SELPA | West End SELPA | Fiscal Year | 2026-27

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

Local Plan Annual Submission

SELPA West End SELPA Fiscal Year 2026-27

Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

☐ *NEW* SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)

☐ Local Plan Section B: Governance and Administration

☒ Local Plan Section D: Annual Budget Plan

☐ Select if this Local Plan Section D submission was revised after June 30th due date

- Local Plan Section D
- Certifications 2, 3, 4 and 5 are required
- Attachments I-V are required
- If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.

☒ Local Plan Section E: Annual Service Plan

☐ Select if this Local Plan Section E submission was revised after June 30th due date

- Local Plan Section E
- Certifications 2, 3, 4 and 5 are required
- Attachments I and VI are required
- If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.

☐ Local Educational Agency Membership Changes

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at http://www.cde.ca.gov/sp/se/as/caselpas.asp.

SELPA 3603

SELPA	West End SELPA	Fiscal Year	2026-27

A3. SELPA Director Contact Information

Enter address information for the SELPA. Include current SELPA Director contact information. NOTE: SELPA Director position changes do not require amendments to the Local Plan. However, in such cases the new SELPA Director assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	West End SELPA		
Street Address	8265 Aspen Ave. Ste. 200	Zip Code	91730
City	Rancho Cucamonga	County	San Bernardino
Mailing Address	8265 Aspen Ave. Ste. 200		
City	Rancho Cucamonga	Zip Code	91730
Director First Name	Ricky	Administrator Last Name	Alyassi
Director Title	Chief Administrative Officer		
Director's Email	Ricky.alyassi@weselpa.net		
Telephone	(909) 476-6131	Extension	

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan and must electronically sign Certification 1 and 2.

Administrative Entity Name	San Bernardino County Superintendent of Schools		
Street Address	601 North E St	Zip Code	92415-0020
City	San Bernardino	County	San Bernardino
Contact First Name	Ted	Last Name	Alejandre
Contact Title	County Superintendent		

Section A: Contacts and Certifications

SELPA: West End SELPA | Fiscal Year: 2026-27

Email: Ted.alejandre@sbcss.net

Telephone: (909) 386-2406 | Extension:

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California *Education Code* (*EC*) sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☐ Yes ☐ No ☒ N/A (Section D and/or Section E submissions)

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on: 04/07/2026

☒ N/A (Section D and/or Section E submissions)

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users my select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

■ COE responsible for approving the Local Plan

San Bernardino County Superintendent of Schools

Local Plan section(s) was/were provided to the COE(s) listed for approval on 05/15/2026

Add COE **Delete COE**

SELPA: West End SELPA | Fiscal Year: 2026-27

Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date	04/30/2026
SELPA Public Hearing Date	05/15/2026

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date	04/30/2026
SELPA Public Hearing Date	05/15/2026

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

- ☐ Single LEA SELPA: This selection includes only one district LEA; or
- ☐ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ■ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

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☐ Small and Sparse or Isolated: This selection must meet requirements for COE joined SELPAs as described above, and *EC* sections 56211 through 56212.

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration	2024-25
Section D: Annual Budget Plan	2025-26
Section E: Annual Service Plan	2025-26

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by *EC* sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	West End Special Education Local Plan Area	Ricky Alyassi	Administrator-Spec. Ed.	All
-	Chaffey Joint Union High School	Kelly Martinez	Administrator-Spec. Ed.	All
-	Chaffey Joint Union High School	Vianey Perez	Teacher-Gen. Ed.	All
-	Chino Valley Unified SD	Brandy Gambino	Parent	All
-	Mountain View SD	Kelly Reyes	Administrator-Gen. Ed.	All
-	Upland Unified	Christopher Martinez	Teacher-Gen. Ed.	All

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

☐ Certification 1: SELPA Local Plan Section B: Governance and Administration

SELPA West End SELPA Fiscal Year 2026-27

- [x] Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- [x] Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)

  Number Submitted
- [x] Certification 4: CAC (Required for all SELPA Local Plan Sections B)
- [x] Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)

  Number Submitted 10

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA | West End SELPA | Fiscal Year | 2026-27

Certification 1
Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I 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; the Federal Rehabilitation Act of 1973, 29 *USC,* Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC,* 12101 et seq.; *Code of Federal Regulations,* Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations,* Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

☐ Single LEA SELPA ☐ Multiple LEA SELPA ☑ COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☑ Yes ☐ No (If the answer is “NO,” please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

☑ Yes ☐ No (If the answer is “NO,” please include comments.)

Section A: Contacts and Certifications

SELPA: West End SELPA

Fiscal Year: 2026-27

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

www.weselpa.net

Ted Alejandre	**Jun 1, 2026**
Administrative Entity Signature*	Date
Myrlene Pierre	**Jun 1, 2026**
SELPA Governance Council or Responsible Individual	Date
Ricky Alyassi	**May 15, 2026**
SELPA Administrator	Date

*The responsible individual identified as the Administrative Entity in item A4 of Section A must electronically sign here.

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Certification 2
Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

IMPORTANT: Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the *I*ndividuals with Disabilities Education Act (IDEA), Title 20 of *United States Code* (*USC*) 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC,* Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC,* 12101 et seq.; *Code of Federal Regulations,* Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations,* Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

☐ Single LEA SELPA ☐ Multiple LEA SELPA ■ COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

■ Yes ☐ No (If the answer is “NO,” please include comments.)

C2-2. Specific web address where the SELPA Local Plan, including all sections, is posted.

www.weselpa.net

Section A: Contacts and Certifications

SELPA: West End SELPA

Fiscal Year: 2026-27

Ted Alejandre	**Jun 1, 2026**
Administrative Entity Signature*	Date
Myrlene Pierre	**Jun 1, 2026**
SELPA Governance Council or Responsible Individual	Date
Ricky Alyassi	**May 15, 2026**
SELPA Administrator	Date

*The responsible individual identified as the Administrative Entity in Item A4 of Section A must electronically sign here.

Special Education Local Plan Area (SELPA) Local Plan

SELPA West End SELPA **Fiscal Year** 2024-25

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

CDE Form Version June 2022

SELPA | West End SELPA | Fiscal Year | 2024-25

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The West End SELPA is a multi-district SELPA on the west end of San Bernardino County. The SELPA membership includes the following Local Educational Agencies (LEA): 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 12,000 students with disabilities enrolled in the member districts, ages 0-22.

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, six elementary districts, and one county office.

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: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

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 to in Education Code 56205(a)(12)(D)(ii). The RLA Superintendent or his/her designee serves as Chairperson of the Council. One other superintendent is selected as Vice- Chairperson. The SELPA Chief Administrative Officer 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 information related to the SELPA that is brought forward by the SELPA Chief Administrative Officer for input. If necessary, recommendations can be given to the SELPA Chief Administrative Officer 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, or WESELPA. 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 exceptional needs 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.

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 may consider this as notice to withdraw from the SELPA. If the district does not submit its intent to withdraw, the Council may 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 adhere to requirements under the California Education Code and the requirements described herein. In the event an LEA desires to initiate program or services transfers, a transfer planning committee made up of two SELPA Advisory Committee members and the SELPA Chief Administrative Officer shall be designated by the SELPA Chief Administrative Officer 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.

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. The Superintendent's Council shall meet on a regular basis according to Brown Act requirements. 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. Meeting location, schedule and materials are located on the West End SELPA website: www.weselpa.net.

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 Chief Administrative Officer.
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 and approve all budgets assigned to the SELPA.
6) Provide guidance to the SELPA regarding the development, revision, implementation and review of the Local Plan.
7) Review and approve the allocation of special education funds to local education agencies.
8) Approve all SELPA policies, regulations, standards, and guidelines

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 for whom the chartering authority operates as the LEA, as well as independent charter schools designated as a 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 of the charter school as its own LEA, or as a public school within the district/county for the purposes of providing special education services.

