

Riverside County SELPA Fiscal Allocation Plan

*This Plan was initially approved by
Governance Council on 3/11/99.
It has subsequently been amended numerous times.
This version was approved on December 8, 2023.*

**Riverside County SELPA
2935 Indian Avenue
Perris, CA 92571**

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PREFACE

The Funding Allocation Plan reflects the most current information. If there are major legislative, fiscal, policy or procedural changes, this Plan will be revisited and revised accordingly, with final approval from Governance Council.

GUIDING PRINCIPLES

The following guiding principles are utilized in the decision making processes:

1. SELPA members agree that all children with exceptional needs residing in this SELPA should be appropriately served.
2. In order to deliver appropriate services to all students, the SELPA members believe in everyone working together as a team for the good of all. The cooperation of the business offices and program departments is critical.
3. Fairness and equity shall be the basis of the development of this Funding Allocation Plan.
4. Federal and state revenues will flow directly from the state to the SELPA Administrative Unit which is the Val Verde Unified School District. In turn, the SELPA Administration will allocate the funds to SELPA members according to this Funding Allocation Plan.
5. SELPA member local educational agencies (LEAs) will retain their own decision making on how to use their funds in serving special education students based on needs outlined in their Individualized Education Programs (IEPs).
6. This Funding Allocation Plan will be kept as simple as possible, yet be flexible and useful in serving special education students.
7. The SELPA's current allocation plan is viewed as generally effective.
8. The governance structure of the SELPA is an effective one.
9. The distribution of funding will be understandable, predictable, and timely.
10. SELPA members will commit to timely reporting and analysis of all relevant data necessary for the allocation and distribution of funds.
11. This Funding Allocation Plan will be in legal compliance with federal and state laws.
12. Disputes regarding this Funding Allocation Plan will be resolved at the lowest level possible with final appeal to the Governance Council.

CURRENT ALLOCATION PLAN FUNDING COMPONENTS

1. SELPA Member 602 Allocations

The California Department of Education provides AB 602 funding based on a rate per unit of Average Daily Attendance (ADA). This includes state aid and county earned special education property taxes. As of 2013-14, the base includes funds for personnel development and regionalized services/program specialist (RS/PS) supports. For 2013-14, the federal local assistance funds will remain in the AB 602 calculation. Effective July 1, 2014, the federal local assistance funds will be removed from the AB 602 base calculation and distributed as per the approved formula.

Riverside County SELPA uses the following formula to calculate the base allocation for each local educational agency (LEA). Each member receives its proportional share of the AB 602 revenues based on the LEA's K-12 ADA percentage to the total K-12 ADA for all the SELPA members as stated in the steps below. The special education property taxes shall be used, first, to fund the Riverside County Office of Education (RCOE) Severely Handicapped (SH) Student Programs. If there are any excess special education property taxes, then these dollars shall be distributed to SELPA-members based on their proportional share of K-12 ADA percentage to the total K-12 ADA.

The SELPA-members' allocation of the AB 602 funds will be calculated by SELPA as follows:

- Step 1** The total amount of AB 602 funds that the SELPA is entitled to receive will be determined by multiplying the highest of three years (prior prior year, prior year and current year) K-12 ADA by the per ADA base rate as determined by CDE.
- Step 2** Subtract the SELPA portion (1/3) of the regionalized services/program specialist (RS/PS) funds per the current RS/PS rate (including current COLA). The remaining funds will be distributed to LEA members by ADA as part of the base.
- Step 3**
- Step 4** Divide the result of Step 2 by the total contract year K-12 ADA, less growth funded ADA (if applicable), to determine the funding per ADA that is available to the member LEAs.
- Step 5** Multiply the rate calculated in Step 4 by the contract year ADA for each LEA to determine the gross entitlement per LEA.
- Step 6** If applicable; subtract the districts' usage contribution to the RCOE SH Student Program from the gross entitlement per that district.
- Step 7** Subtract the LEA's Medical Therapy Unit (MTU) costs per the approved formula.

The sum of these steps will be each LEA's net AB 602 revenue base.

That if any SELPA-member LEA has excess carry-over of restricted special education dollars not used within federal and state mandated timelines, these dollars will be returned to the SELPA for reallocation or applied against that LEA's allocation the following fiscal year. If there is no specified federal or state mandated timeline, any excess carry-over of restricted special education dollars will be reviewed by the Governance Council and Finance Committee for potential recapture and/or reallocation of funds.

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

The SELPA Administration will provide both legally required services and those services designated by the Governance Council, SELPA Finance, and/or Coordinating Council. Each SELPA is required to dedicate a portion of the funds it receives pursuant to Section 56836.10 for regionalized operations and services and the direct instructional support of program specialists. As a condition of receiving those funds, the SELPA must ensure that all functions listed below are performed in accordance with the description set forth in its adopted local plan:

- a. Coordination of the special education local plan area and the implementation of the local plan.
- b. Coordinated system of identification and assessment.
- c. Coordinated system of procedural safeguards.
- d. Coordinated system of staff development and parent and guardian education.
- e. Coordinated system of curriculum development and alignment with the core curriculum.
- f. Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism.
- g. Coordinated system of data collection and management.
- h. Coordination of interagency agreements.
- i. Coordination of services to medical facilities.
- j. Coordination of services to licensed children's institutions and foster family homes.
- k. Preparation and transmission of required special education local plan area reports.
- l. Fiscal and logistical support of the community advisory committee.
- m. Coordination of transportation services for individuals with exceptional needs.
- n. Coordination of career and vocational education and transition services.
- o. Assurance of full educational opportunity.
- p. Fiscal administration and the allocation of state and federal funds pursuant to Section 56836.01.
- q. Direct instructional program support that may be provided by program specialists in accordance with Section 56368.

Riverside County SELPA services also include the following responsibilities:

- Development of special education program policies, procedures and guidelines.
- Program coordination for Early Start and Preschool Consortium.
- Coordination and monitoring of nonpublic school (NPS), nonpublic agency (NPA), community based services (CBS), and residential treatment center (RTC) services,

including master contracts, individualized service agreements (ISAs), data monitoring, and monthly billing procedures.

