the SELPA via the district directors of special education. Parents will be invited to attend any of the regularly scheduled meetings held by the committee. Various programs of interest will be scheduled for presentation. The committee will determine the need to study various issues, and all interested community members will be invited to attend. Input by individual parents, teachers, and others will be encouraged. It will be the goal of the CAC to support all local and regional activities organized on behalf of students with special needs. A complete listing of their duties is as follows:

- 1) Assist the SELPA in the development and implementation of the local plan for special education.
- 2) Serve as a liaison between community members and the district administrator of special education.
- 3) Raise the community consciousness through parent education programs and increase community acceptance of the differences in learning abilities in children and the need for educational and vocational provisions to accommodate these differences.
- 4) Provide a forum where needs can be assessed, issues can be raised, and suggestions for change and/or improvement can be discussed and recommendations for action can be made with respect to planning and provision of special education programs and services.
- 5) Provide a parent representative to participate on the evaluation team for the local plan for special education.
- 6) Interact with parent groups and individual students' parents to encourage consistent and continuous attendance of children to their school programs
- 7) Promote and elicit broad community support for special programs and services.
- 8) Submit a written report annually to the West End Superintendents' Council. .
- 9) Become familiar with the laws pertaining to special education and their implication for people with special needs.
- 10) Encourage the establishment of procedures to ensure public access to all written documentation related to state and federal laws, as well as the local plan.

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11) Receive training regarding the selection and utilization of parent surrogates.

Parent education is facilitated through the network and communication of the Community Advisory Committee. Informative presentations are given during some CAC meetings to provide parent education. In depth parent training series are available through the SELPA to CAC members and all parents in the districts served by the SELPA. The CAC members continuously seek to recruit additional parents to participate in the meetings and activities.

Parent/Guardian and Community Outreach efforts shall be maintained by the SELPA through the CAC as well as through SELPA online/digital media formats through the SELPA website and/or other online publications as deemed necessary by the SELPA to ensure outreach efforts are maintained by the SELPA in providing a means for parents/guardians and community members to have increased access to resources related to awareness of supports afforded to families for students with special education.

24) COMMUNITY ADVISORY COMMITTEE MEMBERSHIP (Education Code 56205) See Appendix C for CAC Bylaws, Section 4.01.

25) BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS (Education Code 3001, 5CCR 3052, CFR 300.346-300.520, 56341(c)(2))

The SELPA shall develop procedures regarding behavioral assessment and intervention to guide all staff members and parents in responding to students with challenging behaviors. Behavioral assessment and intervention plans will be considered when a student's disciplinary actions constitute a "change of placement," when behaviors impede the learning of the student or others, and when behaviors occur that are dangerous to the student and others.

The West End SELPA has Policies and Procedures which outline the behavioral interventions for students receiving special education services within the West End SELPA region.

26. EMERGENCY CONDITIONS AND DISTANCE LEARNING PROVISION (Education Code § 56345(a)(9)), Education Code § 43500, Education Code § 43501

During times of emergency conditions and/or distance learning for students with special education, the West End SELPA shall maintain procedures for supporting the facilitation of IEP meetings necessary for students when the SELPA is requested and/or required to facilitate such meetings via alternative platforms to include virtual/web based, phone conference, and any other means applicable that ensure state and county public health orders are maintained while supporting IEP meeting facilitation. SELPA IEP facilitation during emergency conditions and/or distance learning provisions for students may occur as needed when requested to do so by the local LEA, parent/guardian, non-public school/non-public agency, and/or a meeting requested to support alternative dispute resolution efforts.

IMPLEMENTATION OF ADMINISTRATIVE FUNCTIONS (Education Code 56195(b)(3)(c)(2), 56195.1, 56205 (a)(12)(D)(ii), 56205(a)(12)(D)(ii)(IV))

The San Bernardino County Superintendent of Schools is designated as the Responsible Local Agency (RLA) for the West End SELPA. It shall be responsible for functions such as, but not limited to:

1) Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.

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- 2) Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- 3) The employment of staff in accordance with direction from the Superintendents' Council for functions the SELPA is required to provide.

The West End SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

RESPONSIBILITIES OF SUPERINTENDENTS (Education Code 56205(a)(12(D)(i), 56195.1, 56205(b))

The superintendents of each participating local education agency, or chief official in the case of a Charter School approved as a Local Educational Agency by the SELPA Superintendents' Council, shall be responsible for special education programs operated by the agency and for implementing all requirements of the Local Plan.

A charter school that operates as its own local education agency for special education purposes shall participate in the governance of the SELPA in the same manner as all local education agencies.

The Superintendents' Council shall be responsible for the following areas of Local Plan administration:

- 1) Selection and evaluation of the SELPA Administrator.
- 2) Designation of participants for the SELPA Advisory Committee.
- 3) Establishment and promotion of a Community Advisory Committee.
- 4) Establishment of the number and type of SELPA office staff employed by the SELPA for SELPA-wide services.
- 5) Review, approve, and monitor all budgets assigned to the SELPA.
- 6) Provide leadership to the SELPA regarding the development, revision, implementation and review of the Local Plan.
- 7) Review, approve, and monitor the allocation of special education funds to local education agencies.
- 8) Approve all SELPA policies, regulations, standards, and guidelines.

The Superintendents' Council shall meet on a regular basis according to Brown Act requirements and shall receive and act upon information provided by the SELPA Advisory Committee, Community Advisory Committee, and the SELPA Administrator to assist in the administration of the SELPA. Members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the plan, may address questions or concerns to the Superintendents' Council at a regularly scheduled meeting.

RESPONSIBILITIES OF LOCAL EDUCATION AGENCY BOARD MEMBERS (Education Code 56195.1, 56195.5)

Local education agency boards shall:

- 1) Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency.
- 2) By approving the Local Plan, enter into an Agreement for Participation (see Appendix B) with other local education agencies participating in the plan, for purpose of delivery of regional services and programs.
- 3) Review and approve revisions of the West End SELPA Local Plan for Special Education.
- 4) Participate in the governance of the West End SELPA through their designated representative to the Superintendents' Council. The governing boards provide the designated Superintendents' Council member with the authority to act as the board designee to approve and amend policies as necessary.

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If the San Bernardino County Superintendent of Schools provides services to more than one SELPA within the county, relevant provisions of contracts between the county office and its employees governing wages, hours, and working conditions shall supersede like provisions contained in any other plan submitted.

RESPONSIBILITIES OF LOCAL EDUCATION AGENCY ADMINISTRATORS (Education Code 56205(a)(12)(D)(ii) (III))

Local education agency administrators of special education are responsible for the coordination of special education service and programs within their agencies and for the implementation of the Local Plan. The administrators participate on the SELPA Advisory Committee which is given authority by the Superintendents' Council to develop policies and procedures, which are presented to the Superintendents' Council for approval.

The eight (8) LEAs appoint an appropriate administrator of special education programs and a person who is knowledgeable in the area of special education finance to membership on the SELPA Advisory Committee. The superintendent serves as the representative for Mt. Baldy School District.

The duties of the SELPA Advisory Committee include, but are not limited to, the following:

- 1) Provide information and recommendations for the development, modification, and implementation of the Local Plan to the Superintendents' Council.
- 2) Develop and implement procedures for the identification, referral, assessment, IEP development, and placement of individuals with disabilities as established by the Local Plan.
- 3) Develop forms, procedures and recommendations for programs and services for review, modification, and approval by the Superintendents' Council.
- 4) Review, modify and recommend an annual budget for SELPA operations, including Regional Services and Program Specialist allocations for review, modification, and approval by the Superintendents' Council.
- 5) Recommend and monitor in-service/staff development programs, including parent education activities, for review, modification, and approval by the Superintendents' Council.
- 6) Provide recommendations for membership for the Community Advisory Committee.
- 7) Develop the Annual Service Plan for approval by the Superintendents' Council.
- 8) Provide information and recommendations for the development, modification, and implementation of the SELPA funding allocation plan to the Superintendents' Council.
- 9) Review and make recommendations to the Superintendents' Council regarding decisions that impact the finances of local education agencies.
- 10) Develop the Annual Budget Plan for approval by the Superintendents' Council.

The SELPA Advisory Committee may be requested by the Superintendents' Council to provide advice or assistance in other areas as needs are identified within the SELPA.

The SELPA Advisory Committee meets on a regular basis. The SELPA Administrator and the Fiscal Consultant serve as co-chairs. The SELPA Administrator serves as the secretary of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting and additional documentation as needed to provide for informed decision making.

In addition to carrying out the responsibilities identified in the Local Plan, the SELPA-Advisory Committee may choose to form special work groups to focus on special issues. Such work groups shall report to the SELPA Advisory Committee or Superintendents' Council, as appropriate.

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A charter school that has been approved to operate as its own local education agency for special education purposes shall be represented on the SELPA Advisory Committee and Superintendents' Council in the same manner as all local education agencies.

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

The West End policy making process includes input from all governance committees on behalf of the member LEAs. These SELPA convened meetings provide a forum where needs can be assessed, issues can be raised, and suggestions for change and/or improvement can be discussed and recommendations for action can be made with respect to planning and provision of special education programs and services. The WESELPA has established policies and procedures that are reviewed and updated. When a new policy or policy change is being considered, the matter is reviewed by the Community Advisory Committee and SELPA Advisory Committee, for input. The final decision to adopt a new policy or revision to an existing policy is determined by vote of the Superintendents' Council.

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:

IMPLEMENTATION OF ADMINISTRATIVE FUNCTIONS (Education Code 56195(b)(3)(c)(2), 56195.1, 56205 (a)(12)(D)(ii), 56205(a)(12)(D)(ii)(IV))

The San Bernardino County Superintendent of Schools is designated as the Responsible Local Agency (RLA) for the West End SELPA. It shall be responsible for functions such as, but not limited to:

- 1) Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
- 2) Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- 3) The employment of staff in accordance with direction from the Superintendents' Council for functions the SELPA is required to provide.

The West End SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

It is the responsibility of the San Bernardino County Superintendent of Schools to:

- 1) Post on the Internet Web site of the county office any local plan, annual budget plan, annual service plan, and annual assurances support plan upon approval of the county office, and any updates or revisions to the plans upon approval of the

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county office.

Education Code 56140 specifies the following responsibilities for the SELPA Local Plan Approval Process:

- (a) Initiate and submit to the Superintendent a countywide plan for special education that demonstrates the coordination of all local plans submitted pursuant to Section 56205 and that ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by county offices of education, and juvenile court schools, will have access to appropriate special education programs and related services. However, a county office shall not be required to submit a countywide plan when all the districts within the county elect to submit a single local plan.
- (b) Within 45 days, approve or disapprove any proposed local plan submitted by a district or group of districts within the county or counties. If approved, the county office shall submit the plan with comments and recommendations to the Superintendent. If disapproved, the county office shall return the plan with comments and recommendations to the district. The district may immediately appeal to the Superintendent to overrule the county office's disapproval. The Superintendent shall make a decision on an appeal within 30 days of receipt of the appeal. A local plan shall not be implemented without approval of the plan by the county office or a decision by the Superintendent to overrule the disapproval of the county office.

Approval shall be based on the capacity of the district or districts to ensure that special education programs and services are provided to all individuals with exceptional needs, and both of the following:

- 1) Whether the local plan adheres to the guidelines established pursuant to Section 56122 for the development of local plans.
- 2) Whether the local plan contains all of the required components as detailed in Section 56205.

- (c) Participate in the state onsite review of the district's implementation of an approved local plan.
- (d) Join with districts in the county that elect to submit a plan or plans pursuant to subdivision (c) of Section 56195.1. Any plan may include more than one county, and districts located in more than one county. Nothing in this subdivision shall be construed to limit the authority of a county office to enter into other agreements with these districts and other districts to provide services relating to the education of individuals with exceptional needs.
- (e) For each special education local plan area located within the jurisdiction of the county office of education that has submitted a revised local plan pursuant to Section 56836.03, the county office shall comply with Section 48850, as it relates to individuals with exceptional needs, by making available to agencies that place children in licensed children's institutions

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

Any independent charter school admitted to the SELPA shall participate in SELPA governance in the same manner as other local educational agencies of the SELPA.

Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where that local education agency of the SELPA has granted that charter.

RESPONSIBILITIES OF SUPERINTENDENTS (Education Code 56205(a)(12 (D)(i), 56195.1, 56205(b))

The superintendents of each participating local education agency, or chief official in the case of a Charter School approved as

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a Local Educational Agency by the SELPA Superintendents' Council, shall be responsible for special education programs operated by the agency and for implementing all requirements of the Local Plan.

A charter school that operates as its own local education agency for special education purposes shall participate in the governance of the SELPA in the same manner as all local education agencies.

A charter school that has been approved to operate as its own local education agency for special education purposes shall be represented on the SELPA Advisory Committee and Superintendents' Council in the same manner as all local education agencies

WEST END SELPA CHARTER SCHOOL POLICY

(Education Code 56195, 56195.1(f), 56207.5)

Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools

A. Rationale

This policy applies to all dependent charter schools that are chartered by educational entities located within West End SELPA, as well as independent charter schools designated as a Local Education Agency (LEA). Additionally, this policy applies to any charter school petition granted by the County Board of Education or State Board of Education (SBE) in which oversight responsibilities have been assigned to a district within the SELPA (EC 47605(k)(1), 47605.5). In compliance with EC 47645, the West End SELPA will treat the review and approval of a charter school's request to be an LEA in the same manner as a request from another district to join the SELPA.

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

B. Policy Statement

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

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

1) SELPA Involvement with Approval and Renewal of Charters

- a. Prior to approval of a new charter or renewal of an existing charter, the superintendent or designee of the chartering entity shall consult with the SELPA Administrator regarding the status of the charter school. In order to be deemed an LEA, the chartering entity will provide assurances that all eligible students, including those students enrolled in the charter school, will receive appropriate special education services.
- b. A charter may be granted pursuant to EC Section 47605, 47605.5, and 47606 for a period not to exceed five years.
- c. A material revision of the provisions of a charter petition may be made only with the authority that granted the charter; a school district governing board, a county board of education, or the State Board of Education
- d. The authority that grants the charter may inspect or observe any part of the charter school at any time.
- e. Reversals and material revisions of charters shall be governed by the standards and criteria in EC 47605.

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- f. A charter may be revoked by the granting authority if it is found that the charter:
 - i. Committed a material violation of any of the conditions, standards, or procedure set forth in the charter;
 - ii. Failed to meet or pursue any of the pupil outcomes identified with the charter,
 - iii. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement;
 - iv. Violated any provision of law.
- g. Prior to revocation, the authority that granted the charter shall notify the charter public school of any violation and give the school a reasonable opportunity to remedy the violation, unless the authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.
- 2) Status of Charter Schools - For the purposes of provision of special education services, charter schools may be deemed either an LEA or a public school within the chartering district.
 - a. Public School Within a School District - Charter schools that are deemed to be public schools within a district will participate in the state and federal funding in the same manner as other schools within the chartering district. The chartering district will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instructional services in a manner that is consistent with all applicable provisions of state and federal law. The district will determine the policies and procedures necessary to ensure that the protectionism of special education law extend to students in the charter school in the same manner as students in the regular program.

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

The district and the charter school may enter into agreements whereby the charter school is billed for excess costs associated with providing special education services to identified students, including the administration of special education programs. The charter school should also be held fiscally responsible for a fair share of any encroachment on district general funds that is created by the provision of special education services throughout the district.
 - b. Charter School as an LEA Within the SELPA - A charter school may apply to become an LEA for the provision of special education services. Application must be made to the SELPA by February 1 of the school year preceding the school year in which the charter school anticipates operating as an LEA within the SELPA. The Superintendents' Council will make the final determination whether the charter school has met all requirements of an LEA. The requirements include:
 - i. Meet the terms of the agreement regarding Identification, Screening, Referral, Assessment, Instructional Planning, Implementation, and Review.
 - ii. Meet the terms of the agreement regarding Procedural Safeguards.
 - iii. Meet the terms of the agreement regarding Regionalized Services.
 - c. Once deemed an LEA, the charter school will be responsible for and entitled to the following:
 - i. Participant in governance of the SELPA in the same manner as other districts within the SELPA
 - ii. Receive state and federal funding for special education in accordance with the SELPA Allocation Plan.
 - iii. Be responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, non-public school/agency placements, inter/intra SELPA placements, due process proceedings, complaints, and attorney fees.
 - iv. Receive services from the SELPA including dispute resolution and nonpublic school/agency tuition in the same manner as other districts within the SELPA.

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C. Administrative Guidelines

- 1) A petition for the creation of a charter school, or renewal of an existing charter, which seeks to be deemed an LEA, must contain adequate assurances that the proposed school will comply with all applicable provisions of state and federal law and implementing regulations related to the rights of disabled students and their parents (20 U.S.C. Chapter 33, Individuals with Disabilities Education Act).
- 2) The LEA governing board may require that a petition include the means by which the charter school intends to serve students with disabilities. This may include a specific reference as to whether the charter school intends to be deemed an LEA or public school for the provision of special education services.
- 3) The LEA governing board shall require that a petition contain assurances that no student will be denied admission to the charter school based on disability or lack of available services or performance levels.
- 4) Prior to approving a charter school petition, the superintendent or designee of the chartering entity may consult with the SELPA Administrator regarding the provision of special education services to students enrolled in the prospective charter school.
- 5) The charter petition, or an accompanying Memorandum of Understanding or Business Services Agreement, may provide for the allocation of excess costs and/or the charter school's fair share of special education encroachment on the district general fund.
- 6) Once admitted to a charter school, any special education services required by enrolled students will be provided by the district which authorized the charter if the school is deemed a public school within the district or by the charter school if deemed an LEA.
- 7) If a charter school IEP team places a student in a special education program provided by another educational entity (i.e., a COE, non-public school, non-public agency, or another district or SELPA), the charter school will be responsible for any excess costs attributable to the placement in accordance with the SELPA fiscal allocation plan. Responsibility for excess costs will rest with the placing charter school or LEA authorizing the charter school.
- 8) A district IEP team may place a student in a charter program only with agreement between responsible educational entities and parental consent. Under such circumstances, the placing district will be responsible for any excess costs in accordance with the Local Plan.
- 9) The chartering district will be allocated all special education funds that are generated by a charter school that is deemed a public school. The chartering district will represent the needs of the charter schools it authorizes that are deemed public schools of the LEA in the SELPA governance structure. The charter school will receive SELPA services in the same manner as other schools within the chartering district depending on charter school agreement or MOU with the LEA.
- 10) If the approval of a charter school requires a change in the SELPA allocation plan, such change shall be adopted pursuant to the policy making process outlined in the SELPA Local Plan.

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:

SELECTION OF REPRESENTATIVES FOR DEVELOPMENT OF THE LOCAL PLAN (Education Code 56195.3)

The Local Plan is developed and updated cooperatively by a committee of representatives of special and general education teachers and administrators and representatives of charter schools selected by the groups they represent and with participation by the chair of the CAC Local Plan Committee to ensure adequate and effective participation and communication.

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Teacher participants shall be selected by their peers. General education and special education administrators shall be selected by the representative superintendents. Directors of charter schools shall be requested to select a representative to serve on the Local Plan committee

RESPONSIBILITIES OF SUPERINTENDENTS (Education Code 56205(a)(12)(D)(i), 56195.1, 56205(b))

The superintendents of each participating local education agency, or chief official in the case of a Charter School approved as a Local Educational Agency by the SELPA Superintendents' Council, shall be responsible for special education programs operated by the agency and for implementing all requirements of the Local Plan....

The Superintendents' Council shall be responsible for the following areas of Local Plan administration:

- 1) Selection and evaluation of the SELPA Administrator.
- 2) Designation of participants for the SELPA Advisory Committee.
- 3) Establishment and promotion of a Community Advisory Committee.

SELECTION OF REPRESENTATIVES FOR DEVELOPMENT OF THE LOCAL PLAN (Education Code 56195.3)

The Local Plan is developed and updated cooperatively by a committee of representatives of special and general education teachers and administrators and representatives of charter schools selected by the groups they represent and with participation by the chair of the CAC Local Plan Committee to ensure adequate and effective participation and communication. Teacher participants shall be selected by their peers. General education and special education administrators shall be selected by the representative superintendents. Directors of charter schools shall be requested to select a representative to serve on the Local Plan committee

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:

SELECTION OF REPRESENTATIVES FOR DEVELOPMENT OF THE LOCAL PLAN (Education Code 56195.3)

The Local Plan is developed and updated cooperatively by a committee of representatives of special and general education teachers and administrators and representatives of charter schools selected by the groups they represent and with participation by the chair of the CAC Local Plan Committee to ensure adequate and effective participation and communication. Teacher participants shall be selected by their peers. General education and special education administrators shall be selected by the representative superintendents. Directors of charter schools shall be requested to select a representative to serve on the Local Plan committee

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:

IMPLEMENTATION OF ADMINISTRATIVE FUNCTIONS (Education Code 56195(b)(3)(c)(2), 56195.1, 56205 (a)(12)(D)(ii), 56205(a)(12)(D)(ii)(IV))

The San Bernardino County Superintendent of Schools is designated as the Responsible Local Agency (RLA) for the West End SELPA. It shall be responsible for functions such as, but not limited to:

- 1) Receipt and distribution of special education funds to district accounts for the operation of special education programs

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and services.

- 2) Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- 3) The employment of staff in accordance with direction from the Superintendents' Council for functions the SELPA is required to provide.

The West End SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

Participating Units in the Local Plan shall perform the following

Provide individuals to represent the Participating Unit at regularly scheduled meetings of the SELPA Advisory Committee, and to monitor the implementation of the Local Plan and make necessary recommendations for Local Plan modifications to the SELPA.

The RLA will provide the following services:

- A. The prior year ending balance remaining in the SELPA Services Account shall be returned by transfer from the SELPA to the Participating Unit at such time as the Annual Financial Reports have been completed by the SELPA, reported to the RLA, and filed with the California Department of Education. No funds shall be transferred until such time as the prior year ending balance has been returned to the Participating Units in accordance with this section. The amount to be transferred to each Participating Unit shall be in proportion to the Participating Unit contribution of the prior year.
- B. A supporting personnel system will be provided for contacting, recruiting, and employing necessary SELPA staff to comply with state law, the Local Plan, and Superintendents' Council decisions. The personnel will be employees of the RLA and responsive to the same policies as other members of that office.
- C. The RLA will provide support to the SELPA for completion of necessary operational contractual arrangements, and for a purchasing process for obtaining necessary equipment, materials, and supplies to meet outlined responsibilities. These business procedures will comply with all necessary policies and procedures of the RLA fiscal management system.

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:

GOVERNANCE STRUCTURE AND ADMINISTRATIVE SUPPORT (Education Code 56140, 56195, 56195.1, 56195.3, 56195.5))

The local education agencies within the West End of San Bernardino County join together pursuant to Sections 56140 and 56195 of the California Education Code to adopt a plan to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by these agencies, hereafter known as the West End Special Education Local Plan Area, West End SELPA. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

RESPONSIBILITY OF PARTICIPATING AGENCIES (Education Code 56195.1(b)(2), 56195.5, 56207)

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In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where that local education agency of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout the West End SELPA.

Any participating local education agency may provide for the education of special education students in special education programs maintained by other districts or counties and may include within the special education program students who reside in other districts or counties.

Pursuant to the provisions of Education Code Sections 56000 et seq., the SELPA shall plan, facilitate, implement, and administer the activities of the San Bernardino County West End Special Education Local Plan Area as approved by the State Board of Education, and shall perform those services as required to accomplish the elements set forth in the plan as well as those required by state and federal law. Those services include, but are not limited to the following

Coordinate community and state agency resources with those provided by Participating Units and the RLA, including initiation of such contractual agreements as may be required.

Each district of special education accountability is responsible for the students within their jurisdiction. There are no additional contractual agreements that supersede education code.

10. For multi-LEA local plans, specify:

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

GOVERNING BODY (Education Code 56205(a)(12)(A), 56207.5)

The governing body of the SELPA is the Superintendents' Council. The Superintendents' Council is composed of the Superintendent of each Local Education Agency (LEA) within the SELPA. Members of the Superintendents' Council are responsible to the governing board of their respective local education agency.

RESPONSIBILITIES OF LOCAL EDUCATION AGENCY BOARD MEMBERS (Education Code 56195.1, 56195.5)

Local education agency boards shall:

- 1) Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency.
- 2) By approving the Local Plan, enter into an Agreement for Participation (see Appendix B) with other local education agencies participating in the plan, for purpose of delivery of regional services and programs.
- 3) Review and approve revisions of the West End SELPA Local Plan for Special Education.
- 4) Participate in the governance of the West End SELPA through their designated representative to the Superintendents' Council. The governing boards provide the designated Superintendents' Council member with the authority to act as the board designee to approve and amend policies as necessary

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

The West End SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

RESPONSIBILITY OF PARTICIPATING AGENCIES (Education Code 56195.1(b)(2),56195.5,56207
In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where that local education agency of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout the West End SELPA.

Any participating local education agency may provide for the education of special education students in special education programs maintained by other districts or counties and may include within the special education program students who reside in other districts or counties.

Changes or amendments to the permanent portion of the Local Plan, which excludes Appendices only, may be considered by the Superintendents' Council. The Superintendents' Council may adopt amendments to the permanent portion of the Local Plan on an interim basis, which is not to exceed one school year. Amendments approved in this manner shall become permanent upon subsequent approval by all local education agencies governing boards and the State Board of Education.

AB 1808 requires each school district, in developing a local plan, to cooperate with the county office of education to assure that the local plan is compatible with the local control and accountability plans adopted for the school district and the county board of education. The bill would require, commencing July 1, 2020, a special education local plan area to review its local plan at least once every 3 years and update as needed to ensure information contained within the plan remains relevant and accurate.

AB 1808 requires the superintendent or other chief administrator of a local educational agency to post on the Internet Web site of the local educational agency any local plan, annual budget plan, annual service plan, and annual assurances support plan upon approval of the special education local plan area, and any updates or revisions to the plans upon approval of the special education local plan area.

AB 1808 requires a county superintendent of schools to post any local plan, annual budget plan, annual service plan, and annual assurances support plan upon approval of the county office of education, and all local plans submitted by special education local plan areas in the county, on the Internet Web site of the county office of education.
By adding to the duties of local educational agencies, the bill imposes a state-mandated local program.

WITHDRAWAL FROM SELPA (Education Code 56195.3(b))
A member LEA will cooperate with the county office and other school districts in the geographic area in planning its options under EC 56195.1 and each fiscal year, notify the California Department of Education, impacted special education local plan areas, and participating county offices of its intent to withdraw from the SELPA at least one year prior to the proposed effective

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date of the implementation to the alternative plan. Any such plan will be submitted to the county office for review in accordance with guidelines approved by the Superintendents' Council.

Any district 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 legal 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.

When the local plan is revised, each LEA governing board must approve the plan in order for the district to continue as a participant in the West End SELPA. When an LEA board does not approve the plan, the LEA will have the opportunity to bring its concerns to the Superintendents' Council for review. Subsequently, the Council may determine a deadline for the LEA governing board to approve the plan or be terminated from the SELPA. If the LEA does not meet the deadline, the Council shall consider this as notice to withdraw from the SELPA. If the district does not submit its intent to withdraw, the Council will notify the district and the California Department of Education of its intent to move forward with the termination.

In the event a district is terminated, the district shall bear the total cost of consultants retained by the LEA and the SELPA to provide a thorough analysis of legal or fiscal implications caused by this action. In addition, all costs, including but not limited to due process, associated with the termination from the SELPA shall be born entirely by the district being terminated.

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

RESPONSIBILITIES OF LOCAL EDUCATION AGENCY BOARD MEMBERS (Education Code 56195.1, 56195.5)

Local education agency boards shall:

Participate in the governance of the West End SELPA through their designated representative to the Superintendents' Council. The governing boards provide the designated Superintendents' Council member with the authority to act as the board designee to approve and amend policies as necessary.

SELPA STAFFING (Education Code 56205 (a) (12)(D)(ii))

The governing boards of each of the participating local education agencies agree to invest the Superintendents' Council with the responsibility of designating an appropriate agency as the Responsible Local Agency (RLA) for the administration of the Local Plan and its implementation. The boards assure that the Superintendents' Council shall identify the need for and designate positions necessary for the operation of the SELPA functions according to this policy.

The governing boards of the local education agencies identify the importance of employment of program specialists to provide unique and necessary services to the agencies and to pupils in the SELPA. Program specialists shall provide the following services:

- 1) Observe, consult with, and assist, in accordance with local education agency procedures, special education teachers and support staff.
- 2) Utilize evidence-based data to plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities.
- 3) Assist with local education agency staff development, program development and innovation of special methods and

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approaches.

- 4) Provide coordination, consultation and program development in one or more specialized areas of expertise.
- 5) Upon request, participate in and/or conduct IEP team meetings where technical assistance is needed.
- 6) Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.
- 7) Assist in developing training for parents and members of the Community Advisory Committee.
- 8) Provide in-service training and technical assistance for general and special education teachers, administrators, support staff and parents
- 9) Assist as a liaison to various community agencies such as Department of Behavioral Health, Department of Rehabilitation, Inland Regional Center, California Children's Services, and the Probation Department.
- 10) Conduct nonpublic school visitations to verify students are making appropriate educational progress in accordance with the IEP.
- 11) Coordinate the assessment of student needs for assistive technology or specialized in the least restrictive environment.
- 12) Direct instructional support.