All approved charter schools will be deemed as public schools within a district for the purposes of the provision of special education services, 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 Chief Administrative Officer 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.

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 requirements regarding Identification, Screening, Referral, Assessment, Instructional Planning, Implementation, and Review.
ii. Meet requirements regarding Procedural Safeguards.
iii. Meet requirements regarding Regionalized Services.
iv. Provide assurances that all individuals with exceptional needs shall have access to appropriate special education programs and services.
v. Provide a specific description of the internal resources which would allow the West End SELPA to make a determination of the charter school's capacity to operate as an LEA member of the West End SELPA.
vi. Provide assurances that the charter school will follow all state and federal laws and West End SELPA policies and procedures.
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.

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 Chief Administrative Officer 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.

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.
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

Purpose: 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. They are responsible for the coordination of special education service and programs within their agencies, distribution and monitoring of funds within their agencies, and for the implementation of the Local Plan within their agencies. The SELPA Advisory Committee provides input on policies and procedures, which are presented to the Superintendents' Council for approval.

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.

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 (9) of the 17 voting members.

Chairperson: The WESELPA Chief Administrative Officer 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 Administrative Assistant 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.

Meetings: The Committee will have a minimum of five meetings per year. Special meetings may be scheduled as the membership deems necessary. Meeting location, schedule and materials are located on the West End SELPA website: www.weselpa.net.

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 WESELPA Chief Administrative Officer.

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, with guidance from the SELPA Chief Administrative Officer for the operation of the SELPA functions according to this policy.

SELPA Chief Administrative Officer The fundamental role of the SELPA Chief Administrative Officer is to direct all SELPA staff, as well as provide leadership and facilitate the decision-making process. The SELPA Chief Administrative Officer's role includes the provision of information, specific services identified by the Superintendents' Council, technical assistance, leadership and arbitration. It is the SELPA Chief Administrative Officer'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 Chief Administrative Officer'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 Chief Administrative Officer. 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 Chief Administrative Officer 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 Chief Administrative Officer 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 Chief Administrative Officer 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 Chief Administrative Officer.

SELPA staff shall be employed by the Responsible Local Agency and supervised by the SELPA Chief Administrative Officer according to the Responsible Local Agency's policy and practices. The SELPA Chief Administrative Officer 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 Chief Administrative Officer. 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.

In-House Counsel - WESELPA SELPA
Chief Administrative Officer, the In-House Counsel will provide professional legal services and counsel to the West End SELPA member districts in matters related to special education including compliance, resolution, mediation, and due process. In addition, this position will represent the SELPA and member districts before a variety of administrative and legislative bodies and perform

related duties as assigned.

Program Manager - Resolution and Education Support Team (REST)
Within the SELPA, a program manager assists and/or conducts the procedures involved in alternative dispute resolution, complaints, and investigations for all participating departments within the SELPA, as directed by the SELPA Chief Administrative Officer.

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 departments
6) Assistance to local departments in complaint/mediation procedures and alternative dispute resolution
7) Oversight of the SELPA professional development offerings
8) Supervision of the Resolution and Education Support Team (REST)

Any district failing to adhere to SELPA guidance 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 Chief Administrative Officer 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 Chief Administrative Officer, or assigned designee (In-House Counsel or Program Manager). Any district initiating contact with a legal advisor without prior approval will bear the cost of the contact/services.

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 Chief Administrative Officer as well as approves the SELPA budget for its expenditures. The Program Specialist holds a valid special education credential or a pupil personnel service credential 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.

Psychologists:
The functions of the psychologists are driven by Education Code requirements as well as IEP team specification which may include in-service training; activity organization; individual parent, teacher, and student support; intra-SELPA communication; student socialization activities; educationally related mental health services assessments, non-public school case management, residential placement coordination/support, and committees and councils for support and planning. Psychologists promote implementation of these activities throughout the region.

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. Transition planning is developed as part of the IEP process.

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 Chief Administrative Officer for all program effectiveness and quality issues. Through communication with the area director, the SELPA Chief Administrative Officer assures that services provided by the West End Student Services comply with SELPA polices/guidelines and interface effectively with program services provided by other departments 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 Chief Administrative Officer shall serve on behalf of the member local education agencies and implement the Local Plan 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 psychologists
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 Chief Administrative Officer, 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 a 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.

14) 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 Chief Administrative Officer is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

15) RESPONSIBILITIES FOR DISTRIBUTION OF FEDERAL AND STATEFUNDS (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 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 Chief Administrative Officer 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 Code56195.7(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 Local Educational Agencies within the SELPA shall identify on a regular basis any unmet needs for students within the SELPA. With the assistance of the SELPA Chief Administrative Officer and administrative staff, the Local Educational Agency may identify resources within the SELPA that could provide the appropriate services when local educational agencies are unable to provide said services after exhausting the resources within the local educational agency to do so. When special education services are required beyond the programs and services being provided by any local educational agency, the SELPA Chief Administrative Officer along with the local educational agency may develop a plan for consideration by the Superintendents' Council. Any such plan having a fiscal impact on local educational 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 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.

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 Chief Administrative Officer, with the assistance of the Responsible Local Agency, shall be responsible for monitoring, 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 Chief Administrative Officer, with the assistance of the Fiscal Consultant, 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, 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.

22) CONSULTATIONS FOR POLICY AND BUDGET DEVELOPMENT (Education Code 56195.7(a), 56205(a)(12)(c))
Policy, procedure and budget development matters may 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 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.

Community Advisory Committee (CAC) members serve as liaisons between the local Board of Trustees and the community to improve the quality of education and services for students with disabilities. The School District CAC representatives will consist of parent/guardians and/or staff members who will be selected through a committee process. The number of representatives selected can be less than but not exceed, two representatives and may serve multiple two-year terms. The School District CAC Selection Committee will select the School District parent representatives for CAC. School District CAC parent representatives

will be selected through the following committee process:

1. The School District CAC Selection Committee will consist of district and school site personnel.
2. The Administrator or designee at the district school sites may identify and recommend candidates for consideration and review by the committee.
3. The School District CAC Selection Committee will evaluate each candidate's qualifications and select the representatives.
4. Once the candidate(s) are selected by the School District CAC Selection Committee the name(s) will be submitted to the Board for approval.

The SELPA Chief Administrative Officer works collaboratively with the CAC. Officers may request a presentation, discussion, or explanation of any program service provided within the SELPA. The CAC chairperson, 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 Chief Administrative Officer 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 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 committee 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) 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.

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.
Meeting location, schedule and materials are located on the West End SELPA website: www.weselpa.net.

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

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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.

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

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

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 Chief Administrative Officer.

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 at the recommendation of the SELPA Chief Administrative Officer.

5) Review and approve all budgets assigned to the SELPA.

6) Provide guidance to the SELPA regarding the development, revision, implementation and review of the Local Plan.

7) Review and approve 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 Chief Administrative Officer 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. Meeting location, schedule and materials are located on the West End SELPA website: www.weselpa.net.

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.

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.

A. SELPA Advisory Committee

Purpose: 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. They are responsible for the coordination of special education service and programs within their agencies, distribution and monitoring of funds within their agencies, and for the implementation of the Local Plan within their agencies. The SELPA Advisory Committee provides input on 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 (9) of the 17 voting members.