- Coordination of Educationally Related Mental Health Services (ERMHS), professional development, interagency meetings, and authorization for and case management of students in need of intensive mental health services.
- Management of information systems, particularly the Special Education Information System (SEIS) for data collection, processing, and pupil count support. Leader in analyzing SEIS data for compliance, working with CASEMIS clerks for correction, and providing staff development on the use of the system.
- Verification of reports on State Performance Plan Indicators (SPPI) including student performance outcome indicators and compliance indicators reported in the Annual Performance Report (APR) for each LEA.
- Oversight of the Quality Assurance Process (QAP), which includes the following components:
 - Program Indicator Review (PIR) and/or Comprehensive Review (CR) stemming from Annual Performance Reports
 - Special Reviews for Disproportionate Representation
 - Significant Disproportionality
 - Data Informed Non-Compliance (DINC)
 - CASEMIS Validation (December and June reporting)
 - State Identified Measurable Results (SIMR)
- Collection, verification and submission of data for state-required reports, including maintenance of effort, Table 8, excess cost calculation, annual personnel reports, expenditure reports, CASEMIS Tables A-DE (pupil count, special education services, suspensions/expulsions, post-secondary outcome indicators, and Desired Results Developmental Profile [DRDP]).
- Distribution of funds to SELPA-member local education agencies.
- Development and monitoring of the SELPA budget for special education and related services, including interim reporting periods and audit reports.
- Conducting public hearing for the Annual Budget and Annual Service Delivery Plans.
- Track complaints, due process, and alternative dispute resolution cases.

The SELPA Administration will be fully funded. The amount will be calculated based on the following formula: Subtract the SELPA portion (1/3) of the regionalized services/program specialist (RS/PS) funds per 2012-13 year rate of \$15.35 per ADA plus annual COLA. The remaining funds will be distributed to LEA members by ADA as part of the base. Governance Council will make final determination for specialized SELPA regionalized services and associated costs, including distribution of carryover funds.

3. Low Incidence Funds

Low incidence (LI) funding for the purchase of equipment, materials, supplies and services for students with a low incidence disability is combined at the state level prior to distribution to the SELPAs. These funds can be carried over from year to year. Low Incidence funds are

generated by each district of residence based upon students identified with a low incidence disability as the primary or secondary condition on the individualized education program (IEP) document. It is recommended that the funds be utilized as follows:

Continue to allocate \$50,000 off the top of the amount received by SELPA to support salary and benefit costs of the Riverside County Office of Education (RCOE) Braille Transcriber for regionalized support of visually impaired students. The amount will be adjusted by cost of living adjustments (COLA) in future years.

The current amount apportioned to the SELPA by the California Department of Education (CDE), minus the allocation for RCOE Braille Transcriber, is utilized to calculate funds allocated per LEA. Funds generated by infants (0-2) are sent to the LEA providing the service. The funds generated by students aged 3-22 are distributed to the student's district of residence. For 2015-16 and beyond, the following will apply:

- For orthopedically impaired students, the district of residence is solely responsible. The district of residence counts the student in CASEMIS, collects low incidence funding, and is responsible for ordering and maintaining needed equipment, materials and supplies. It is recommended that the district consult with the CCS and/or an OI Specialist on potential vendors, models, and prices.
- For deaf or hard of hearing (DHH) students receiving DHH itinerant support, the district of residence counts the student in CASEMIS, collects low incidence funding, and is responsible for ordering and maintaining needed equipment, materials and supplies. It is recommended that the district consult with the DHH Specialist on potential vendors, models, and prices. The district of residence has the option of issuing a maintenance agreement as appropriate either directly with the vendor or via RCOE under a contract for warranty and repair services (separate from the special education program services contract).
- For visually impaired (VI) students, RCOE will maintain the VI Repository and purchase instructional materials (e.g., consumables, Braille or large print books, materials, magnifiers). VI materials may be purchased with low incidence funds following district SELPA Low Incidence Guidelines, obtained for free from the American Printing House, and/or borrowed from and returned to the state. The LEA providing the VI service shall be responsible for borrowing or purchasing equipment, materials and supplies for VI students (e.g., Closed Caption TV, Braille Note, or Pocket Viewer). Such equipment, materials and supplies may be borrowed from the VI Repository or purchased using low incidence or other funding. If borrowed, the equipment, materials and supplies must be returned to the VI Repository.

If equipment, materials and supplies are purchased with low incidence funds, they are to follow the student if he/she moves within the SELPA. If the student moves outside the SELPA or no longer needs the equipment, the district of residence may reassign the equipment to another student in the district or store it until needed by another SELPA member.

In all cases, the district of residence is required to maintain an inventory of low incidence expenditures and where the equipment is currently housed (e.g., at ABC School with Student A.B.). SELPA is responsible for maintaining a low incidence equipment inventory for purchases of \$500 or more. LEAs are responsible for providing such information to the SELPA per the approved *"Low Incidence Policy, Procedures, and Guidelines"*.

4. Allocation of Out of Home Care Funds

Definition of Out-of-Home Student:

Licensed Children's Institution (LCI) and Foster Family Home (FFH) pupils whose education is the district's respective responsibility and who are placed by a court, developmentally disabled center, or public agency other than a local education agency (LEA). Also includes pupils in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes.

Guiding Principles/Tenets:

- The Out-of-Home Care funds should be distributed based on guiding principles among the member LEAs more so than based on the actual funds received.
- The Allocation Plan should reflect the current agreement for distribution of funds.
- Funds to be utilized to cover costs in the priorities/percentages agreed to in plan.
- Establish an extraordinary cost pool/risk sharing for LCI students without an identified LEA of residence.
- Maintain a monitoring process; look at types of students and severity of disability.
- Encourage LRE placement in the funding formulas.
- Make a commitment to develop alternative delivery programs.

Distribution of OOHC Funds.

Out-of-home care funds will be distributed annually to member LEAs based on verified bed counts provided by CDE and in accordance with current state funding rates.

Distribution of OOHC Funds Received from Proration Share or Appeals.

Out-of-home care funds received from proration share or appeals based Out-of-Home Care Funding Exhibit will be placed in the current fiscal year OOHC funds for distribution as noted below.

1. Set aside \$150,000 in a pool to cover NPS costs for LCI students without an LEA (e.g., wards or dependents of the courts who have been placed in multiple group home settings in a variety of LEAs for whom no parent can be identified). The OOHC Committee shall follow the approved protocol to access funds and be assigned to review each of these cases to ensure due diligence was done in trying to find responsible parent and LEA. Unused funds will roll back into the ending balance available for carry-over distribution. The pool funds will be refilled back up to the total amount at the end of each year.
2. The remaining balance of proration share will be allocated to member LEAs by average daily attendance (ADA)

Protocol for Accessing the Riverside County SELPA Out of Home Care (OOHC) Pool Funds for LCI/NPS Students

1. A Local Education Agency employee shall notify SELPA of potential case with proposed location of services.
2. Referring party can attest that student meets the criteria stated in Allocation Plan:

“LCI student without an LEA (e.g., wards or dependents of the courts who have been placed in multiple group home settings in a variety of LEAs) for whom no parent can be identified or a student whose parent becomes homeless during the time the student attends a nonpublic school.”