RESPONSIBILITIES FOR DISTRIBUTION OF FEDERAL AND STATE FUNDS (Education Code 56195, 56195.1

(b) (3))

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Superintendents' Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities.

Amendments to the Annual Service and Budget Plans (EC 56205(b)(1))

The governing boards of the local education agencies agree to designate authority to the Superintendents' Council to approve the SELPA-wide annual service and budget plans and any subsequent modifications.

Composition

The Community Advisory Committee shall be composed of one designated parent representative and one alternate from each district participating in the West End SELPA, three teachers or other district staff members, one community agency representative, and one student representative

At least the majority of the members shall be parents of students enrolled in schools participating in the Local Plan, and at least a majority of those parents shall be parents of students with exceptional needs. The selection process is determined by each district as approved by its Governing Board.

Any member who misses three consecutive regular meetings in the year without due cause, as determined by the Committee members, may be recommended for replacement to their local governing board. Excused absences are accepted when a member has notified an Executive Committee member of a valid reason for the absence.

In the event a member misrepresents the CAC goals and objectives, or procedures as outlined in Article III and VI of the body's bylaws, the CAC Executive Committee may recommend replacement of the member to the local governing board

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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:

The Superintendents' Council shall be responsible for the selection, direction, monitoring, discipline, and evaluation of the SELPA Administrator. The Superintendents' Council shall be assisted in the hiring and selection process by the Responsible Local Agency. It is understood that this includes responsibility for any allegations of violations arising under the federal and state equal employment law.

The SELPA Administrator is subject to the Responsible Local Agency's policies and The SELPA Administrator is subject to the Responsible Local Agency's policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the Superintendents' Council. The SELPA Administrator is evaluated by the superintendents of the member LEAs through a written document provided by the SBCSS Superintendent's office. The results are compiled, and a joint committee comprised of the Responsible Local Agency Superintendent and two other superintendents chosen by their peers from the Superintendents' Council meet with the SELPA Administrator to review the results and comments.

SELPA Staff

The Superintendents' Council shall be responsible for designating the staff to support the functioning of the SELPA. In reviewing and approving the SELPA budgets on an annual basis, the Superintendents' Council designates the staffing for the SELPA office upon recommendation of the SELPA Administrator.

SELPA staff shall be employed by the Responsible Local Agency and supervised by the SELPA Administrator according to the Responsible Local Agency's policy and practices. The SELPA Administrator shall use a selection process that is in accordance with the law and personnel policies of the Responsible Local Agency.

The supervision of West End SELPA staff will be determined by the SELPA Administrator. An organizational chart showing the staff to be supervised by the members of the SELPA management team will be provided to the governance committees annually.

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

METHOD OF DISTRIBUTION OF FEDERAL AND STATE FUNDS (Education Code 56205(a)(12)(D)(ii), 56205 (b)(1) and 56195 (h))

All federal and state special education funds shall be allocated to the SELPA for distribution to local education agencies according to an approved Special Education Funding Allocation Plan. The Superintendents' Council shall make any changes to the allocation of federal and state special education funds. The SELPA Administrator is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

RESPONSIBILITIES FOR DISTRIBUTION OF FEDERAL AND STATE FUNDS (Education Code 56195, 56195.1 (b) (3))

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will

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be provided with appropriate special education services. The Superintendents' Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The SELPA shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Plan. The SELPA Administrator is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The fiscal Consultant shall develop the Annual Budget Plan for review and recommendation by the SELPA Advisory Committee to the Superintendents' Council for approval. A public meeting shall be held annually to provide the Community Advisory Committee and members of the public the opportunity to review the Annual Budget Plan and Annual Services Plan and provide input to the Superintendents' Council. Upon approval by the Superintendents' Council, these documents shall be submitted to the LEAs and the California Department of Education.

The RLA will be one of the participating parties as determined by vote of the Superintendents' Council. The RLA will receive and distribute Regional Services dollars; employ personnel necessary to staff the WESELPA; and assure compliance with state and federal program mandates through policies and guidelines formed by the Superintendents' Council. The RLA Superintendent will assure compliance with the Local Plan as submitted to the State Department of Education.

c. The operation of special education programs:

In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout the West End SELPA.

Any participating local education agency may provide for the education of special education students in special education programs maintained by other districts or counties and may include within the special education program students who reside in other districts or counties.

The superintendents of each participating local education agency, or chief official in the case of a Charter School approved as a Local Educational Agency by the SELPA Superintendents' Council, shall be responsible for special education programs operated by the agency and for implementing all requirements of the Local Plan.

RESPONSIBILITIES OF LOCAL EDUCATION AGENCY BOARD MEMBERS (Education Code 56195.1, 56195.5)
Local education agency boards shall:

- 1) Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency.
- 2) By approving the Local Plan, enter into an Agreement for Participation (see Appendix B) with other local education agencies participating in the plan, for purpose of delivery of regional services and programs.

COMMUNITY ADVISORY COMMITTEE (CAC) (Education Code 56205 (a)(12)(C)
Provide a forum where needs can be assessed, issues can be raised, and suggestions for change and/or improvement can be discussed and recommendations for action can be made with respect to planning and provision of special education programs and services.

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Provide a forum where needs can be assessed, issues can be raised, suggestions for change and/or improvements can be discussed and recommendations for action can be made with respect to planning and provision of special education programs and services identified in the Local Plan.

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

56195.1, 56205(b)
As it pertains to the appropriate use of federal, state and local funds allocated for special education programs, the responsibilities of the superintendents include the following:

- Review, approve, and monitor all budgets assigned to the SELPA.
- Provide leadership to the SELPA regarding the development, revision, implementation and review of the Local Plan.
- Review, approve, and monitor the allocation of special education funds to local education agencies.

MONITORING THE USE OF SPECIAL EDUCATION FUNDS (Education Code 56205(a)(12)(ii)(IV))
It is the intent of the SELPA that the needs of students with disabilities as identified in the IEP shall be met. Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

- 1) For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.
- 2) To develop and implement a fully integrated and coordinated services system.

The SELPA Administrator, with the assistance of the SELPA Advisory Committee and the Responsible Local Agency, shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. The Superintendents' Council through the Annual Budget Plan process shall make final determination and action regarding the appropriate use of special education 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:

REGIONALIZED SERVICES AND OPERATIONS (Education Code 56195.1 56195.7, 56205, 56206)
The SELPA Administrator shall serve on behalf of the member local education agencies and implement the Local Plan including the following regional services and operations:

Coordination of the distribution and assignment of specialized equipment and services

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Program specialists shall coordinate the assessment of student needs for assistive technology or specialized in the least restrictive environment.

Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined provides the program where the student with a free and appropriate public education in the least restrictive environment.

PROVISION OF SPECIAL EDUCATION SERVICES TO STUDENTS WITH DISABILITIES (Education Code 56195.7(a), 56205 (a)(12)(D)(ii)(III), 56205(b)(1)(C,E), 56205(b)(1)(D), 56303)

The SELPA provides a full continuum of services to students with disabilities, including students in charter schools as well as alternative education, throughout the geographic region of the SELPA. Access to services is through each of the local education agencies. The referral, assessment and IEP process is utilized to identify the needs of each individual student with disabilities. The local education agencies have committed to policies and procedures to assure that students will have their rights to appropriate supplemental aids and services provided in the least restrictive environment. A student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and where appropriate, utilized.

PROVISION OF SPECIAL EDUCATION SERVICES TO STUDENTS WITH DISABILITIES (Education Code 56140)

The SELPA provides a full continuum of services to students with disabilities, including students in charter schools as well as alternative education programs including opportunity schools and classes, community schools offered by districts, community schools offered by county offices of education, and juvenile court schools throughout the geographic region of the SELPA. Access to services is through each of the local education agencies. The referral, assessment and IEP process is utilized to identify the needs of each individual student with disabilities. The local education agencies have committed to policies and procedures to assure that students will have their rights to appropriate services provided in the least restrictive environment

PROGRAM TRANSFERS WITHIN THE SELPA (Education Code 56207)

Any LEA initiating a transfer of educational programs and services already in operation within the SELPA shall follow appropriate Education Codes. In the event an LEA desires to initiate program or services transfers, a transfer planning committee made up of three SELPA governance members chosen by their peers shall be designated to address, at a minimum, all of the following: pupil needs, the availability of the full continuum of services to affected pupils, the functional continuation of the current IEPs of all affected pupils, the provision of service in the least restrictive environment from which affected pupils can benefit, the maintenance of appropriate support services, the assurance that there will be compliance with federal and state laws and regulations as well as SELPA policies, and the means through which parents and staff were represented in the planning process.

Program Transfer

Any LEA initiating a transfer of educational programs and services already in operation within the SELPA shall follow Education Code 56207. In the event an LEA desires to initiate program or services transfers, a transfer planning committee made up of three SELPA governance members shall be designated to address, at a minimum, all of the following: pupil needs, the availability of the full continuum of services to affected pupils, the functional continuation of the current IEPs of all

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affected pupils, the provision of service in the least restrictive environment from which affected pupils can benefit, the maintenance of appropriate support services, the assurance that there will be compliance with federal and state laws and regulations as well as SELPA policies, and the means through which parents and staff were represented in the planning process.

Policies, Procedures, and Programs

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

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

Policy/Procedure Number: BP 0430, AR 0430

Document Title: Comprehensive Local Plan for Special Education; FAPE; Full Educational Opportunity; Local Compliance Assurances; Interagency Coordination; Governance; State Performance Plan Indicators; Supplementation of State and Federal Funds; Maintenance of Effort; Public Participation; Access to Instructional Materials; Prohibition on Mandatory Medicine; Data/Reading Literacy , Supplementation of State/ Federal Funds/ Maintenance of Effort

Document Location:

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

Yes No

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

Policy/Procedure Number: BP 0430, AR 0430

Comprehensive Local Plan for Special Education; FAPE; Full

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Document Title:

Educational Opportunity; Local Compliance Assurances; Interagency Coordination; Governance; State Performance Plan Indicators; Supplementation of State and Federal Funds; Maintenance of Effort; Public Participation; Access to Instructional Materials; Prohibition on Mandatory Medicine; Data/Reading Literacy , Supplementation of State/ Federal Funds/ Maintenance of Effort
Identification and Evaluation of Individuals for Special Education, Child Find

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s)

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

Yes No

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

Policy/Procedure Number:

Document Title:

Comprehensive Local Plan for Special Education; FAPE; Full Educational Opportunity; Local Compliance Assurances; Interagency Coordination; Governance; State Performance Plan Indicators; Supplementation of State and Federal Funds; Maintenance of Effort; Public Participation; Access to Instructional Materials; Prohibition on Mandatory Medicine; Data/Reading Literacy , Supplementation of State/ Federal Funds/ Maintenance of Effort

Document Location:

West End SELPA Policy/Procedures

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

Yes No

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

Policy/Procedure Number:

Document Title:

Comprehensive Local Plan for Special Education; FAPE; Full Educational Opportunity; Local Compliance Assurances; Interagency Coordination; Governance; State Performance Plan Indicators; Supplementation of State and Federal Funds; Maintenance of Effort; Public Participation; Access to Instructional Materials; Prohibition on Mandatory Medicine; Data/Reading Literacy , Supplementation of State/ Federal Funds/ Maintenance of Effort

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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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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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)

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)

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:

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Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

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:

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Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

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Reference Number:

Document Title:

Document Location:

Description:

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

Role of the RLA/AU: See Appendix B – Agreement for Participation in West End SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator will ensure that the local plan is implemented and will make recommendations to the Superintendents' Council when revisions are needed. The SELPA Administrator facilitates development and approval of SELPA policies and procedures necessary to implement the local plan.

Per the West End SELPA Local Plan
The SELPA Administrator shall serve on behalf of the member local education agencies and implement the Local Plan including the following regional services and operations:

The West End SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

Role of the individual LEAs: Ensure a full continuum of services is 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 the representative to the Superintendents' Council, will recommend approval of any policies and procedures needed to implement the local plan.

Per the West End SELPA Local Plan:
The governing boards of each of the participating local education agencies agree to invest the Superintendents' Council with the responsibility of designating an appropriate agency as the Responsible Local Agency (RLA) for the administration of the Local Plan and its implementation. The boards assure that the Superintendents' Council shall identify the need for and designate positions necessary for the

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operation of the SELPA functions according to this policy.

RESPONSIBILITIES OF SUPERINTENDENTS (Education Code 56205(a)(12 (D)(i), 56195.1, 56205(b)) include the following:

- (5) Review, approve, and monitor all budgets assigned to the SELPA.
- (6) Provide leadership to the SELPA regarding the development, revision, implementation and review of the Local Plan.
- (7) Review, approve, and monitor the allocation of special education funds to local education agencies.

The duties of the SELPA Advisory Committee include, but are not limited to, the following:

- (1) Provide information and recommendations for the development, modification, and implementation of the Local Plan to the Superintendents' Council.

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist:
Observe, consult and assist service providers.

Role of the RLA/AU: Role of the RLA/AU: See Appendix B – Agreement for Participation in West End SELPA.

Role of the Administrator of the SELPA: Ensure each LEA conducts child find activities. The SELPA will provide technical support to LEAs and guidance to parents, as needed. The SELPA will also participate in child find activities by establishing policies and procedures for the member LEAs and ensuring appropriate interagency agreements are in place.

CHILD FIND (20 USC § 1412 (a)(3))

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It shall be the policy of this SELPA and the member LEAs that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

The duties of the SELPA Advisory Committee include, but are not limited to, the following:

- (1) Provide information and recommendations for the development, modification, and implementation of the Local Plan to the Superintendents' Council.
- (2) Develop and implement procedures for the identification, referral, assessment, IEP development, and placement of individuals with disabilities as established by the Local Plan.
- (3) Develop forms, procedures and recommendations for programs and services for review, modification, and approval by the Superintendents' Council.

Counseling Services

The SELPA employs licensed counselors to serve students receiving special education and their parents who reside within the SELPA. Counseling services are provided in accordance with SELPA guidelines. Counseling interns are utilized as appropriate. Effective July 1, 2014 and based on the Superintendents' Council decision on February 21, 2014, the SELPA will continue to provide: staff development training; counseling and assessment services through a fee-for-service model; and case management for students with IEPs that include counseling services and who are placed in nonpublic schools and residential treatment centers

(Program Manager) Inherent to this assignment is dissemination of information and initiation of procedures that ensure compliance with all parent/child rights requirements. These include availability of parent/child rights notices, equal access to programs, correction of identified program/service problems, and compliance with mandated timelines for assessment and placement of children.

Description:

Vocational Assessment and Transition Planning

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School-to-work activities are provided through vocational assessment, WorkAbility activities, and on-the-job training opportunities, when appropriate, as well as linkage to the Department of Rehabilitation. A "Work Project" program provides work from the community to be completed in the classroom setting as appropriate. Transition planning is developed as part of the IEP process.

PROVISION OF SPECIAL EDUCATION SERVICES TO STUDENTS WITH DISABILITIES (Education Code 56195.7(a), 56205 (a)(12)(D)(ii) (III), 56205(b)(1)(C,E), 56205(b)(1)(D), 56303)

The SELPA provides a full continuum of services to students with disabilities, including students in charter schools as well as alternative education, throughout the geographic region of the SELPA. Access to services is through each of the local education agencies. The referral, assessment and IEP process is utilized to identify the needs of each individual student with disabilities. The local education agencies have committed to policies and procedures to assure that students will have their rights to appropriate supplemental aids and services provided in the least restrictive environment. A student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and where appropriate, utilized

BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS (Education Code 3001, 5CCR 3052, CFR 300.346-300.520, 56341(c)(2))

The SELPA shall develop procedures regarding behavioral assessment and intervention to guide all staff members and parents in responding to students with challenging behaviors. Behavioral assessment and intervention plans will be considered when a student's disciplinary actions constitute a "change of placement," when behaviors impede the learning of the student or others, and when behaviors occur that are dangerous to the student and others.

The West End SELPA has Policies and Procedures which outline the behavioral interventions for students receiving special education services within the West End SELPA region.

The SELPA provides a full continuum of services to students with disabilities, including students in charter schools as well as alternative education programs including opportunity schools and classes,

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community schools offered by districts, community schools offered by county offices of education, and juvenile court schools throughout the geographic region of the SELPA. Access to services is through each of the local education agencies. The referral, assessment and IEP process is utilized to identify the needs of each individual student with disabilities. The local education agencies have committed to policies and procedures to assure that students will have their rights to appropriate services provided in the least restrictive environment

Role of the individual LEAs: Each LEA is responsible for identifying and assessing all students for whom they are responsible.

3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialists: The program specialists provide alternate dispute resolution with districts as requested by parents. The program specialist assists parents with filing complaints with the Office of Administrative Hearings when requested. 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, and placement.

Role of the RLA/AU: See Appendix B – Agreement for Participation in West End SELPA.

Role of the Administrator of the SELPA: The SELPA provides alternate dispute resolution with districts as requested by parents. The SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement. The SELPA will also provide parents with a copy of their procedural safeguards upon request and will maintain a copy on their website.

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

Per the West End SELPA Local Plan:

The Superintendents' Council desires to protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

It shall be the policy of the LEAs that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education (FAPE), including the identification, evaluation, and placement process. The LEAs shall protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law.

Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation. Procedural Safeguards are provided by CDE, at least once a school year, including the right to a due process hearing for any dispute related to identification, assessment or educational placement of a child or the provision of a free, appropriate public education to the child. In order to protect the rights of students with disabilities and their parents/guardians, the West End SELPA and its member districts shall follow all procedural safeguards as set forth in law.

Procedural Safeguards

- A copy of the procedural safeguards shall be made available to parents/guardians of students with a disability once each school year, and:
- Upon initial referral or parent/guardian request for assessment
- With the provision of any assessment plan
- Upon receipt of the first state compliance complaint and upon receipt of the first due process complaint in a school year
- When a decision is made to remove a student because of a violation

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of a code of conduct which constitutes a change of placement
• Upon request by a parent/guardian.

The procedural safeguards notice shall be in a language easily understood by the general public and in the parent/guardian's native language or other mode of communication used by them, unless to do so is clearly not feasible. If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that the notice is translated orally or by other means and that the parent/guardian understands the contents of the notice.

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

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: Support and/or provide staff development, program development, and innovation of special methods and approaches.

Role of the RLA/AU: See Appendix B – Agreement for Participation in West End SELPA.

Role of the Administrator of the SELPA: On an annual basis input is collected from the Special Education Directors from member LEAs to determine the staff development needs that the SELPA is requested to provide. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Administrator will provide needed training and supports as requested, or determined appropriate, for each LEA.

Per the West End SELPA Local Plan:

Pursuant to the provisions of Education Code Sections 56000 et seq., the SELPA shall plan, facilitate, implement, and administer the activities

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of the San Bernardino County West End Special Education Local Plan Area as approved by the State Board of Education, and shall perform those services as required to accomplish the elements set forth in the plan as well as those required by state and federal law. Those services include, providing for the regular in-service training and staff development of SELPA staff responsible for the operation and conduct of the Local Plan.

Role of the individual LEAs: LEAs will determine their staff development and parent and guardian education, based on their local needs. They may seek technical assistance or input from the SELPA.

Per the West End SELPA Local Plan:

The LEA Directors of Special Education recommend and monitor inservice/staff development programs, including parent education activities, for review, modification, and approval by the Superintendents' Council.

The West End SELPA program manager is responsible for SELPA-wide staff and curriculum development activities. This individual interacts with all local districts to determine staff development needs, initiate training activities/programs, and manage resources available to support staff development training and transition services for all individuals who are responsible for special education and for youth with disabilities. Activities are initiated through the SELPA Advisory Committee as well as with various teacher/administrator groups.

Community Advisory Committee. Informative presentations are given during some CAC meetings to provide parent education. In depth parent training series are available through the SELPA to CAC members and all parents in the districts served by the SELPA. The CAC members continuously seek to recruit additional parents to participate in the meetings and activities.

Parent and Community Education Committee – The Parent and Community Education Committee will assist in educating students, parents, school staff, and the community about individuals with exceptional needs through newspapers, newsletter articles, and organized educational presentations. It will coordinate with the SELPA to plan and deliver training topics and/or presenters for the full CAC.

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Members will assist and participate, when appropriate and available, with in-service activities, parent education, and any CAC training.

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

Reference Number: []

Document Title: []

Document Location: West End SELPA Local Plan

Direct Instructional support provided by the program specialist: The program specialist will coordinate curricular resources for students with disabilities.

Role of the RLA/AU: See Appendix B – Agreement for Participation in West End SELPA.

Per the West End SELPA Local Plan:

The Superintendents’ Council shall adopt policies to describe program and service options available in the SELPA. Innovative service designs or the piloting of new options is encouraged, however after one year of operation, the LEA providing the service must present the new service delivery model to the Superintendents’ Council for adoption. The Superintendents’ Council may provide guidelines for staffing patterns, student patterns, curriculum, and/or instructional methodology

Role of the Administrator of the SELPA: The SELPA Administrator will provide technical assistance and staff development, as requested or determined appropriate.

Role of the individual LEAs: LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs

Per the West End SELPA Local Plan:
To ensure positive student outcomes in literacy, West End SELPA follows the Common Core State Standards and the Reading/Language

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Arts Framework for California Public Schools, Kindergarten through Grade Twelve, and state adopted literacy standards. The districts and the SELPA strive for student progress toward grade level performance. Students with severe disabilities who require a functional curriculum receive instruction for literacy and communication based upon standards from an alternate curriculum. The West End SELPA goals for literacy are to:

- (1) Increase the percentage of children with disabilities who are literate and achieve at grade level
- (2) Improve the rate of reading gain for students in special education achievement of grade level reading
- (3) Have qualified staff who provide evidence-based strategies and use the California Reading/Language Arts Framework and Standards or the state supported alternate curriculum for students with severe disabilities
- (4) Support collaboration between special and general education to provide explicit, systematic instruction for special education and at-risk students
- (5) Support ongoing assessment to measure student progress and to provide a prescriptive basis for instruction
- (6) Prepare students to participate in statewide or alternate curriculum assessments with or without accommodations
- (7) Provide techniques for meeting the needs of diverse learners

Reading/Language Arts present levels, goals, and benchmark objectives are documented in each student's initial IEP and annually as appropriate.

The West End SELPA assures that students with disabilities will have full access to the Common Core State Standards and all required core curriculum including state adopted core curriculum text books and supplementary text books as well as instructional materials and support in order that students with disabilities attain higher standards in reading.

To achieve goals for students in Reading/Language Arts, the West End SELPA provides staff development opportunities:

- (1) For special educators, general educators, and families in the core curriculum and the California Reading/Language Arts Framework and Standards evidence-based reading programs
- (2) That support literacy programs in the areas of reading, writing, speaking and listening with more instructional time, precisely sequenced direct instruction, more coaching and practice, and careful progress

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monitoring
Special education instructional personnel will participate in staff development in-service opportunities in the areas of literacy that include:
(1) Information about current literacy and learning research
(2) State adopted standards and frameworks aligned with the federal Common Core State Standards
(3) Increased participation of students with disabilities in statewide student assessments
(4) And, evidence-based instructional strategies aligned with the Common Core State Standards for teaching reading and writing to a wide range of diverse learners in order to increase the percentage of children with disabilities who are literate

Participating Units in the Local Plan assist the SELPA in development of curriculum for the classes and in the development of program objectives. Assist in the evaluation of the programs as specified in the Local Plan.

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

Reference Number:

Document Title:

Document Location:

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

Role of the RLA/AU: See Appendix B – Agreement for Participation in West End SELPA.

Per the West End SELPA Local Plan:
Responsible Local Agency (RLA)

The RLA will be one of the participating parties as determined by vote of

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the Superintendents' Council. The RLA will receive and distribute Regional Services dollars; employ personnel necessary to staff the WESELPA; and assure compliance with state and federal program mandates through policies and guidelines formed by the Superintendents' Council. The RLA Superintendent will assure compliance with the Local Plan as submitted to the State Department of Education.

(b) A county superintendent of schools, serving as the RLA, shall do both of the following:

(1) Post on the Internet Web site of the county office any local plan, annual budget plan, annual service plan, and annual assurances support plan upon approval of the county office, and any updates or revisions to the plans upon approval of the county office.

By adding to the duties of local educational agencies, AB 1808 imposes a state-mandated local program.

56140. County offices shall do all of the following:

(a) Initiate and submit to the Superintendent a countywide plan for special education that demonstrates the coordination of all local plans submitted pursuant to Section 56205 and that ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by county offices of education, and juvenile court schools, will have access to appropriate special education programs and related services. However, a county office shall not be required to submit a countywide plan when all the districts within the county elect to submit a single local plan.

(b) Within 45 days, approve or disapprove any proposed local plan submitted by a district or group of districts within the county or counties. If approved, the county office shall submit the plan with comments and recommendations to the Superintendent. If disapproved, the county office shall return the plan with comments and recommendations to the district. The district may immediately appeal to the Superintendent to overrule the county office's disapproval. The Superintendent shall make a decision on an appeal within 30 days of receipt of the appeal. A local plan shall not be implemented without approval of the plan by the county office or a decision by the Superintendent to overrule the

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disapproval of the county office.

Approval shall be based on the capacity of the district or districts to ensure that special education programs and services are provided to all individuals with exceptional needs, and both of the following:

- (1) Whether the local plan adheres to the guidelines established pursuant to Section 56122 for the development of local plans.
- (2) Whether the local plan contains all of the required components as detailed in Section 56205.

(c) Participate in the state onsite review of the district's implementation of an approved local plan.

(d) Join with districts in the county that elect to submit a plan or plans pursuant to subdivision (c) of Section 56195.1. Any plan may include more than one county, and districts located in more than one county. Nothing in this subdivision shall be construed to limit the authority of a county office to enter into other agreements with these districts and other districts to provide services relating to the education of individuals with exceptional needs.

(e) For each special education local plan area located within the jurisdiction of the county office of education that has submitted a revised local plan pursuant to Section 56836.03, the county office shall comply with Section 48850, as it relates to individuals with exceptional needs, by making available to agencies that place children in licensed children's institutions

Role of the Administrator of the SELPA: Pursuant to the provisions of Education Code Sections 56000 et seq., the SELPA shall plan, facilitate, implement, and administer the activities of the San Bernardino County West End Special Education Local Plan Area as approved by the State Board of Education, and shall perform those services as required to accomplish the elements set forth in the plan as well as those required by state and federal law

RESPONSIBILITIES OF SUPERINTENDENTS (Education Code 56205(a)(12 (D)(i), 56195.1, 56205(b))

The Superintendents' Council shall be responsible for the Local Plan administration and provide leadership to the SELPA regarding the development, revision, implementation and review of the Local Plan.

SELPA STAFFING (Education Code 56205 (a) (12)(D)(ii))

The governing boards of each of the participating local education

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agencies agree to invest the Superintendents' Council with the responsibility of designating an appropriate agency as the Responsible Local Agency (RLA) for the administration of the Local Plan and its implementation. The boards assure that the Superintendents' Council shall identify the need for and designate positions necessary for the operation of the SELPA functions according to this policy.

SELECTION OF REPRESENTATIVES FOR DEVELOPMENT OF THE LOCAL PLAN (Education Code 56195.3)

The Local Plan is developed and updated cooperatively by a committee of representatives of special and general education teachers and administrators and representatives of charter schools selected by the groups they represent and with participation by the chair of the CAC Local Plan Committee to ensure adequate and effective participation and communication. Teacher participants shall be selected by their peers. General education and special education administrators shall be selected by the representative superintendents. Directors of charter schools shall be requested to select a representative to serve on the Local Plan committee

Other Administrative Services

West End Student Services – While employed as a San Bernardino County Superintendent of Schools (SBCSS) employee, the county area director works collaboratively with the SELPA Administrator for all program effectiveness and quality issues. Through communication with the area director, the SELPA Administrator assures that services provided by the West End Student Services comply with SELPA policies/guidelines and interface effectively with program services provided by other units within the consortium.

Description:

The SELPA Administrator works collaboratively with the CAC. Officers may request presentation, discussion, or explanation of any program service provided within the SELPA. The CAC chairman, in conjunction with other officers if necessary, may request to present information to any governance body within the SELPA. Additionally, the CAC shall prepare and present an annual report to the SELPA administrator regarding the status of programs and issues studied by the group. This report, if the individual members wish, may be presented to the board of education which appointed that member. Any concerns or recommendations determined to be of importance by the group may be presented at the CAC or other SELPA governance meetings for

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consideration in the rewriting of the local plan.

It will be the goal of the CAC to support all local and regional activities organized on behalf of students with special needs. Their duties include:

Provide a parent representative to participate on the evaluation team for the local plan for special education.

Encourage the establishment of procedures to ensure public access to all written documentation related to state and federal laws, as well as the local plan.