D. Chairperson: The WESELPA Chief Administrative Officer and the WESELPA (Finance) Consultant will function as co-chairperson of the Committee. In the absence of either co-chairperson, the WESELPA Program Manager may serve as co-chairperson. The WESELPA Administrative Assistant 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. Meeting location, schedule and materials are located on the West End SELPA website: www.weselpa.net.

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 WESELPA Chief Administrative Officer.

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.

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: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

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 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 thecounty 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 information on educational options available to agencies that place children in licensed children's institutions.

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

(•) Yes ( ) No

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

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

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.

Meeting location, schedule and materials are located on the West End SELPA website: www.weselpa.net.

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

1) Selection and evaluation of the SELPA Chief Administrative Officer

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: [EC 56205(a)(12)(E); EC 56205(b)(7)]

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: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

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.

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:

SELPA | West End SELPA | Fiscal Year | 2024-25

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: [EC 56195.7. EC 56195.1(b)(c)]

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)
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: [*EC 56205(a)(12)(D)(i)*]

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.

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

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 date of the implementation of 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 may consider this as notice to withdraw from the SELPA. If the district does not submit its intent to withdraw, the Council may 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 district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

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 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.

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.

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

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

The Superintendents' Council shall be responsible for the selection, direction, monitoring, discipline, and evaluation of the SELPA Chief Administrative Officer. 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 Chief Administrative Officer is subject to the Responsible Local Agency's policies and the SELPA Chief Administrative Officer 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 Chief Administrative Officer 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 Chief Administrative Officer 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 Chief Administrative Officer.

SELPA staff shall be employed by the Responsible Local Agency and supervised by the SELPA Chief Administrative Officer according to the Responsible Local Agency's policy and practices. The SELPA Chief Administrative Officer 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 Chief Administrative Officer. 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: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

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 Chief Administrative Officer 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 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 Chief Administrative Officer 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: [EC 56205(a)(12)(D)(ii)(III)]

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.

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

RESPONSIBILITIES OF SUPERINTENDENTS (Education Code 56205(a)(12 (D)(i), 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 non-disabled children benefit from these services.
2) To develop and implement a fully integrated and coordinated services system.

The SELPA Chief Administrative Officer, with the assistance of 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: [EC 56206]

REGIONALIZED SERVICES AND OPERATIONS (Education Code 56195.1 56195.7, 56205, 56206)
The SELPA Chief Administrative Officer 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

Program specialists shall work collaboratively with member local educational agencies to provide support for the assessment of student needs for assistive technology or specialized equipment 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 two SELPA governance/committee members and the SELPA Chief Administrative Officer 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.

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:	Board Policy (BP) 0430, Administrative Regulation (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 Booklet

"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

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

Policy/Procedure Number:	Board Policy (BP) 0430, Administrative Regulation (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
Document Location:	West End SELPA Policies and Procedures Booklet

“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

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

Policy/Procedure Number:	Board Policy (BP) 6164.4, Administrative Regulation (AR) 6164.4
Document Title:	Identification and Evaluation of Individuals for Special Education, Child Find
Document Location:	West End SELPA Policies and Procedures Booklet

"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

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

Policy/Procedure Number:	Board Policy (BP) 6159, Administrative Regulation (AR) 6159
Document Title:	IEP, ISP, LRE and Transition Part C (Formerly: IEP/Procedural Safeguards/Part C, Transition)
Document Location:	West End SELPA Policies and Procedures Booklet

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

◉ Yes ○ No

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

Policy/Procedure Number:	Board Policy (BP) 6159, Administrative Regulation (AR) 6159

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Document Title:	IEP, ISP, LRE and Transition Part C
Document Location:	West End SELPA Policies and Procedures Booklet

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

(●) Yes ( ) No

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

Policy/Procedure Number:	Board Policy (BP) 6159.1, Administrative Regulation (AR) 6159.1
Document Title:	Procedural Safeguards and Complaints for Special Education
Document Location:	West End SELPA Policies and Procedures Booklet

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

(●) Yes ( ) No

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

Policy/Procedure Number:	Board Policy (BP) 6164.4, Administrative Regulation (AR) 6164.4
Document Title:	Identification and Evaluation of Individuals for Special Education, Child Find
Document Location:	West End SELPA Policies and Procedures Booklet

“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

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

Policy/Procedure Number:	Board Policy (BP) 5125, Administrative Regulation (AR) 5125
Document Title:	Student Records; Confidentiality
Document Location:	West End SELPA Policies and Procedures Booklet

"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

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

Policy/Procedure Number:	Board Policy (BP) 6159, Administrative Regulation (AR) 6159
Document Title:	IEP, ISP, LRE and Transition Part C
Document Location:	West End SELPA Policies and Procedures Booklet

"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

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

Policy/Procedure Number:	Board Policy (BP) 6164.41, Administrative Regulation (AR) 6164.41
Document Title:	Private Schools
Document Location:	West End SELPA Policies and Procedures Booklet

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their

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

(●) Yes ( ) No

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

Policy/Procedure Number:	Board Policy (BP) 0430, Administrative Regulation (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 Booklet

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

(●) Yes ( ) No

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

Policy/Procedure Number:	Board Policy (BP) 0430, Administrative Regulation (AR) 0430
Document Title:	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 Booklet

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

(●) Yes ( ) No

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

Policy/Procedure Number:	Board Policy (BP) 0430, Administrative Regulation (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 Booklet

"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

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

Policy/Procedure Number:	Board Policy (BP) 4112.23, Administrative Regulation (AR) 4112.23
Document Title:	Personnel Qualifications
Document Location:	West End SELPA Policies and Procedures Booklet

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

(CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

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

Policy/Procedure Number:	Board Policy (BP) 0430, Administrative Regulation (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 Booklet

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

◉ Yes ○ No

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

Policy/Procedure Number:	Board Policy (BP) 6162.51, Administrative Regulation (AR) 6162.51
Document Title:	Participation in State and District-Wide Assessments
Document Location:	West End SELPA Policies and Procedures Booklet

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

◉ Yes ○ No

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

Policy/Procedure Number:	Board Policy (BP) 0430, Administrative Regulation (AR) 0430

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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 Booklet

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

(●) Yes ( ) No

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

Policy/Procedure Number:	Board Policy (BP) 0430, Administrative Regulation (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 Booklet

"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

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

Policy/Procedure Number:	Board Policy (BP) 0430, Administrative Regulation (AR) 0430
	Comprehensive Local Plan for Special Education; FAPE; Full

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Policy/Procedure 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
Document Location:	West End SELPA Policies and Procedures Booklet

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

(●) Yes ( ) No

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

Policy/Procedure Number:	Board Policy (BP) 5144.2, Administrative Regulation (AR) 5144.2
Document Title:	Suspension/Expulsion
Document Location:	West End SELPA Policies and Procedures Booklet

"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

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

Policy/Procedure Number:	Board Policy (BP) 0430, Administrative Regulation (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

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Document Location: West End SELPA Policies and Procedures Booklet

"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

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

Policy/Procedure Number: Board Policy (BP) 033.1, Administrative Regulation (AR) 033.1

Document Title: Over-Identification and Disproportionality

Document Location: West End SELPA Policies and Procedures Booklet

"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

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

Policy/Procedure Number: Board Policy (BP) 0430, Administrative Regulation (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 Booklet

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

(●) Yes ( ) No

Administration of Regionalized Operations and Services

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

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

Document Title:	Governance and Administration section of this Local Plan
Document Location:	www.weselpa.net
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 Chief Administrative Officer of the SELPA:*** The SELPA Chief Administrative Officer will ensure that the local plan is implemented and will make recommendations to the Superintendents' Council when revisions are needed. The SELPA Chief Administrative Officer facilitates development and approval of SELPA policies and procedures necessary to implement the local plan. Per the West End SELPA Local Plan The SELPA Chief Administrative Officer 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 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.