3. Referring party provides SELPA with back up documentation on educational rights, residential status, educational history, etc.
4. SELPA estimates NPS expenditures for remainder of current year and projected year ahead if student is ultimately educated in proposed NPS site.
5. SELPA provides sufficient information to members of the Allocation Plan Committee to make a decision.
 - a. SELPA and/or referring agency personnel provides a summary of records review, projected costs, and proposed plan to be finalized by IEP team meeting.
 - b. Members discuss case, with opportunity for questions and answers.
 - c. Member of committee makes a motion to approve or deny utilization of SELPA OOH LCI/NPS Pool Funds for this case, another member seconds, vote taken, and motion carries or fails.
6. SELPA notifies referring parties of decision.
7. SELPA staff member participates in IEP team meeting authorizing expenditure of funds for NPS, completes Individual Service Agreement, and notifies NPS to bill SELPA.
8. Outcome is shared with Coordinating Council and SELPA Finance, with results recorded within each committee minutes.
9. Pupil will be counted as a LCI/NPS or homeless student in the CASEMIS Pupil Count utilizing RCOE as the LEA.
10. Records will be maintained at SELPA and the IEP will be reviewed at least every six months.

Distribute the out-of-home care funds generated each year based on the CDE current base rate for Levels 10-14 Group Home, Intermediate Care Facilities (ICFs), and Skills Nursing Facilities (SNFs) bed counts with the remaining funds distributed based on average daily attendance (ADA).

- The base rate can be revisited to keep percentage consistent with changing state rates on a proportionate basis.
- Estimate the actuals after P2 for the most recent bed count.
- Exclude all charter schools and the County Office as they do not generate OOH funds.

Students placed in a licensed children’s institution (LCI) for non-educational reasons become the responsibility of the district in which the LCI is located. This SELPA language applies to all LCIs regardless of the funding source of the placement (Aid to Adoption Program [AAP], Department of Public Social Services [DPSS], private insurance, Probation Department, Regional Center). LEAs that have a LCI with an inclusive private school program are responsible for private school activities such as “child find” pursuant to Education Code 56170-56177 for any student with a known or suspected disability enrolled therein.

In the case of a student with a disability who has an IEP and transfers into a LEA from a LEA operating programs under the same SELPA local plan, the new LEA shall continue, without

delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the LEA agree to develop, adopt, and implement a new IEP.

In the case of a student with disabilities who has an IEP and transfers into a member LEA from outside of the Riverside County SELPA, the LEA shall provide the pupil a free appropriate public education (FAPE), including services comparable to those described in the previously approved IEP, in consultation with the parents. Within 30 days the LEA shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP.

In the case of a student with a disability who transfers into a SELPA member LEA from outside of the state of California, the LEA shall provide the pupil with a FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parents. The LEA shall conduct an assessment if determined to be necessary and develop a new IEP. To facilitate the transition for a student, the new school in which the individual enrolls shall take reasonable steps to promptly obtain the pupil's records, including the IEP and supporting documents and any other records relating to the provision of special education and related services to the pupil, from the previous school in which the pupil was enrolled.

When an IEP team agrees to place a student with a severe disability into a residential treatment facility (RTC) or LCI, the LEA where the parent resides is financially responsible and continues to assume responsibility for the IEP.

Whenever a student was placed and residing in a residential nonpublic, nonsectarian school (NPS/RTC) prior to transferring into a SELPA member LEA, the SELPA that contains the district that made the NPS/RTC placement is responsible for the funding of the placement, including related services, for the remainder of the school year. An extended year session is included in the school year in which the session ends.

If the LEA has made an appropriate FAPE to the student with a disability, the Individuals with Disabilities Education Act (IDEA) does not require school districts to pay for placement of a child with a disability in a private program by parents' personal decision. This type of placement is considered a unilateral placement and the financial costs become the responsibility of the parent(s).

5. Allocation of Funds for Contracted Regional Special Education Programs and Services Provided by Riverside County Office of Education (RCOE)

The Regionalized Program usage charges will be calculated as follows:

- Step 1** RCOE to determine the estimated pupil count by district per disability, disability cluster, and/or specialized service.
- Step 2** RCOE to determine the total AB 602 funding authorized for the SH Student Program based on total budgeted expenditures.
- Step 3** RCOE to distribute the expenditures in Step 2 to disability, disability cluster, and/or specialized service category.
- Step 4** RCOE to subtract from Step 3 all other sources of revenue. These include, but are not limited to low incidence, mental health, District/SELPA revenue contracts.
- Step 5** RCOE to determine a rate by dividing the expenditures in Step 3 minus the revenue in Step 4 by the total pupil counts determined in Step 1.

Step 6 SELPA to calculate the usage contribution for each district based on the verified average pupil count per disability, disability cluster, and/or specialized service less Licensed Children Institution (LCI) students multiplied times the disability, disability cluster, and/or specialized service rates from Step 5.

Step 7 SELPA to add the amounts calculated for each district in Step 6. The sum will be the district's total AB 602 contribution to the SH Student Program.

The Regionalized Program Budget will maintain a required 2% reserve for economic uncertainties. The reserve will be replenished each year from the ending balance of the prior year. If the Unaudited Actual ending balance in the Regionalized Program budget is in excess of the 2% reserve required, that excess is returned to SELPA for reallocation to the SELPA-member LEAs based on the prior year pupil count that was used to determine the transfer to the SH Student Program. If the ending balance is less than the 2% reserve, then the additional amount required to meet the 2% reserve will be proportionately charged back to the LEAs utilizing the programs by disability types. If any additional funds are needed to cover a fiscal shortfall in the prior year Regionalized Program, these funds will also be proportionately charged back to the LEAs utilizing the programs by disability types.

The SELPA shall transfer the revenue to RCOE to fund the Special Day Class programs and Deaf/Hard of Hearing, Orthopedically Impaired and Visually Impaired Itinerant programs as outlined below.

- RCOE will provide a list of students enrolled in the county SH Student Program or itinerant program each month (September through June) for verification by SELPA
- Final reconciliation in July of the following year, will be based on the average of the monthly SH Student Program and itinerant program pupil counts.