Pursuant to the provisions of Education Code Sections 56000 et seq., the SELPA shall plan, facilitate, implement, and administer the activities of the San Bernardino County West End Special Education Local Plan Area as approved by the State Board of Education, and shall perform those services as required to accomplish the elements set forth in the plan as well as those required by state and federal law. Those services include, but are not limited to the following:

Assist the Participating Units in the development and implementation of program objectives and provide for continuous expert evaluation of the identified objectives to assure that such objectives are effective and in compliance with the intent of the Local Plan.

Assist in the development and determination of the duties of program specialists in compliance with Education Code Section 56368 and the Local Plan.

Organize and coordinate the activities of the Community Advisory Committee to facilitate the achievement of the Comprehensive Plan and advise the SELPA Administrator in the operation of the Local Plan. Provide for the attendance of designated members of the SELPA staff at all regularly scheduled Community Advisory Committee meetings.

Structure and maintain the SELPA Advisory Committee for the purpose of monitoring the program operations of the Local Plan and make recommendations to the SELPA for necessary modifications.

Provide for the regular in-service training and staff development of SELPA staff responsible for the operation and conduct of the Local Plan.

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Participating Units in the Local Plan shall perform the following:

Provide individuals to represent the Participating Unit at regularly scheduled meetings of the SELPA Advisory Committee to monitor the implementation of the Local Plan and make necessary recommendations for Local Plan modifications to the SELPA.

The role of the CAC regarding the Local Plan includes the following:
Advise the West End SELPA regarding the development, amendment and review of the SELPA Local Plan.

Recommend annual priorities to be addressed under the local plan.

Encourage community involvement in the development and review of the Local Plan

Provide a parent/guardian representative to participate on the development team for the Local Plan review

It shall be the responsibility of the CAC Chairperson to sign off on Local Plan Reviews

The CAC shall have the following standing committee:

Local Plan Review and Legislative Committee – The Local Plan Review and Legislative Committee will read and review the Local Plan, assist in the development and provide recommendations for changes and/or improvements in programs for students with disabilities, in accordance with the California Education Code. It will encourage involvement and comments from the community regarding the programs, services, and the Local Plan. It will submit a written report and/or send a representative as needed, to the West End SELPA Advisory Committee and Superintendents' Council. It will keep CAC members and community informed regarding pertinent legislation.

Role of the individual LEAs. Individual LEAs 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 also engage in monitoring activities as required by the CDE.

Per the West End SELPA Local Plan:

RESPONSIBILITIES OF LOCAL EDUCATION AGENCY BOARD MEMBERS (Education Code 56195.1, 56195.5)

Local education agency boards shall:

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(1) Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency.
(2) By approving the Local Plan, enter into an Agreement for Participation (see Appendix B) with other local education agencies participating in the plan, for purpose of delivery of regional services and programs.
(3) Review and approve revisions of the West End SELPA Local Plan for Special Education.
(4) Participate in the governance of the West End SELPA through their designated representative to the Superintendents' Council. The governing boards provide the designated Superintendents' Council member with the authority to act as the board designee to approve and amend policies as necessary.

AB 1808 requires each school district, in developing a local plan, to cooperate with the county office of education to assure that the local plan is compatible with the local control and accountability plans adopted for the school district and the county board of education. The bill requires, commencing July 1, 2020, a special education local plan area to review its local plan at least once every 3 years and update as needed to ensure information contained within the plan remains relevant and accurate.

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

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

Role of the RLA/AU: See Appendix B – Agreement for Participation in West End SELPA.

Role of the Administrator of the SELPA: The SELPA will approve the

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Description:

California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA.

Per the West End SELPA Local Plan:

Management Information System – the SELPA is responsible for effective collection and maintenance of data relevant to program, placement of children, and other data required by state and federal mandates.

It shall be the policy of each LEA and the West End SELPA to provide data or information to the California Department of Education that may be required by regulations.

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

Per the West End SELPA Local Plan:

It shall be the policy of each LEA and the West End SELPA to provide data or information to the California Department of Education that may be required by regulations.

Direct Instructional support provided by the program specialist: Not applicable

Role of the RLA/AU: See Appendix B – Agreement for Participation in West End SELPA.

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

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Per the West End SELPA Local Plan:

It shall be the policy of this SELPA and its LEAs that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

RESPONSIBILITIES OF LEA AND REGIONAL CENTER (Education Code 56205(b)) The SELPA will provide services to infants through pre-school aged children in accordance with federal and state laws. See Appendix F: Interagency Agreement between West End SELPA and Inland Regional Center

Role of the individual LEAs: Through their representative to the Superintendents' Council, the LEAs will review and implement interagency agreements as appropriate.

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: The program specialist(s) assure(s) pupils have a full educational opportunity regardless of the district of residence.

Role of the RLA/AU: See Appendix B – Agreement for Participation in West End SELPA.

Role of the Administrator of the SELPA: The SELPA will facilitate the coordination of these services by the designated LEAs.

Per the West End SELPA Local Plan:

REGIONALIZED SERVICES AND OPERATIONS (Education Code

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Description:

56195.1 56195.7,
56205, 56206)
The SELPA Administrator shall serve on behalf of the member local education agencies and implement the Local Plan including the following regional services and operations in the area of: Coordination of services to medical facilities.

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 local educational agency in which the hospital or facility is located.

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialist(s) assure(s) pupils have a full educational opportunity regardless of the district of residence.

Role of the RLA/AU: See Appendix B – Agreement for Participation in West End SELPA.

Role of the Administrator of the SELPA: The SELPA will facilitate the coordination of these services by the designated LEAs.

Per the West End SELPA Local Plan:

REGIONALIZED SERVICES AND OPERATIONS (Education Code 56195.1 56195.7, 56205, 56206)
The SELPA Administrator shall serve on behalf of the member local education agencies and implement the Local Plan including the following regional services and operations in the area of: Coordination

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of services to medical facilities.

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 local educational agency in which the hospital or facility is located.

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

Reference Number:

Document Title:

Document Location:

Description:

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

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

Reference Number:

Document Title:

Document Location:

Description:

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

Role of the RLA/AU: See Appendix B – Agreement for Participation in West End SELPA.

The RLA acts as agent for participating units as specified in the Plan and law. In this capacity, the RLA receives, compiles, and submits required reports to state and federal agencies and collect state aid funds for regionalized services per Education Code 56836.23 through 56836.25.

Participating Units in the Local Plan shall prepare and submit all necessary and required reports, including reports on student enrollment, program evaluation, and program management to the SELPA

The prior year ending balance remaining in the SELPA Services Account shall be returned by transfer from the SELPA to the Participating Unit at such time as the Annual Financial Reports have been completed by the SELPA, reported to the RLA, and filed with the California Department of Education by the RLA.

Role of the Administrator of the SELPA: The SELPA Administrator will

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ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports.

Per the West End SELPA Local Plan:

PREPARATION OF PROGRAM AND FISCAL REPORTS (Education Code 56205(a)(12)(D)(ii)(V))

The SELPA Administrator, with the assistance of the Fiscal Consultant, SELPA Advisory Committee, and Responsible Local Agency, shall be responsible to prepare all program and fiscal reports required of the SELPA by the state.

Role of the individual LEAs: Individual LEAs will submit required data in order for the SELPA to submit timely reports

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: Program specialists shall assist in developing training for parents and members of the Community Advisory Committee.

Role of the RLA/AU: See Appendix B – Agreement for Participation in West End SELPA.

Role of the Administrator of the SELPA: The SELPA will provide fiscal and logistical support CAC meetings, events, and trainings that are approved by the Superintendents' Council.

Per the West End SELPA Local Plan:

The Superintendents' Council shall be responsible for the establishment and promotion of a Community Advisory Committee.

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Description:

All formal committees of the West End Special Education Local Plan Area will have designation, membership, and purposes determined by the Superintendents' Council. All business meetings of the Community Advisory Committee, SELPA Advisory Committee, and Superintendents' Council shall be open to the public. The only exceptions are those meetings or portions of meetings which may be held in closed session under the provisions of the Ralph M. Brown Act, such as a closed personnel session.

Pursuant to the provisions of Education Code Sections 56000 et seq., the SELPA shall organize and coordinate the activities of the Community Advisory Committee to facilitate the achievement of the Comprehensive Plan and advise the SELPA Administrator in the operation of the Local Plan. Provide for the attendance of designated members of the SELPA staff at all regularly scheduled Community Advisory Committee meetings.

Program specialists shall assist in developing training for parents and members of the Community Advisory Committee.

Role of the individual LEAs: The LEA superintendents through the Superintendents' Council will ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. LEA Directors shall facilitate communication between their CAC representative from the LEA.

Per the West End SELPA Local Plan:

The broad goal of the CAC is to involve interested parents/guardians, students, teachers, community members and education specialists in advising and providing input to the WESELPA and District Boards and their administrative and professional staff of students with exceptional needs, to assist the administration in furthering and improving the functioning of the Special Education Local Plan Area, and to support local and regional activities organized on behalf of students receiving special education services.

Membership in the Community Advisory Committee is by appointment and action of the participating LEA board of education. Each of the WESELPA districts has a board approved policy which outlines the process for nomination, selection and board approval of CAC members

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and alternates. A continuous effort is maintained to inform and interest parents in participating on the committee. Terms of office are approved as two years, and at least 51 percent of the committee's members are to be parents of special education students. Each CAC member will receive information that outlines the duties and responsibilities of the organization.

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

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialist will provide staff development as requested by the LEAs.

Role of the RLA/AU: See Appendix B – Agreement for Participation in West End SELPA.

Role of the Administrator of the SELPA: The SELPA will provide technical assistance as requested.

Per the West End SELPA Local Plan:

Pursuant to the provisions of Education Code Sections 56000 et seq., the SELPA shall plan, facilitate, implement, and administer the activities of the San Bernardino County West End Special Education Local Plan Area as approved by the State Board of Education, and shall perform those services as required to accomplish the elements set forth in the plan as well as those required by state and federal law. Those services include, provide, if requested, guidelines for coordination of pupil transportation services to the special classes conducted by Participating Units by contracts with the RLA, other districts, and/or private contractors.

Role of the individual LEAs: Each member LEA is responsible for

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providing transportation for their students with disabilities as determined by their IEP teams.

Per the West End SELPA Local Plan:

Participating Units in the Local Plan shall provide such transportation services as may be required to meet program mandates and in compliance with the Local Plan.

Once deemed an LEA, the charter school will be responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, non-public school/agency placements, inter/intra SELPA placements, due process proceedings, complaints, and attorney fees.

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

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: Support staff development, program development, and innovation of special methods and approaches. The program specialists will collaborate with the West End SELPA Vocational Team and LEA Directors to provide training and services.

Role of the RLA/AU: N/A.

Role of the Administrator of the SELPA: The SELPA Administrator will provide technical assistance and staff development as needed. The SELPA Administrator will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate.

Per the West End SELPA Local Plan:

Vocational Assessment and Transition Planning

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Description:

School-to-work activities are provided through vocational assessment, WorkAbility1 activities, and on-the-job training opportunities, when appropriate, as well as linkage to the Department of Rehabilitation. A "Work Project" program provides work from the community to be completed in the classroom setting as appropriate. Transition planning is developed as part of the IEP process.

Program specialists, behavior specialists, transition staff, school-to-career staff (vocational team members hired under grants including but not limited to Transition Partnership Program, WorkAbility1 and the CaPROMISE Grant), and teacher-on-assignment positions may be supervised by this program manager.

The responsibilities of the CAC members include:
Raising the community consciousness through parent education programs and increasing community acceptance of the differences in learning abilities in children and the need for educational and vocational provisions to accommodate these differences.

Role of the individual LEAs: In conjunction with the West End SELPA Vocational Team, each LEA will provide appropriate career and vocational education and transition services as required under state and federal law.

Transition planning is developed as part of the IEP process.

15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: The program specialist assures pupils have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: See Appendix B – Agreement for Participation in

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Description:

West End SELPA.

Role of the Administrator of the SELPA: Through approval of the Annual Services Plan the SELPA will ensure that the full continuum of services is provided. The SELPA will assist with Inter-SELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined to be needed by the SELPA to LEAs and/or nonpublic schools.

REGIONALIZED SERVICES AND OPERATIONS (Education Code 56195.1 56195.7, 56205, 56206)
The SELPA Administrator shall serve on behalf of the member local education agencies and implement the Local Plan including regional services and operations including the assurance of full educational opportunity

Role of the individual LEAs: Each LEA, through their representative to the Superintendents' Council will determine the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services

FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))
It shall be the policy of this SELPA and the member LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

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.

Reference Number:

Document Title:

Document Location:

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

Role of the RLA/AU: See Appendix B – Agreement for Participation in West End SELPA.

IMPLEMENTATION OF ADMINISTRATIVE FUNCTIONS (Education Code

56195(b)(3)(c)(2), 56195.1, 56205 (a)(12)(D)(ii), 56205(a)(12)(D)(ii)(IV))
The San Bernardino County Superintendent of Schools is designated as the Responsible Local Agency (RLA) for the West End SELPA. It shall be responsible for functions such as, but not limited to:

- a. Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
- b. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

The Superintendents' Council shall be responsible for the following areas of Local Plan administration:

Review, approve, and monitor the allocation of special education funds to local education agencies.

Role of the Administrator of the SELPA: The SELPA Administrator will facilitate the distribution of funds in accordance to the funding allocation plan approved by the Superintendents' Council. The SELPA Administrator will also facilitate the Annual Budget Plan development and approval process.

METHOD OF DISTRIBUTION OF FEDERAL AND STATE FUNDS (Education Code

56205(a)(12)(D)(ii), 56205 (b)(1) and 56195 (h))

All federal and state special education funds shall be allocated to the SELPA for distribution to local education agencies according to an approved Special Education Funding Allocation Plan. The Superintendents' Council shall make any changes to the allocation of federal and state special education funds. The SELPA Administrator is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

RESPONSIBILITIES FOR DISTRIBUTION OF FEDERAL AND STATE FUNDS (Education Code 56195, 56195.1 (b) (3))

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The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Superintendents' Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The SELPA shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Plan. The SELPA Administrator is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The fiscal consultant shall develop the Annual Budget Plan for review and recommendation by the SELPA Advisory Committee to the Superintendents' Council for approval. A public meeting shall be held annually to provide the Community Advisory Committee and members of the public the opportunity to review the Annual Budget Plan and Annual Services Plan and provide input to the Superintendents' Council. Upon approval by the Superintendents' Council, these documents shall be submitted to the LEAs and the California Department of Education.

Amendments to the Annual Service and Budget Plans (EC 56205(b)(1))
The governing boards of the local education agencies agree to designate authority to the Superintendents' Council to approve the SELPA-wide annual service and budget plans and any subsequent modifications.

MONITORING THE USE OF SPECIAL EDUCATION FUNDS
(Education Code
56205(a)(12)(ii)(IV))

It is the intent of the SELPA that the needs of students with disabilities as identified in the IEP shall be met. Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

- (1) For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.
- (2) To develop and implement a fully integrated and coordinated services system.

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The SELPA Administrator, with the assistance of the SELPA Advisory Committee, and the Responsible Local Agency, shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. The Superintendents' Council through the Annual Budget Plan process shall make final determination and action regarding the appropriate use of special education funds.

PREPARATION OF PROGRAM AND FISCAL REPORTS (Education Code

56205(a)(12)(D)(ii)(V))

The SELPA Administrator, with the assistance of the Fiscal Consultant, SELPA Advisory Committee, and Responsible Local Agency, shall be responsible to prepare all program and fiscal reports required of the SELPA by the state.

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

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

9. The chartering district will be allocated all special education funds that are generated by a charter school that is deemed a public school. The chartering district will represent the needs of the charter schools it authorizes that are deemed public schools of the LEA in the SELPA governance structure. The charter school will receive SELPA services in the same manner as other schools within the chartering district depending on charter school agreement or MOU with the LEA.

ANNUAL BUDGET PLAN

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The local plan shall contain an annual budget plan that shall be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the local plan area at least 15 days prior to the hearing. A copy of the Public Hearing Notice must be submitted with the annual budget plan. The annual budget plan may be revised during any fiscal year according to the policymaking process established pursuant to subparagraphs (D) and (E) of paragraph (12) of subdivision (a) and consistent with subdivision (f) of Section 56001 and Section 56195.9.

The annual budget plan shall identify expected expenditures for all items required by this part which shall include, but not be limited to, the following:

- A) Funds received in accordance with Chapter 7.2 (commencing with Section 56836).
- B) Administrative costs of the plan.
- C) Special education services to pupils with severe disabilities and low incidence disabilities.
- D) Special education services to pupils with nonsevere disabilities.
- E) Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments.
- F) Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2.
- G) The use of property taxes allocated to the special education local plan area pursuant to Section 2572.

It is understood that the annual budget plan will be submitted in accordance with State guidelines once the Local Plan is approved.

Use of property taxes (EC 56205(b)(1)(G))

County property taxes are allocated to regional provider classes operated by San Bernardino County Superintendent of Schools.

Role of the individual LEAs: Each LEA through their representative to the Superintendents' Council, determines and approves the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will also submit required fiscal reports as required by state and federal laws.

Supplementation of state/federal funds

LEAs contribute annually to a SELPA X-Pot that is used to supplement

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regional services provided within the SELPA.

Maintenance of financial effort
LEAs provide data reports regarding financial expenditures to the West End SELPA on a regular basis. These reports are evaluated to determine continued maintenance of financial effort. Each district in the SELPA assures the maintenance of fiscal support and understands that Part B funds will not be used to reduce the level of support beyond the amount permitted under federal law and regulations.

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

Reference Number:

Document Title:

Direct Instructional support provided by the program specialists

Program Specialists (Education Code 56205 (b)(1)(F), 56206, 56368)
The program specialists are employed by the SELPA and serve the SELPA districts. The Superintendents' Council designates the number and type of specialists upon recommendation of the SELPA Advisory Committee as well as approves the SELPA budget for its expenditures. The Program Specialist holds a valid special education credential or a school psychologist authorization and has advanced training and related experience in the education of individuals with exceptional needs. The Program Specialist also has specialized, in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.

The governing boards of the local education agencies identify the importance of employment of program specialists to provide unique and necessary services to the agencies and to pupils in the SELPA.
Program specialists shall provide the following services:

- (1) Observe, consult with, and assist, in accordance with local education agency procedures, special education teachers and support staff.
- (2) Utilize evidence-based data to plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs

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for children with disabilities.

- (3) Assist with local education agency staff development, program development and innovation of special methods and approaches.
- (4) Provide coordination, consultation and program development in one or more specialized areas of expertise.
- (5) Upon request, participate in and/or conduct IEP team meetings where technical assistance is needed.
- (6) Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.
- (7) Assist in developing training for parents and members of the Community Advisory Committee.
- (8) Provide in-service training and technical assistance for general and special education teachers, administrators, support staff and parents
- (9) Assist as a liaison to various community agencies such as Department of Behavioral Health, Department of Rehabilitation, Inland Regional Center, California Children's Services, and the Probation Department.
- (10) Conduct nonpublic school visitations to verify students are making appropriate educational progress in accordance with the IEP.
- (11) Coordinate the assessment of student needs for assistive technology or specialized in the least restrictive environment.
- (12) Direct instructional support.

Role of the RLA/AU: See Appendix B – Agreement for Participation in West End SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator will ensure that the local plan is implemented and will make recommendations to the Superintendents' Council when revisions are needed. The SELPA Administrator facilitates development and approval of SELPA policies and procedures necessary to implement the local plan.

Per the West End SELPA Local Plan:

Program Specialists (Education Code 56205 (b)(1)(F), 56206, 56368)
The program specialists are employed by the SELPA and serve the SELPA districts. The Superintendents' Council designates the number and type of specialists upon recommendation of the Program SELPA

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Advisory Committee as well as approves the SELPA budget for its expenditures.

Role of the individual LEAs: 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 the representative to the Superintendents' Council, will recommend approval of any policies and procedures needed to implement the local plan.

Per the West End SELPA Local Plan:

The governing boards of the local education agencies identify the importance of employment of program specialists to provide unique and necessary services to the agencies and to pupils in the SELPA.

Description:

Special Education Local Plan Area Services

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

Reference Number:

Document Title:

Document Location:

Description:

PART C, TRANSITION (20 USC § 1412 (a)(9))
It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

RESPONSIBILITIES OF LEA AND REGIONAL CENTER (Education Code 56205(b)) The SELPA will provide services to infants through pre-school aged children in accordance with federal and state laws. See Appendix F: Interagency Agreement between West End SELPA and

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

Reference Number:

Document Title:

Document Location:

PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))
It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

The Superintendents' Council shall meet on a regular basis according to Brown Act requirements and shall receive and act upon information provided by the Program SELPA Advisory Committee, Community Advisory Committee, and the SELPA Administrator to assist in the administration of the SELPA. Members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the plan, may address questions or concerns to the Superintendents' Council at a regularly scheduled meeting.

A public meeting shall be held annually to provide the Community Advisory Committee and members of the public the opportunity to review the Annual Budget Plan and Annual Services Plan and provide input to the Superintendents' Council Upon approval by the Superintendents' Council, these documents shall be submitted to the LEAs and the California Department of Education.

A public meeting shall be held annually to provide the Community Advisory Committee and members of the public the opportunity to review the Annual Budget Plan and Annual Services Plan and provide input to the Superintendents' Council.

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PUBLIC PARTICIPATION (Education Code 56205(b)(4))
Members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the plan are informed of and invited to a public input meeting to discuss the plan. Notification of the public input meeting date is posted in member school districts for two weeks prior to the meeting date. The Local Plan is also presented as a discussion item at appropriate governance meetings. Members of the public, including parents or guardians of students with disabilities, may address, through standardized procedures, questions or concerns to the governing boards of the local education agencies, the Superintendents' Council, the SELPA Advisory Committee, and any subcommittees of these governance groups.

COMMUNITY ADVISORY COMMITTEE (CAC) (Education Code 56205 (a)(12)(C))
Membership in the Community Advisory Committee is by appointment and action of the participating LEA board of education. Each of the WESELPA districts has a board approved policy which outlines the process for nomination, selection and board approval of CAC members and alternates. A continuous effort is maintained to inform and interest parents in participating on the committee. Terms of office are approved as two years, and at least 51 percent of the committee's members are to be parents of special education students. Each CAC member will receive information that outlines the duties and responsibilities of the organization.

The SELPA Administrator works collaboratively with the CAC. Officers may request presentation, discussion, or explanation of any program service provided within the SELPA. The CAC chairman, in conjunction with other officers if necessary, may request to present information to any governance body within the SELPA. Additionally, the CAC shall prepare and present an annual report to the SELPA administrator regarding the status of programs and issues studied by the group. This report, if the individual members wish, may be presented to the board of education which appointed that member. Any concerns or recommendations determined to be of importance by the group may be presented at the CAC or other SELPA governance meetings for consideration in the rewriting of the local plan.

During its annual activities, the CAC will regularly forward communications to all parents of children receiving special education

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Description:

services within the SELPA via the district directors of special education. Parents will be invited to attend any of the regularly scheduled meetings held by the committee. Various programs of interest will be scheduled for presentation. The committee will determine the need to study various issues, and all interested community members will be invited to attend. Input by individual parents, teachers, and others will be encouraged. It will be the goal of the CAC to support all local and regional activities organized on behalf of students with special needs. A complete listing of their duties is as follows:

1. Assist the SELPA in the development and implementation of the local plan for special education.
2. Serve as a liaison between community members and the district administrator of special education.
3. Raise the community consciousness through parent education programs and increase community acceptance of the differences in learning abilities in children and the need for educational and vocational provisions to accommodate these differences.
4. Provide a forum where needs can be assessed, issues can be raised, and suggestions for change and/or improvement can be discussed and recommendations for action can be made with respect to planning and provision of special education programs and services.
5. Provide a parent representative to participate on the evaluation team for the local plan for special education.
6. Interact with parent groups and individual students' parents to encourage consistent and continuous attendance of children to their school programs.
7. Promote and elicit broad community support for special programs and services.
8. Submit a written report annually to the West End SELPA Advisory Committee and an annual report to the Superintendent of the Responsible Local Agency and LEA member boards of education.
9. Become familiar with the laws pertaining to special education and their implication for people with special needs.
10. Encourage the establishment of procedures to ensure public access to all written documentation related to state and federal laws, as well as the local plan.
11. Receive training regarding the selection and utilization of parent surrogates.

COMMITTEE ACTIVITIES
All formal committees of the West End Special Education Local Plan

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Area will have designation, membership, and purposes determined by the Superintendents' Council. All business meetings of the Community Advisory Committee, SELPA Advisory Committee, and Superintendents' Council shall be open to the public. The only exceptions are those meetings or portions of meetings which may be held in closed session under the provisions of the Ralph M. Brown Act, such as a closed personnel session.

PUBLIC PRESENTATIONS TO THE COUNCIL

All business meetings of the Superintendents' Council shall be open to the public. The only exceptions are those meetings or portions of meetings which may be held in closed session under the provisions of the Ralph M. Brown Act, such as a closed personnel session.

Members of the public shall have a right to place matters directly related to the business of the Council on the agenda by presenting those agenda items in writing to the WESELPA administrator no later than two weeks in advance of a scheduled Council meeting. Agenda items received later than two weeks prior to the meeting shall be placed on the agenda for the subsequent meeting, unless the WESELPA administrator, in his or her sole discretion, determines that there is still time to place the matter on the agenda without interfering with the normal process of preparing and mailing the agenda.

Along with his or her request to place an item on the agenda, the member of the public shall submit copies of any "handout" or other materials he or she wishes to present to the Council or give to the public at the meeting.

Members of the public shall be given the opportunity to address the Council regarding items of business on the agenda as such items are taken up. In addition, a portion of each meeting shall be set aside for public comment on matters not on the agenda which any member of the public may wish to bring before the Council, provided that no action shall be taken by the Council on such matters at the same meeting at which such items are presented.

All public comments shall be limited to a maximum of three minutes in duration per person, unless a longer period is expressly granted by a majority vote of the Council. Any provision of the above policy may be waived by majority vote of the Council.

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Representatives of private or public community agencies providing services to individuals with exceptional needs, may apply to the Executive Committee. The Executive Committee shall recommend one representative for consideration of approval by the Superintendents' Council. This position may be filled by a member and an alternate.

Agencies considered for representation to the CAC may be, but are not limited to

Family Resource Center, Inland Regional Center, Head Start Program, Early Start Program, County Mental Health, California Children's Services, and Department of Rehabilitation.

Article V: Meetings and Procedures, Section 5.1.1

All meetings subject to the Ralph M. Brown Act shall have 72 hours' prior public notice and be open to the public.

There shall be a portion of the meeting designated for Public Comment providing for input from the community at large. The opportunity for community input will be limited to three (3) minutes for each speaker for items not on the agenda, and three (3) minutes for each speaker for items on the agenda with a maximum of nine (9) minutes per speaker and twenty (20) minutes total for each agenda item, unless recognized by the Chairperson to exceed the time limit.

Article VII, Committees and Structure, Section 7.2

The CAC shall have the following standing committees: The Public Information and Membership Committee, the Parent and Community Education Committee, the Local Plan Review Committee, the Legislative Committee, the Art and Writing Showcase Committee, and the Executive Committee.

Article VII, Committees and Structure, Section 7.2.4

Local Plan Review and Legislative Committee – The Local Plan Review and Legislative Committee will read and review the Local Plan, assist in the development and provide recommendations for changes and/or improvements in programs for students with disabilities, in accordance with the California Education Code. It will encourage involvement and comments from the community regarding the programs, services, and the Local Plan. It will submit a written report and/or send a

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representative as needed, to the West End SELPA Advisory Committee and Superintendents' Council. It will keep CAC members and community informed regarding pertinent legislation.

Per the WESELPA CAC Bylaws, Article 8 Role of the WESELPA Administrator, Section 8.3 Develop an organized program of publicity and public information, such as assisting with articles in the WESELPA newsletters.

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

Reference Number:

Document Title:

Document Location:

Description:

DISPUTE RESOLUTION (Education Code 56205(b)(5))
 In the event of a disagreement among local education agencies, local education agencies and the Responsible Local Agency, local education agencies and/or the Responsible Local Agency and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the Superintendents' Council that issues be resolved at the lowest level possible in the governance structure outlined in the Local Plan. The Superintendents' Council is considered to be the board of last resort. This policy is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority.

If a local education agency disagrees with a decision or practice of another agency or the SELPA office, that local education agency 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. Either party may request the direct assistance of the SELPA Administrator, or his/her designee, or Chair of the Superintendents' Council or the services of a neutral mediator from

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outside the SELPA. In the event the issue has not been resolved, either party may request review by the SELPA Advisory Committee. If either party disagrees with the recommendation of the SELPA Advisory Committee, either party may request that the issue be placed on the Superintendents' Council agenda. If this process fails, the parties may pursue a hearing on the issues and resolution with the Superintendents' Council. The decision of the Superintendents' Council shall be final.

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

Reference Number:

Document Title:

Document Location:

Description:

PROVISION OF SPECIAL EDUCATION SERVICES TO STUDENTS WITH DISABILITIES (Education Code 56195.7(a), 56205 (a)(12)(D)(ii) (III), 56205(b)(1)(C,E), 56205(b)(1)(D), 56303)

A student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and where appropriate, utilized.