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(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.

10. SELPA Advisory Committee
Purpose: 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. They are responsible for the coordination of special education service and programs within their agencies, distribution and monitoring of funds within their agencies, and for the implementation of the Local Plan. The SELPA Advisory Committee provide input on policies and procedures, which are presented to the Superintendents' Council for approval.

2. Coordinated system of identification and assessment:

Document Title: Governance and Administration section of this Local Plan

Document Location: www.weselpa.net

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 Chief Administrative Officer 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))
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.

SELPA Advisory Committee:
Purpose: 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. They are responsible for the coordination of special education service and programs within their agencies, distribution and monitoring of funds within their agencies, and for the implementation

Description:

of the Local Plan. The SELPA Advisory Committee provide input on policies and procedures, which are presented to the Superintendents' Council for approval.

(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.

Vocational Assessment and Transition Planning
School-to-work activities are provided through vocational assessment, WorkAbilit1y 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, 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:

Document Title: Governance and Administration section of this Local Plan

Document Location: www.weselpa.net

Description:

Direct Instructional support provided by the REST Department: The Parent Outreach Representative provides alternate dispute resolution with districts as requested by parents and/or districts. The program specialists 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 Chief Administrative Officer 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.

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 compliant 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 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:

Document Title: Governance and Administration section of this Local Plan

Document Location: www.weselpa.net

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 Chief Admininstrative Officer 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 Chief Administrative Officer 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 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

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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. 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:

Document Title: Governance and Administration section of this Local Plan

Document Location: www.weselpa.net

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

Description:

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 Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer 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 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 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:

Document Title: Governance and Administration section of this Local Plan

Document Location: www.weselpa.net

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 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 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 Chief Administrative Officer 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.

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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.

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 Chief Administrative Officer for all program effectiveness and quality issues. Through communication with the area director, the SELPA Chief Administrative Officer assures that services provided by the West End Student Services comply with SELPA polices/guidelines and interface effectively with program services provided by other units within the consortium.

The SELPA Chief Administrative Officer 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 Chief Administrative Officer 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.

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 member districts 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 Chief Administrative Officer 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.

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

Member districts in the Local Plan shall perform the following:

Provide individuals to represent the member districts 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.

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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:

(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:

Document Title: Governance and Administration section of this Local Plan

Document Location: www.weselpa.net

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 Chief Administrative Officer of the SELPA: The SELPA will approve the 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.

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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.

8. Coordination of interagency agreements:

Document Title: Governance and Administration section of this Local Plan

Document Location: www.weselpa.net

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

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9. Coordination of services to medical facilities:

Document Title:	Governance and Administration section of this Local Plan
Document Location:	www.weselpa.net
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 Chief Administrative Officer 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 Chief Administrative Officer 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.

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

Document Title:	Governance and Administration section of this Local Plan
Document Location:	www.weselpa.net
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 special education accountability. ***Role of the RLA/AU:*** See Appendix B - Agreement for Participation in West End SELPA. ***Role of the Chief Administrative Officer 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 Chief Administrative Officer shall serve on behalf of the member local education

agencies and implement the Local Plan including coordination of services to licensed children's facilities and foster family homes

The SELPA Advisory Committee members represent each participating unit and meet on a regular basis to ensure coordination of services in compliance with the Local Plan and with state/federal law.

***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:

Document Title: Governance and Administration section of this Local Plan

Document Location: www.weselpa.net

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 Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer will 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 Chief Administrative Officer, 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:

Document Title: Governance and Administration section of this Local Plan

Document Location: www.weselpa.net

Description:

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 Chief Administrative Officer 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.

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 Chief Administrative Officer 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:

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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 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:

Document Title: Governance and Administration section of this Local Plan

Document Location: www.weselpa.net

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 Chief Administrative Officer 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 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

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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:

Document Title: Governance and Administration section of this Local Plan

Document Location: www.weselpa.net

Description:

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 Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer will provide technical assistance and staff development as needed. The SELPA Chief Administrative Officer 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
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.

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15. Assurance of full educational opportunity:

Document Title:	Governance and Administration section of this Local Plan
Document Location:	www.weselpa.net
Description:	***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 West End SELPA. ***Role of the Chief Administrative Officer 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 Chief Administrative Officer 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.

Document Title:	Governance and Administration section of this Local Plan
Document Location:	www.weselpa.net
	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.

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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 Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer will facilitate the distribution of funds in accordance to the funding allocation plan approved by the Superintendents' Council. The SELPA Chief Administrative Officer 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 Chief Administrative Officer 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 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 Chief Administrative Officer 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.

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Description:

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.

The SELPA Chief Administrative Officer, with the assistance of the 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 Chief Administrative Officer, 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
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 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.

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

Document Title: Governance and Administration section of this Local Plan

Document Location: www.weselpa.net

Description:

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 Chief Administrative Officer as well as approves the SELPA budget for its expenditures. The Program Specialist holds a valid special education credential or a pupil personnel service credential 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) Support the assessment of student needs for assistive technology or

specialized equipment in the least restrictive environment.

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

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer will ensure that the local plan is implemented and will make recommendations to the Superintendents' Council when revisions are needed. The SELPA Chief Administrative Officer 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 SELPA 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.

Special Education Local Plan Area Services

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

Document Title:	Governance and Administration section of this Local Plan
Document Location:	www.weselpa.net
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 Inland Regional Center

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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:

Document Title:	Governance and Administration section of this Local Plan
Document Location:	www.weselpa.net

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 SELPA Advisory Committee, Community Advisory Committee, and the SELPA Chief Administrative Officer 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.

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

Description:

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 Chief Administrative Officer works collaboratively with the CAC. Officers may request presentations, discussion, or explanation of any program service provided within the SELPA. The CAC chairperson, 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.

Chief Administrative Officer 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 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.

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.

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 SELPA Chief Administrative Officer 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 SELPA Chief Administrative Officer, 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.

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 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 SELPA Chief Administrative Officer, 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:

Document Title: Governance and Administration section of this Local Plan

Document Location: www.weselpa.net

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

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Description:

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 Chief Administrative Officer, 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.

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

Document Title: Governance and Administration section of this Local Plan

Document Location: www.weselpa.net

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 Chief Administrative Officer 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' Council

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:

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Document Title:	Governance and Administration section of this Local Plan
Document Location:	www.weselpa.net
Description:	Psychologists and/or other SELPA staff members designated by the Program Manager shall provide the following service: Conduct nonpublic school visitations to verify students are making appropriate educational progress in accordance with the IEP. Program Manager -Resolution and Education Support Team 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) 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: 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 free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC* 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

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

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

Document Title:	Board Policy (BP) and Administrative Regulation (AR) 0430
Document Location:	www.weselpa.net

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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 students in jail. The policy 0430.1 Incarcerated Youth and Adults, outlines the West End SELPA Policy that meets the requirements under EC Section 56026(c)(4); 56040; and 56041.

APPENDIX A

WEST END SELPA BYLAWS

APPENDIX A
WEST END SPECIAL EDUCATION
LOCAL PLAN AREA (SELPA)
BYLAWS

Purpose:
The West End Special Education Local Plan Area (SELPA) is a consortium of 9 school districts and the San Bernardino County Superintendent of Schools (SBCSS), 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 Chief Administrative Officer 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 Chief Administrative Officer, SELPA Advisory Committee, and Personnel Subcommittee. 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 Chief Administrative Officer 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:
      Personnel Subcommittee:

The Personnel Subcommittee shall consist of at least two, and no more than four, Superintendent Council members and the SELPA Chief Administrative Officer. Under the direction of the Superintendents Council or request of the WESELPA Chief Administrative Officer, the Personnel Subcommittee will review personnel items involving the creation, abolishment, and/or adjustment of WESELPA employee positions. This committee will provide recommendations to the Superintendents Council for potential approval.