6. Special Education Revenue Generated by Students in Alternative Education Programs

The ADA earned by elementary and high school students on the county CDE certified P-2 Attendance Forms generates special education dollars in a manner similar to that of a K-12 district. These special education dollars shall be allocated to the Riverside County SELPA through its administrative unit, the Val Verde Unified School District.

Special education revenue generated by students in alternative education court and community school programs will be distributed by the Riverside County SELPA as a "pass-through" in the following manner:

To Riverside County Superintendent of Schools (RCSS):

The ADA for the RCSS operated programs is identified from pupils in Juvenile Hall, Homes and Camps; Probation Referred, on Probation or Parole; and/or Expelled pursuant to EC 48915 (a) or (c) multiplied by the Riverside County SELPA-wide average rate per ADA and an adjusted COLA. Funds generated by this ADA will be used to provide special education services to pupils in these programs.

To Other SELPA-member LEAs:

Currently, RCSS is the primary provider of special education services to alternative education pupils. However special education funding is available to other SELPA-member LEAs to provide special education services to community school pupils if they choose to do so. These funds are generated by CDE certified P-2 ADA, funded in grade spans by LEAs.

SELPA- member districts or other SELPAs in Riverside County intending to operate any of the programs referenced directly above shall notify RCSS no later than February 1st of their intent to provide their own special education program for community school students beginning July 1 of the same calendar year.

The RCSS will enter into an agreement with individual LEAs as needed for the provision of services.

7. Inter/Intra SELPA Transfers and Services

In the event that another SELPA is not in the position to meet the conditions of the MOU (specifically utilization rates), then the Riverside County Office of Education shall initiate the transfer of programs/services back to the resident SELPA.

- a. Intra-SELPA Transfers (between districts within Riverside County SELPA): Use the Intra-SELPA / Inter-SELPA Transfer Agreement form for all intra-SELPA transfers, excluding placement of students into county operated programs. Any utilization rates negotiated between the involved districts shall be included on the agreement.

8. Extended School Year (ESY) Funds

Extended School Year funding is included in the AB 602 funding base (state SELPA amount per ADA).

9. Facilities, Maintenance and Operations Agreements

The flat rate is \$7550.00 per standard classroom size of 960 square feet at 180 instructional days and \$9560.00 per medical therapy unit. The rates per classroom unit include the following fees:

STANDARDIZED MAINTENANCE CLASSROOM COSTS FORMULA

Regular Year/180 Instructional Days – Standard Classroom size of 960 Sq. Ft.

Custodial (Salary/Benefits)

\$35.00 per hour x 180 days per classroom (.5 hour per day) \$ 3,150.00

Utilities (Electric/Gas/Water/Phone/Waste)

\$200 x 10 months \$ 2,000.00

Custodial Supplies

\$75.00 per room per month \$ 750.00

Maintenance (work order		
\$130.00 (inclusive of materials and supplies) x 10 months	\$	<u>1,300.00</u>
Sub-Total	\$	7,200.00
Administrative Costs @ 5% (includes supervision, purchasing, personnel, security, food service)	\$	350.00
Additional Allowance (per school site) for maintenance of grounds, building Exterior, and common-use (includes Deferred Maintenance Contribution)	\$	<u>515.00 per site</u>
Total	\$	7,550
Additional Maintenance Cost per School Site	\$	<u>515.00</u>

Facility, Maintenance, and Operations fee structure will be analyzed and amended as appropriate at minimum every five years.

Facility Usage Fees

In addition to the support fees, the Governance Council also recommended that an annual facility use fee of \$2,000 per classroom unit be assessed for district-owned classrooms that are occupied and used by the county operated Severely Handicapped Program. In order to maintain fairness and equity within the SELPA, there will also be a \$2,000 annual facility use fee charged to each district that use RCOE owned classrooms for district use.

Notice to Vacate Facility

Any intent to vacate a facility shall require a year and a day notification to the LEA. The year and a day notification applies to the LEA and RCOE whether housing or running the program. Upon mutual agreement, vacating a facility may occur with less than a year and day notification.

10. Medical Therapy Units

On April 22, 2016, Governance Council approved the following:

The annual payment for Medical Therapy Units (MTU) will be charged to each LEA prior to distribution of funds to each LEA. The MTU Cost Formula will utilize current year P2 K-12 ADA or ADA rate based on actual expenses year to year to a maximum amount of \$180,000. LEAs outside of Riverside County SELPA accessing a MTU within this SELPA will be charged a fee rate identified in a memorandum of understanding between RCSS and the LEA.

11. Infant Funding

On March 21, 2014, Governance Council updated the following:

SELPA receives Part C entitlement to support the infant program. The Part C Early Intervention grant funds are distributed to SELPA-member LEA's based on their prior year infant pupil count.

In the event that revenue sources do not cover the cost of the program, the LEAs shall apply for additional funds from CDE. The LEAs receiving the funds are responsible for child find, eligibility determination, offer of free appropriate public education via the IFSP, and the provision of services from birth to the child's third birthday.

12. Preschool Funding

SELPA receives two federal grants to fund the preschool program. The Federal Preschool Grant and the Pre-Kindergarten Staff Development grant are distributed to SELPA-member LEA's based on their prior year age 3 to 5 year old pupil count.

13. Local Assistance Entitlement

The Local Assistance Entitlement is a federal grant that funds special education programs for students age 3 to 21. Prior to 2018-2019, the grant was dispersed in two separate grants, the Preschool Local Assistance Entitlement and Local Assistance Entitlement. The Local Assistance Entitlement is distributed to SELPA-member LEA's based on their prior year age 3 to 21 year old pupil count, including students served by the county office of education, after the SELPA share is subtracted. The pupil count and corresponding funds generated by students from outside of the Riverside County SELPA served by the RCSS and students served in the county alternative education program shall be provided to RCSS.

The SELPA will calculate the required Private School Proportionate Share for each LEA member based on the federal formula. The LEA must utilize these funds for the provision of special education services to or on behalf of students with disabilities enrolled in private schools. Funds must be expended within the time period of the current grant award. Each LEA will submit to SELPA a reconciliation (e.g., print copy of Galaxy Financial Detail Screen), of year to date expenditures for resource 3311 with each local assistance budget report.