PROVISION OF SPECIAL EDUCATION SERVICES TO STUDENTS WITH DISABILITIES (Education Code 56140)
The SELPA Advisory Committee shall identify on a regular basis any unmet needs for students within the SELPA. With the assistance of the SELPA Administrator and administrative staff, the SELPA Advisory Committee identifies the resources within the SELPA which could provide the appropriate services. When services are required beyond the programs and services being provided by any local education agency, the SELPA Advisory Committee shall develop a plan for consideration by the Superintendents' Council. Any plan having a fiscal impact on local education agencies shall be reviewed by the SELPA Advisory Committee prior to consideration by the Superintendents'

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

Reference Number:

Document Title:

Document Location:

Description:

Program specialists shall provide the following service:
Conduct nonpublic school visitations to verify students are making appropriate educational progress in accordance with the IEP.

Program Manager –Alternative Services Unit
The following job elements are identified with this position:
(1) Inter-SELPA program placements
(2) Placement in as well as oversight and evaluation of nonpublic schools
(3) Determination of as well as oversight and evaluation of private services/nonpublic agencies (NPA)

Counseling Services
The SELPA employs licensed counselors to serve students receiving special education and their parents who reside within the SELPA. Counseling services are provided in accordance with SELPA guidelines. Counseling interns are utilized as appropriate. Effective July 1, 2014 and based on the Superintendents' Council decision on February 21, 2014, the SELPA will continue to provide: staff development training; counseling and assessment services through a fee-for-service model; and case management for students with IEPs that include counseling services and who are placed in nonpublic schools and residential treatment centers.

Pursuant to the provisions of Education Code Sections 56000 et seq., the SELPA shall plan, facilitate, implement, and administer the activities of the San Bernardino County West End Special Education Local Plan

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Area as approved by the State Board of Education, and shall perform those services as required to accomplish the elements set forth in the plan as well as those required by state and federal law. Those services include, but are not limited to the following:

Provide and manage nonpublic school placements and appropriate private services to SELPA children as required by state and federal law.

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

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

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

Reference Number:	BP 0430 and AR 0430
Document Title:	Comprehensive Local Plan for Special Education; FAPE; Full Educational Opportunity; Local Compliance Assurances; Interagency Coordination; Governance; State Performance Plan Indicators; Supplementation of State and Federal Funds; Maintenance of Effort; Public Participation; Access to Instructional Materials; Prohibition on Mandatory Medicine; Data/Reading Literacy , Supplementation of State/ Federal Funds/ Maintenance of Effort
Document Location:	West End SELPA Policies and Procedures
Description:	In addition to the policies and procedures for a Free and Appropriate Public Education (FAPE), the West End SELPA has historically acknowledged the obligation to provide services for all students through the Annual Services Plan which documented services provided to

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APPENDIX A
WEST END SELPA BYLAWS

APPENDIX A

WEST END SELPA BYLAWS

WEST END SPECIAL EDUCATION LOCAL PLAN AREA

PURPOSE

The West End Special Education Local Plan Area (SELPA) is a consortium of school districts and the County Superintendent's Office, functioning under a state certified plan to provide special education services to children with disabilities in a programmatically meaningful and fiscally viable fashion. The SELPA is structured to comply with the requirements of the state of California Education Code as well as specifics of federal law as written under the Individuals with Disabilities Education Act and Section 504 of Public Law and the provisions of the California Education Code, Part 30.

PARTIES

The parties listed below mutually agree to cooperate under the policies, rules, and directives established by the consortium governing bodies and the specifications written into the Agreement for Participation:

- Alta Loma School District
- Central Elementary School District
- Chaffey Joint Union High School District
- Chino Valley Unified School District
- Cucamonga School District
- Etiwanda School District
- Mountain View School District
- Mt. Baldy Joint School District
- Upland Unified School District
- San Bernardino County Superintendent of Schools

AUTHORITY

The West End Special Education Local Plan Area of San Bernardino County is organized under the authority of Education Codes 56140, 56195.1 through 56195.5 and 56205 through 56207.5, which requires local educational agencies to participate in a Special Education Local Planning Area.

GOVERNANCE AND ADMINISTRATION

This SELPA, as a consortium of school districts, will be governed separately from the individual participating school districts through the establishment of the following bodies and positions:

1. Responsible Local Agency (RLA)

The RLA will be one of the participating parties as determined by vote of the Superintendents' Council. The RLA will receive and distribute Regional Services dollars; employ personnel necessary to staff the WESELPA; and assure compliance with state and federal program mandates through policies and guidelines formed by the Superintendents' Council. The county superintendent of schools, serving as the RLA, shall do both of the following:

(1) Post on the Internet Web site of the county office any local plan, annual budget plan, annual service plan, and annual assurances support plan upon approval of the county office, and any updates or revisions to the plans upon approval of the county office.

(44) Existing law requires a county office of education to approve or disapprove any proposed local plan for the education of all individuals with exceptional needs submitted by a school district or group of school districts in the county within 45 days.

A county office of education is required to submit an approved local plan to the Superintendent of Public Instruction with comments and recommendations and would require the county office of education to return a disapproved local plan with comments and recommendations to the school district. The school district is authorized to immediately appeal to the Superintendent of Public Instruction to overrule the county office of education's disapproval. The RLA Superintendent will assure compliance with the Local Plan as submitted to the State Department of Education.

2. Superintendents' Council

A. Purpose:

The Council will exercise leadership of WESELPA through direction of the RLA and WESELPA administrator at scheduled meetings and through the formulation and adoption of written guidelines and policies. The Council will determine necessary action for WESELPA by consideration of recommendations gained from the RLA Superintendent, WESELPA administrator, SELPA Committee, and Personnel Committee. The adoption of policies for WESELPA shall be gained through a majority vote of the Council and recorded in the official meeting minutes.

B. Membership:

Each party of WESELPA will appoint its superintendent, or in the case of a charter school LEA, an appropriate administrator, to membership on the Council. There shall be no other members.

C. Alternates:

District superintendents may select an alternate to attend Council meetings on an emergency basis. Standing alternates are not designated and are discouraged.

D. Voting:

Each member of the Council shall have one vote. The member or the emergency alternate must be present at the meeting to cast a vote.

E. Officers:

The RLA Superintendent shall be the chairperson of the Council. One other member will serve as Vice Chairperson as determined by the rotation schedule approved by the Council. The RLA will employ an administrator, selected by the Council, to function as secretary to the Council and as administrator of WESELPA

F. Meetings:

The Council will have a minimum of six meetings per year. Special meetings may be scheduled at the discretion of the members. A meeting quorum will consist of five voting members.

- G. Committees:
There are no standing committees within the Council. Special committees or work groups may be formed for specific purposes as deemed necessary by the membership.

3. SELPA Advisory Committee

A. Purpose:

SELPA Advisory Committee (Education Code 56205(a)(12)(D)(ii)(III))

The SELPA Advisory Committee is comprised of local education agency administrators of special education and LEA staff who are knowledgeable in the area of special education programs and finance, and the superintendent of Mt. Baldy School District. Together, they are responsible for the coordination of special education service and programs within their agencies, distribution and monitoring of funds, and for the implementation of the Local Plan. The SELPA Advisory Committee is given authority by the Superintendents' Council to develop policies and procedures, which are presented to the Superintendents' Council for approval.

B. Membership:

The eight (8) LEAs appoint an appropriate administrator of special education programs and a person who is knowledgeable in the area of special education finance to membership on the SELPA Advisory Committee. Additionally, the committee will include the superintendent of Mt. Baldy School District. No standing alternates are accepted. Emergency alternates may be selected for specific meetings.

C. Voting:

Each member shall have one vote. The member or the emergency alternate must be present to cast his/her vote unless the Committee determines otherwise by its action. A quorum consists of nine of the 17 voting members.

D. Chairperson:

The WESELPA Administrator and the WESELPA (Finance) Consultant will function as co-chairpersons of the Committee. In the absence of either co-chairperson, the WESELPA Program Manager may serve as co-chairperson. The WESELPA Office Manager will function as secretary to the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting and additional documentation as needed to provide for informed decision making.

E. Meetings:

The Committee will have a minimum of five meetings per year. Special meetings may be scheduled as the membership deems necessary.

F. Committees:

The SELPA Advisory Committee will have no standing subcommittees. Special subcommittees or work groups may be formed for limited and specific purposes as determined necessary by the Committee membership.

4. Personnel Committee

A. Purpose:

To project, review, and propose solutions to personnel issues as they affect the positions and programs required in WESELPA operations and to recommend proposed solutions or actions to the Superintendents' Council through the WESELPA administrator.

- B. Membership:
Each participating party shall appoint one administrator to this Committee. Alternates may be selected to represent the regular member at individual meetings.
- C. Voting:
Each member may have one vote. The member or selected alternate must be present at the meeting to cast a vote. A quorum consists of five voting members.
- D. Officers:
The WESELPA administrator will function as chairperson of the Personnel Committee for purposes of reporting information or making recommendations to the Superintendents' Council.
- E. Meetings:
Meetings will be scheduled semi-annually or as needed to address issues or concerns requiring additional consideration by the Committee members.
- F. Committees:
There are no standing subcommittees. Individual subcommittees or work groups may be established to study or investigate special subjects or issues on a time-limited basis.

COMMITTEE ACTIVITIES

All formal committees of the West End Special Education Local Plan Area will have designation, membership, and purposes determined by the Superintendents' Council. All business meetings of the Community Advisory Committee, SELPA Advisory Committee, and Superintendents' Council shall be open to the public. The only exceptions are those meetings or portions of meetings which may be held in closed session under the provisions of the Ralph M. Brown Act, such as a closed personnel session.

REQUIREMENTS OF PARTICIPATION

1. Certification of Participation

Each party participating in the West End Special Education Local Plan Area will complete and certify through district board action an Agreement for Participation in the West End Special Education Local Plan Area. This agreement will be in force for the term of the Local Plan. In order to comply with new legislation, or to comply with the agreements of the participants, this agreement may be modified and updated through formal action of the Superintendents' Council prior to renewal.

2. Withdrawal from Participation

Either party may by giving written notice to the RLA and SELPA on or before December 31 of any year and therein specifying the effective withdrawal date of July 1 of the second succeeding school year, terminate the Agreement to Participate in whole or in part. Upon receipt and acceptance of the notice of withdrawal by formal action of the Superintendents' Council, the requesting party will:

- receive assignment of all approved state revenues allocated to that district for service to its resident pupils.

- receive all pupil's resident to that district previously being served by other consortium parties.
- return to the consortium parties all revenues allocated to the district for service to non-resident pupils.
- return all non-resident pupils to the consortium parties for assignment to appropriate classes/services within the consortium programs.

Questions concerning disbursement and allocation of classroom equipment and materials utilized to serve pupils withdrawn from consortium programs may be addressed to a three-member special committee appointed by the Superintendents' Council. This committee will be selected and activated only when necessary.

Any district initiating a proposal to withdraw from the SELPA shall bear the total cost of consultants retained to provide a thorough analysis of legal 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 paid entirely by the district initiating the change.

Exceptions to the above requirements may be initiated only by specific action of the Superintendents' Council.

3. Program Transfer

Any LEA initiating a transfer of educational programs and services already in operation within the SELPA shall follow Education Code 56207. In the event an LEA desires to initiate program or services transfers, a transfer planning committee made up of three SELPA governance members shall be designated to address, at a minimum, all of the following: pupil needs, the availability of the full continuum of services to affected pupils, the functional continuation of the current IEPs of all affected pupils, the provision of service in the least restrictive environment from which affected pupils can benefit, the maintenance of appropriate support services, the assurance that there will be compliance with federal and state laws and regulations as well as SELPA policies, and the means through which parents and staff were represented in the planning process.

The day on which the transfer of programs will take effect may be no earlier than the first day of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency and the Superintendents' Council, unless the Superintendents' Council unanimously approves the transfer take effect on the first day of the first year following the date of receipt of notification.

The approved SELPA guidelines for program transfer will be followed by SELPA staff as well as all affected agencies. Alternate dispute resolution pursuant to Education Code 56205 (d) will be utilized if either sending or receiving agency disagrees with the proposed transfer. All costs associated with due process actions will be paid by the agency initiating the program or service transfer.

PUBLIC PRESENTATIONS TO THE COUNCIL

All business meetings of the Superintendents' Council shall be open to the public. The only exceptions are those meetings or portions of meetings which may be held in closed session under the provisions of the Ralph M. Brown Act, such as a closed personnel session.

Members of the public shall have a right to place matters directly related to the business of the Council on the agenda by presenting those agenda items in writing to the WESELPA administrator no later than two weeks in advance of a scheduled Council meeting. Agenda items received later than two weeks prior to the meeting shall be placed on the agenda for the subsequent meeting, unless the WESELPA administrator, in his or her sole discretion, determines that there is still time to place the matter on the agenda without interfering with the normal process of preparing and mailing the agenda.

Along with his or her request to place an item on the agenda, the member of the public shall submit copies of any "handout" or other materials he or she wishes to present to the Council or give to the public at the meeting.

Members of the public shall be given the opportunity to address the Council regarding items of business on the agenda as such items are taken up. In addition, a portion of each meeting shall be set aside for public comment on matters not on the agenda which any member of the public may wish to bring before the Council, provided that no action shall be taken by the Council on such matters at the same meeting at which such items are presented.

All public comments shall be limited to a maximum of three minutes in duration per person, unless a longer period is expressly granted by a majority vote of the Council. Any provision of the above policy may be waived by majority vote of the Council.

APPENDIX B
AGREEMENT FOR PARTICIPATION
IN
WEST END SELPA

THE SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS, hereinafter referred to as RLA and SCHOOL DISTRICT hereinafter referred to as "Participating Unit," mutually agree as follows:

DEFINITIONS: RLA

Responsible Local Agency as defined in Education Code Section 56030.

SELPA

The West End Special Education Local Plan Area (WESELPA) is the administrative unit responsible for assuring services in Education Code 56001 (a) through (o) as provided in a Local Plan - Education Code 56195 through 56195.5.

SPECIAL EDUCATION

As defined in Education Code Sections 56000 through 56001.

GOVERNANCE COUNCIL

The decision-making council for the Local Plan comprised of the superintendent or approved representative from each Participating Unit.

SELPA ADVISORY COMMITTEE

A committee whose members represent district directors of special education, district finance personnel, and the superintendent of Mt. Baldy who meet on a regular basis to ensure coordination of services and distribution of funds in compliance with the Local Plan and with state/federal law.

LOCAL PLAN

As defined in Education Code 56027.

PARTICIPATING UNIT

A local school district, charter school LEA, and the county Superintendent of Schools participating in the WEST END SELPA. Approval of the Local Plan by the LEA governing board is a requirement for each participating unit.

COMMUNITY ADVISORY COMMITTEE

Composed of citizen members the majority of whom are parents of students with a disability to advise on the implementation of the Local Plan per Education Code 56190 through 56194.

ARTICLES:

I. Pursuant to the provisions of Education Code Sections 56000 et seq., the SELPA shall plan, facilitate, implement, and administer the activities of the San Bernardino County West End Special Education Local Plan Area as approved by the State Board of Education, and shall perform those services as required to accomplish the elements set forth in the plan as well as those required by state and federal law. Those services include, but are not limited to the following:

- A. Act as agent for participating units as specified in the Plan and law. Receive, compile, and submit required reports to state and federal agencies and collect state aid funds for regionalized services per Education Code 56836.23 through 56836.25.
- B. Provide fiscal and legal guidance for compliance with state and federal mandates.
- C. Assist Participating Units in the development and implementation of a systematic method for referring, placing, and educating individuals with exceptional needs who are their responsibility, including the methods and procedures for communication with the parents and/or legal guardians.
- D. Assist the Participating Units in the development and implementation of program objectives and provide for continuous expert evaluation of the identified objectives to assure that such objectives are effective and in compliance with the intent of the Local Plan.
- E. Assist in the development and determination of the duties of program specialists in compliance with Education Code Section 56368 and the Local Plan.
- F. Provide such assistance as may be requested by the Participating Unit to organize and coordinate the activities of the IEP Team.
- G. Organize and assist Participating Units in the activities of the IEP Team as provided in Education Code Section 56328.
- H. Assist in the selection, when requested, of appropriate staff members. Such assistance may include the development of criteria for staff recruitment, qualification, and performance evaluation consistent with Education Code requirements and established consortium policy as well as actual assistance in recruitment.
- I. Organize and coordinate the activities of the Community Advisory Committee to facilitate the achievement of the Comprehensive Plan and advise the SELPA Administrator in the operation of the Local Plan. Provide for the attendance of designated members of the SELPA staff at all regularly scheduled Community Advisory Committee meetings.
- J. Coordinate community and state agency resources with those provided by Participating Units and the RLA, including initiation of such contractual agreements as may be required.
- K. Structure and maintain the SELPA Advisory Committee for the purpose of monitoring the program operations of the Local Plan, the distribution and monitoring of funds, and make recommendations to the SELPA for necessary modifications.
- L. Provide, if requested, guidelines for coordination of pupil transportation services to the special classes conducted by Participating Units by contracts with the RLA, other districts, and/or private contractors.
- M. Provide for the regular in-service training and staff development of SELPA staff responsible for the operation and conduct of the Local Plan.

- N. Provide the process and forms to enable the Participating Units to report to the SELPA on student enrollment/attendance, and on teacher/pupil program placement necessary to verify compliance with state/federal requirements.
- O. Establish and maintain a pupil Management Information System in compliance with state requirements.
- P. Perform other services necessary to the administration and coordination of the Local Plan as directed by the Superintendents' Council.
- Q. Provide services to meet the legally required demands of dispute resolution and/or Due Process requests by parents and others in compliance with state and federal law.
- R. Provide and manage nonpublic school placements and appropriate private services to SELPA children as required by state and federal law.

II. Participating Units in the Local Plan shall perform the following:

- A. Select, compensate, and assign the duties of the resource specialists, special education teachers, DIS staff, instructional aides, and other personnel as required to conduct programs in compliance with the Local Plan.
- B. Organize and administer the activities of the IEP Teams in conformance with Education Code Section 56340 through 56347 and in compliance with the Local Plan and SELPA policy.
- C. Organize and maintain the activities of the Special Day Classes, Resource Specialist Program, and DIS staff in conformance with the Education Code and in compliance with the Local Plan and SELPA policy.
- D. Provide facilities as required to house the programs conducted by the RLA and the SELPA as part of the Local Plan and SELPA policy.
- E. Provide such transportation services as may be required to meet program mandates and in compliance with the Local Plan.
- F. Assist the SELPA in development of curriculum for the classes and in the development of program objectives. Assist in the evaluation of the programs as specified in the Local Plan.
- G. Assist the SELPA in the development of procedures and methods of communicating with the parents and/or legal guardians of the individuals served in conformance with provisions of the Local Plan and federal and state law.
- H. Provide for the documentation, reporting, and security of diagnostic procedures used for the placement of individuals. Provide for the continuous review of placements and diagnostic procedures employed to ensure their effectiveness and applicability in conformance with state and federal law.
- I. Provide for the integration, when appropriate, of individuals educated under this Agreement into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
- J. Prepare and submit all necessary and required reports, including reports on student enrollment, program evaluation, and program management to the SELPA.
- K. Provide individuals to represent the Participating Unit at regularly scheduled meetings of the SELPA Advisory Committee, to monitor the implementation of the Local Plan and make necessary recommendations for Local Plan modifications to the SELPA.

III. The RLA will provide the following services:

- (b) A county superintendent of schools, serving as the RLA, shall do both of the following:
 - (1) Post on the Internet Web site of the county office any local plan, annual budget plan, annual service plan, and annual assurances support plan upon approval of the county office, and any updates or revisions to the plans upon approval of the county office.

(44) Existing law requires a county office of education to approve or disapprove any proposed local plan for the education of all individuals with exceptional needs submitted by a school district or group of school districts in the county within 45 days.

A county office of education is required to submit an approved local plan to the Superintendent of Public Instruction with comments and recommendations and would require the county office of education to return a disapproved local plan with comments and recommendations to the school district. The school district is authorized to immediately appeal to the Superintendent of Public Instruction to overrule the county office of education's disapproval. The Superintendent shall make a decision on an appeal within 30 days of receipt of the appeal. A local plan shall not be implemented without approval of the plan by the county office or a decision by the Superintendent to overrule the disapproval of the county office. Approval shall be based on the capacity of the district or districts to ensure that special education programs and services are provided to all individuals with exceptional needs, and both of the following:

- (1) Whether the local plan adheres to the guidelines established pursuant to Section 56122 for the development of local plans.
- (2) Whether the local plan contains all of the required components as detailed in Section 56205.
 - (c) Participate in the state onsite review of the district's implementation of an approved local plan.
 - (d) Join with districts in the county that elect to submit a plan or plans pursuant to subdivision (c) of Section 56195.1. Any plan may include more than one county, and districts located in more than one county. Nothing in this subdivision shall be construed to limit the authority of a county office to enter into other agreements with these districts and other districts to provide services relating to the education of individuals with exceptional needs.
 - (e) For each special education local plan area located within the jurisdiction of the county office of education that has submitted a revised local plan pursuant to Section 56836.03, the county office shall comply with Section 48850, as it relates to individuals with exceptional needs, by making available to agencies that place children in licensed children's institutions

- A. The prior year ending balance remaining in the SELPA Services Account shall be returned by transfer from the SELPA to the Participating Unit at such time as the Annual Financial Reports have been completed by the SELPA, reported to the RLA, and filed with the California Department of Education. No funds shall be transferred until such time as the prior year ending balance has been returned to the Participating Units in accordance with this section. The amount to be transferred to each Participating Unit shall be in proportion to the Participating Unit contribution of the prior year.
- B. A supporting personnel system will be provided for contacting, recruiting, and employing necessary SELPA staff to comply with state law, the Local Plan, and Superintendents' Council decisions. The personnel will be employees of the RLA and responsive to the same policies as other members of that office.

- C. The RLA will provide support to the SELPA for completion of necessary operational contractual arrangements, and for a purchasing process for obtaining necessary equipment, materials, and supplies to meet outlined responsibilities. These business procedures will comply with all necessary policies and procedures of the RLA fiscal management system.
- IV. The Participating Unit will defend and indemnify the SELPA and RLA against, and will hold and save the SELPA and RLA, its officers, agents, and employees harmless from any and all actions, claims, damages to persons or property, penalties, obligations, or liabilities that may be asserted or claimed by any person, firm entity, corporation, political subdivisions, or any other organization arising out of the operation or maintenance or other activities of the Participating Unit or its agents, employees, or independent contractors under this Agreement.
- V. The Participating Unit shall provide and shall maintain in force, during the term of this contract, comprehensive personal injury and property damage liability insurance, including automobiles, with minimum personal injury liability limits of \$1,000,000 per person and \$5,000,000 per occurrence, and minimum property damage liability limits of \$500,000 aggregate. The policy or policies of liability insurance shall name the RLA as additional named insured under the terms of such policy or policies. Further, such policy shall not be canceled without thirty (30) days prior written notice to the RLA.
- VI. It is expressly understood that the Participating Unit is an independent contractor in carrying out the terms of this Agreement and shall not act, in any manner, as the servant or agent of the RLA.
- VII. The Participating Unit shall maintain such records and accounts including property, personal and financial records, as are deemed necessary by RLA and the California State Department of Education, and such records and accounts will be retained for five years after expiration of this Agreement unless permission to destroy them is granted by both RLA and California State Department of Education.
- VIII. The term of this Agreement is concurrent with the term of the Local Plan.
- IX. Either party may, by giving written notice on or before December 31 of any year, and therein specifying the effective withdrawal date of July 1 of the second succeeding school year, terminate this Agreement in whole or in part in the manner stipulated within the bylaws of this consortium.
- X. This Agreement may be amended only by the mutual written consent of the parties hereto.
- XI. This Agreement supersedes all prior Agreements of the West End Special Education Local Plan Area.

APPENDIX C

COMMUNITY ADVISORY COMMITTEE BYLAWS

APPENDIX C
COMMUNITY ADVISORY COMMITTEE BYLAWS
ORGANIZATION OF CONSTITUTION AND BYLAWS
FOR COMMUNITY ADVISORY COMMITTEE
Approved 11/20/2020

Article 1
NAME AND LOCATION

- Section 1.1 The name of this organization of volunteers shall be the Community Advisory Committee (CAC) for the West End Special Education Local Plan Area (WESELPA)
- Section 1.2 The location shall be within the West End Special Education Local Plan Area (WESELPA)
- Section 1.3 The area served includes the following local education agencies (LEAs): Alta Loma, Central, Chaffey Joint Union High School, Chino Valley Unified, Cucamonga, Etiwanda, Mountain View Mt. Baldy, Upland Unified, and San Bernardino County Superintendent of Schools (SBCSS) West End Student Services.

Article II
PURPOSE

- Section 2.1 The purpose of this committee is to:
 - Section 2.1.1 Advise the West End SELPA regarding the development, amendment and review of the SELPA Local Plan.
 - Section 2.1.2 Recommend annual priorities to be addressed under the local plan.
 - Section 2.1.3 Assist in parent/guardian education and recruiting parents and other volunteers who may contribute to the implementation of the plan.
 - Section 2.1.4 Encourage community involvement in the development and review of the local plan.
 - Section 2.1.5 Support activities on behalf of individuals with exceptional needs.
 - Section 2.1.6 Assist in parent/guardian awareness of the importance of regular school attendance.

Article III
GOAL AND OBJECTIVES

Section 3.1 Goal

The broad goal of the CAC is to involve interested parents/guardians, students, teachers, community members and education specialists in advising and providing input to the WESELPA and District Boards and their administrative and professional staff of students with exceptional needs, to assist the administration in furthering and improving the functioning of the Special Education Local Plan Area, and to support local and regional activities organized on behalf of students receiving special education services.

Section 3.2 Objectives

- Section 3.2.1 To promote communication between parents/guardians of individuals with exceptional needs and school district administrators and professional staff to obtain support for improved educational opportunities for individuals with exceptional needs. Parents with individual concerns, needs, or issues relating to their child shall be encouraged to contact the District's Director of Special Education.
- Section 3.2.2 To maintain, communication among local, county, state legislative and administrative personnel to inform them of new developments in special education and to share the perspective of students with exceptional needs within the WESELPA.
- Section 3.2.3 To encourage attendance and recruitment for the CAC and obtain community support for improved educational opportunities for all students with exceptional needs.
- Section 3.2.4 To conduct informative presentations. Parents and/or guardians as well as professional staff are invited to attend all CAC presentations and scheduled meetings held by the CAC. All interested community members are also welcome to attend. The CAC will solicit input from parents of children with disabilities in determining topics for CAC presentations.
- Section 3.2.5 To disseminate information and access to resources, directors will be provided with brochures and presentation flyers for distribution and will promote the sharing of CAC information on member websites so that parents are informed of the CAC yearly activities.
- Section 3.2.6 To facilitate receiving the Local Plan for special education. At least 30 days prior to the Superintendents' Council's final review, the CAC will provide recommendations and advisement prior to submission, both for initial plan development and subsequent revisions of the Local Plan. Once approved by the Superintendents' Council, the Chairperson will sign the Local Plan as specified in Education Code.
- Section 3.2.7 To connect community members and educational leadership, district representatives serve as a liaison between the community, Superintendents' Council and their local Board of Education. As needed, representatives also attend district Board meetings to give input on CAC goals- and gather information regarding district school board actions and report these matters at CAC meetings.
- Section 3.2.8 To provide a forum where needs can be assessed, issues can be raised, suggestions for change and/or improvements can be discussed and recommendations for action can be

made with respect to planning and provision of special education programs and services identified in the Local Plan to the West End SELPA governance committees.

Section 3.2.9 To arrange for a parent/guardian representative to participate on the development team for the Local Plan review.

Section 3.2.10 To participate in parent training offered by their district and the SELPA.

Article IV MEMBERSHIP

Section 4.1 Composition

The Community Advisory Committee shall be composed of one designated parent representative and one alternate from each district participating in the West End SELPA, three teachers or other district staff members, one community agency representative, and one student representative

At least the majority of the members shall be parents of students enrolled in schools participating in the Local Plan, and at least a majority of those parents shall be parents of students with exceptional needs. The selection process is determined by each district as approved by its Governing Board.

Section 4.2 Appointment

Membership shall include the following:

Section 4.2.1 The West End SELPA Administrator as an ex officio non-voting member who may not serve as an officer.

Section 4.2.2 Parent Participants: Each district shall appoint one parent of a student residing and enrolled in the school district or district-offered school program. In addition, the district may appoint an alternate member who votes in the absence of the designated member. In cases where the district is unable to obtain a parent representative they may appoint an individual, residing in or employed by the school district, concerned with the interests of students with exceptional needs, as long as this does not adversely affect the requirement for the majority of members of the CAC to be parents of students enrolled in schools within the West End SELPA. District representatives shall be approved by their respective School Boards of Education.