Special Committees:
Special committees and/or work groups may be formed for specific purposes as deemed necessary by the membership of the Superintendents council by majority vote.

3. SELPA Advisory Committee
   A. Purpose:
      SELPA Advisory Committee
      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. They are responsible for the coordination of special education service and programs within their agencies, distribution and monitoring of funds within their agencies, and for the implementation of the Local Plan. The SELPA Advisory Committee. is given authority by the Superintendents' Council to provide input on 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 Administrative Assistant 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 WESELPA Chief Administrative Officer.

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.

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 a minimum of one year's written notice to the RLA and SELPA and specifying the effective withdrawal date of July 1 occurring at least one year and one day from the date of the notice, 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.

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.

3. Program Transfer

Any LEA initiating a transfer of educational programs and services already in operation within the SELPA shall adhere to requirements under the California Education Code and the requirements described herein. In the event an LEA desires to initiate program or services transfers, a transfer planning committee made up of two SELPA governance/committee members and the SELPA Administrative Officer 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 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

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 Superintendents Council and the California Department of Education along with adoption by the member Local Educational Agencies 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 Chief Administrative Officer 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 providing input on policies and procedures, which are presented to the Superintendents' Council for approval.
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 students enrolled in member district schools within the SELPA 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, related services 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 related services 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.

III. The RLA will provide the following services:
a. 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.

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

c. 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.

d. 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.

1. 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.

2. 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.

3. 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.

WESELPA Role Clarification

Issue	***Superintendent, Elected Official***	***RLA – SBCSS – Organization***	***Superintendents' Council***	***SELPA Administrator***

Personnel	Oversight of all SBCSS Operations.	Responsible for recruitment, hiring, discipline, of SELPA Employees See III.B p. 47).	Selection, direction, monitoring, discipline, and annual evaluation of SELPA Administrator (p. 16). Determine number and type of SELPA staff, and approve changes to personnel recommended by the Personnel Committee.	Subject to the RLA's policies and procedures for day-to-day operations, but receives direction from the Superintendents' Council.
SELPA Administrator	RLA Superintendent and two other superintendents chosen by their peers comprise the joint committee to evaluate the SELPA Administrator (p. 16).	WESELPA Administrator is an employee of SBCSS	Selection and annual evaluation of the SELPA Administrator	The SELPA Administrator is subject to the RLA's policies and procedures for day-to-day operations but receives direction from, and is responsible to, the Superintendents' Council (p.16).
SELPA Staff	Oversight of SBCSS Operations	Employees of SBCSS and supervised by WESELPA management employees	Establish number and type of SELPA office staff	Direct all staff (p. 16)
Superintendents' Council Meetings	Chair (p. 37).	N/A	Voting body for West End SELPA	Secretary to the Council
Business	Oversight of all SBCSS Operations	Receives and distributes funds per WESELPA Fiscal Allocation Plan. Provides all business and technology functions for WESELPA. See III.A and C, p. 47)	Review, approve and monitor all budgets assigned to the SELPA (p. 13).	Responsible for all day-to-day business operations which are managed by the WESELPA (Fiscal) Consultant and staff.
Local Plan	Signs as representative of SBCSS and Oversees all SBCSS Operations. The RLA Superintendent will assure compliance with the Local Plan as submitted to the State Department of Education (. P . 37).	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 (p. 37).	Provide leadership to the SELPA regarding the development, revision, implementation and review of the Local Plan (p. 13). Follow process to receive input from other governance committees and SELPA management team regarding the Local Plan. Voting body on approval of content and/or changes of the local plan.	Oversight and monitoring of the Local Plan implementation, including the process to make revisions to the plan.

Issue	Superintendent, Elected Official	RLA – SBCSS – Organization	Superintendents' Council	SELPA Administrator
Response to Public Records Act (PRA) Response	Provides public records held by Superintendent's office	Provides public records held by SBCSS	Provides public records held by the district	Provides public records held by the SELPA
Response to requests for Agenda Items for Superintendents' Council	Informs SELPA Administrator of items to be added to agenda	WESELPA staff work collaboratively with SBCSS departments to provide information to superintendents for information or decision-making purposes through formal agenda items or via the Administrator's report	Informs SELPA Administrator of items to be added to agenda	Develop agenda and supporting materials, including those requested by the RLA Superintendent, Superintendents' Council and the public.
Complaints regarding the West End SELPA	The Superintendents' office informs the WESELPA Administrator of any complaints received. The WESELPA follows up, as is appropriate. If the complaint is regarding WESELPA staff, the Superintendents' office refers to SBCSS Human Resources Dept. to follow-up with the WESELPA Administrator.		The WESELPA Administrator is responsible to follow up on any complaints presented to the Council.	SELPA Administrator contacts complainant to discuss and offer resolution. If complaint is regarding a WESELPA District, Administrator contacts the Director to appraise of the need to respond and to offer any assistance needed.

APPENDIX C

COMMUNITY ADVISORY COMMITTEE BYLAWS

APPENDIX C
COMMUNITY ADVISORY COMMITTEE BYLAWS
ORGANIZATION OF CONSTITUTION AND BYLAWS FOR COMMUNITY ADVISORY COMMITTEE

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.

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LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA

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Local Plan Section D: Annual Budget Plan

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

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

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

Section D: Annual Budget Plan

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TABLE 1

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

D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	84,832,579	74.29%
AB 602 Property Taxes	6,491,638	5.68%
Federal IDEA Part B	19,439,599	17.02%
Federal IDEA Part C	51,862	0.05%
State Infant/Toddler	980,900	0.86%
State Mental Health		0.00%
Federal Mental Health	1,038,610	0.91%
Other Projected Revenue	1,356,345	1.19%
Total Projected Revenue:	114,191,533	**100.00%**

D-2. "Other Revenue" Source Identification

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

RS 3410 Transition Partnership Program; RS 6520 WorkAbility I

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

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

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TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	126,915,656	34.71%
Object Code 2000—Classified Salaries	69,873,422	19.11%
Object Code 3000—Employee Benefits	84,844,221	23.20%
Object Code 4000—Supplies	3,750,042	1.03%
Object Code 5000—Services and Operations	70,211,382	19.20%
Object Code 6000—Capital Outlay	167,173	0.05%
Object Code 7000—Other Outgo and Financing	9,920,004	2.71%
Total Projected Expenditures:	365,681,900	100.00%

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

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

D-6. Code 7000—Other Outgo and Financing

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

Obj 7130 State Special Schools; Obj 7310 Indirect Costs

Section D: Annual Budget Plan

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TABLE 3

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

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

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	92,956,462	25.42%
Projected Federal Revenue	21,235,071	5.81%
Local Contribution	251,490,367	68.77%
Total Revenue from all Sources:	365,681,900	100.00%

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

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

D-9. Special Education Local Plan Area Allocation Plan

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

State & Federal funds primarily distributed by ADA or special education pupil count depending on funding type in accordance with approved funding allocation plan; Funding apportioned to the RLA includes proportionate share based on ADA and/or pupil count as well as funding to offset RLA regionalized programs such as grant funding and fee-for-service revenue based on LEA usage; RLA has administrative involvement in the pass-through of special education revenues received on behalf of the SELPA for distribution to member LEAs in accordance with approved funding allocation plan; Apportionments for regionalized programs are made directly to the RLA

b. ■ YES ☐ NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking

process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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TABLE 4