14. Mental Health Funds

Students residing in a licensed children's institution (LCI) attending a nonpublic school (NPS) will have their core education costs covered according to the approved Out-of-Home Care funding formula [Resource 6500], Tier 1 and 2 mental health services covered by district of residence Prop 98 funds [Resource 6512], and Tier 3 Level 2 or 3 mental health services covered by the SELPA IDEA funds [Resource 3327] on a pro-rata share basis. Prop 98 mental health funds have no expenditure timelines while federal grants must be expended within 27 months.

Federal IDEA Funds [Resource 3327]

A. IDEA funds for Educationally Related Mental Health Services [Resource 3327]

The federal IDEA funds will be allocated from CDE to each member LEA. Per the agreement of Governance Council on October 28, 2022. LEAs will transfer full amount of federal IDEA to SELPA for the following purposes:

1. Funds will be placed in SELPA Fund 07 for the following SELPA operations:
 - a. 1.0 FTE SELPA Educationally Related Mental Health Services Coordinator (Val Verde USD Certificated Management Job Description and Salary Schedule)

- b. 2.0 FTE SELPA Educationally Related Mental Health Services Case Manager (Val Verde USD Classified Management Job Descriptions and Salary Schedule).
 - c. Fund 1.0 FTE classified clerical personnel salary and benefits to support the SELPA Educationally Related Mental Health Services Coordinator and Educational Educationally Related Mental Health Services Case Managers.
 - d. Administrative costs (to include, but not limited to, professional development, travel to/from residential treatment centers (RTC) and/or /nonpublic schools (NPS), mileage, etc.) at an amount not to exceed \$100,000 annually.
2. Allocation for county-wide professional learning and development and/or contracts at an amount not to exceed \$200,000. LEAs that are not member LEAs of Riverside County SELPA will pay their proportionate share of costs for county-wide trainings.
 3. Remaining funds will be placed in SELPA Fund 10 [SELPA Pass Through] to reimburse LEAs for residential room and board and associated mental health costs intensive community-based services (e.g., WRAP services) allowing student to receive necessary educationally related mental health services in the least restrictive environment. To receive these funds, the LEA must follow the agreed upon process for accessing Tier 3-Level 2 and 3 educationally related mental health services as outlined in local SELPA guidance as determined by Coordinating Council Steering Committee. This funding source may not be utilized to fund basic education or nonpublic school daily rates or Tier 1 educationally related mental health services. Reimbursements will be prorated if funds available are not enough to cover current year expenditures using the following method and if funds are available:
 - a. Quarter 1 (July-Sept): 50% of expenditures for Tier 3-Level 2 and 3 educationally related mental health services
 - b. Quarter 2 (Oct-Dec): 50% of expenditures for Tier 3-Level 2 and 3 educationally related mental health services
 - c. Quarter 3 (Jan-Mar): 50% of expenditures for Tier 3-Level 2 and 3 educationally related mental health services
 - d. Quarter 4 (April-Jun): Funds for expenditures for Tier 3-Level 2 and 3 educational related mental health services will be distributed based on current expenditures and revenue balance after SELPA administrative costs are determined



In cases where the IEP team determines placement of student is to include Tier 3 Level 2 or 3 services and the process outlined in local SELPA guidance is not followed, the LEA will be responsible for 100% of the Tier 3 costs for that student. Additionally, when a recommendation is made by SELPA to return a student to a lesser restrictive environment based on data and current assessment, and the LEA chooses to maintain the Tier 3 services, the LEA will be responsible for funding 100% of the placement following a 30-day grace period.

4. Any funds remaining after year end reconciliation with invoices for contracted Tier 3 services provided prior to July 1 and the extraordinary cost pool to be maintained at SELPA for use during the following fiscal year.
5. Annual Expenditure Reporting will be managed as follows:

- Quarterly Expenditure Reports will be created by SELPA to determine each member LEA's quarterly contribution of the total amount of Federal ERMHS funds and provided to LEA for signature.
- LEAs will submit signed expenditure reports to Riverside County SELPA within five (5) business days.
- SELPA will submit all quarterly expenditure reports to CDE on behalf of member LEAs

B. Protocol for Accessing the Riverside County SELPA Mental Health Extraordinary Cost Pool Funds. (Only available if funds remain following all reimbursements to LEAs for Tier 3 – Level 2 and 3 Educationally Related Mental Health Services)

1. A Local Education Agency administrator/designee notifies SELPA of potential case to discuss viability of request prior to submission of all required paperwork. Coordinating Council of Special Education Administrators has provided the following guidance.
 - a. Discussed LEAs have to pay for some expenses – initial evaluators even when out of state (child find), annual reviews and triennial evaluations.
 - b. Consider each case individually as hard to predict scenarios that may arise.
 - c. Consider guidelines in relation to size of district and potential impact.
2. Referring party completes application form, including attaching documents listed, a brief description of case, estimated expenditures, why needed, and why considered extraordinary cost.
3. SELPA reviews all documentation received, creating summary report if needed, and verifies estimated expenditures for remainder of current year and projected year ahead if applicable.
4. SELPA establishes Allocation Plan Committee meeting date/time and provides members copy of Application.
5. During conference call/meeting the following occurs:
 - a. Representative from requesting agency provides a brief case history review, projected costs, and why case is being submitted as an extraordinary cost.
 - b. Members discuss case, with opportunity for questions and answers.
 - c. Committee recommends approval or denial of request for utilization of SELPA Mental Health Extraordinary Cost Pool Funds.
6. SELPA notifies referring parties of recommendation. If supported, SELPA will advise LEA of documentation needed for reimbursement and required timelines for submission.
 - a. If one time expenditure, the process will be completed in a timely manner.
 - b. If long term costs expected, the IEP will be reviewed at least every six months to evaluate educational benefit, and update provided to SELPA.
7. The Committee recommendations will be shared with Coordinating Council and SELPA Finance, with results recorded within each committee minutes.
8. Records will be maintained at SELPA.

15. Charter School Funding

A. Public School within a School District or RCOE

Operating as a public school of the district for the purpose of serving students with disabilities enrolled in the charter school is the default arrangement under the law (EC §47641). This occurs whenever the charter school has not gained acceptance in a SELPA as an independent LEA. A charter school that is a “school of the district” for purposes of special education must be treated by its authorizing entity like any other school in the district in terms of their receipt of special education services and funding, and the authorizer represents the charter school in the SELPA.