Section 4.2.3 Representatives of private or public community agencies providing services to individuals with exceptional needs, may apply to the Executive Committee. The Executive Committee shall recommend one representative agency for consideration of approval by the Superintendents' Council. This position may be filled by a member and an alternate. When the member and alternate are both present; the member votes. Agencies considered for representation to the CAC may be, but are not limited to Family Resource Center, Inland Regional Center, Head Start Program, Early Start Program, County Mental Health, California Children's Services, and the California Department of Rehabilitation.

Section 4.2.4 Districts may nominate teachers or other District staff, who shall be reviewed by the West

End SELPA Advisory Committee. The SELPA Advisory Committee may recommend up to three school staff representatives for approval by the Superintendents' Council.

Section 4.2.5 Each Unified or High School District may nominate one student with exceptional needs residing and enrolled in the district. Student nominees shall be reviewed by the CAC and the selected student representative shall be recommended for approval by the Superintendent's Council.

Section 4.2.6 Board of Education members from the nine participating districts within the West End SELPA may serve as ex officio non-voting members who may not serve as an officer.

Section 4.3 Term
The term of office shall be for two years with half the members approved every year. The term of membership begins July 1 and ends June 30 of the designated odd/even year.

Section 4.3.1 Chaffey JUHSD, Chino Valley USD, Etiwanda School District, and Upland Unified School District shall appoint parent representatives in odd numbered years. Alta Loma School District, Central School District, Cucamonga School District, Mountain View School District, Mt. Baldy School District shall appoint parent representatives in even numbered years.

Section 4.3.2 One agency representative, two teacher representatives will be appointed in even numbered years. Teacher and one student representative will be appointed in odd numbered years.

Section 4.3.3 Voting Members shall cast one vote on issues, give input, hold office, and serve on standing and special committees. The alternate to any position has a vote when the designated voting member is absent. Members must be present to vote. Members shall not use information readily available to CAC members for personal gain, but shall make every effort to put community-wide issues ahead of personal issues, or that of any one organization or agency.

Article V MEETINGS AND PROCEDURES

Section 5.1 Meetings
The Committee shall meet as frequently as deemed necessary, but hold no fewer than five business meetings and two presentations each year.

Section 5.1.1 All meetings subject to the Ralph M. Brown Act shall have 72 hours' prior public notice and be open to the public

Section 5.1.2 Unless the Committee decides otherwise, all meetings shall be held at the West End Educational Service Center.

Section 5.1.3 All members shall receive written or personal notification at least five working days in advance of all regular Committee meetings

Section 5.1.4 The last regular meeting before the end of the fiscal school year of the Responsible Local Agency shall be designated the annual meeting

- Section 5.1.5 A quorum shall consist of 50% of the appointed voting members.
- Section 5.1.6 The Chairperson shall not commit the Committee or its members to any action without a vote of the Committee. Any member may call for a roll call or ballot vote by motion, if seconded.
- Section 5.1.7 Emergency meetings may be called provided each Committee member is personally contacted at least twenty-four (24) hours in advance.
- Section 5.2 Procedures
Every act or decision done or made by a majority of the members present at a meeting at which a quorum is present is the act of the Committee unless the Bylaws require a greater number.
- Section 5.2.1 Committee officers shall be elected at the annual meeting of the Committee.
- Section 5.2.2 Any member may resign or make a request for a leave of absence by filing a written request to the CAC Chairperson for approval of the body.
- Section 5.2.3 Any vacancy on the Committee shall be filled for the remainder of the unexpired term by process outlined in Article IV.
- Section 5.2.4 Any member who misses three consecutive regular meetings in the year without due cause, as determined by the Committee members, may be recommended for replacement to their local governing board. Excused absences are accepted when a member has notified an Executive Committee member of a valid reason for the absence.
- Section 5.2.5 In the event a member misrepresents the CAC goals and objectives, or procedures as outlined in Article III and VI of the body's bylaws, the CAC Executive Committee may recommend replacement of the member to the local governing board.
- Section 5.2.6 There shall be a portion of the meeting designated for Public Comment providing for input from the community at large. The opportunity for community input will be limited to three (3) minutes for each speaker for items not on the agenda, and three (3) minutes for each speaker for items on the agenda with a maximum of nine (9) minutes per speaker and twenty (20) minutes total for each agenda item, unless recognized by the Chairperson to exceed the time limit.
- Section 5.2.7 No letters or personally presented statements of concerns against individuals will be acted on by the West End SELPA CAC.
- Section 5.2.8 All CAC members will encourage a positive atmosphere during any CAC meeting or event. West End SELPA CAC members will conduct themselves in a professional manner that encourages respectful dialogue between all persons present.
- Section 5.2.9 All regular and special meetings of the West End SELPA CAC shall be conducted in accordance with *Robert's Rules of Order Newly Revised*, or in accordance with an

appropriate adaptation thereof

Article VI OFFICERS

Section 6.1 Composition

There shall be the following officers: Chairperson, Chairperson Elect, Parliamentarian, Secretary, and Immediate Past Chairperson. Whenever possible, a majority of officers will be parents/guardians of students with disabilities residing and enrolled within the local plan area. Officers must be members in good standing.

Section 6.2 Nomination

Nomination for officers will be taken from the floor at the annual meeting. Officers will assume office as of July 1 of that year. Nominees must state a willingness to serve before elected. In the event no nominations are submitted for a position, the Chairperson may appoint a person to the position or extend the current officer for an additional term.

Section 6.3 Terms of Office

The term of office shall be two years. No person shall serve more than three consecutive terms in one office with the exception of the Chairperson who may serve four consecutive terms. In the event of a vacancy for any reason, the office shall be filled by majority vote of the quorum present at the next meeting following the vacancy.

Section 6.4 The major duties of the officers are as follows:

Chairperson - Preside at all Committee meetings. Appoint convener Chairperson of the committees. Serve, or appoint a designee, as CAC spokesperson to the school districts and Superintendents' Council Meetings. Serve as a non-voting ex officio member of all CAC committees. In collaboration with the SELPA Administrator, develops the agenda for the CAC meeting, prepare reports as needed or requested, direct the planning of parent educational presentations oversee and approve, before dissemination, all correspondence written on behalf of CAC, such as but not limited to: letters, reports, publication of articles in the West End SELPA newsletter and the CAC pamphlet. Sign off on Local Plan Reviews.

Chairperson Elect – Assist the Chairperson in his/her absence and in the event the Chairperson is unable to continue to serve, assume that position. Preside at meetings in the Chairpersons' absence. Serve on the Executive Committee and any subcommittees as appointed to do so. Serve as Chairperson in next term, if the current chair is not continuing for an additional term.

Parliamentarian - Assist the Chairperson in keeping the meeting focused on the agenda and to follow parliamentary procedures and those required by the Ralph M. Brown Act.

Secretary - Record attendance and minutes of all Committee meetings. Advise Chairperson and SELPA Administrator of the membership status of each member. Keep a membership list that includes dates of appointment and end of term. Maintain subcommittee membership list and subcommittee reports. Receive and transmit Committee correspondence and materials designated by the members, including public

notification and notification to members prior to the meetings. The Secretary may designate these tasks to West End SELPA staff.

Immediate Past Chair Person - The Chairperson becomes the Immediate Past President, following his/her term as Chairperson and is a member of the Executive Committee, provided he/she continues as a CAC member for an additional term. The Immediate Past President's role is primarily limited to performing such duties and provides such advice as is requested by the current Chairperson.

Article VII

COMMITTEES AND STRUCTURE

- Section 7.1 There shall be three types of committees: Standing committees, ad hoc committees, and an executive committee
- Section 7.1.1 The authority and duties of the Committees shall be delegated by the Community Advisory Committee Chairperson.
- Section 7.1.2 Each subcommittee shall have a minimum membership of three subcommittee members appointed by the chairperson. A quorum shall consist of a majority of the committee members.
- Section 7.1.3 The Chairperson shall appoint the convener of standing and ad hoc committees as well as standing and ad hoc committee chairpersons.
- Section 7.1.4 Business shall be conducted in accordance with *Robert's Rules of Order Newly Revised*.
- Section 7.1.5 Committees shall not take action without a meeting.
- Section 7.1.6 Committee members shall receive written or personal notification of all meetings at least five working days prior to the meeting.
- Section 7.1.7 Committees may be created or inactivated as deemed necessary by a majority of the members of the Community Advisory Committee.
- Section 7.2 The CAC shall have the following standing committees: The Public Information and Membership Committee, the Parent and Community Education Committee, the Local Plan Review Committee, the Legislative Committee, the Art and Writing Showcase Committee, and the Executive Committee.
- Section 7.2.1 Executive Committee – The Executive Committee shall be comprised of the Chairperson, Chairperson Elect, Parliamentarian, Secretary and Immediate Past Chairperson. Each member shall have one vote. A majority of members of the Executive Committee must be present to constitute a quorum. A majority vote shall be required for any motion to be approved by the Executive Committee. The Executive Committee can call an emergency meeting of the CAC in accordance with the CAC Bylaws. The Executive Committee will participate in annual goal setting each year.

- Section 7.2.2 Public Information and Membership Committee – Members will provide information about the CAC to interested persons in the local community. The committee will work collaboratively with the CAC Secretary regarding membership vacancies, member term of office, and ensure that the membership stays in accordance with the CAC Bylaws and the California Education Code.
- Section 7.2.3 Parent and Community Education Committee – The Parent and Community Education Committee will assist in educating students, parents, school staff, and the community about individuals with exceptional needs through media outreach, newsletter articles, and organized educational presentations. The committee will coordinate with the SELPA to plan and deliver training topics and/or presenters for the full CAC. Members will assist and participate, when appropriate and available, with in-service activities, parent education, and any CAC training.
- Section 7.2.4 Local Plan Review and Legislative Committee – The Local Plan Review and Legislative Committee will read and review the Local Plan, assist in the development of the plan and provide recommendations for changes and/or improvements in programs for students with disabilities, in accordance with the California Education Code. It will encourage involvement and comments from the community regarding the programs, services, and the Local Plan. It will submit a written report and/or send a representative as needed, to the West End SELPA Advisory Committee and Superintendents’ Council. The committee chair will participate in legislative activities with the SELPA Administrator and will keep CAC members and the community informed regarding pertinent legislation.
- Section 7.2.5 Art and Writing Showcase Committee – The committee members will assist in the planning, organizing, and promotion of this event. They will be the curator and highlight the selection of talent and facilitate the participation of students presenting and performing at the ceremony

ROLE OF WESELPA ADMINISTRATOR

- Section 8.1 The West End Special Education Local Plan Area (WESELPA) Administrator shall serve as a liaison to the CAC and will assist with the operation and implementation of the CAC activities and serve as an ex-officio non-voting member of the Executive Committee of the CAC.
- Section 8.2 SELPA Administrator Duties and Responsibilities include, but are not limited to, collaborating with the CAC to accomplish the following objectives:
- Section 8.3 Develop an organized program of publicity and public information, such as assisting with articles in the WESELPA newsletters.
- Section 8.4 Develop a forum where parents, guardians, or community members can express needs and/or concerns regarding their children’s educational progress.
- Section 8.5 Develop an understanding of the WESELPA and CAC in the community.

- Section 8.6 Inform local, county, and state legislators of the needs of students receiving special education services
- Section 8.7 Inform CAC members of federal and state laws and regulations governing special education.
- Section 8.8 Inform CAC members of activities occurring within the WESELPA and make available for review a copy of minutes of the most recent Superintendents' Council meeting.
- Section 8.9 Provide an annual report of CAC activities to be distributed to the WESELPA Governance groups and members of CAC.
- Section 8.10 Provide information concerning in-service training

Article IX
EFFECTIVE DATE OF BYLAWS

- Section 9.1 CAC Bylaws shall conform to the California Education Code, Part 30, Chapter 2, Article 7: Community Advisory Committee as well as the West End SELPA Local Plan.
- Section 9.2 These amendments to the Bylaws Amendments thereto shall become effective immediately upon approval by the West End SELPA Superintendents' Council.
- Section 9.3 Changes to the bylaws may be proposed by the Community Advisory Council for approval by the Superintendents Council. All changes shall require a two-thirds vote by all Committee members present at a regularly scheduled CAC business meeting.

INTERAGENCY AGREEMENT

BETWEEN

INLAND REGIONAL CENTER

AND

WEST END

SPECIAL EDUCATION LOCAL PLAN AREA

**For implementation of California's Early Intervention
Services Act**

INTERAGENCY AGREEMENT APPROVAL FORM

This agreement is entered into, by, and between the undersigned agencies.


Signature


Signature

10/24/11
Date

October 18, 2011
Date

Joann Reilly
Administrator
West End SELPA
8265 Aspen Avenue
Rancho Cucamonga, CA 91730

Carol Fitzgibbons
Executive Director
Inland Regional Center
P.O. Box 19037
San Bernardino, CA 92423-9037

LOCAL INTERAGENCY AGREEMENT

BETWEEN

**SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS
SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENICES**

AND

**COUNTY OF SAN BERNARDINO
HUMAN SERVICES SYSTEM
DEPARTMENT OF PUBLIC HEALTH
CALIFORNIA CHILDREN SERVICES**

Revised July 2000

Reviewed February 2010

LOCAL INTERAGENCY AGREEMENT

BETWEEN

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS
SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCIES

AND

COUNTY OF SAN BERNARDINO
HUMAN SERVICES SYSTEM
DEPARTMENT OF PUBLIC HEALTH
CALIFORNIA CHILDREN SERVICES

Revised July 2000

INTERAGENCY AGREEMENT

BETWEEN

COUNTY OF SAN BERNARDINO
HUMAN SERVICES SYSTEM
DEPARTMENT OF PUBLIC HEALTH
CALIFORNIA CHILDREN SERVICES

AND

SAN BERNARDINO COUNTY SPECIAL EDUCATION LOCAL PLAN AREAS
SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS
LOCAL EDUCATION AGENCIES

This Agreement was developed by a committee of representatives from the San Bernardino County Special Education Local Plan Areas and the County of San Bernardino, California Children Services. The committee's task was to prepare a single interagency agreement that meets the laws and regulations relating to children with special needs and that would be acceptable to the Local Education Agency (LEA), San Bernardino County Superintendent of Schools, San Bernardino County Special Education Local Plan Areas (SELPA's) and the County of San Bernardino, California Children Services (CCS).

It is the intent of this Agreement between the San Bernardino County Special Education Local Plan Area/Local Education Agency and the County of San Bernardino, California Children Services to:

1. Determine each agency's responsibilities to the pupils; including how services are to be provided by each agency;
2. Delincate which agency assumes the fiscal responsibility for providing these services;
3. Establish joint planning at the local level to ensure that resources will be utilized in the most effective manner;
4. Establish and maintain channels of communication between LEA and CCS.

Medical Services and Educational services to pupils with exceptional needs are mandated and/or funded by state and federal laws. These mandated services are administered by different agencies, or different units within agencies of federal, state and local governments.

Since individuals with exceptional needs require a variety of services from different agencies throughout their lifetime, it is required that a system of interagency coordination and cooperation be established. The State Board of Education has specifically charged public education to work cooperatively with other public and private agencies, to assure that the individual with exceptional needs receives the education and related services identified in the agreements specifying each agency's service and financial responsibility.

CCS/LEA Local Interagency Agreement

TASK	COUNTY CCS PROGRAM	LEA/SELPA
ADMINISTRATION	<p>The county shall identify a Medical Therapy Program (MTP) Liaison, (as identified in the Interagency Agreement supplemental document) to coordinate services between each Local Education Agency (LEA) in the county and the CCS program. (CCR 60310 (a)(b)(c)(1))</p> <p>CCS shall initiate an annual review of the local IA(s) between CCS and the SELPA and county Superintendent of Schools, with modifications as necessary. (CCR 60310 (c)(13))</p>	<p>Each LEA, (as identified in the Interagency Agreement supplemental document) shall identify a liaison to the local CCS program to facilitate the provision of services as stated in subdivisions (a), (b), (d) and (e) of Gov. Code 7572 and subdivisions (a), (b) and (d) of Gov. Code 7575. (CCR 60310 (a))</p> <p>There shall be an annual review of the local IA(s) between CCS and the SELPA and county Superintendent of Schools, with modifications as necessary. (CCR 60310 (c)(13))</p>
REFERRAL & EXCHANGE OF INFORMATION	<p>The CCS program shall accept referrals from the LEA of pupils who may have or are suspected of having a neuromuscular, musculoskeletal or other physical impairments who may require medically necessary occupational therapy and physical therapy. If the referral is incomplete the CCS liaison will notify the SELPA/LEA and parent within 5 days of making this determination. (CCR 60310 (c)(2)).</p> <p>The CCS program shall evaluate the child's eligibility for the MTP according to the CCS program policies and guidelines and the requirements of the interagency regulations. (CCR 60300 (j) (1)(2)(3)), (CCR 60320 (d)(1))</p> <p>CCS will notify the parents and SELPA or LEA for the following situations:</p> <ul style="list-style-type: none"> A. If the child is determined eligible for MTP services CCS will implement the assessment plan within 15 days. CCS will send a copy of the parent's written consent to SELPA or LEA within 5 days. (CCR 60320 (f)) B. If the MTP eligibility can not be determined CCS will notify SELPA or LEA and the parent within 15 days of the receipt of the referral. CCS may seek additional medical information. (CCR 60320 (d)(i)) 	<p>The LEA will refer parents and pupils, birth to 21 years of age who may have or are suspected of having a neuromuscular, musculoskeletal or other physical impairments who may require medically necessary occupational therapy and physical therapy. (CCR 60310 (c)(2))</p> <p>The LEA will provide available supporting medical information, signed parent/legal guardian consent of exchange information between agencies, the child's medical diagnosis and a CCS application. (CCR 60320 (c)(1)(2)(3)(4))</p> <p>LEA will schedule an IEP team meeting following the receipt of the parent's written consent from CCS. An IEP team meeting will be held within 50 days, of receipt of the consent by CCS. (CCR 60320 (g))</p>

CCS/LEA Local Interagency Agreement
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TASK	COUNTY CCS PROGRAM	LEA/SELPA
REFERRAL & EXCHANGE OF INFORMATION	<p>C. If not eligible for the MTP CCS will notify the parent and LEA within 5 days of the determination. (CCR 60320 (c))</p> <p>The MTP or MTU will forward a copy of the assessment report for therapy and proposed/approved therapy plan, (to the LEA liaison and parent) prior to the IEP team meeting. (CCR 60320 (h)), (CCR 60325 (a))</p> <p>CCS will notify the LEA liaison of delays with completing the therapy assessment report and proposed therapy plan, within the 50 day time guidelines for a new referral.</p> <p>The CCS program will give 10 days notice to the LEA of the Medical Therapy Conference (MTC) of these children with medically necessary therapy services as identified in the IEP. This will serve as the notice to the LEA of the possible initiation or change in the child's proposed or approved therapy plan. (CCR 60310 (c)(5)), (CCR 30323 (c))</p>	<p>The LEA shall provide 10 days notice to the county CCS program of all IEP team meetings for those pupils serviced by the MTP. (CCR 60310 (c)(4))</p> <p>The LEA liaison will send a copy of the IEP to the MTU when CCS medically necessary therapy services, as stated in the proposed/approved therapy plan, and/or transportation to the therapy site are included in the IEP (CCR 60310 (c)(7)(8)), (CCR 60325 (f))</p> <p>The LEA may send an education representative, with consent of the parent/legal guardian to the MTC for the purpose of coordination with medical services. (CCR 60300 (i))</p>

TASK	COUNTY CCS PROGRAM	LEA/SELPA
<p>PARTICIPATION IN THE IEP MEETINGS</p>	<p>CCS shall provide a copy of the assessment and evaluation report and the proposed therapy plan to the LEA liaison/IEP team which shall include:</p> <ol style="list-style-type: none"> 1. A statement of the pupil's present functional performance. 2. The proposed functional goals to achieve a measurable change in function or recommendations for services to prevent loss of present function and documentation of progress to date. 3. The specific related services required by the pupil, including the treatment plan for physical therapy or occupational therapy intervention. 4. The proposed initiation, frequency and duration of the services to be provided by the MTP 5. The proposed date of the medical evaluation. <p>(CCR 60325 (a)(1)(2)(3)(4)(5))</p> <p>CCS shall notify the LEA liaison/IEP team and parent in writing within 5 days of a decision of the MTC to increase, decrease, change the type of intervention, or discontinue services for a pupil receiving medical therapy services. (CCR 60325 (c))</p> <p>The CCS MTP will designate a MTU therapist or designee to attend IEP meetings, when requested by the LEA. (CCR 60325 (b))</p>	<p>The LEA liaison shall forward the evaluation and proposed therapy plan to the IEP team.</p> <p>Within 50 days of receipt of the parental consent by CCS the LEA will convene an IEP team meeting to determine if the medically necessary therapy services documented in the proposed/approved therapy plan are necessary for the child to benefit from special education and therefore be included in the IEP. (CCR 60325 (e) (f))</p> <p>The LBA shall provide 10 days notice to the county CCS program of all IEP team meetings for those pupils serviced by the MTP. (CCR 60310 (c)(4))</p> <p>The IEP team shall be convened by the LEA pursuant to subsection (c) of section 60325 or when there is an annual or triennial review or a review requested by the parent or other authorized persons, or when modifications of services are anticipated. (CCR 60325) (d)</p>

CCS/LEA Local Interagency Agreement
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TASK	COUNTY CCS PROGRAM	LEA/SELPA
PARTICIPATION IN THE IEP MEETINGS	<p>The participation of the MTU therapist or designee in the IEP team meeting will be limited to the discussion of the MTP services that will assist the child in reaching his maximum physical potential for functional skills necessary to participate in school activities. (Gov Code 7572 (c))</p> <p>When an MTU therapist is unable to attend an IEP meeting, a CCS designee will be available by teleconference at a designated time mutually agreed upon by CCS and the LEA. (Gov Code 7572)</p>	
MEDICAL THERAPY SERVICES	<p>CCS therapists will provide medical therapy services by or under the supervision of a registered occupational therapists or licensed physical therapist in accordance with CCS regulations and requirements. This therapy does not include fine and gross motor activities which can be provided by qualified personnel, pursuant to California Code of Regulations, Title 5, Section 2620.</p> <p>The Medical Therapy Conference Team shall be responsible for approval of the therapy plans. Medically necessary therapy services are provided at a level dependent on the pupil's physical and functional status. CCR Section 60323 (f)(c)(d)</p>	
IEP GOALS AND OBJECTIVES	<p>MTU therapists will document progress of the pupil's functional goals as noted in the approved therapy plan, if listed on the IEP, in accordance with section 300.347 of the Federal Code. This documentation will be forwarded to the LEA liaison as requested in the pupil's IEP.</p>	<p>The SELPA/LEA liaison will provide CCS with an annual calendar of the reporting periods for the participating school districts. Additionally, the liaison will provide blank copies of the child's IEP progress report forms. The MTU therapists will return the completed progress report forms to the LEA.</p>

CCS/LEA Local Interagency Agreement
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TASK	COUNTY CCS PROGRAM	LEA/SELPA
STAFF DEVELOPMENT ACTIVITIES	<p>The CCS MTP liaison to the SELPA/County Superintendent of Schools will assist in the planning of joint staff development activities in conjunction with the SELPA/ County Superintendent of Schools liaison to CCS. (CCR 60310 (c) (11))</p>	<p>The SELPA/County Superintendent of Schools liaison to CCS will assist in the planning of joint staff development activities in conjunction with the CCS MTP liaison to the SELPA/County Superintendent of Schools. (CCR 60310 (c)(11))</p>
PROBLEM RESOLUTION	<p>The CCS MTP staff & CCS liaison shall participate with the LEA staff in local dispute resolution meetings, at which time there will be discussion to resolve differences in the provision of medically necessary therapy services, approved at the MTC. (CCR 60600)</p> <p>If the problem cannot be resolved locally, the issue shall be referred to the appropriate Children's Medical Services (CMS) Regional Office. (CCR 60610)</p> <p>Other unresolved problems shall be referred to the Chief, CMS Branch. (CCR 60610)</p>	<p>The LEA & SELPA staff shall participate with the CCS MTP staff in local dispute resolution meetings, at which time there will be discussion to resolve differences in the provision of medically necessary therapy services, approved at the MTC. (CCR 60600)</p> <p>If the problem cannot be resolved locally, the issue shall be referred to the California Department of Education, as per Government Code Section 7585 (a). (CCR 60610 (a)(2))</p>
TRANSPORTATION OF PUPILS		<p>The LEA will provide transportation to the MTU or a MTU-satellite when necessary for the pupil to participate in the approved therapy program. This service shall be specified within the pupil's IEP. (CCR 60310 (c)(8))</p>

TASK	COUNTY CCS PROGRAM	LEA/SELPA
<p>SPACE REQUIREMENTS</p>	<p>The CCS liaison and CMS State therapy consultant shall identify to the SELPA the need for a MTU or MTU-Satellite based on the numbers of hours of prescribed treatment and the space required to provide medically necessary therapy services. (CCR 60310 (c)(9)), (CCR 60330 (c))</p> <p>The MTP/CCS liaison shall work with the SELPA and LEA staff to plan for the utilization of the MTU or MTU-Satellite space and equipment by the LEA when not in use by the MTP staff. Specific space and equipment needs are to be identify by the SELPA/LEA and approved by the CCS liaison prior to the use of the CCS equipment. (CCR 60310(e)(10))</p> <p>The space and equipment of the MTU and MTU-Satellite shall be for the exclusive use of the CCS staff when on site. The special education administration of the LEA in which the units are located shall coordinate with the CCS staff for other use of the space and equipment when CCS staff is not present. (CCR 60330 (b))</p> <p>CCS staff shall not use LEA classroom space for the provision of therapy services.</p>	<p>The SELPA will facilitate the identification of the LEA, (to be identified in the Interagency Agreement supplemental document) responsible for the provision, maintenance and operation of the school housing the MTU(s) and MTU-Satellite(s) and a process to facilitate change of the LEA responsibility for the provision, maintenance and operation of these therapy space(s). (CCR 60310 (d) (1))</p> <p>The SELPA, shall work with the CCS program, the CMS State therapy consultant and State CDE to mutually plan for the establishment of a new MTU and the modification or relocation of an existing MTU or MTU-Satellite. (CCR 60330 (c))</p> <p>The LEA shall maintain the MTU(s) and the MTU-Satellite(s) for provision of MTP services during the CCS workday (weekdays only; 7:00am to 5:30pm and/or mutually agreeable times between CCS and the LEA), on a twelve month basis. (CCR 60330 (a))</p>

<p>MTU OPERATIONS AND SUPPLIES</p>	<p>The CCS program shall provide to the LEA(s), on an annual basis, a list of, and the estimated cost of therapy equipment and supplies necessary to support and maintain the function of the MTU(s) and MTU-Satellite(s). (CCR 60310(d)(2))</p> <p>The CCS program shall provide the MTU(s) and MTU-Satellite(s) with the necessary supplies for MTP case management activities.</p> <p>The CCS program shall provide the MTU(s) and MTU-Satellite(s) with the necessary medical supplies to deliver individual treatment of the MTP eligible condition or when the equipment is to become the property of the pupil.</p>	<p>The SELPA shall facilitate the identification of the LEA(s) or County Superintendent of Schools, (to be identified in the IA supplemental) fiscally responsible for provision of supplies and equipment necessary to support and maintain the function of the MTU(s) and MTU-Satellite(s). (CCR 60310 (d)(2))</p> <p>The SELPA and LEA/County Superintendent of Schools shall identify what supplies and equipment are available through the SELPA and LEA/county Superintendent of Schools resources.</p> <p>The SELPA shall identify a process for change of the LEA/County Superintendent of Schools, (to be identified in the IA supplemental) responsible for the provision of necessary supplies and equipment to maintain the function of the MTU(s) and MTU-Satellite(s). (CCR 60310 (d)(3))</p>
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References:

1. Government Code, Section 7572, Section 7575
2. California Code of Regulation (CCR) Title 2, Division 9, Chapter 1, Article 5, Sections 60300 through Sections 60610.

**LOCAL INTERAGENCY AGREEMENT
BETWEEN
COUNTY OF SAN BERNARDINO
HUMAN SERVICES SYSTEM
DEPARTMENT OF PUBLIC HEALTH
CALIFORNIA CHILDREN SERVICES
AND
SAN BERNARDINO COUNTY SPECIAL EDUCATION LOCAL PLAN AREAS
SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS
LOCAL EDUCATION AGENCIES**

Attachment A

Definition of Terms

Assessment for medically necessary occupational therapy and physical therapy: means the comprehensive evaluation of the physical and functional status of a pupil who has a medical therapy program eligible condition.

Assessment plan: for the CCS Medical Therapy Program for pupils with a disability who have an IEP means a written statement describing proposed:

1. Procedures necessary for determination of medical eligibility for the CCS medical therapy program; or
2. Procedures necessary for the redetermination of need for medically necessary physical therapy or occupational therapy for a pupil known to be eligible for the CCS medical therapy program.

Assessment report for therapy: means a written document of the results of a pupil's assessment for medically necessary occupational therapy or physical therapy.

CCS Panel: means that group of physicians and other medical providers of services who have applied to and been approved by CCS.