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

D-10. Regionalized Operations Budget

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	640,794	12.68%
Object Code 2000—Classified Salaries	1,253,937	24.82%
Object Code 3000—Employee Benefits	803,794	15.91%
Object Code 4000—Supplies	40,248	0.80%
Object Code 5000—Services and Operations	1,960,214	38.80%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	352,866	6.98%
Total Projected Operating Expenditures:	5,051,853	100.00%

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

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

Obj 7310 Indirect Costs

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TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

☐ YES ☒ NO

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

Low Incidence specific Management and/or Function Codes

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

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

16,933,594

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

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

2,096,183

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

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

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LOCAL PLAN

Attachments

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

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Attachment I

SELPA: West End SELPA

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. Only charter schools that have applied and been approved by their governing board as LEAs for special education purposes should be listed on Attachment I. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code* (*EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Special Eduction Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	36	10363			San Bernardino County Office of Education/West End SELPA	Ricky	Alyassi	(909) 476-6131	ricky.alyassi@weselpa.net	**Previously Reported**
	2	36	67595			Alta Loma Elementary	Matt	Williams	(909) 484-5151	mwilliams@alsd.org	**Previously Reported**
	3	36	67645			Central Elementary	Shermella	Roquemore	(909) 989-8541	sroquemore@csd.k12.ca.us	**Previously Reported**
	4	36	67652			Chaffey Joint Union High	Kelly	Martinez	(909) 988-8511	kelly.martinez@cjuhsd.net	**Previously Reported**
	5	36	67678			Chino Valley Unified	Randi	Chapluk	(909) 628-1201	randi_chapluk@chino.k12.ca.us	**Previously Reported**
	6	36	67694			Cucamonga Elementary	Tracee	Stewart	(909) 987-8942	tstewart@cuca.k12.ca.us	**Previously Reported**
	7	36	67702			Etiwanda Elementary	Elizabeth	Freer	(909) 803-3105	elizabeth_freer@etiwanda.k12.ca.us	**Previously Reported**
	8	36	67785			Mountain View Elementary	Jan	Van Dyke	(909) 947-2205	jan_vandyke@mvsdk8.org	**Previously Reported**
	9	36	67793			Mt Baldy Joint Elementary	Kate	Huffman	(909) 985-0991	kate_huffman@mtbaldy.k12.ca.us	**Previously Reported**
	10	36	75069			Upland Unified	Mathew	Kodama	(909) 985-1864	mathew_kodama@upland.k12.ca.us	**Previously Reported**

Attachment II

SELPA: West End SELPA

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

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

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

Attachment II

SELPA: West End SELPA

Fiscal Year: 2026-27

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	San Bernardino County Office of Education/West End SELPA	34,860,472	6,491,638	51,862	600,304	980,900	0	5,674	1,356,345	44,347,195
2	Alta Loma Elementary	2,940,478	0	0	1,126,668	0	0	67,010	0	4,134,156
3	Central Elementary	(201,057)	0	0	1,122,477	0	0	51,282	0	972,702
4	Chaffey Joint Union High	13,586,935	0	0	4,711,582	0	0	263,297	0	18,561,814
5	Chino Valley Unified	16,310,442	0	0	5,338,559	0	0	304,629	0	21,953,630
6	Cucamonga Elementary	(595,489)	0	0	646,031	0	0	28,015	0	78,557
7	Etiwanda Elementary	12,830,424	0	0	2,776,406	0	0	163,641	0	15,770,471
8	Mountain View Elementary	(844,730)	0	0	776,410	0	0	37,598	0	-30,722

Attachment II

SELPA: West End SELPA

Fiscal Year: 2026-27

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Mt Baldy Joint Elementary	365,206	0	0	17,579	0	0	1,181	0	383,966
10	Upland Unified	5,579,898	0	0	2,323,583	0	0	116,283	0	8,019,764
	Totals:	84,832,579	6,491,638	51,862	19,439,599	980,900	0	1,038,610	1,356,345	114,191,533

Attachment III

SELPA: West End SELPA

Fiscal Year: 2026-27

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

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	San Bernardino County Office of Education/West End SELPA	15,085,724	12,976,247	14,504,321	688,678	3,954,797	0	3,583,861	50,793,628
2	Alta Loma Elementary	6,303,978	3,357,826	3,616,520	225,194	2,891,524	8,320	230,942	16,634,304
3	Central Elementary	4,855,612	2,761,884	3,068,362	99,035	3,766,927	6,760	832,613	15,391,193
4	Chaffey Joint Union High	24,837,183	16,011,893	20,830,393	301,812	19,893,329	30,443	13,105	81,918,158
5	Chino Valley Unified	30,888,165	13,434,328	15,551,758	973,224	19,596,575	44,000	2,929,857	83,417,907
6	Cucamonga Elementary	4,903,771	2,617,763	3,598,569	209,691	3,054,995	0	27,873	14,412,662
7	Etiwanda Elementary	20,792,268	11,941,527	12,113,334	753,811	4,197,198	27,250	0	49,825,388
8	Mountain View Elementary	4,009,557	1,159,356	1,711,521	91,957	2,170,208	0	378,816	9,521,415
9	Mt Baldy Joint Elementary	103,208	56,809	40,748	2,925	92,606	0	18,712	315,008

Attachment III

SELPA: West End SELPA

Fiscal Year: 2026-27

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Upland Unified	15,136,190	5,555,789	9,808,695	403,715	10,593,223	50,400	1,904,225	43,452,237
	Totals:	126,915,656	69,873,422	84,844,221	3,750,042	70,211,382	167,173	9,920,004	365,681,900

Attachment IV

SELPA: West End SELPA

Fiscal Year: 2026-27

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

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

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	San Bernardino County Office of Education/West End SELPA	1,362,840	6.42%	42,984,355	46.24%	6,446,433	44,347,195
2	Alta Loma Elementary	1,193,678	5.62%	2,940,478	3.16%	12,500,148	4,134,156
3	Central Elementary	1,173,759	5.53%	(201,057)	-0.22%	14,418,491	972,702
4	Chaffey Joint Union High	4,974,879	23.43%	13,586,935	14.62%	63,356,344	18,561,814
5	Chino Valley Unified	5,643,188	26.57%	16,310,442	17.55%	61,464,277	21,953,630
6	Cucamonga Elementary	674,046	3.17%	(595,489)	-0.64%	14,334,105	78,557
7	Etiwanda Elementary	2,940,047	13.85%	12,830,424	13.80%	34,054,917	15,770,471
8	Mountain View Elementary	814,008	3.83%	(844,730)	-0.91%	9,552,137	-30,722
9	Mt Baldy Joint Elementary	18,760	0.09%	365,206	0.39%	(68,958)	383,966

Attachment IV

SELPA: West End SELPA

Fiscal Year: 2026-27

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Upland Unified	2,439,866	11.49%	5,579,898	6.00%	35,432,473	8,019,764
	Totals:	21,235,071	100.00%	92,956,462	100.00%	251,490,367	114,191,533

Attachment V

SELPA: West End SELPA

Fiscal Year: 2026-27

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

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	San Bernardino County Office of Education/West End SELPA	706,666	1,744,744
2	Alta Loma Elementary	892,647	16,903
3	Central Elementary	230,363	22,500
4	Chaffey Joint Union High	14,014,503	76,133
5	Chino Valley Unified	126,500	101,642
6	Cucamonga Elementary	0	5,228
7	Etiwanda Elementary	897,291	64,833
8	Mountain View Elementary	0	7,129
9	Mt Baldy Joint Elementary	65,624	0

Attachment V

SELPA: West End SELPA

Fiscal Year: 2026-27

List	LEA Official Name (District, Charter, COE, JPA, *and* SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Upland Unified	0	57,071
	Totals:	16,933,594	2,096,183