Absent agreement to the contrary, the authorizer is responsible for special education in the charter schools it authorizes. As such, it must assure that students with disabilities have equal access to the charter school and, once enrolled, are provided a high-quality education supported by appropriate special education personnel and services. The authorizing agency has direct liability for all areas of special education at the charter school, including serving students who enroll in the charter school, but do not reside within the authorizing district. The authorizer, as the provider of most, if not all of the special education services, is responsible for the provision of FAPE to charter school students, including defending the charter against complaints and/or due process litigation, just as it would any public school in the district. These responsibilities continue unless and until such time as the charter school elects to operate as an LEA member of a SELPA, and, the charter school has been accepted into SELPA membership.

The chartering entity is thus responsible for providing or funding appropriate special education services for all charter school students. The chartering entity receives all applicable special education funds as specified in the Riverside County SELPA Funding Allocation Plan. All placement decisions for students with disabilities must be made in compliance with applicable law, and must be based on an individual student's educational needs. EC §47646 requires each charter school operating under this model to contribute financially to district-wide special education services, programs and administration that the authorizing agency funds out of its general funds in excess of special education funding received. This contribution is typically referred to a “fair share contribution.”

While the charter school relies primarily on the authorizing agency to provide special education services, the charter school is obligated to comply with special education laws, including implementing each student's IEP and cooperating with the authorizer to discharge the special education responsibilities. The charter school must work with the authorizing agency to ensure that students are appropriately referred, assessed, identified for special education, and serviced in a timely manner. Service delivery, implementation and monitoring of each student's IEP are generally done by the charter school and authorizing LEA working collaboratively together. In most cases, the charter school will not receive any funding to carry out these functions, nor will the charter school have the ability to make independent decisions about how or by whom services are provided.

B. Charter School as an LEA within the SELPA

Application must be made to the SELPA on or before February 1 of the school year preceding the school year in which the charter school anticipates operating as an LEA within the SELPA. LEA status will not become effective prior to July 1 of the year in

which final approval was granted. The SELPA considers applications for LEA membership on a case by case basis, and retains discretion to determine membership, in compliance with the Local Plan. As such, the SELPA may consider a request to waive the above timelines and may grant approval of exceptions on an individual case basis.

When a charter school seeks to participate as an LEA in the Riverside County SELPA, the LEA application will be reviewed and analyzed in accordance with the SELPA's Local Plan and its charter school policies and procedures. In regards to special education funding, operators must demonstrate that they are likely able to successfully implement the program set forth in the petition, including a realistic financial and operational budget plan showing projected revenue and allocations to cover expenditures; management and accounting systems for special education funds; and procedures for the flow of special education funds and reporting requirements;

The applicant charter school will be deemed an LEA if the SELPA Governance Council determines that the charter school has met all requirements to be included as a member LEA of the SELPA. Once granted LEA status, the charter school becomes directly eligible for special education funds and it must be capable of providing a full continuum of program and service options for all special education students that attend the school. If LEA status is not granted, the charter may not become a member of the SELPA, but may reapply in future years.

When a charter school is accepted as an LEA member, the charter school becomes independently obligated to discharge all the responsibilities of a school district in the provision of services to students with disabilities, including receiving and properly expending special education funds and ensuring compliance. Once granted LEA status, unless other provisions are made, a charter school will represent the needs of the charter school and participate on an equal basis with other members in the governance of the SELPA. The LEA charter school will choose representatives to the Governance Council, Coordinating Council, and SELPA Finance. The representative to the Governance Council must be the chief executive officer of the charter school pursuant to the Riverside County SELPA Joint Powers Agreement. The representative to the Coordinating Council must be a special education administrator designated by the governing board of the charter school. The charter schools Chief Business Official or designee represents the charter on the SELPA Finance Committee.

Once deemed an LEA, the charter school:

- Will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act (IDEA, 20 USC 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 and the provisions of the California Education Code related to special education, Sections 56000 et seq;
- Will ensure that all individuals with exceptional needs (ages 3 to 22) shall have access to appropriate special education programs and services;
- Will assure that no child eligible for special education and related services seeking to enroll in the charter school will be denied nor discouraged from enrollment due to disability or due to the charter school's concern about its ability to provide appropriate services;
- Will assure that the charter school will fully inform parents of students with disabilities seeking enrollment in the charter school of their rights and educational options available;

- Will deliver special education and related services to any eligible child enrolled in the charter;
- Will expend all state and federal special education funds for the sole purpose of providing special education instruction and/or services to eligible students with disabilities; Any apportionment not used for provision of special education will be reviewed by the Governance Council and Finance Committee for potential recapture and/or reallocation of funds;
- Will assure the charters obligation to “search and serve,” pay the costs of special education whether or not those costs are adequately covered from the charter’s SELPA allocation, and that it has adequate reserves to cover those costs; These costs may include, but are not limited to, instruction, services, transportation, nonpublic school/agency placements, inter/intra SELPA placements, due process proceedings, complaints and attorney fees;
- Will assure the charter will adhere to all policies, procedures, obligations and requirements of the SELPA Local Plan For Special Education, including the Funding Allocation Model;
- Will utilize SELPA-approved forms and documents including use of internet based IEPs, and will follow all SELPA agreements, policies, and procedures;
- Will ensure that students will be instructed in a safe environment with no physical barriers that would prevent full participation in educational and extracurricular activities;
- Will provide the SELPA with a copy of the charter school’s amendments, revisions or renewals of the charter;
- Will follow all federal and state laws regarding discipline and assume funding responsibility for change of placement/alternative settings due to disciplinary issues;
- Will provide SELPA with a copy of charter’s current operating budget in order to assure fiscal responsibility in accordance with Ed Code 42130 and 42131;
- Understands its legal and financial responsibilities to provide appropriate special education services to eligible students. Financial responsibilities may include, but are not limited to, instruction, related services, transportation, non-public school/agency placements, inter/intra SELPA placements, due process hearing proceedings and attorney fees; and
- Will not seek defense or indemnification from the SELPA or SELPA members unless liability is the sole result of independent acts or omissions of other agencies, their agents or employees, while performing services under an agreement.
- If less than 5% of the Charter School’s enrollment is eligible for special education, then the SELPA and Charter School shall enter into an MOU outlining the transfer and use of special education funding as a condition of becoming an LEA in the SELPA.

16. SELPA Generated Medi-Cal Funding

Funds generated by SELPA will be tracked by SELPA. Use of funds generated by Medi-Cal billing to be determined by the SELPA Medi-Cal Collaborative.

17. Distribution of Assets

Withdrawal from membership of the Riverside County SELPA shall not entitle a member LEA to any partition of the property held by the Riverside County SELPA, or return of contributions toward the acquisition of such property. Any remaining assets after all obligations have been met shall be distributed per the Joint Powers Agreement.