County Superintendent of Schools: means a public board of education or other public authority legally constituted in California for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of California, or such combination of school districts or counties as are recognized in California as an administrative agency for its public elementary or secondary schools.

Day: means a calendar day, from Sunday through Saturday.

Documented physical deficits: refers to a pupil's motor dysfunction recorded on the referral for special education and related services by the Local Education Agency and documented in the pupil's CCS medical record.

Independent county agency: means the CCS administrative organization in a county that administers the CCS program independently pursuant to Section 123850 of the Health and Safety Code.

Local Educational Agency (LEA): means a public board of education or other public authority legally constituted in California for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of California, or such combination of school districts or counties as are recognized in California as an administrative agency for its public elementary or secondary schools.

Medical therapy conference (MTC): means a team meeting held in the medical therapy unit where medical case management for the pupil's medical therapy program eligible condition is provided by the medical therapy conference team as described in the definition of the team.

Attachment A

Definition of Terms (continue)

Page 2

Medical therapy conference team: means a team composed of the pupil, parent, physician and occupational therapist and/or physical therapist, or both. The team may include, with the consent of the pupil's parent(s) and education representative who is present for the purpose of coordination with medical services.

Medical therapy program eligible condition: are those diagnoses that make a pupil eligible for medical therapy services and include the following diagnosed neuromuscular, musculoskeletal, or muscular diseases.

1. Cerebral palsy, a nonprogressive motor disorder with onset in early childhood resulting from a lesion in the brain and manifested by the presence of one or more of the following findings:
 - a. Rigidity or spasticity;
 - b. Hypotonia, with normal or increased deep tendon reflexes and exaggeration or persistence of primitive reflexes beyond the normal age;
 - c. Involuntary movements, athetoid, choreoid, or dystonic; or
 - d. Ataxia, incoordination of voluntary movement, dysidiadochokinesia, intention tremor, reeling or shaking of trunk and head, staggering or stumbling, and broad-based gait.
2. Other neuromusculoskeletal diseases, deformities or injuries, such as osteogenesis imperfecta, arthrogyrosis, rheumatoid arthritis, amputation, and contractures resulting from burns.

Medical therapy services: are occupational therapy or physical therapy services that require a medical prescription and are determined to be medically necessary by CCS. Medical therapy services include:

1. "Treatment", an intervention to individuals or groups of pupils in which there are occupational therapy or physical therapy services as per California Business and Professions Code, Chapter 5.7, Article 2, Section 2620.
2. "Consultation", an occupational therapy or physical therapy activity that provides information and instruction to parents, care givers or LEA staff, and other medical services providers;
3. "Monitoring", a regularly scheduled therapy activity in which the therapist reevaluates the pupil's physical status, reviews those activities in the therapy plan which are provided by parents, care givers or LEA staff, and updates the therapy plan as necessary; and
4. Medical therapy conference as defined above.

Medical therapy unit (MTU): means a CCS and LEA approved public school location where medical therapy services, including comprehensive evaluation and medical therapy conferences, are provided by CCS.

Medical therapy unit satellite (MTU-S): means a CCS and LEA approved extension of an established medical therapy unit where medical therapy services may be provided by CCS. Comprehensive evaluations and medical therapy conferences are not a part of the medical therapy unit satellite services.

Medically necessary occupational therapy or physical therapy services: are those services directed at achieving or preventing further loss of functional skills, or reducing the incidence and severity of physical disability.

Necessary equipment: means that equipment, provided by the LEA, which is required for a medical therapy unit or a medical therapy unit satellite staff to provide medically necessary occupational therapy and/or physical therapy services to a pupil with a medical therapy program eligible condition.

Necessary space: means the facilities, which are provided by the LEA for a medical therapy unit or a medical therapy unit satellite, and enable the medical therapy unit staff to provide medically necessary therapy services to a pupil with a medical therapy program eligible condition.

Occupational therapy and physical therapy (OT and PT): means services provided by or under the supervision of occupational therapists and physical therapists pursuant to California Code of Regulations, Title 5 Section 3051.6(b).

Parent: means:

1. A natural or adoptive parent of a child;
2. A guardian but not the State if the child is a ward of the State;
3. A person acting in the place of a parent (such as a grandparent or stepparent with whom is legally responsible for the child's welfare); or
4. A surrogate parent who has been appointed in accordance with Section 300.515 of the Federal Register.

Special Education Local Plan Area (SELPA): An educational region that provides special educational services to children within a defined geographic area. A SELPA may include more than one local agency.

Therapy plan: means the written recommendations for medically necessary occupational therapy or physical therapy services based on the results of the therapy assessment and evaluation and is to be included in the individualized education program or individualized family service plan.

Proposed and Approved Therapy Plan: A proposed therapy plan is the written recommendations for medically necessary occupational therapy and physical therapy that has not been reviewed by the physician. An approved therapy plan recommendations has been reviewed and approved by the physician.


Note: Many of the above definitions were taken from the Interagency Regulations (CCR, Title 2, Division 9, Chapter 1, Article 5, Section 60300(a) through (r).

CCS/LEA LOCAL INTERAGENCY AGREEMENT


APPROVAL SIGNATURE PAGE – February 9, 2010

I have reviewed the Local Interagency Agreement dated July 2000 and find no corrections necessary.


COUNTY OF SAN BERNARDINO
CALIFORNIA CHILDREN SERVICES



LEA SELPA Liaison/ Laurel Boyd, MA, PT
Date 2/9/2010

SAN BERNARDINO COUNTY
EDUCATIONAL AGENCIES

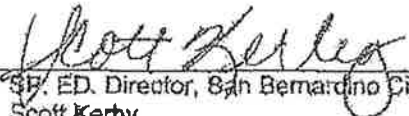

Administrator, Desert/Mountain SELPA/ (Dr.) Ronald J. Powell
Date 3/4/2010


Administrator, East Valley SELPA/ Anita Ruesterholtz
Date 2-9-10


Administrator, West End SELPA/ Joann Reilly
Date 2/9/10


SELPA Director, Fontana Unified School District/ Gayle Hnazumi
Date 2-9-10


SELPA Director, Morongo Unified School District/ Kathy Papp
Date 3/4/10


SP. ED. Director, San Bernardino City Unified School District/
Scott Kerby
Date 3/4/10

CCS/SEA LOCAL INTERAGENCY AGREEMENT
JULY 2000

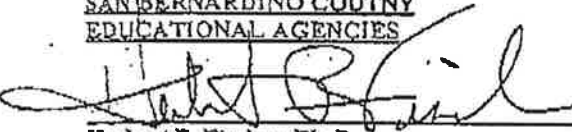
APPROVAL SIGNATURE PAGE


This agreement is entered into, by, and between the undersigned agencies.

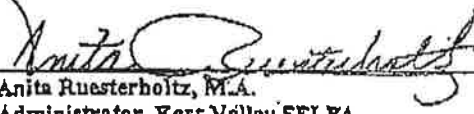
COUNTY OF SAN BERNARDINO
HUMAN SERVICES SYSTEM

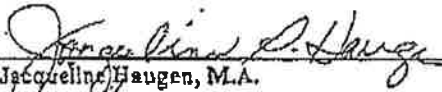

Thomas Prendergast, Jr., M.D., M.P.H. 5/18/01
Director, Department of Public Health Date

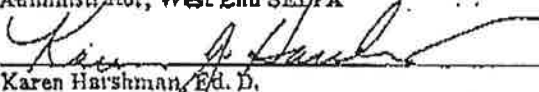
SAN BERNARDINO COUNTY
EDUCATIONAL AGENCIES


Herbert R. Fischer, Ph. D. 10/18/00
Chief Administrator
County Superintendent of Schools
(County School) Operations, Desert/Mountain SELPA, East Valley SELPA, West End SELPA Date

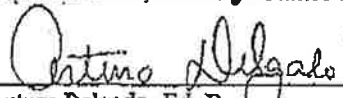

Ronald Powell, Ph. D. 10/27/00
Administrator, Desert/Mountain SELPA Date


Anita Rueterholtz, M.A. 10-18-00
Administrator, East Valley SELPA Date


Jacquellne Haugen, M.A. 10-19-00
Administrator, West End SELPA Date


Karen Harshman, Ed. D. 10-18-00
Superintendent, Fontana Unified School District Date


Patricia Brown-Dempsey, M.A. Nov 29, 2000
Superintendent, Morongo Unified School District Date


Arturo Delgado, Ed. D. 1-11-01
Superintendent, San Bernardino City Unified School District Date

Section 3 Self-Care Accessories: These low-cost/non-commercially available items (individual item must be under \$25) may be purchased in bulk by the CCS county program and distributed by MTU Staff. They are supply items that are for use by an individual child and become the property of the child when dispensed. Before dispensing, the family should be encouraged to try to obtain these items commercially. The child must be financially eligible to receive supply items in this section. Invoice as supplies on quarterly expenditure invoice for therapy program.

Equipment	Medical Necessity	Criteria	Related Factors
<p>Dressing: sock aids, reachers, elastic laces, dressing sticks, button hooks, etc.</p> <p>Feeding: universal cuffs, wrist supports, built-up handle utensils, dycem, scoop plates, adaptive utensils, rocker knives, cut-out cups, etc.</p> <p>Hygiene: reachers, etc.</p> <p>Grooming: grooming extenders, suction brushes, long handle brushes, adapted nail clippers, etc.</p> <p>Food Preparation: reachers, one-handed paring boards, dycem, adaptive cutting devices, adaptive peelers, etc.</p>	<p>Requires assistive device for full or partial independence in self-care skills.</p>	<p>Has demonstrated ability to functionally utilize device. Accessory augmentations limited physical function, e.g. range, strength, postural adaptation, and balance.</p>	

CONFIDENTIAL INFORMATION

OFFICE ROUTING:

- OA III/Therapy: Open CCS cases
- OA II/Courier: NC's

COUNTY OF SAN BERNARDINO
California Children Services

LEA/SELPA REFERRAL
FOR
MEDICAL THERAPY PROGRAM SERVICES

Child's Name: _____ DOB: _____
(Last) (First) (Middle)

Address: _____

City: _____ ZIP: _____ Home Phone: (____) _____

Name of Parent/Legal Guardian: _____ Home Phone (____) _____

Address (If different than above): _____

City: _____ ZIP: _____ Work Phone: (____) _____

Child's Medical Diagnosis: _____

Name of Child's Physician: _____

Physicians Address: _____

Physician's City: _____ ZIP: _____ Phone: (____) _____

Name of LEA Contact Person: _____

Address of LEA Contact Person: _____

Phone # of LEA Contact Person: _____ District/SELPA: _____

School of Attendance: _____ Physical Deficit: _____

Child has IEP: [] YES [] NO Date for next IEP Meeting: _____

Services Requested: _____

Please include with this referral the following:

- Current physician report relating to the child's medical diagnosis
- CCS application signed by the parent/legal guardian
- Exchange of Information signed by the parent/legal guardian

Send complete referral packet to: County of San Bernardino
 California Children Services
 150 Carousel Mall
 San Bernardino, CA. 92415-0062

For questions and directions please contact CCS at (909) 387-8400

NOTE: This referral form and all attachments must be submitted together. Incomplete referral packets will be returned.

FOR CCS USE ONLY

- [] Pending for additional information: _____
- [] No Action Taken: incomplete referral packet – return to the LEA/SELPA _____
- [] Eligible for MTP Services: Open to _____ MTU
- [] Not medically eligible for CCS/MTP services

 CCS Representative

 Date

REVISED 02/14/06

CCS/LEA LOCAL INTERAGENCY AGREEMENT

APPROVAL SIGNATURE PAGE

I have reviewed the Local Interagency Agreement dated July 2000 and find no corrections necessary.

**COUNTY OF SAN BERNARDINO
CALIFORNIA CHILDREN SERVICES**

Steve Danlag, SPRTZ

9/30/20

LEA.SELPA Liaison/Steve Danlag, PT, MPT, MPA

Date

**SAN BERNARDINO COUNTY
EDUCATIONAL AGENCIES**

Jenae Holtz

10-6-2020

Administrator, Desert/Mountain SELPA/Jenae Holtz

Date

Patty Metheny Ed.D.

10-6-2020

Administrator East Valley SELPA/Patty Metheny, Ed. D.

Date

Ricky Alyassi

10-8-20

Administrator, West End SELPA/Ricky Alyassi

Date

Amy Foody

10/13/20

SELPA Director, Fontana Unified School District/Amy Foody

Date

Heidi Burgett

10/15/20

SELPA Director, Morongo Unified School District/Heidi Burgett

Date

DocuSigned by:

Howana Lundy

10/20/2020

SELPA Director, San Bernardino City Unified School District/Howana Lundy, Ed. D

Date

BB4238AD3FA0456

Attachment I

SELPA:

Fiscal Year:

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

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

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

Add or Delete Row	List Number	CDS CODE	LEA
+ -	1	10363	San Bernardino County Supt of Schools/SELPA
+ -	2	67595	Alta Loma School District
+ -	3	67645	Central School District
+ -	4	67652	Chaffey Joint Union High School District
+ -	5	67678	Chino Valley Unified School District
+ -	6	67694	Cucamonga School District
+ -	7	67702	Etiwanda School District
+ -	8	67785	Mountain View School District
+ -	9	67793	Mt Baldy School District
+ -	10	75069	Upland Unified School District

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Section D: Annual Budget Plan

SELPA

Fiscal Year

D. Budget Plan

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

Public Hearing Notice Posting Date:

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

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

RLA/AU Name

Number of LEAs

SELPA Mission Statement—(this field is optional)

SELPA Beliefs—(this field is optional)

SELPA Support Provided to LEAs

Section D: Annual Budget Plan

SELPA

Fiscal Year

4. 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, utilize
5. 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.
6. The process by which the SELPA will fulfill the obligations to provide FAPE to a student age 18 -21 (or age 22 under the circumstances described in EC 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 1: Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	\$48,366,681	63.13%
AB 602 Property Taxes	\$3,728,395	4.87%
Federal IDEA Part B	\$16,839,356	21.98%
Federal IDEA Part C	\$51,862	0.07%
State Infant/Toddler	\$14,244	0.02%
Preschool		0.00%
State Mental Health	\$5,690,938	7.43%
Federal Mental Health	\$1,027,253	1.34%
Other <input type="text" value="Transition Partnership Program"/>	\$288,057	0.38%
Other <input type="text" value="WorkAbility I"/>	\$603,590	0.79%
Total Revenue	\$76,610,376	100.00%

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 2: Total Budget by Object Codes

Object Code	Amount	Percentage of Total Funding
Object Code 1000—Certificated Salaries	85,108,215	36.40%
Object Code 2000—Classified Salaries	45,422,086	19.43%
Object Code 3000—Employee Benefits	52,318,802	22.38%
Object Code 4000—Supplies	\$3,122,865	1.34%
Object Code 5000—Services and Operations	40,778,560	17.44%
Object Code 6000—Capital Outlay	\$24,243	0.01%
Object Code 7000—Other Outgo and Financing*	\$7,041,262	3.01%
Total Expenditures	233,816,033	100.00%

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

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 3: Federal, State, and Local Revenue Summary

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

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	<input type="text" value="58,403,848"/>	24.98%
Federal Revenue	<input type="text" value="18,206,528"/>	7.79%
Local Contribution	<input type="text" value="157,205,657"/>	67.23%
Total Revenue From All Sources	233,816,033	100.00%

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

Special Education Local Plan Area Funding Distribution

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

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 4: Special Education Local Plan Area Operating Expenditures

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

Accounting Categories and Codes		Amount	Percentage of Total
Certificated Salaries Code	<input type="text" value="1000"/>	<input type="text" value="\$953,247"/>	13.77%
Classified Salaries Code	<input type="text" value="2000"/>	<input type="text" value="\$1,100,761"/>	15.91%
Employee Benefits Code	<input type="text" value="3000"/>	<input type="text" value="\$792,849"/>	11.46%
Supplies Code	<input type="text" value="4000"/>	<input type="text" value="\$38,646"/>	0.56%
Services and Operations Code	<input type="text" value="5000"/>	<input type="text" value="\$3,781,645"/>	54.64%
Capital Outlay Code	<input type="text" value="6000"/>	<input type="text" value=""/>	0.00%
Other Outgo/Financing Code	<input type="text" value="7000"/>	<input type="text" value="\$253,440"/>	3.66%
Total Operating Expenditures		\$6,920,588	100.00%

Section D: Annual Budget Plan

SELPA

Fiscal Year

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

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

Total Federal and State Revenue budgeted for Supplemental Aids and Service Expenditures in the Regular Classroom Setting	<input type="text" value="\$5,437,328"/>
--	--

Total Federal and State Funding	<input type="text" value="76,610,376"/>
---------------------------------	---

Percent of Total LEA Federal and State Revenue Expenditures for Supplemental Aids and Services in the Regular Classroom Setting	<input type="text" value="7.10%"/>
---	------------------------------------

Total Projected Federal and State Revenue budgeted for Students with Low Incidence Disability Expenditures.	<input type="text" value="\$280,395"/>
---	--

Percent of Total LEA Federal and State Revenue Expenditures for Students with Low Incidence Disabilities	<input type="text" value="0.37%"/>
--	------------------------------------

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

Section A: Contacts and Certifications

SELPA:

Fiscal Year:

Certification 2: Annual Budget Plan and Annual Service Plan

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

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

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

RLA/AU Authorized Agent

Date

Local Governance Council Chairperson

Date

SELPA Administrator

Date

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

Attachment II

SELPA:

Fiscal Year:

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

LEA	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/Toddler	State Preschool	State Mental Health	Federal Mental Health	Subtotal
San Bernardino County Supt of Schools/SELPA	28,070,756	\$3,728,395	\$51,862	\$462,321	\$14,244	\$0	\$2,706,553	\$1,027,253	36,061,384
Alta Loma School District	\$1,813,979	\$0	\$0	\$987,990	\$0	\$0	\$196,630	\$0	\$2,998,599
Central School District	(\$1,122,166)	\$0	\$0	\$997,371	\$0	\$0	\$144,574	\$0	\$19,779
Chaffey Joint Union High School District	\$5,883,043	\$0	\$0	\$4,044,041	\$0	\$0	\$789,040	\$0	10,716,124
Chino Valley Unified School District	\$6,847,120	\$0	\$0	\$4,937,925	\$0	\$0	\$891,844	\$0	12,676,889
Cucamonga School District	(\$1,193,809)	\$0	\$0	\$506,283	\$0	\$0	\$79,599	\$0	(\$607,927)
Etiwanda School District	\$5,725,564	\$0	\$0	\$2,427,579	\$0	\$0	\$455,982	\$0	\$8,609,125
Mountain View School District	(\$891,301)	\$0	\$0	\$479,573	\$0	\$0	\$82,705	\$0	(\$329,023)
Mt Baldy School District	\$181,485	\$0	\$0	\$24,282	\$0	\$0	\$999	\$0	\$206,766
Upland Unified School District	\$3,052,010	\$0	\$0	\$1,971,991	\$0	\$0	\$343,012	\$0	\$5,367,013
Totals:	48,366,681	\$3,728,395	\$51,862	16,839,356	\$14,244	\$0	\$5,690,938	\$1,027,253	75,718,729

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

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

LEA	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
San Bernardino County Supt of Schools/SELPA	13,849,044	10,573,882	12,638,319	\$360,149	\$8,856,812	\$0	\$3,063,941	49,342,147
Alta Loma School District	\$5,156,462	\$2,308,469	\$2,695,119	\$260,180	\$977,064	\$0	\$100,307	11,497,601
Central School District	\$3,288,323	\$1,876,963	\$1,868,374	\$181,977	\$1,916,708	\$0	\$391,128	\$9,359,693
Chaffey Joint Union High School District	16,627,227	\$9,798,074	11,284,111	\$213,669	\$8,531,811	\$179,541	\$1,528,838	48,001,684
Chino Valley Unified School District	17,551,942	\$7,778,542	\$8,290,460	\$1,545,349	10,820,048	\$0	\$1,593,841	47,580,182
Cucamonga School District	\$2,136,644	\$781,211	\$1,027,997	\$453,477	\$1,341,946	\$62,889	\$42,220	\$5,343,654
Etiwanda School District	13,474,935	\$7,760,732	\$6,283,443	\$362,652	\$1,696,604	\$0	\$0	29,578,366
Mountain View School District	\$2,226,285	\$647,861	\$1,012,247	\$62,601	\$1,109,128	\$0	\$257,807	\$5,315,929
Mt Baldy School District	\$67,903	\$20,511	\$26,618	\$8,000	\$51,752	\$0	\$8,800	\$183,584
Upland Unified School District	10,729,450	\$3,875,841	\$7,192,114	\$246,721	\$5,476,687	\$0	\$92,380	27,613,193
Totals:	85,108,215	45,422,086	52,318,802	\$3,122,865	40,778,560	\$24,243	\$7,041,262	233,816,033

Attachment IV

SELPA: West End SELPA

Fiscal Year: 2020-21

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

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

LEA	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Fundings
San Bernardino County Supt of Schools/SELPA	\$1,829,493	10.05%	35,123,538	60.14%	12,389,116	36,953,031
Alta Loma School District	\$987,990	5.43%	\$2,010,609	3.44%	\$8,499,002	\$2,998,599
Central School District	\$997,371	5.48%	(\$977,592)	-1.67%	\$9,339,914	\$19,779
Chaffey Joint Union High School District	\$4,044,041	22.21%	\$6,672,083	11.42%	37,285,560	10,716,124
Chino Valley Unified School District	\$4,937,925	27.12%	\$7,738,964	13.25%	34,903,293	12,676,889
Cucamonga School District	\$506,283	2.78%	(\$1,114,210)	-1.91%	\$5,951,581	(\$607,927)
Etiwanda School District	\$2,427,579	13.33%	\$6,181,546	10.58%	20,969,241	\$8,609,125
Mountain View School District	\$479,573	2.63%	(\$808,596)	-1.38%	\$5,644,952	(\$329,023)
Mt Baldy School District	\$24,282	0.13%	\$182,484	0.31%	(\$23,182)	\$206,766
Upland Unified School District	\$1,971,991	10.83%	\$3,395,022	5.81%	22,246,180	\$5,367,013
Totals:	18,206,528	100.00%	58,403,848	100.00%	157,205,657	76,610,376

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

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

LEA	Total Federal and State Revenue	Total Revenue Allocated to SAS in Regular Classroom	Percent of Total LEA Federal and State Revenue SAS	Total Revenue Allocated to Students with LI Disabilities	Percent of Total LEA Federal and State Revenue Low Incidence	Total Percent of Projected Total Revenue by LEA for SAS and LI
San Bernardino County Supt of Schools/SELPA	36,953,031	\$893,138	2%	\$131,327	0%	2.77%
Alta Loma School District	\$2,998,599	\$343,029	11%	\$9,169	0%	11.75%
Central School District	\$19,779	\$0	0%	\$4,454	23%	22.52%
Chaffey Joint Union High School District	10,716,124	\$3,448,853	32%	\$44,799	0%	32.60%
Chino Valley Unified School District	12,676,889	\$394,372	3%	\$45,585	0%	3.47%
Cucamonga School District	(\$607,927)	\$0	0%	\$4,978	-1%	-0.82%
Etiwanda School District	\$8,609,125	\$339,743	4%	\$21,220	0%	4.19%
Mountain View School District	(\$329,023)	\$0	0%	\$3,668	-1%	-1.11%
Mt Baldy School District	\$206,766	\$18,193	9%	\$0	0%	8.80%
Upland Unified School District	\$5,367,013	\$0	0%	\$15,195	0%	0.28%
Totals:	76,610,376	\$5,437,328	<i>Not Applicable</i>	\$280,395	<i>Not Applicable</i>	<i>Not Applicable</i>

SELPA West End SELPA

Fiscal Year 2020-21

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



California Department of Education
Special Education Division

Section E: Annual Service Plan

SELPA:

Fiscal Year:

E. Annual Service Plan

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

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

Services Included in the Local Plan: Annual Service Plan

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

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 330—Specialized Academic Instruction *Service is Not Currently Provided*

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

Specialized academic instruction: 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.

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 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. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.

Physical location(s) where the service is provided:

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

- 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.

Service is available, but not currently utilized.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 240–Service Coordination (Ages 0-2 only) *Service is Not Currently Provided*

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

Physical location(s) where the service is provided:

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

- 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 individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 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
- Service is Not Currently Provided*

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

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 415–Speech and Language (5 CCR 3051.1) Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

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

- 425–Adapted Physical Education (5 CCR 3051.5) Service is Not Currently Provided

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 435–Health and Nursing: Special Physical Health Care (5 CCR 3051.12)
- Service is Not Currently Provided*

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

Specialized physical health care services means those health services prescribed by the child’s licensed physician and 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 (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

436–Health and Nursing: Other Services
(5 CCR 3051.12)

Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

445—Assistive Technology Services
(5 CCR 3051.19)

Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

Schools operated by the LEA

Opportunity schools and classes

Alternative schools

Other

Community schools—COE

Other

Community day schools—LEA

Other

NPAs

Other

NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 450–Occupational Therapy (5 CCR 3051.6) *Service is Not Currently Provided*

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

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 460–Physical Therapy (5 CCR 3051.6) *Service is Not Currently Provided*

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

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 510—Individual Counseling (5 CCR 3051.9) *Service is Not Currently Provided*

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

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, 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.

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

515—Counseling and Guidance
(5 CCR 3051.9)

Service is Not Currently Provided

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

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, 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. 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.

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 520–Parent Counseling (5 CCR 3051.9) *Service is Not Currently Provided*

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

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 525–Social Worker (5 CCR 3051.13) *Service is Not Currently Provided*

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

Social work services, provided by a qualified individual pursuant to an IEP, include, 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.

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 535–Behavior Intervention (5 CCR 3051.23) *Service is Not Currently Provided*

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

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

Physical location(s) where the service is provided:

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

- 540–Day Treatment *Service is Not Currently Provided*

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

Service is available, but not currently utilized.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 545—Residential Treatment *Service is Not Currently Provided*

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

A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.

Physical location(s) where the service is provided:

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

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

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

Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an 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.

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.

Physical location(s) where the service is provided:

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

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

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

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

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 725—Specialized Vision (5 CCR 3051.7) Service is Not Currently Provided

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

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 730–Orientation and Mobility (5 CCR 3051.3) *Service is Not Currently Provided*

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

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

Physical location(s) where the service is provided:

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

- 735–Braille Transcription (5 CCR 3051.22) *Service is Not Currently Provided*

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

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

Physical location(s) where the service is provided:

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

- 745—Reading Service (5 CCR 3051.16) Service is Not Currently Provided

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

- 750—Note Taking Service (5 CCR 3051.16) Service is Not Currently Provided

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 755–Transcription Service (5 CCR 3051.16) *Service is Not Currently Provided*

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

- 760–Recreation Service, Including
Therapeutic Recreation (5 CCR 3051.15) *Service is Not Currently Provided*

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

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

820—College Awareness
(34 CFR 300.39 and 300.43)

Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

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

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

Service is Not Currently Provided

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

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

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

Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

Physical location(s) where the service is provided:

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

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

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

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

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 855–Job Coaching (5 CCR 3051.14) Service is Not Currently Provided

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

Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 860–Mentoring (5 CCR 3051.14) Service is Not Currently Provided

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

Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.