Attachment VI

SELPA: West End SELPA

Fiscal Year: 2026-27

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

Attachment VII

SELPA: West End SELPA

Fiscal Year: 2026-27

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

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

LEA Name	Add or Delete Row	LEA Status	Transferred FROM	Transferred TO	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
San Bernardino County Office of Education/West End		Delete This Row							

DRAFT
DO NOT
DISTRIBUTE

SELPA | West End SELPA | Fiscal Year | 2026-27

LOCAL PLAN

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

Local Plan Annual Submission

SELPA: West End SELPA Fiscal Year: 2026-27

Local Plan Section E: Annual Service Plan

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

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

Services Included in the Local Plan Section E: Annual Service Plan

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

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

☑ 330–Specialized Academic Instruction/
Specially Designed Instruction

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

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

☐ *Service is Not Currently Provided*

SELPA: West End SELPA

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■ 210–Family Training, Counseling, Home Visits (Ages 0-2 only)

☐ *Service is Not Currently Provided*

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

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

☐ 220–Medical (Ages 0-2 only)

■ *Service is Not Currently Provided*

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

Service is available, but not currently utilized.

Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.

☐ 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.

These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.

■ 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.

This service includes the coordination of special education and related services.

■ 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 Individual 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

☐ 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.

Service is available, but not currently utilized.

Paraprofessionals that provide instructional support, which may include the following special education services: (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher (2) assist with classroom management, such as organizing instructional and other materials (3) provide instructional assistance in a computer laboratory(4) conduct parental involvement activities (5) provide support in a library or media center (6) act as a translator (7) provide instructional support services under the direct supervision of a teacher

☐ 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.

Service is available, but not currently utilized.

Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability.

■ 340–Intensive Individual Service

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

Individualized Education Program (IEP) Team determination that student requires additional

support for all or part of the day to meet his or her IEP goals.

☐ *Service is Not Currently Provided*

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

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

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. Services may be direct or indirect including the use of a speech consultant.

Is the SELPA's average SLP caseload >55? ☐ Yes ☒ No

The average caseload for speech, language, and hearing specialists in the SELPA shall not exceed 55 cases, unless the SELPA Local Plan specifies a higher average caseload and the reasons for the greater average caseload. *EC* 56363.3

SELPA Average SLP Caseload: 48.63

Reasons for greater than 55 average caseload

☒ 425–Adapted Physical Education ☐ *Service is Not Currently Provided*

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

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

modified physical education program. (CCR Title 5 §3051.5).

■ 435–Health and Nursing: Specialized Physical Health Care ☐ *Service is Not Currently Provided*

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

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

■ 436–Health and Nursing: Other ☐ *Service is Not Currently Provided*

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

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

■ 445–Assistive Technology ☐ *Service is Not Currently Provided*

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

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

■ 450–Occupational Therapy ☐ *Service is Not Currently Provided*

SELPA: West End SELPA Fiscal Year: 2026-27

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

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 a group or on an individual basis; 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 Individualized Education Program (IEP), by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

■ 460–Physical Therapy ☐ *Service is Not Currently Provided*

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

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

■ 510–Individual Counseling

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

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

☐ *Service is Not Currently Provided*

SELPA: West End SELPA

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■ 515–Counseling and Guidance ☐ *Service is Not Currently Provided*

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

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

■ 520–Parent Counseling ☐ *Service is Not Currently Provided*

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

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

■ 525–Social Worker Services ☐ *Service is Not Currently Provided*

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

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

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■ 530–Psychological Services ☐ *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 Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

■ 535–Behavior Intervention Services ☐ *Service is Not Currently Provided*

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

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

■ 540–Day Treatment Services

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

Service is available, but not currently utilized.
Structured education, training and support services to address the student’s mental health needs. (Health & Safety Code, Div.2, Chap.3, Article 1, §1502(a)(3)).

■ *Service is Not Currently Provided*

■ 545–Residential Treatment

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

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

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☐ *Service is Not Currently Provided*

☑ 610–Specialized Service for Low Incidence Disabilities

☐ *Service is Not Currently Provided*

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

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

☑ 710–Specialized Deaf and Hard of Hearing Services

☐ *Service is Not Currently Provided*

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

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

☑ 715–Interpreter Services

☐ *Service is Not Currently Provided*

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

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

☑ 720–Audiological Services

☐ *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 Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

■ 725–Specialized Vision Services ☐ *Service is Not Currently Provided*

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

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. 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. (CCR Title 5 §3030(d), EC 56364.1).

■ 730–Orientation and Mobility ☐ *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 Individualized Education Program (IEP).

■ 735–Braille Transcription ☐ *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.

■ 740–Specialized Orthopedic Services ☐ *Service is Not Currently Provided*

SELPA: West End SELPA Fiscal Year: 2026-27

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

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

☐ 745–Reader Services ■ *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.

Any specialized assistance provided for students who are print-impaired, whether the impairment is the result of a visual disability, other physical disability, or reading disability. This may include but is not limited to, readers provided for examinations, textbooks, and other course related reading assignments and may also include recorded materials.

☐ 750–Note Taking Services ■ *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.

Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.

☐ 755–Transcription Services ■ *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.

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

■ 760–Recreation Service, Including Therapeutic Recreation ☐ *Service is Not Currently Provided*

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

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs. (CCR Title 5 §3051.15; 20 USC 1401(26(A)(1)) (34 CFR 300.24).

■ 820–College Awareness Preparation ☐ *Service is Not Currently Provided*

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

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.

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

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

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 student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (CCR Title 5 §3051.14).

■ 840–Career Awareness ☐ *Service is Not Currently Provided*

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

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

■ 850–Work Experience Education ☐ *Service is Not Currently Provided*

SELPA: West End SELPA Fiscal Year: 2026-27

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, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26).

☑ 855–Job Coaching ☐ *Service is Not Currently Provided*

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

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.

☐ 860–Mentoring ☑ *Service is Not Currently Provided*

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

Service is available, but not currently utilized.

A sustained coaching relationship between a student and teacher through on-going involvement and 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.

☑ 865–Agency Linkages (referral and placement) ☐ *Service is Not Currently Provided*

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

No longer needed.

☑ 870–Travel and Mobility Training ☐ *Service is Not Currently Provided*

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

Orientation and mobility services: (i) Means services provided to blind or visually impaired

children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.

■ 890–Other Transition Services ☐ *Service is Not Currently Provided*

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

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

■ 900–Other Related Service

Pursuant to Title 5 of the *California Code of Regulations* (5 *CCR*) 3051.24, "other related services" not identified in sections 5 *CCR* sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.

☐ *Service is Not Currently Provided*

+ - Description of the “Other Related Service"

Any other specialized service required for a student with a disability to receive educational benefit. This service must be included in the California Department of Education (CDE) approved Local Plan.

Qualifications of the Provider Delivering “Other Related Service”

Vision Therapy

Attachment VI - Specialized Academic Instruction and Related Services

If code 900 is selected, the specific service must be defined in Local Plan Section E: Annual Service Plan. Licensing, certification, and provider qualifications to provide each identified service must be in accordance with law. Attachment VI must be included with each Local Plan Section E: Annual Service Plan submission to the California Department of Education(CDE).