18. Maintenance of Effort (MOE) Policy

The Special Education Local Plan Area (SELPA) member local education agencies recognize the intent of the federally- mandated maintenance of effort (MOE) requirement is to ensure the provision of appropriate services for students with disabilities. In signing the Local Plan, the governing board of each Riverside County SELPA local education agency (LEA) has adopted an assurance statement regarding the maintenance of local financial effort relative to the receipt of federal special education funds. Pursuant to these locally adopted assurance statements, it is the expectation that all local education agencies (both combined as a whole and as individual LEA members) of the SELPA shall meet the maintenance of effort requirement on each fiscal year.

Riverside County SELPA, as grantee of federal funds from the State Department of Education, via our SELPA Administrative Unit (AU; Val Verde Unified School District) shall distribute all or part of the Part B federal funds received to participating LEAs within the SELPA through a sub-granting process according to the SELPA Allocation Plan and shall annually collect, review and report to the California Department of Education (CDE) the required MOE information.

MOE regulations require that federal funds be used only to pay the excess costs of providing special education and related services to children with disabilities and to supplement and not supplant state and local funds for special education (34 Code of Federal Regulations §300.203-300.205). CDE monitors MOE compliance based on each SELPAs and member districts' individual and aggregated fiscal data. MOE compliance is met if total special education expenditures from State and Local funds are at least equal to, or greater than, prior year. To determine MOE compliance, *two separate* comparisons are completed and submitted annually:

First Comparison – Grant year Budget to Prior year Actual Expenditures (SEMB)

Each LEA will submit to the SELPA the required MOE documentation each year. Budgeted local or state and local expenditures must equal or exceed prior year expenditures for each LEA and for the SELPA, as a whole, subject to the federal Subsequent Years rule. The SELPA must ensure the LEA meets eligibility comparison test before the allocations of Part B funds are sent to the LEAs.

Section 1 – Each year, LEAs should record any of the exceptions listed below as these items will reduce the amount required to meet MOE:

- The voluntary departure, by retirement or otherwise or departure for just cause, of special education or related service personnel
- A decrease in the enrollment of children with disabilities
- The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program because the child:
 - Has left the jurisdiction of the agency
 - Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
 - No longer needs the program of special education
- The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities

Section 2 – LEAs that received a “meets requirement” compliance determination from CDE and have not been found to be significantly disproportionate may also reduce their MOE requirement. Under these conditions the LEA may reduce the level of local or state and local expenditures otherwise required by the LEA MOE requirement by calculating 50 percent of the increase in federal sub-grant allocation received for the current fiscal year compared to the prior fiscal year and reducing the LEA’s state and local MOE requirement by that amount.

Please note: The LEA must use an amount of local funds equal to the reduction in expenditures to carry out activities that could be supported with funds under the Elementary and Secondary Education Act (ESEA) of 1965 [Now called the Every Student Succeeding Act (ESSA)]. This amount includes any activities under Title 1, Impact Aid, and other ESSA programs.

- The amount of funds expended by an LEA for early intervening services under 34 CFR, Section 300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under this section.

Section 3 – Four MOE Test Methods to Maintain Effort

Either local or state and local funding sources are used for comparison at the SELPA level as well as for each individual LEA. In addition, the comparison may be per capita (per child with a disability, unless some other basis is permitted by the SEA for determining “per capita”). The four methods to maintain effort are:

1. The combination of state and local funds
2. Local funds only
3. The combination of state and local funds on a per capita basis
4. Local funds only on a per capita basis

If the SELPA as a whole passes the first comparison (budget vs. actual), the SELPA as a whole is eligible to receive Part B funding.

Consequences for Failure to Maintain Effort

- If the SELPA fails the first comparison test (budget vs. actual), the SELPA, as a whole, and all of its participating members will be ineligible to receive Part B funding until budgetary revisions are made to enable the SELPA, as a whole to meet MOE requirements.

- If the SELPA, as a whole, passes the first comparison test (budget vs. actual) but one or more individual LEA sub-grant recipients fails the first comparison test, the LEA shall have until first principal apportionment (better known as P-1 certification) occurs to comply with MOE requirements. The P-1 certification is the first time the current year expenditure data is available. If a LEA has not rectified the problem by the date that the P-1 certification is made, the SELPA will notify CDE. The SELPA will provide the CDE with the LEA's IDEA sub-grant amounts. The CDE will reduce the SELPA's grant awards by the amount of the LEA's sub-grant amount. When an LEA fails to meet the MOE test in one year, the LEA is required in subsequent fiscal years to maintain effort at the level prior to the failure. Thus, the LEA must calculate its level of effort on the most recent fiscal year in which the MOE test was met.

Second Comparison – Prior Year Actuals to Prior-Prior Year Actual Expenditures (SEMA) [or the most recent year LEA met using the method]

Actual local or state and local expenditures must equal or exceed prior year expenditures, subject to the federal Subsequent Years rule. SELPA comparison is made after unaudited actuals data is submitted to CDE following the end of the fiscal year. The comparison will occur annually.

Section 1 - Each year LEAs should record any of the exceptions listed below as these items will reduce the amount required to meet MOE:

- The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related service personnel
- A decrease in the enrollment of children with disabilities
- The termination of the obligation of the agency to provide a program of special education to a particular child with disabilities that is an exceptionally costly program because the child:
 - Has left the jurisdiction of the agency
 - Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
 - No longer needs the program of special education
- The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities

Section 2 – LEAs that received a “meets requirement” compliance determination from CDE and have not been found to be significantly disproportionate may also reduce their MOE requirement. Under these conditions the LEA may reduce the level of local or state and local expenditures otherwise required by the LEA MOE requirement by calculating 50 percent of the increase in federal sub-grant allocation received for the current fiscal year compared to the prior fiscal year and reducing the LEA's state and local MOE requirement by that amount.

Please note: The LEA must use an amount of local funds equal to the reduction in expenditures to carry out activities that could be supported with funds under the Elementary and Secondary Education Act (ESEA) of 1965 [Now called the Every Student Succeeding Act (ESSA)]. *This amount includes any activities under Title 1, Impact Aid, and other ESEA programs.*

- The amount of funds expended by an LEA for early intervening services under 34 CFR, section 300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under this section.