Physical location(s) where the service is provided:

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

Service is Not Currently Provided

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

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Other
- Other
- Other

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

Service is Not Currently Provided

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

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Other
- Other
- Other

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- 890—Other Transition Services
(5 CCR 3051 and 3051.24) Service is Not Currently Provided

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

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

Physical location(s) where the service is provided:

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

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

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

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

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

LEA	1. Enter the names of all LEAs, vendors or contractors of the State Departments of Health Care Services, State Hospitals, and any designated local public health or mental health agency participating in the local plan. Select the California Longitudinal Pupil Achievement Data System (CALPADs) School Owner Code from the drop-down menu. 2. Check the box for each service provided by the corresponding LEA. If a service is not provided by a provider, leave the box "blank." Service codes are defined in Section E of the local plan.																																																		
Chaffey Joint Union High School District	<input type="checkbox"/> 330	<input type="checkbox"/> 210	<input type="checkbox"/> 220	<input type="checkbox"/> 230	<input type="checkbox"/> 240	<input type="checkbox"/> 250	<input type="checkbox"/> 260	<input type="checkbox"/> 270	<input type="checkbox"/> 340	<input type="checkbox"/> 350	<input type="checkbox"/> 360	<input type="checkbox"/> 370	<input type="checkbox"/> 415	<input type="checkbox"/> 425	<input type="checkbox"/> 435	<input type="checkbox"/> 436	<input type="checkbox"/> 445	<input type="checkbox"/> 450	<input type="checkbox"/> 460	<input type="checkbox"/> 510	<input type="checkbox"/> 515	<input type="checkbox"/> 520	<input type="checkbox"/> 525	<input type="checkbox"/> 530	<input type="checkbox"/> 535	<input type="checkbox"/> 540	<input type="checkbox"/> 545	<input type="checkbox"/> 610	<input type="checkbox"/> 710	<input type="checkbox"/> 715	<input type="checkbox"/> 720	<input type="checkbox"/> 725	<input type="checkbox"/> 730	<input type="checkbox"/> 735	<input type="checkbox"/> 740	<input type="checkbox"/> 745	<input type="checkbox"/> 750	<input type="checkbox"/> 755	<input type="checkbox"/> 760	<input type="checkbox"/> 820	<input type="checkbox"/> 830	<input type="checkbox"/> 840	<input type="checkbox"/> 850	<input type="checkbox"/> 855	<input type="checkbox"/> 860	<input type="checkbox"/> 865	<input type="checkbox"/> 870	<input type="checkbox"/> 880	<input type="checkbox"/> 890	<input type="checkbox"/> 900	<input type="checkbox"/> 900
Chino Valley Unified School District	<input type="checkbox"/> 330	<input type="checkbox"/> 210	<input type="checkbox"/> 220	<input type="checkbox"/> 230	<input type="checkbox"/> 240	<input type="checkbox"/> 250	<input type="checkbox"/> 260	<input type="checkbox"/> 270	<input type="checkbox"/> 340	<input type="checkbox"/> 350	<input type="checkbox"/> 360	<input type="checkbox"/> 370	<input type="checkbox"/> 415	<input type="checkbox"/> 425	<input type="checkbox"/> 435	<input type="checkbox"/> 436	<input type="checkbox"/> 445	<input type="checkbox"/> 450	<input type="checkbox"/> 460	<input type="checkbox"/> 510	<input type="checkbox"/> 515	<input type="checkbox"/> 520	<input type="checkbox"/> 525	<input type="checkbox"/> 530	<input type="checkbox"/> 535	<input type="checkbox"/> 540	<input type="checkbox"/> 545	<input type="checkbox"/> 610	<input type="checkbox"/> 710	<input type="checkbox"/> 715	<input type="checkbox"/> 720	<input type="checkbox"/> 725	<input type="checkbox"/> 730	<input type="checkbox"/> 735	<input type="checkbox"/> 740	<input type="checkbox"/> 745	<input type="checkbox"/> 750	<input type="checkbox"/> 755	<input type="checkbox"/> 760	<input type="checkbox"/> 820	<input type="checkbox"/> 830	<input type="checkbox"/> 840	<input type="checkbox"/> 850	<input type="checkbox"/> 855	<input type="checkbox"/> 860	<input type="checkbox"/> 865	<input type="checkbox"/> 870	<input type="checkbox"/> 880	<input type="checkbox"/> 890	<input type="checkbox"/> 900	<input type="checkbox"/> 900
Cucamonga School District	<input type="checkbox"/> 330	<input type="checkbox"/> 210	<input type="checkbox"/> 220	<input type="checkbox"/> 230	<input type="checkbox"/> 240	<input type="checkbox"/> 250	<input type="checkbox"/> 260	<input type="checkbox"/> 270	<input type="checkbox"/> 340	<input type="checkbox"/> 350	<input type="checkbox"/> 360	<input type="checkbox"/> 370	<input type="checkbox"/> 415	<input type="checkbox"/> 425	<input type="checkbox"/> 435	<input type="checkbox"/> 436	<input type="checkbox"/> 445	<input type="checkbox"/> 450	<input type="checkbox"/> 460	<input type="checkbox"/> 510	<input type="checkbox"/> 515	<input type="checkbox"/> 520	<input type="checkbox"/> 525	<input type="checkbox"/> 530	<input type="checkbox"/> 535	<input type="checkbox"/> 540	<input type="checkbox"/> 545	<input type="checkbox"/> 610	<input type="checkbox"/> 710	<input type="checkbox"/> 715	<input type="checkbox"/> 720	<input type="checkbox"/> 725	<input type="checkbox"/> 730	<input type="checkbox"/> 735	<input type="checkbox"/> 740	<input type="checkbox"/> 745	<input type="checkbox"/> 750	<input type="checkbox"/> 755	<input type="checkbox"/> 760	<input type="checkbox"/> 820	<input type="checkbox"/> 830	<input type="checkbox"/> 840	<input type="checkbox"/> 850	<input type="checkbox"/> 855	<input type="checkbox"/> 860	<input type="checkbox"/> 865	<input type="checkbox"/> 870	<input type="checkbox"/> 880	<input type="checkbox"/> 890	<input type="checkbox"/> 900	<input type="checkbox"/> 900

LEA	1. Enter the names of all LEAs, vendors or contractors of the State Departments of Health Care Services, State Hospitals, and any designated local public health or mental health agency participating in the local plan. Select the California Longitudinal Pupil Achievement Data System (CALPADs) School Owner Code from the drop-down menu. 2. Check the box for each service provided by the corresponding LEA. If a service is not provided by a provider, leave the box "blank." Service codes are defined in Section E of the local plan.																																																		
Etiwanda School District	<input checked="" type="checkbox"/> 330	<input checked="" type="checkbox"/> 210	<input type="checkbox"/> 220	<input type="checkbox"/> 230	<input type="checkbox"/> 240	<input type="checkbox"/> 250	<input type="checkbox"/> 260	<input type="checkbox"/> 270	<input type="checkbox"/> 340	<input checked="" type="checkbox"/> 350	<input type="checkbox"/> 360	<input type="checkbox"/> 370	<input type="checkbox"/> 415	<input checked="" type="checkbox"/> 425	<input checked="" type="checkbox"/> 435	<input checked="" type="checkbox"/> 436	<input checked="" type="checkbox"/> 445	<input type="checkbox"/> 450	<input checked="" type="checkbox"/> 460	<input type="checkbox"/> 510	<input checked="" type="checkbox"/> 515	<input type="checkbox"/> 520	<input checked="" type="checkbox"/> 525	<input type="checkbox"/> 530	<input checked="" type="checkbox"/> 535	<input type="checkbox"/> 540	<input type="checkbox"/> 545	<input type="checkbox"/> 610	<input checked="" type="checkbox"/> 710	<input type="checkbox"/> 715	<input type="checkbox"/> 720	<input checked="" type="checkbox"/> 725	<input type="checkbox"/> 730	<input checked="" type="checkbox"/> 735	<input type="checkbox"/> 740	<input type="checkbox"/> 745	<input type="checkbox"/> 750	<input type="checkbox"/> 755	<input type="checkbox"/> 760	<input type="checkbox"/> 820	<input type="checkbox"/> 830	<input type="checkbox"/> 840	<input type="checkbox"/> 850	<input type="checkbox"/> 855	<input type="checkbox"/> 860	<input type="checkbox"/> 865	<input type="checkbox"/> 870	<input type="checkbox"/> 880	<input type="checkbox"/> 890	<input type="checkbox"/> 900	<input type="checkbox"/> 900
Mountain View School District	<input checked="" type="checkbox"/> 330	<input checked="" type="checkbox"/> 210	<input type="checkbox"/> 220	<input type="checkbox"/> 230	<input type="checkbox"/> 240	<input type="checkbox"/> 250	<input type="checkbox"/> 260	<input type="checkbox"/> 270	<input type="checkbox"/> 340	<input checked="" type="checkbox"/> 350	<input type="checkbox"/> 360	<input type="checkbox"/> 370	<input type="checkbox"/> 415	<input checked="" type="checkbox"/> 425	<input checked="" type="checkbox"/> 435	<input type="checkbox"/> 436	<input type="checkbox"/> 445	<input type="checkbox"/> 450	<input checked="" type="checkbox"/> 460	<input type="checkbox"/> 510	<input checked="" type="checkbox"/> 515	<input type="checkbox"/> 520	<input checked="" type="checkbox"/> 525	<input type="checkbox"/> 530	<input type="checkbox"/> 535	<input type="checkbox"/> 540	<input type="checkbox"/> 545	<input type="checkbox"/> 610	<input checked="" type="checkbox"/> 710	<input type="checkbox"/> 715	<input type="checkbox"/> 720	<input checked="" type="checkbox"/> 725	<input type="checkbox"/> 730	<input type="checkbox"/> 735	<input type="checkbox"/> 740	<input type="checkbox"/> 745	<input type="checkbox"/> 750	<input type="checkbox"/> 755	<input type="checkbox"/> 760	<input type="checkbox"/> 820	<input type="checkbox"/> 830	<input type="checkbox"/> 840	<input type="checkbox"/> 850	<input type="checkbox"/> 855	<input type="checkbox"/> 860	<input type="checkbox"/> 865	<input type="checkbox"/> 870	<input type="checkbox"/> 880	<input type="checkbox"/> 890	<input type="checkbox"/> 900	<input type="checkbox"/> 900
Mt Baldy School District	<input checked="" type="checkbox"/> 330	<input checked="" type="checkbox"/> 210	<input type="checkbox"/> 220	<input type="checkbox"/> 230	<input type="checkbox"/> 240	<input type="checkbox"/> 250	<input type="checkbox"/> 260	<input type="checkbox"/> 270	<input type="checkbox"/> 340	<input type="checkbox"/> 350	<input type="checkbox"/> 360	<input type="checkbox"/> 370	<input type="checkbox"/> 415	<input checked="" type="checkbox"/> 425	<input checked="" type="checkbox"/> 435	<input type="checkbox"/> 436	<input type="checkbox"/> 445	<input type="checkbox"/> 450	<input checked="" type="checkbox"/> 460	<input type="checkbox"/> 510	<input checked="" type="checkbox"/> 515	<input type="checkbox"/> 520	<input type="checkbox"/> 525	<input type="checkbox"/> 530	<input type="checkbox"/> 535	<input type="checkbox"/> 540	<input type="checkbox"/> 545	<input type="checkbox"/> 610	<input type="checkbox"/> 710	<input type="checkbox"/> 715	<input type="checkbox"/> 720	<input checked="" type="checkbox"/> 725	<input type="checkbox"/> 730	<input type="checkbox"/> 735	<input type="checkbox"/> 740	<input type="checkbox"/> 745	<input type="checkbox"/> 750	<input type="checkbox"/> 755	<input type="checkbox"/> 760	<input type="checkbox"/> 820	<input type="checkbox"/> 830	<input type="checkbox"/> 840	<input type="checkbox"/> 850	<input type="checkbox"/> 855	<input type="checkbox"/> 860	<input type="checkbox"/> 865	<input type="checkbox"/> 870	<input type="checkbox"/> 880	<input type="checkbox"/> 890	<input type="checkbox"/> 900	<input type="checkbox"/> 900

	<p>1. Enter the names of all LEAs, vendors or contractors of the State Departments of Health Care Services, State Hospitals, and any designated local public health or mental health agency participating in the local plan. Select the California Longitudinal Pupil Achievement Data System (CALPADs) School Owner Code from the drop-down menu.</p> <p>2. Check the box for each service provided by the corresponding LEA. If a service is not provided by a provider, leave the box "blank." Service codes are defined in Section E of the local plan.</p>																																																				
<p style="text-align: center;">LEA</p> <p style="text-align: center;">Upland Unified School District</p>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td><input checked="" type="checkbox"/> 330</td><td><input type="checkbox"/> 210</td><td><input type="checkbox"/> 220</td><td><input type="checkbox"/> 230</td><td><input type="checkbox"/> 240</td><td><input type="checkbox"/> 250</td><td><input type="checkbox"/> 260</td><td><input type="checkbox"/> 270</td><td><input checked="" type="checkbox"/> 340</td><td><input checked="" type="checkbox"/> 350</td><td><input type="checkbox"/> 360</td><td><input type="checkbox"/> 370</td><td><input checked="" type="checkbox"/> 415</td> </tr> <tr> <td><input checked="" type="checkbox"/> 425</td><td><input checked="" type="checkbox"/> 435</td><td><input checked="" type="checkbox"/> 436</td><td><input checked="" type="checkbox"/> 445</td><td><input checked="" type="checkbox"/> 450</td><td><input checked="" type="checkbox"/> 460</td><td><input checked="" type="checkbox"/> 510</td><td><input checked="" type="checkbox"/> 515</td><td><input type="checkbox"/> 520</td><td><input checked="" type="checkbox"/> 525</td><td><input checked="" type="checkbox"/> 530</td><td><input checked="" type="checkbox"/> 535</td><td><input type="checkbox"/> 540</td> </tr> <tr> <td><input checked="" type="checkbox"/> 545</td><td><input checked="" type="checkbox"/> 610</td><td><input checked="" type="checkbox"/> 710</td><td><input checked="" type="checkbox"/> 715</td><td><input type="checkbox"/> 720</td><td><input checked="" type="checkbox"/> 725</td><td><input checked="" type="checkbox"/> 730</td><td><input checked="" type="checkbox"/> 735</td><td><input type="checkbox"/> 740</td><td><input type="checkbox"/> 745</td><td><input type="checkbox"/> 750</td><td><input type="checkbox"/> 755</td><td><input type="checkbox"/> 760</td> </tr> <tr> <td><input checked="" type="checkbox"/> 820</td><td><input checked="" type="checkbox"/> 830</td><td><input checked="" type="checkbox"/> 840</td><td><input checked="" type="checkbox"/> 850</td><td><input type="checkbox"/> 855</td><td><input checked="" type="checkbox"/> 860</td><td><input type="checkbox"/> 865</td><td><input type="checkbox"/> 870</td><td><input type="checkbox"/> 880</td><td><input checked="" type="checkbox"/> 890</td><td><input type="checkbox"/> 900</td><td><input type="checkbox"/> 900</td><td><input type="checkbox"/> 900</td> </tr> </table>	<input checked="" type="checkbox"/> 330	<input type="checkbox"/> 210	<input type="checkbox"/> 220	<input type="checkbox"/> 230	<input type="checkbox"/> 240	<input type="checkbox"/> 250	<input type="checkbox"/> 260	<input type="checkbox"/> 270	<input checked="" type="checkbox"/> 340	<input checked="" type="checkbox"/> 350	<input type="checkbox"/> 360	<input type="checkbox"/> 370	<input checked="" type="checkbox"/> 415	<input checked="" type="checkbox"/> 425	<input checked="" type="checkbox"/> 435	<input checked="" type="checkbox"/> 436	<input checked="" type="checkbox"/> 445	<input checked="" type="checkbox"/> 450	<input checked="" type="checkbox"/> 460	<input checked="" type="checkbox"/> 510	<input checked="" type="checkbox"/> 515	<input type="checkbox"/> 520	<input checked="" type="checkbox"/> 525	<input checked="" type="checkbox"/> 530	<input checked="" type="checkbox"/> 535	<input type="checkbox"/> 540	<input checked="" type="checkbox"/> 545	<input checked="" type="checkbox"/> 610	<input checked="" type="checkbox"/> 710	<input checked="" type="checkbox"/> 715	<input type="checkbox"/> 720	<input checked="" type="checkbox"/> 725	<input checked="" type="checkbox"/> 730	<input checked="" type="checkbox"/> 735	<input type="checkbox"/> 740	<input type="checkbox"/> 745	<input type="checkbox"/> 750	<input type="checkbox"/> 755	<input type="checkbox"/> 760	<input checked="" type="checkbox"/> 820	<input checked="" type="checkbox"/> 830	<input checked="" type="checkbox"/> 840	<input checked="" type="checkbox"/> 850	<input type="checkbox"/> 855	<input checked="" type="checkbox"/> 860	<input type="checkbox"/> 865	<input type="checkbox"/> 870	<input type="checkbox"/> 880	<input checked="" type="checkbox"/> 890	<input type="checkbox"/> 900	<input type="checkbox"/> 900	<input type="checkbox"/> 900
<input checked="" type="checkbox"/> 330	<input type="checkbox"/> 210	<input type="checkbox"/> 220	<input type="checkbox"/> 230	<input type="checkbox"/> 240	<input type="checkbox"/> 250	<input type="checkbox"/> 260	<input type="checkbox"/> 270	<input checked="" type="checkbox"/> 340	<input checked="" type="checkbox"/> 350	<input type="checkbox"/> 360	<input type="checkbox"/> 370	<input checked="" type="checkbox"/> 415																																									
<input checked="" type="checkbox"/> 425	<input checked="" type="checkbox"/> 435	<input checked="" type="checkbox"/> 436	<input checked="" type="checkbox"/> 445	<input checked="" type="checkbox"/> 450	<input checked="" type="checkbox"/> 460	<input checked="" type="checkbox"/> 510	<input checked="" type="checkbox"/> 515	<input type="checkbox"/> 520	<input checked="" type="checkbox"/> 525	<input checked="" type="checkbox"/> 530	<input checked="" type="checkbox"/> 535	<input type="checkbox"/> 540																																									
<input checked="" type="checkbox"/> 545	<input checked="" type="checkbox"/> 610	<input checked="" type="checkbox"/> 710	<input checked="" type="checkbox"/> 715	<input type="checkbox"/> 720	<input checked="" type="checkbox"/> 725	<input checked="" type="checkbox"/> 730	<input checked="" type="checkbox"/> 735	<input type="checkbox"/> 740	<input type="checkbox"/> 745	<input type="checkbox"/> 750	<input type="checkbox"/> 755	<input type="checkbox"/> 760																																									
<input checked="" type="checkbox"/> 820	<input checked="" type="checkbox"/> 830	<input checked="" type="checkbox"/> 840	<input checked="" type="checkbox"/> 850	<input type="checkbox"/> 855	<input checked="" type="checkbox"/> 860	<input type="checkbox"/> 865	<input type="checkbox"/> 870	<input type="checkbox"/> 880	<input checked="" type="checkbox"/> 890	<input type="checkbox"/> 900	<input type="checkbox"/> 900	<input type="checkbox"/> 900																																									

Attachment VII

SELPA:

Fiscal Year:

**Attachment VII—Specialized Academic Instruction and Related Services by School Site
Participating Local Educational Agency and School Site Information**

LEA:	<input type="text"/>		
Superintendent:	<input type="text"/>	Phone:	<input type="text"/>
Email:	<input type="text"/>		
Special Education Director:	<input type="text"/>	Phone:	<input type="text"/>
Email:	<input type="text"/>		

School Site:	<input type="text"/>	CDS Code:	<input type="text"/>
School Ownership Code:	<input type="text"/>		

Specialized Academic Instruction—Code 330 is provided: Yes No

Related Services Currently Provided by the School Site:

If code 900 is used, the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification, and provider qualifications in accordance with law.

210	<input type="checkbox"/>	220	<input type="checkbox"/>	230	<input type="checkbox"/>	240	<input type="checkbox"/>	250	<input type="checkbox"/>	260	<input type="checkbox"/>	270	<input type="checkbox"/>	340	<input type="checkbox"/>	350	<input type="checkbox"/>
360	<input type="checkbox"/>	370	<input type="checkbox"/>	415	<input type="checkbox"/>	425	<input type="checkbox"/>	435	<input type="checkbox"/>	436	<input type="checkbox"/>	445	<input type="checkbox"/>	450	<input type="checkbox"/>	460	<input type="checkbox"/>
510	<input type="checkbox"/>	515	<input type="checkbox"/>	520	<input type="checkbox"/>	525	<input type="checkbox"/>	530	<input type="checkbox"/>	535	<input type="checkbox"/>	540	<input type="checkbox"/>	545	<input type="checkbox"/>	610	<input type="checkbox"/>
710	<input type="checkbox"/>	715	<input type="checkbox"/>	720	<input type="checkbox"/>	725	<input type="checkbox"/>	730	<input type="checkbox"/>	735	<input type="checkbox"/>	740	<input type="checkbox"/>	745	<input type="checkbox"/>	750	<input type="checkbox"/>
755	<input type="checkbox"/>	760	<input type="checkbox"/>	820	<input type="checkbox"/>	830	<input type="checkbox"/>	840	<input type="checkbox"/>	850	<input type="checkbox"/>	855	<input type="checkbox"/>	860	<input type="checkbox"/>	865	<input type="checkbox"/>
870	<input type="checkbox"/>	890	<input type="checkbox"/>														
900	<input type="checkbox"/>	<input type="text"/>		900	<input type="checkbox"/>	<input type="text"/>											
900	<input type="checkbox"/>	<input type="text"/>		900	<input type="checkbox"/>	<input type="text"/>											

Attachment VII - Specialized Academic Instruction and Related Services by School Site

SELPA: 3603 West End SELPA

LEA: ALTA LOMA SD

Fiscal Year: 2020-2021

Superintendent: Jim Moore

Email: jmoore@alsd.org

Special Education Director: Beth Freer

Email: bfreer@alsd.org

Phone: (909) 484-5151 ext 102003

Phone: (909) 484-5151 ext 102020

Related Services Currently Provided by the School Site:

School	CDS Code	School Owner Code	Specialized Academic Instruction (Code 330)	If code 900 is used																						
				210	220	230	240	250	260	270	340	350	415	425	435											
ALTA LOMA CHRISTIAN	0000002	74																								
ALTA LOMA ELEM	6035216	60	Y																							
ALTA LOMA JR HS	6035224	62	Y																							
BANYAN ELEM	6114649	60	Y																							
CARNELIAN ELEM	6035232	60	Y																							
DEER CANYON	6101786	60	Y																							
HERMOSA ELEM	6104475	60	Y																							
JASPER ELEM	6094940	60	Y																							
LEROY HAYNES EDUCATIONAL CENTER	7077811	76	Y																							
PORT VIEW PREPARATORY	0129429	76	Y																							
ST. PETER AND ST. PAUL SCHOOL	0000002	74	Y																							
STONE RIDGE ACADEMY	7094436	76	Y																							
STORK ELEM	6098503	60	Y																							
VICTORIA GROVES	6107510	60	Y																							
VINEYARD JR. HS	6108930	62	Y																							

SELPA: 3603 West End SELPA

Related Services Currently Provided by the School Site:

School	Related Services Currently Provided by the School Site:																		
	the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification																		
	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730	
ALTA LOMA CHRISTIAN																			
ALTA LOMA ELEM			Y	Y															
ALTA LOMA JR HS			Y	Y	Y														
BANYAN ELEM			Y	Y					Y				Y			Y			
CARNELIAN ELEM			Y	Y									Y			Y			Y
DEER CANYON			Y	Y					Y				Y			Y			
HERMOSA ELEM			Y	Y									Y			Y			
JASPER ELEM			Y										Y			Y			Y
LEROY HAYNES EDUCATIONAL CENTER			Y			Y							Y			Y			
PORT VIEW PREPARATORY			Y		Y	Y		Y											
ST. PETER AND ST. PAUL SCHOOL																			
STONE RIDGE ACADEMY					Y			Y											
STORK ELEM			Y		Y														
VICTORIA GROVES			Y	Y	Y								Y			Y			
VINEYARD JR. HS			Y	Y	Y			Y					Y			Y			Y

SELPA: 3603 West End SELPA

**Related Services Currently Provided by
the School Site:**

School	n, and provider qualifications in accordance with law.															
	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900
ALTA LOMA CHRISTIAN																
ALTA LOMA ELEM																
ALTA LOMA JR HS																
BANYAN ELEM																
CARNELIAN ELEM	Y															
DEER CANYON																
HERMOSA ELEM																
JASPER ELEM	Y															
LERoy HAYNES EDUCATIONAL CENTER																
PORT VIEW PREPARATORY																
ST. PETER AND ST. PAUL SCHOOL																
STONE RIDGE ACADEMY																
STORK ELEM																
VICTORIA GROVES																
VINEYARD JR. HS																

Attachment VII - Specialized Academic Instruction and Related Services by School Site

SELPA: 3603 West End SELPA

LEA: CENTRAL SD

Fiscal Year: 2020-2021

Superintendent: Donna Libutti **Email: dlibutti@csd.k12.ca.us**
Special Education Director: Mary Kate Perez **Email: mkperez@csd.k12.ca.us**

Related Services Currently Provided by the School Site:

School	CDS Code	School Owner Code	Specialized Academic Instruction (Code 330)	If code 900 is used														
				210	220	230	240	250	260	270	340	350	415	425	435			
BEAR GULCH ELEM	6104525	60	Y													Y	Y	
CANYON VIEW	7081268	76	Y										Y					
CENTRAL ELEM-CEN	6035489	60	Y										Y					Y
COYOTE CANYON	6106603	60	Y										Y					Y
CUCAMONGA MS	6035497	62	Y										Y					Y
DONA MERCED	6099204	60	Y										Y					Y
LEROY HAYNES EDUCATIONAL CENTER	7077811	76	Y										Y					Y
PORT VIEW PREPARATORY	0129429	76	Y										Y					Y
RUTH MUSSER MS	6110704	62	Y										Y					Y
STONE RIDGE ACADEMY	7094436	76	Y															
UNITED CHRISTIAN ACADEMY	0000002	76	Y															Y
VALLE VISTA	6035505	60	Y													Y		Y

SELPA: 3603 West End SELPA

Related Services Currently Provided by the School Site:

School	Related Services Currently Provided by the School Site:																	
	the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification																	
	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730
BEAR GULCH ELEM			Y		Y	Y												
CANYON VIEW			Y		Y	Y				Y								
CENTRAL ELEM-CEN			Y		Y	Y		Y					Y			Y	Y	
COYOTE CANYON			Y		Y	Y												
CUCAMONGA MS			Y		Y	Y		Y		Y			Y			Y	Y	
DONA MERCED	Y		Y	Y	Y	Y		Y		Y			Y			Y		
LERROY HAYNES EDUCATIONAL CENTER			Y	Y														
PORT VIEW PREPARATORY			Y															
RUTH MUSSER MS			Y	Y	Y	Y		Y					Y			Y	Y	
STONE RIDGE ACADEMY					Y													
UNITED CHRISTIAN ACADEMY			Y															
VALLE VISTA			Y	Y	Y	Y		Y		Y			Y			Y		

SELPA: 3603 West End SELPA

**Related Services Currently Provided by
the School Site:**

School	n, and provider qualifications in accordance with law.																
	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900	
BEAR GULCH ELEM																	
CANYON VIEW																	
CENTRAL ELEM-CEN																	
COYOTE CANYON																	
CUCAMONGA MS																	
DONA MERCED																	
LEROY HAYNES EDUCATIONAL CENTER																	
PORT VIEW PREPARATORY																	
RUTH MUSSER MS																	
STONE RIDGE ACADEMY																	
UNITED CHRISTIAN ACADEMY																	
VALLE VISTA																	

Attachment VII - Specialized Academic Instruction and Related Services by School Site

SELPA: 3603 West End SELPA

LEA: CHAFFEY JUHSD

Fiscal Year: 2020-2021

Superintendent: Mathew Holton

Phone: (909) 988-8511 ext. 2501

Email: mathew.holton@cjuhsd.net

Special Education Director: Kelly Whelan

Phone: (909) 985-8511 ext. 2610

Email: kelly.whelan@cjuhsd.net

**Related Services Currently Provided by
the School Site:**

School	CDS Code	School Owner Code	Specialized Academic Instruction (Code 330)	If code 900 is used																
				210	220	230	240	250	260	270	340	350	415	425	435					
ALTA LOMA HS	3630225	66	Y													Y			Y	
ALTUS ACADEMY	6130710	76	Y																	
BEACON DAY	6130520	76	Y													Y				
BRIGHT FUTURES ACADEMY, RIVERSIDE	0126821	76	Y													Y				
CANYON VIEW	7081268	76	Y													Y				
CHAFFEY ADULT	3638624	70	Y													Y			Y	
CHAFFEY COMM DAY	3630845	69	Y																	
CHAFFEY DISTRICT ONLINE HIGH	0126243	63	Y																	
CHAFFEY HS	3632205	66	Y													Y			Y	
CINNAMON HILLS	6130991	76	Y																	
COLONY HS	3631157	66	Y													Y			Y	
COPPER HILLS YOUTH CENTER	6131015	76	Y																Y	
DEVEREUX GEORGIA - ACKERMAN ACADE	0121350	76	Y																	
DEVEREUX TEXAS TREATMENT NETWORK	6131056	76	Y																	
DIAMOND RANCH ACADEMY	0133843	76	Y																	
ETIWANDA HS	3630373	66	Y													Y			Y	
FROSTIG SCHOOL	6982219	76	Y													Y			Y	
JOAN MACY	7066079	76	Y													Y			Y	
LEROY HAYNES EDUCATIONAL CENTER	7077811	76	Y													Y			Y	
LOS OSOS HS	3631058	66	Y													Y			Y	
MARDAN	6937278	76	Y																Y	
MONTCLAIR HS	3633906	66	Y													Y			Y	

OAK GROVE INST	7071533	76	Y																		
OLIVE CREST ACADEMY	7102924	76	Y																		
ONTARIO CHRISTIAN HIGH	0000002	76	Y															Y			
ONTARIO HS	3634482	66	Y															Y			Y
PORT VIEW PREPARATORY	0129429	76	Y															Y			Y
PROVO CANYON	6131189	80	Y																		
RANCHO HS	3630571	66	Y															Y			Y
SPECTRUM - CHINO HILLS	0125104	80	Y															Y			Y
STONE RIDGE ACADEMY	7094436	76	Y															Y			Y
UNITED CHRISTIAN ACADEMY	0000002	76	Y																		
VALLEY VIEW CONT HS	3637659	68	Y															Y			Y
VILLA ESPERANZA	6936199	76	Y															Y			Y

SELPA: 3603 West End SELPA

Related Services Currently Provided by the School Site:

School	Related Services Currently Provided by the School Site:																	
	the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification,																	
	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730
ALTA LOMA HS			Y		Y	Y	Y	Y		Y			Y			Y		
ALTUS ACADEMY					Y	Y		Y										
BEACON DAY			Y		Y	Y		Y		Y								
BRIGHT FUTURES ACADEMY, RIVERSIDE																		
CANYON VIEW			Y		Y	Y		Y		Y								
CHAFFEY ADULT			Y					Y										
CHAFFEY COMM DAY						Y		Y										
CHAFFEY DISTRICT ONLINE HIGH								Y										
CHAFFEY HS			Y		Y	Y		Y		Y			Y			Y		Y
CINNAMON HILLS					Y	Y		Y										
COLONY HS			Y		Y	Y		Y		Y			Y			Y		Y
COPPER HILLS YOUTH CENTER					Y	Y		Y				Y						
DEVEREUX GEORGIA - ACKERMAN ACADE								Y				Y						
DEVEREUX TEXAS TREATMENT NETWORK								Y				Y						
DIAMOND RANCH ACADEMY					Y	Y		Y				Y				Y		Y
ETIWANDA HS			Y		Y	Y		Y		Y			Y			Y		Y
FROSTIG SCHOOL					Y													
JOAN MACY					Y			Y										
LEROY HAYNES EDUCATIONAL CENTER			Y		Y	Y		Y		Y								
LOS OSOS HS			Y		Y	Y		Y		Y			Y			Y		Y
MARDAN			Y		Y	Y		Y		Y								Y
MONTCLAIR HS	Y		Y		Y	Y		Y		Y			Y			Y		Y

OAK GROVE INST																					
OLIVE CREST ACADEMY																					
ONTARIO CHRISTIAN HIGH																					
ONTARIO HS																					
PORT VIEW PREPARATORY																					
PROVO CANYON																					
RANCHO HS																					
SPECTRUM - CHINO HILLS																					
STONE RIDGE ACADEMY																					
UNITED CHRISTIAN ACADEMY																					
VALLEY VIEW CONT HS																					
VILLA ESPERANZA																					

SELPA: 3603 West End SELPA

**Related Services Currently Provided by
the School Site:**

School	n, and provider qualifications in accordance with law.															
	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900
ALTA LOMA HS							Y	Y	Y						Y	
ALTUS ACADEMY							Y		Y						Y	
BEACON DAY							Y	Y	Y						Y	
BRIGHT FUTURES ACADEMY, RIVERSIDE															Y	
CANYON VIEW							Y	Y	Y						Y	
CHAFFEY ADULT							Y	Y	Y	Y	Y			Y	Y	
CHAFFEY COMM DAY							Y	Y	Y						Y	
CHAFFEY DISTRICT ONLINE HIGH							Y		Y						Y	
CHAFFEY HS							Y	Y	Y						Y	
CINNAMON HILLS							Y	Y	Y						Y	
COLONY HS							Y	Y	Y	Y					Y	
COPPER HILLS YOUTH CENTER							Y		Y						Y	
DEVEREUX GEORGIA - ACKERMAN ACAD									Y	Y					Y	
DEVEREUX TEXAS TREATMENT NETWORK															Y	
DIAMOND RANCH ACADEMY							Y		Y						Y	
ETIWANDA HS							Y	Y	Y		Y				Y	
FROSTIG SCHOOL																
JOAN MACY							Y		Y						Y	
LEROY HAYNES EDUCATIONAL CENTER							Y	Y	Y						Y	
LOS OSOS HS							Y	Y	Y		Y	Y			Y	
MARDAN							Y	Y	Y						Y	
MONTCLAIR HS							Y	Y	Y					Y	Y	

OAK GROVE INST																						
OLIVE CREST ACADEMY																						
ONTARIO CHRISTIAN HIGH																						
ONTARIO HS																						Y
PORT VIEW PREPARATORY																						
PROVO CANYON																						Y
RANCHO HS																						Y
SPECTRUM - CHINO HILLS																						Y
STONE RIDGE ACADEMY																						Y
UNITED CHRISTIAN ACADEMY																						Y
VALLEY VIEW CONT HS																						Y
VILLA ESPERANZA																						Y

Attachment VII - Specialized Academic Instruction and Related Services by School Site

SELPA: 3603 West End SELPA

LEA: CHINO VALLEY SD

Fiscal Year: 2020-2021

Superintendent: Norm Enfield

Phone: (909) 628-1201 ext 1100 Email: norm_enfield@chino.k12.ca.us

Special Education Director: Anne Ingulsrud

Phone: (909) 628-1201 ext 1406 Email: anne_ingulsrud@chino.k12.ca.us

**Related Services Currently Provided by
the School Site:**

School	CDS Code	School Owner Code	Specialized Academic Instruction (Code 330)	If code 900 is used													
				210	220	230	240	250	260	270	340	350	415	425	435		
ALICIA CORTEZ	6098354	60	Y										Y				
ANNA BORBA FUND	6098362	60	Y														Y
AYALA HS	3630522	66	Y									Y					Y
BOYS REPUBLIC	3631587	68	Y														
BRIGGS FUNDAMEN	6102974	60	Y													Y	Y
BUENA VISTA ARTS	6036156	60	Y													Y	
BUENA VISTA CONTINUATION HS	3631769	68	Y														
BUTTERFIELD RAN	6108666	60	Y													Y	Y
CAL AERO PRESERVE ACADEMY	0120329	60	Y												Y	Y	Y
CANYON HILLS JR	6109813	62	Y												Y	Y	Y
CANYON VIEW	7081268	76	Y												Y	Y	Y
CHAPARRAL ELEM	0110726	60	Y												Y	Y	Y
CHINO HILLS HS	3631017	66	Y												Y	Y	Y
CHINO HS	3632502	66	Y												Y	Y	Y
CHINO VALLEY LEARNING ACADEMY	3631181	69	Y														
COUNTRY SPRINGS	6111710	60	Y												Y	Y	Y
DEVEREUX TEXAS TREATMENT NETWORK	6131056	76	Y												Y	Y	
DIAMOND RANCH ACADEMY	0133843	76	Y														
DON LUGO HS	3630035	66	Y												Y	Y	Y
DORIS DICKSON	6098347	60	Y													Y	Y
E.J. MARSHALL	6035513	60	Y													Y	Y
EAGLE CANYON ELEMENTARY	6106629	60	Y													Y	Y

SELPA: 3603 West End SELPA

Related Services Currently Provided by the School Site:

School	Related Services Currently Provided by the School Site:																		
	the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification																		
	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730	
ALICIA CORTEZ			Y			Y							Y			Y			
ANNA BORBA FUND		Y	Y	Y		Y	Y			Y			Y			Y	Y		
AYALA HS	Y	Y	Y	Y	Y								Y	Y	Y	Y	Y	Y	
BOYS REPUBLIC					Y	Y	Y			Y									
BRIGGS FUNDAMEN			Y	Y	Y								Y			Y			
BUENA VISTA ARTS																			
BUENA VISTA CONTINUATION HS					Y														
BUTTERFIELD RAN			Y																
CAL AERO PRESERVE ACADEMY			Y	Y	Y								Y			Y	Y		Y
CANYON HILLS JR		Y	Y	Y	Y	Y							Y			Y	Y		Y
CANYON VIEW			Y			Y				Y									
CHAPARRAL ELEM			Y	Y	Y								Y			Y			
CHINO HILLS HS		Y	Y	Y	Y								Y			Y	Y		
CHINO HS		Y	Y	Y	Y	Y		Y					Y			Y	Y		Y
CHINO VALLEY LEARNING ACADEMY					Y														
COUNTRY SPRINGS		Y	Y						Y				Y			Y			
DEVEREUX TEXAS TREATMENT NETWORK			Y		Y			Y				Y							
DIAMOND RANCH ACADEMY					Y	Y	Y	Y				Y							
DON LUGO HS		Y	Y	Y	Y		Y						Y			Y	Y		
DORIS DICKSON			Y		Y								Y			Y	Y		
E.J. MARSHALL			Y		Y								Y			Y	Y		
EAGLE CANYON ELEMENTARY			Y	Y									Y			Y	Y		

SELPA: 3603 West End SELPA

**Related Services Currently Provided by
the School Site:**

School	n, and provider qualifications in accordance with law.															
	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900
ALICIA CORTEZ																
ANNA BORBA FUND																
AYALA HS						Y	Y	Y	Y	Y	Y	Y		Y		
BOYS REPUBLIC						Y	Y	Y	Y					Y		
BRIGGS FUNDAMEN																
BUENA VISTA ARTS						Y			Y					Y		
BUENA VISTA CONTINUATION HS						Y	Y	Y	Y							
BUTTERFIELD RAN																
CAL AERO PRESERVE ACADEMY																
CANYON HILLS JR						Y			Y							
CANYON VIEW														Y		
CHAPARRAL ELEM																
CHINO HILLS HS						Y	Y	Y	Y	Y				Y		
CHINO HS						Y	Y	Y	Y					Y		
CHINO VALLEY LEARNING ACADEMY						Y	Y	Y	Y					Y		
COUNTRY SPRINGS																
DEVEREUX TEXAS TREATMENT NETWORK									Y					Y		
DIAMOND RANCH ACADEMY						Y	Y	Y	Y							
DON LUGO HS						Y	Y	Y	Y	Y	Y	Y	Y	Y		
DORIS DICKSON																
E.J. MARSHALL																
EAGLE CANYON ELEMENTARY																

Attachment VII - Specialized Academic Instruction and Related Services by School Site

SELPA: 3603 West End SELPA

LEA: COUNTY OPS

Fiscal Year: 2020-2021

Superintendent: Ted Alejandro

Email: ted.alejandra@sbcss.net

Special Education Director: Peggy McFee

Email: peggy.mcfee@sbcss.net

**Related Services Currently Provided by
the School Site:**

School	CDS Code	School Owner Code	Specialized Academic Instruction (Code 330)	If code 900 is used															
				210	220	230	240	250	260	270	340	350	415	425	435				
ALTA LOMA HS	3630225	66	Y														Y	Y	Y
ALTA LOMA JR HS	6035224	62	Y														Y	Y	
BANYAN ELEM	6114649	60	Y														Y	Y	
BEAR GULCH ELEM	6104525	60	Y														Y	Y	
CARNELIAN ELEM	6035232	60	Y														Y	Y	
CECILIA L. SOLORIO ELEM	6117519	60	Y														Y	Y	
CENTRAL ELEM-CEN	6035489	60	Y														Y	Y	
CHINO HILLS HS	3631017	66	Y														Y	Y	Y
CHINO HS	3632502	66	Y														Y	Y	
COLONY HS	3631157	66	Y														Y	Y	Y
DAY CREEK INTER	0102947	62	Y														Y	Y	
DEER CANYON	6101786	60	Y														Y	Y	
DOROTHY GIBSON HS	3631165	9	Y														Y	Y	
E.J. MARSHALL	6035513	60	Y														Y	Y	
EAGLE CANYON ELEMENTARY	6106629	60	Y														Y	Y	Y
EARLY START - CTY	ERLSTR	34		Y								Y							
FIRST CLASS	FIRSTCL																Y		
FROST EEC	FROSTEC		Y														Y	Y	
GRACE YOKLEY	6102909	62	Y														Y	Y	
HAYNES (RICHARD) ELEMENTARY	6036198		Y														Y		
JOHN L. GOLDEN	6118467	60	Y														Y	Y	
LIBERTY ELEM	0100594	60	Y														Y	Y	

SELPA: 3603 West End SELPA

Related Services Currently Provided by the School Site:

School	Related Services Currently Provided by the School Site:																	
	the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification																	
	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730
ALTA LOMA HS	Y	Y	Y	Y						Y			Y		Y	Y	Y	
ALTA LOMA JR HS															Y	Y	Y	
BANYAN ELEM			Y	Y														
BEAR GULCH ELEM			Y		Y													Y
CARNELIAN ELEM			Y							Y			Y			Y		
CECILIA L. SOLORIO ELEM			Y	Y	Y			Y										
CENTRAL ELEM-CEN			Y															
CHINO HILLS HS			Y	Y														Y
CHINO HS		Y	Y	Y									Y			Y		
COLONY HS	Y		Y	Y													Y	Y
DAY CREEK INTER			Y	Y														
DEER CANYON			Y	Y														Y
DOROTHY GIBSON HS			Y		Y					Y			Y			Y		Y
E.J. MARSHALL			Y	Y									Y			Y	Y	Y
EAGLE CANYON ELEMENTARY		Y	Y	Y														
EARLY START - CTY			Y	Y									Y			Y	Y	
FIRST CLASS																		
FROST EEC			Y	Y														
GRACE YOKLEY		Y	Y	Y									Y			Y	Y	
HAYNES (RICHARD) ELEMENTARY			Y										Y	Y		Y	Y	
JOHN L. GOLDEN			Y	Y														Y
LIBERTY ELEM			Y	Y						Y								

SELPA: 3603 West End SELPA

**Related Services Currently Provided by
the School Site:**

School	, and provider qualifications in accordance with law.															
	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900
ALTA LOMA HS							Y	Y	Y						Y	
ALTA LOMA JR HS																
BANYAN ELEM																
BEAR GULCH ELEM																
CARNELIAN ELEM																
CECILIA L. SOLORIO ELEM																
CENTRAL ELEM-CEN																
CHINO HILLS HS															Y	
CHINO HS							Y	Y	Y						Y	
COLONY HS	Y						Y	Y	Y					Y		
DAY CREEK INTER																
DEER CANYON																
DOROTHY GIBSON HS							Y	Y	Y						Y	
E.J. MARSHALL																
EAGLE CANYON ELEMENTARY																
EARLY START - CTY																
FIRST CLASS																
FROST EEC																
GRACE YOKLEY																
HAYNES (RICHARD) ELEMENTARY																
JOHN L. GOLDEN																
LIBERTY ELEM																

LIVE OAK COUNTY EEC																				
LOS OSOS HS																				
MT. BALDY ELEM									Y										Y	
MULBERRY EARLY -CTY																				
PIONEER JUNIOR																				
RANCHO HS									Y				Y						Y	
RANCHO CUCAMONGA MIDDLE																				
RUTH MUSSER MS																				
UPLAND HS									Y				Y							
WALNUT AVE																				
WEST END COMMUNITY									Y				Y						Y	
WICKMAN ELEM																				

Attachment VII - Specialized Academic Instruction and Related Services by School Site

SELPA: 3603 West End SELPA

LEA: CUCAMONGA SD

Fiscal Year: 2020-2021

Superintendent: Richard Dahlin

Email: rdahlin@cuca.k12.ca.us

Special Education Director: Lorena Arias-Aguilar

Email: laguilar@cuca.k12.ca.us

Related Services Currently Provided by the School Site:

School	CDS Code	School Owner Code	Specialized Academic Instruction (Code 330)	If code 900 is used												
				210	220	230	240	250	260	270	340	350	415	425	435	
ALTA LOMA HS	3630225	66	Y											Y		
CANYON VIEW	7081268	76	Y									Y				
CUCAMONGA ELEM	6035752	60	Y									Y		Y		
JOAN MACY	7066079	76	Y													
LEROY HAYNES EDUCATIONAL CENTER	7077811	76	Y									Y		Y		
LOS AMIGOS ELEM	6035760	60	Y											Y		
ONTARIO CENTER	6109185	60	Y											Y		Y
RANCHO CUCAMONGA MIDDLE	6097646	62	Y											Y		Y
SPECTRUM - CHINO HILLS	0125104	80	Y													

SELPA: 3603 West End SELPA

Related Services Currently Provided by the School Site:

School	Related Services Currently Provided by the School Site:																
	the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification																
436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730
ALTA LOMA HS																	
CANYON VIEW				Y			Y										
CUCAMONGA ELEM		Y	Y	Y				Y				Y			Y		
JOAN MACY					Y												
LEROY HAYNES EDUCATIONAL CENTER		Y															
LOS AMIGOS ELEM		Y		Y								Y	Y		Y	Y	
ONTARIO CENTER		Y	Y	Y								Y			Y		
RANCHO CUCAMONGA MIDDLE		Y	Y	Y								Y			Y	Y	Y
SPECTRUM - CHINO HILLS				Y													

SELPA: 3603 West End SELPA

**Related Services Currently Provided by
the School Site:**

School	n, and provider qualifications in accordance with law.																
	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900	
ALTA LOMA HS																	
CANYON VIEW																	
CUCAMONGA ELEM																	
JOAN MACY																	
LEROY HAYNES EDUCATIONAL CENTER																	
LOS AMIGOS ELEM																	
ONTARIO CENTER																	
RANCHO CUCAMONGA MIDDLE																	
SPECTRUM - CHINO HILLS																	

Attachment VII - Specialized Academic Instruction and Related Services by School Site

SELPA: 3603 West End SELPA

LEA: ETIWANDA SD

Fiscal Year: 2020-2021

Superintendent: Shawn Judson

Phone: (909) 899-2451 Email: shawn_judson@etiwanda.org

Special Education Director: Dawn Wiley-Dominguez Phone: (909) 899-2451 Email: dawn_wiley-dominguez@etiwanda.o

**Related Services Currently Provided by
the School Site:**

School	CDS Code	School Owner Code	Specialized Academic Instruction (Code 330)	If code 900 is used													
				210	220	230	240	250	260	270	340	350	415	425	435		
C.P. LIGHTFOOT	6112114	60	Y														Y
CARYN ELEM	6107569	60	Y														Y
CECILIA L. SOLORIO ELEM	6117519	60	Y														Y
D.W. LONG ELEM	6116263	60	Y														Y
DAY CREEK INTER	0102947	62	Y														Y
EAST HERITAGE	6112130	60	Y														Y
ETIWANDA COLONY ELEM	0102939	60	Y														Y
ETIWANDA INTERM	6035778	62	Y														Y
FALCON RIDGE ELEMENTARY	0135293	60	Y														Y
GRAPELAND	6119622	60	Y														Y
HERITAGE INTERM	6119630	62	Y														Y
HIGH FIVE	9999999	8															Y
JOAN MACY	7066079	76	Y														
JOHN L. GOLDEN	6118467	60	Y														Y
LEROY HAYNES EDUCATIONAL CENTER	7077811	76	Y														Y
PERDEW ELEM	0113688	60	Y														Y
PORT VIEW PREPARATORY	0129429	76	Y														Y
SACRED HEART PARISH	0000002	74	Y														Y
SUMMIT INTERM	6035786	62	Y														Y
TERRA VISTA	6112122	60	Y														Y
WATER OF LIFE CHRISTIAN	0000002	74	Y														Y
WEST HERITAGE	6108005	60	Y														Y
WINDROWS ELEM	6106595	60	Y														Y

SELPA: 3603 West End SELPA

Related Services Currently Provided by the School Site:

School	Related Services Currently Provided by the School Site:																	
	the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification,																	
	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730
C.P. LIGHTFOOT		Y			Y			Y					Y			Y		
CARYN ELEM			Y		Y								Y			Y		
CECILIA L. SOLORIO ELEM			Y		Y								Y			Y		
D.W. LONG ELEM		Y	Y	Y	Y			Y					Y			Y		
DAY CREEK INTER		Y	Y	Y	Y			Y					Y			Y		
EAST HERITAGE			Y	Y	Y								Y	Y		Y		Y
ETIWANDA COLONY ELEM			Y	Y	Y			Y					Y			Y		
ETIWANDA INTERM			Y	Y	Y			Y					Y			Y		
FALCON RIDGE ELEMENTARY		Y	Y	Y	Y								Y	Y		Y		Y
GRAPELAND		Y	Y	Y	Y								Y			Y		
HERITAGE INTERM		Y	Y	Y	Y			Y					Y			Y		Y
HIGH FIVE																		
JOAN MACY					Y			Y										
JOHN L. GOLDEN	Y		Y	Y	Y			Y		Y			Y			Y		
LEROY HAYNES EDUCATIONAL CENTER		Y	Y	Y	Y			Y										
PERDEW ELEM			Y	Y	Y													Y
PORT VIEW PREPARATORY			Y															
SACRED HEART PARISH																		
SUMMIT INTERM			Y	Y	Y		Y						Y			Y		Y
TERRA VISTA			Y	Y	Y								Y			Y		
WATER OF LIFE CHRISTIAN													Y			Y		
WEST HERITAGE			Y		Y								Y			Y		
WINDROWS ELEM			Y	Y	Y								Y			Y		Y

SELPA: 3603 West End SELPA

**Related Services Currently Provided by
the School Site:**

School	n, and provider qualifications in accordance with law.															
	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900
C.P. LIGHTFOOT																
CARYN ELEM																
CECILIA L. SOLORIO ELEM																
D.W. LONG ELEM																
DAY CREEK INTER																
EAST HERITAGE																
ETIWANDA COLONY ELEM																
ETIWANDA INTERM																
FALCON RIDGE ELEMENTARY																
GRAPELAND																
HERITAGE INTERM																
HIGH FIVE																
JOAN MACY																
JOHN L. GOLDEN																
LEROY HAYNES EDUCATIONAL CENTER																
PERDEW ELEM																
PORT VIEW PREPARATORY																
SACRED HEART PARISH																
SUMMIT INTERM																
TERRA VISTA																
WATER OF LIFE CHRISTIAN																
WEST HERITAGE																
WINDROWS ELEM																

Attachment VII - Specialized Academic Instruction and Related Services by School Site

SELPA: 3603 West End SELPA

LEA: Mountain View (San Bernardino Cnty)

Fiscal Year: 2020-2021

Superintendent: Douglass Moss

Email: douglass_moss@mtnview.k12.ca.us

Special Education Director: Janet Van Dyke

Email: jan_vandyke@mtnview.k12.ca.us

**Related Services Currently Provided by
the School Site:**

School	CDS Code	School Owner Code	Specialized Academic Instruction (Code 330)	If code 900 is used																		
				210	220	230	240	250	260	270	340	350	415	425	435							
BRIGHT FUTURES ACADEMY, RIVERSIDE	0126821	76	Y																			
CREEK VIEW ELEM	6105449	60	Y													Y					Y	
GRACE YOKLEY	6102909	62	Y																		Y	Y
MOUNTAIN VIEW	6036057	60	Y																		Y	Y
RANCH VIEW ELEM	6110050	60	Y																		Y	Y

SELPA: 3603 West End SELPA

Related Services Currently Provided by the School Site:

School	Related Services Currently Provided by the School Site:																	
	, the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification																	
	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730
BRIGHT FUTURES ACADEMY, RIVERSIDE					Y	Y		Y										
CREEK VIEW ELEM			Y		Y								Y			Y	Y	
GRACE YOKLEY			Y		Y												Y	
MOUNTAIN VIEW			Y										Y			Y		
RANCH VIEW ELEM			Y	Y	Y								Y			Y		

SELPA: 3603 West End SELPA

**Related Services Currently Provided by
the School Site:**

School	n, and provider qualifications in accordance with law.																
	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900	
BRIGHT FUTURES ACADEMY, RIVERSIDE																	
CREEK VIEW ELEM																	
GRACE YOKLEY																	
MOUNTAIN VIEW																	
RANCH VIEW ELEM																	

Attachment VII - Specialized Academic Instruction and Related Services by School Site

SELPA: 3603 West End SELPA

LEA: MT BALDY

Fiscal Year: 2020-2021

Superintendent: Mitch Hovey
Special Education Director: Nancy Sirski

Phone: (909) 985-0991 **Email: mitch_hovey@mtbaldy.k12.ca.us**
Phone: (909) 985-0991 **Email: nancy_sirski@mtbaldy.k12.ca.us**

**Related Services Currently Provided by
the School Site:**

School	CDS Code	School Owner Code	Specialized Academic Instruction (Code 330)	if code 900 is used															
				210	220	230	240	250	260	270	340	350	415	425	435				
MT. BALDY ELEM	6036065	61	Y													Y			

SELPA: 3603 West End SELPA

**Related Services Currently Provided by
the School Site:**

School	Related Services Currently Provided by the School Site:																	
	the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification																	
	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730
MT. BALDY ELEM			Y		Y	Y										Y		

SELPA: 3603 West End SELPA

**Related Services Currently Provided by
the School Site:**

School	, and provider qualifications in accordance with law.																
	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900	
MT. BALDY ELEM																	

Attachment VII - Specialized Academic Instruction and Related Services by School Site

SELPA: 3603 West End SELPA

LEA: UPLAND USD

Fiscal Year: 2020-2021

Superintendent: Nancy Kelly

Email: nancy_kelly@upland.k12.ca.us

Special Education Director: Anthony Farenga

Email: anthony_farenga@upland.k12.ca.us

**Related Services Currently Provided by
the School Site:**

School	CDS Code	School Owner Code	Specialized Academic Instruction (Code 330)	If code 900 is used														
				210	220	230	240	250	260	270	340	350	415	425	435			
BALDY VIEW ELEM	6037204	60	Y													Y	Y	
CABRILLO ELEM	6037212	60	Y													Y	Y	
CANYON VIEW	7081268	76	Y													Y	Y	
CARDEN ARBOR VIEW	0000002	74	Y													Y	Y	
CHILDHELP SCHOOL OF VILLAGE WEST	6203780	74	Y												Y			
CITRUS ELEM	6037220	60	Y													Y	Y	
DIAMOND RANCH ACADEMY	0133843	76	Y															
FOOTHILL KNOLLS ELEM	6037238	60	Y												Y	Y	Y	
HILLSIDE HS	3630456	68	Y															
LEROY HAYNES EDUCATIONAL CENTER	7077811	76	Y												Y	Y	Y	
LINDAMOOD-BELL ACADEMY	6153639	74																
MAGNOLIA ELEM	6037246	60	Y												Y	Y	Y	Y
PEPPER TREE ELEM	6109573	60	Y												Y	Y	Y	Y
PIONEER JUNIOR	6037253	62	Y												Y	Y	Y	Y
PORT VIEW PREPARATORY	0129429	76	Y												Y	Y	Y	Y
SIERRA VISTA	6037261	60	Y												Y	Y	Y	Y
ST. JOSEPH ELEMENTARY	0000002	74	Y													Y	Y	
ST. MARK'S EPISCOPAL	0000002	74	Y															
STONE RIDGE ACADEMY	7094436	76	Y												Y	Y	Y	Y
SYCAMORE ELEM	6037279	60	Y												Y	Y	Y	Y
UPLAND ELEM	6037287	60	Y													Y	Y	
UPLAND HS	3637584	66	Y												Y	Y	Y	Y

SELPA: 3603 West End SELPA

Related Services Currently Provided by the School Site:

School	Related Services Currently Provided by the School Site:																		
	the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification																		
	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730	
BALDY VIEW ELEM			Y		Y														
CABRILLO ELEM			Y		Y														
CANYON VIEW					Y														
CARDEN ARBOR VIEW																			
CHILDHELP SCHOOL OF VILLAGE WEST			Y		Y	Y		Y		Y		Y							
CITRUS ELEM			Y		Y								Y			Y			
DIAMOND RANCH ACADEMY								Y				Y							
FOOTHILL KNOLLS ELEM			Y		Y								Y			Y			Y
HILLSIDE HS					Y	Y		Y	Y										
LEROY HAYNES EDUCATIONAL CENTER			Y		Y	Y				Y									
LINDAMOOD-BELL ACADEMY						Y													
MAGNOLIA ELEM	Y	Y	Y	Y									Y			Y	Y		
PEPPERTREE ELEM			Y	Y	Y			Y					Y	Y	Y	Y	Y	Y	
PIONEER JUNIOR	Y	Y	Y	Y	Y								Y	Y	Y	Y	Y		
PORT VIEW PREPARATORY			Y			Y													
SIERRA VISTA		Y	Y	Y	Y								Y			Y			
ST. JOSEPH ELEMENTARY																			
ST. MARK'S EPISCOPAL																			
STONE RIDGE ACADEMY			Y		Y	Y		Y											
SYCAMORE ELEM			Y	Y	Y					Y			Y			Y			
UPLAND ELEM		Y	Y	Y	Y								Y			Y			
UPLAND HS	Y	Y	Y	Y	Y	Y							Y	Y	Y	Y	Y	Y	Y

SELPA: 3603 West End SELPA

**Related Services Currently Provided by
the School Site:**

School	, and provider qualifications in accordance with law.															
	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900
BALDY VIEW ELEM																
CABRILLO ELEM																
CANYON VIEW																
CARDEN ARBOR VIEW																
CHILDHELP SCHOOL OF VILLAGE WEST																
CITRUS ELEM																
DIAMOND RANCH ACADEMY							Y	Y	Y							
FOOTHILL KNOLLS ELEM							Y	Y	Y							
HILLSIDE HS							Y	Y	Y							
LERoy HAYNES EDUCATIONAL CENTER							Y		Y					Y		
LINDAMOOD-BELL ACADEMY																
MAGNOLIA ELEM																
PEPERTREE ELEM																
PIONEER JUNIOR																
PORT VIEW PREPARATORY								Y							Y	
SIERRA VISTA																
ST. JOSEPH ELEMENTARY																
ST. MARK'S EPISCOPAL																
STONE RIDGE ACADEMY							Y	Y	Y						Y	
SYCAMORE ELEM																
UPLAND ELEM																
UPLAND HS							Y	Y	Y		Y				Y	