Date: 03/24/2026

Fiscal Year: 2026/27

SELPA Name: 3603 West End SELPA

CDE Official Local Educational Agency Name	School or Site Name	County/District/ School Code (xx-xxxxx-xxxxxxx)	Charter Number (If applicable) (xxxx)	ucation Service 330	210	220	230	240	250	260	270	340	415	425	435	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730	735	740	745	750	755	760	820	830	840	850	855	860	865	870	890	900
ALTA LOMA SD	ALTA LOMA CHRISTIAN	WENDNPS0000002		Y									Y																																				
ALTA LOMA SD	ALTA LOMA ELEM	36675956035216		Y								Y	Y	Y				Y	Y	Y	Y		Y		Y																								
ALTA LOMA SD	ALTA LOMA JR HS	36675956035224		Y								Y	Y	Y				Y		Y	Y		Y	Y	Y			Y			Y																	
ALTA LOMA SD	BANYAN ELEM	36675956114649		Y								Y	Y	Y				Y	Y						Y			Y			Y																	
ALTA LOMA SD	CARNELIAN ELEM	36675956035232		Y								Y	Y	Y			Y	Y	Y						Y			Y			Y	Y	Y														
ALTA LOMA SD	DEER CANYON	36675956101786		Y								Y	Y					Y	Y	Y			Y		Y																							
ALTA LOMA SD	HERMOSA ELEM	36675956104475		Y								Y	Y					Y							Y							Y																
ALTA LOMA SD	JASPER ELEM	36675956094940		Y								Y	Y	Y	Y			Y	Y	Y	Y				Y			Y			Y	Y															
ALTA LOMA SD	JOAN MACY	WENDNPS7066079		Y								Y	Y							Y																												
ALTA LOMA SD	PORT VIEW PREPARATORY	WENDNPS0129429		Y								Y	Y	Y			Y	Y							Y																							
ALTA LOMA SD	SPECTRUM - CHINO HILLS	WENDNPS0125104		Y																Y					Y																							
ALTA LOMA SD	ST. PETER AND ST. PAUL SCHOOL	WENDNPS0000002		Y									Y																																			

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CUCAMONGA SD	UNITED CHRISTIAN ACADEMY	WENDNPS0000002		Y									Y																																		
ETIWANDA SD	C.P. LIGHTFOOT	36677026112114		Y								Y	Y	Y				Y		Y						Y			Y																		
ETIWANDA SD	CANYON VIEW	WENDNPS7081268		Y								Y	Y							Y	Y			Y	Y																					
ETIWANDA SD	CARYN ELEM	36677026107569		Y								Y	Y					Y	Y	Y									Y																		
ETIWANDA SD	CECILIA L. SOLORIO ELEM	36677026117519		Y								Y	Y	Y				Y	Y	Y									Y			Y	Y													
ETIWANDA SD	CRIMSON HEIGHTS	WENDNPS0162180		Y								Y	Y		Y			Y		Y	Y				Y	Y																				
ETIWANDA SD	D.W. LONG ELEM	36677026116263		Y								Y	Y	Y				Y	Y	Y																										
ETIWANDA SD	DAY CREEK INTER	36677020102947		Y								Y	Y	Y	Y	Y		Y	Y	Y									Y			Y	Y			Y										
ETIWANDA SD	EAST HERITAGE	36677026112130		Y								Y	Y					Y	Y	Y						Y			Y																	
ETIWANDA SD	ETIWANDA COLONY ELEM	36677020102939		Y								Y	Y	Y				Y	Y	Y						Y			Y	Y	Y														Y
ETIWANDA SD	ETIWANDA INTERM	36677026035778		Y								Y	Y	Y				Y	Y	Y	Y			Y			Y																		Y
ETIWANDA SD	FALCON RIDGE ELEMENTARY	36677020135293		Y								Y	Y	Y			Y	Y	Y	Y									Y			Y	Y	Y	Y										
ETIWANDA SD	GRAPELAND	36677026119622		Y								Y	Y	Y				Y	Y	Y				Y			Y																		
ETIWANDA SD	HERITAGE INTERM	36677026119630		Y								Y	Y	Y				Y		Y	Y			Y					Y																	
ETIWANDA SD	HIGH FIVE	36677020000002											Y																																		
ETIWANDA SD	JOAN MACY	WENDNPS7066079		Y									Y						Y			Y	Y	Y																					
ETIWANDA SD	JOHN L. GOLDEN	36677026118467		Y								Y	Y	Y				Y	Y	Y				Y																					
ETIWANDA SD	LATHAM CENTERS, INC.	WENDNPS0136861		Y									Y						Y	Y					Y																				
ETIWANDA SD	LEROY HAYNES EDUCATIONAL CENTER	WENDNPS7077811		Y								Y	Y	Y				Y				Y																							
ETIWANDA SD	MULBERRY EARLY -CTY	3610363MULBERR		Y									Y					Y	Y																										
ETIWANDA SD	PERDEW ELEM	36677020113688		Y								Y	Y					Y	Y	Y				Y					Y			Y	Y												

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SELPA West End SELPA **Fiscal Year** 2026-27

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Alta Loma School District

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA West End SELPA **Fiscal Year** 2026-27

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

www.weselpa.net

Cert 5-3. Submission Certification Requirements for LEAs

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Authorized Signature

Sherry Smith — LEA Superintendent/Chief Administrator

05/15/2026 — Date

Local Plan Submission

SELPA West End SELPA **Fiscal Year** 2026-27

Certification 5: Local Educational Agency

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LEA Central School District

Cert 5-1. Special Education Local Plan Area Governance Structure

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Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA West End SELPA **Fiscal Year** 2026-27

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Authorized Signature

Amy Nguyen-Hernandez — LEA Superintendent/Chief Administrator

05/15/2026 — Date

Local Plan Submission

SELPA West End SELPA **Fiscal Year** 2026-27

Certification 5: Local Educational Agency

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LEA Chaffey Joint Union High School District

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Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA West End SELPA **Fiscal Year** 2026-27

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Authorized Signature

Mathew Holton LEA Superintendent/Chief Administrator

05/15/2026 Date

Local Plan Submission

SELPA West End SELPA **Fiscal Year** 2026-27

Certification 5: Local Educational Agency

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LEA Chino Valley Unified School District

Cert 5-1. Special Education Local Plan Area Governance Structure

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Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA West End SELPA **Fiscal Year** 2026-27

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Authorized Signature

Norm Enfield — LEA Superintendent/Chief Administrator

05/15/2026 — Date

Local Plan Submission

SELPA West End SELPA **Fiscal Year** 2026-27

Certification 5: Local Educational Agency

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LEA Etiwanda School District

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Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA West End SELPA **Fiscal Year** 2026-27

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Authorized Signature

Charlayne Sprague — LEA Superintendent/Chief Administrator

05/15/2026 — Date

Local Plan Submission

SELPA West End SELPA **Fiscal Year** 2026-27

Certification 5: Local Educational Agency

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LEA Mountain View School District

Cert 5-1. Special Education Local Plan Area Governance Structure

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- ■ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).
    - ☐ Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and *EC* sections 56211 through 56212.

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA West End SELPA **Fiscal Year** 2026-27

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

www.weselpa.net

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

Douglass Moss

LEA Superintendent/Chief Administrator

05/15/2026

Date

Local Plan Submission

SELPA West End SELPA **Fiscal Year** 2026-27

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Mt. Baldy School District

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA West End SELPA **Fiscal Year** 2026-27

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Cert 5-2. Local Educational Agency Local Plan Web Posting

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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

Kate Huffman — LEA Superintendent/Chief Administrator

05/15/2026 — Date

Local Plan Submission

SELPA West End SELPA **Fiscal Year** 2026-27

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Upland Unified School District

Cert 5-1. Special Education Local Plan Area Governance Structure

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Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA West End SELPA **Fiscal Year** 2026-27

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3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

Lynn Carmen-Day — LEA Superintendent/Chief Administrator

05/15/2026 — Date

Local Plan Submission