Section 3 – Four MOE Test Methods to Maintain Effort

Either local or state and local funding sources are used for comparison at the SELPA level as well as for each individual LEA. In addition, the comparison may be per capita (per child with a disability, unless some other basis is permitted by the SEA for determining “per capita”). The four methods to maintain effort are:

1. the combination of state and local funds
2. local funds only
3. the combination of state and local funds on a per capita basis
4. local funds only on a per capita basis

Consequences for Failure to Maintain Effort

- If the SELPA, as a whole, fails the second comparison test (actual vs. actual) after applying the exceptions, the SELPA will be billed by the CDE for the amount the SELPA collectively failed to spend from local, or state and local funds to maintain its level of effort. The SELPA AU will then bill or adjust the apportionment of the individual LEA(s) sub-grant recipients that failed the MOE second comparison test. The amount will be equal to the amount the LEA(s) failed to spend from local or state and local funds to maintain its level of effort.
- If the SELPA, as a whole, passes the second comparison test (actual vs. actual) but one or more individual LEA sub-grant recipients fail to spend from local or state and local funds to maintain their level of effort, CDE will bill the SELPA for the amount that the LEA failed to spend from local or state and local funds to maintain their level of effort. The amount must be paid to CDE by the LEA from its state and/or local funding in the budget year.
- When an LEA fails to meet the MOE test in one year, the LEA is required in subsequent fiscal years to maintain effort at the level prior to the failure. Thus, the LEA must calculate its level of effort on the most recent fiscal year in which the MOE test was met.

BUDGET PROCESS

SELPA Annual Budget Plan shall be developed and displayed at a public hearing. The SELPA Annual Budget Plan shall include allocation projections for all SELPA-member LEAs. Based on those projections, budget plans shall be developed by each LEA for both current year and budget year expenditures for all federal, state, SELPA, and LEA funds provided for special education. The LEA budget plans also shall be shared at a public hearing during a local school board meeting. Aggregated SELPA information shall be presented in a form that is understandable to the general public.

An Annual Service Plan shall be developed annually and presented at a public hearing to display SELPA and LEA special education service options available by school site. SELPA and LEA information shall be presented in a form that is understandable by the general public.

PROCEDURES FOR MAKING CHANGES IN BUDGETARY ALLOCATIONS

The Governance Council may take actions to change budgetary allocations as needed. The following procedure is adhered to in making changes to the budgetary allocations:

First Step

Purpose:

The Riverside County SELPA Allocation Plan Committee is responsible for reviewing, revising, and maintaining the Riverside County SELPA Allocation Plan. Revisions to the Riverside County SELPA allocation plan shall be determined based on review of data and funding sources to determine program and fiscal impact to all member LEAs. This shall include, but not be limited to, the use of centralized pool funds for Out of Home Care Grants and Mental Health Extraordinary costs. The committee will reach consensus on recommendations before submitting them to Coordinating Council, SELPA Finance Committee, and/or Governance Council for action.

Members:

Selected members of Riverside County SELPA, Coordinating Council and SELPA Finance Committee will serve as members of the Riverside County SELPA Allocation Plan Committee. This includes the SELPA Executive Director and Accountant; Coordinating Council Chair, Vice Chair, and six (6) Zone Representatives; and SELPA Finance Chair, Vice Chair, Standing Official Member, Program Liaison, and Governance Council Liaison. Members of the SELPA, Coordinating Council and SELPA Finance Committees are invited to participate in the meetings if they so choose.

Second Step

SELPA Finance Committee, made up of chief business officials from each member LEA reviews recommendations for revisions to the allocation plan to determine positive or adverse effect on fiscal operations, taking into consideration programmatic recommendations from Zone Representatives.

Third Step

Coordinating Council, made up of special education directors (or equivalent) from each member LEA reviews recommendations for revisions to the allocation plan to determine positive or adverse effect on program operations.

Fourth Step

Governance Council, made up of superintendents from each member LEA, reviews recommendations from both Coordinating Council and SELPA Finance Committee and formally takes action on the proposed revisions to the allocation plan at a regularly scheduled Governance Council meeting.

DISCLAIMER: Any information that has been inadvertently left out of this Allocation Plan, any errors, any, and/or required adjustments pursuant to changes in law, etc. will be addressed as outlined above.

ACRONYMS/GLOSSARY

AB: Assembly Bill

AB 602: Bill signed into law October, 1997, which reformed the funding of special education programs in California

ADA: Average Daily Attendance

AU: Administrative Unit – legal entity to receive special education dollars Val Verde Unified School District

Base Allocation: The calculated special education funding entitlement for each LEA

CASEMIS: California's Special Education Management Information System

CBS: Community Based Services

COLA: Cost of Living Adjustment – Refers to state COLA allocated for special education and has been adjusted by a state-imposed deficit.

Coordinating Council: Consists of the special education administrator, or a designated person, from each participating LEA.

Finance Committee: Comprised of: a Chief Business Official or the Superintendent's designee from each LEA, a Fiscal Liaison to the Governance Council, a Program Liaison from Coordinating Council, and the SELPA Executive Director.

Governance Council: Consists of each participating district superintendent, LEA Charter School Chief Executive Officer, and the Riverside County Superintendent of Schools (RCSS).

IEP: Individualized Education Program

JPA: Joint Powers Agreement

LEA: Local Educational Agency – includes SELPA-member districts, SELPA approved LEA charter schools, and county-operated special education regional programs.

LCI/FFH: Refers to both students in Licensed Children's Institutions (group homes) and Foster Family Homes

Low Incidence: Disabilities of deaf, blind, deaf-blind, severely orthopedically impaired, and any combination thereof

NPS/A: Nonpublic School/Agency

NSH: Non-Severely Handicapped

OOHC: Out of home care (funding)

RCOE: Riverside County Office of Education

RCSS: Riverside County Superintendent of Schools

Regionalized Services: Functions performed by SELPA administration such as personnel development, program coordination / evaluation, interagency agreements, NPS/A coordination, CASEMIS/data collection, state reporting, annual budgets, local plan revisions, compliance reviews, etc.

SDC: Special Day Class

SELPA Administration: Special Education Local Plan Area operations for regionalized services

Tier 2: Mental health and PBIS for targeted students – can be employed with general education students using non-special education funding and/or identified students with

disabilities using LEA Prop 98 special education mental health funds.

Tier 3 Level 1: School-based mental health services for identified special education students per an IEP utilizing LEA Prop 98 mental health funds.

Tier 3 Level 2: SELPA contracted intensive community-based mental health services provided per an IEP utilizing SELPA centralized IDEA funds.

Tier 3 Level 3: SELPA contracted intensive out of home stabilization mental health services provided per an IEP utilizing SELPA centralized IDEA funds.