

West End Special Education Local Plan Area
Community Advisory Committee
AGENDA
 November 16, 2010
 5:30 p.m.

A. ADMINISTRATIVE ITEMS

- | | | | | | | |
|---|--------|--------|----------------|--|--|--|
| 1. Introductions and Welcome | | | Kumkum Mukerji | | | |
| 2. Review of the Agenda 11/16/10 | | * | Kumkum Mukerji | | | |
| <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="border-top: 1px solid black; width: 50px; text-align: center;">Motion</td> <td style="border-top: 1px solid black; width: 50px; text-align: center;">Second</td> <td style="border-top: 1px solid black; width: 50px; text-align: center;">Vote</td> </tr> </table> | Motion | Second | Vote | | | |
| Motion | Second | Vote | | | | |
| 3. Approval of Minutes 9/7/10 | | * | Kumkum Mukerji | | | |
| <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="border-top: 1px solid black; width: 50px; text-align: center;">Motion</td> <td style="border-top: 1px solid black; width: 50px; text-align: center;">Second</td> <td style="border-top: 1px solid black; width: 50px; text-align: center;">Vote</td> </tr> </table> | Motion | Second | Vote | | | |
| Motion | Second | Vote | | | | |
| 4. Review Members Attendance 2010/11 | | * | Kay St. Clair | | | |

B. COMMUNITY AGENCY SPEAKER**C. PUBLIC COMMENT**

The West End SELPA Community Advisory Committee welcomes comments and/or questions from visitors. Should you wish to make comments or ask questions, you may voluntarily complete a blue speaker information form located at the table in the back of the room. The blue speaker information form should be given to the CAC Chairperson. All individuals will be given four (4) minutes to comment on non-agenda items. Comments or questions on non-agenda items will be heard during Public Input. Visitors wishing to comment on agenda items may complete a yellow comment card form located at the table in the back of the room. The yellow comment card form should be given to the CAC Chairperson. All individuals will be given four (4) minutes to comment on each agenda item. Comments on agenda items by visitors will be heard after the CAC members discuss the item and prior to the vote. Per the Brown Act requirements, the CAC members may respond briefly to public comment and at the meeting cannot take action on anything not on the agenda.

D. SELPA ADMINISTRATORS REPORT

- | | | | |
|-----------------------------------|--|--|--------------|
| 1. Annual Budget and Service Plan | | | Joann Reilly |
|-----------------------------------|--|--|--------------|

E. BUSINESS ITEMS

- | | | | |
|---------------------------------------|--|----|----------------|
| 1. CAC Parent Survey Discussion | | | Kumkum Mukerji |
| 3. Parent Handbook Discussion | | ** | Kumkum Mukerji |
| 4. Standing Committee Selection | | - | Kumkum Mukerji |
| 5. Community Agency Selection Process | | * | Kumkum Mukerji |
| 6. January 11, 2011 Presentation | | ** | Kumkum Mukerji |

F. ACTION ITEMS

- | | | | |
|--|--|--|--------------|
| 1. Letter to Legislators Regarding AB 3632 | | | Joann Reilly |
|--|--|--|--------------|

G. FUTURE AGENDA ITEMS**H. ADJOURNMENT**

NOTICE: Individuals requiring special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact Karen Johnson at (909) 476-6131, at least two days before the meeting date.

All regular meetings of the Community Advisory Committee are held at the West End Educational Service Center located at 8265 Aspen Ave, Rancho Cucamonga, CA 91730. Agendas for scheduled meetings are available for public inspection 72 hours before a scheduled meeting. Agenda packets are also made available on WESELPA web-site weselpa.sbcss.k12.ca.us. You may request an agenda packet by calling (909) 476-6131, 72 hours before the scheduled meeting. A fee of ten cents (.10) per page will be charged on copied agenda packet.

* Handouts Included

** Handouts to be distributed at meeting

- No Handouts

West End Special Education Local Plan Area
Community Advisory Committee
September 7, 2010
MINUTES

A-3

<u>District</u>	<u>Present</u>	<u>Absent</u>
Alta Loma		Sharon Neault
Central	Nancy Espinal Sylvia Esquerre Sandia Cano	
Chaffey Joint		
Chino Valley		Kumkum Mukerji
Etiwanda	Kay St. Clair	
Ontario-Montclair	Martina Ortega	
Ontario-Montclair ex officio	Maureen Mendoza	
Upland	Rose Heredia	
WESELPA	Joann Reilly	
WESELPA	Karen Johnson	

A. ADMINISTRATION:

Meeting called to order by Martina Ortega at 5:32 p.m.

Approval of the 9/7/10 CAC Agenda –

Motion made by Nancy Espinal, seconded by Kay St. Clair to accept the agenda as presented. Agenda was unanimously approved.

Approval of the CAC 8/17/10 Minutes –

Motion made by Sylvia Esquerre, seconded by Kay St. Clair. Correction was brought forward regarding member Rose Heredia's presence at the 8/17/10 meeting and for the minutes to reflect this. A concern was brought forward regarding public input from Linda Higgins and a request to amend her input. Motion made by Rose Heredia to approve minutes with amendments, seconded by Sandia Cano. The amended minutes were unanimously approved.

Review of Members' Attendance

Kay St Clair reviewed attendance information. A late call was received from Kumkum Mukerji and due to family matters would not be attending.

B. COMMUNITY AGENCY SPEAKER:

Community guest speakers Becky Heiple and Ann Lorenz gave a presentation on EMQ Families First. Becky Heiple spoke on behalf of the Success First Program that helps youth with complex emotional and behavioral challenges, together with their families, to stabilize and gather resources to build a successful future. Referrals for this program are received through Department of Behavioral Health, Community Crisis Response Team, schools, the Child and Family Services, mental health professionals, community service organizations and agencies, and families themselves. Ann Lorenz spoke regarding a wrap around program that works collaboratively with Regional Center. This program is considered a crisis intervention and offers 24 hours on call services but you must be referred by Regional Center.

PUBLIC COMMENT:

Linda Higgins reiterated her public comment from last meeting.

Kristie Burchit spoke regarding the local plan and her request to place the edited CAC bylaws on the CAC agenda not being done. Clarification was requested as to whom Kristie Burchit sent the email for the bylaw request too? Kristie stated the email was sent to the CAC Executive Committee.

Andrea Woore stated dyslexic awareness month is this October and the Inland Dyslexic Society has several outreach programs like DASH, SPEAKER and several other events. Andrea stated she will email Karen Johnson all this information to forward.

Kristie Burchit spoke regarding member placing dots on four areas to focus on for 2010/11 and felt the Local Plan should be a main focus. Kristie spoke regarding the CAC being out of compliance in the past.

Moe Mendoza addressed the CAC Compliance Complaints and requested all parents and school districts be named when presenting this information.

Moe Mendoza spoke regarding the Service Animals policy and felt there was some contradictory statements along with language changes from “may” to “will”.

Moe Mendoza requested the CAC be provided the full FCMAT report.

Moe Mendoza spoke on behalf of the CAC planning calendar and requested SELPA Administrators Legislative Day added.

Moe Mendoza spoke regarding the Community Agency selection and requested SELPA send out letters inviting all agencies to participate.

Kristie Burchit requested all community agencies from last year be placed on the Executive Committee’s agenda.

Andrea Woore commented on representation of districts on CAC and she encouraged members to ask their districts why there are not more members on the CAC. Andrea spoke regarding CAC Planning Calendar and stated the legislators are a way to have your voice heard.

Joann Reilly clarified that the CAC bylaws state that each district appoints one member and it would not be appropriate to go back to your district requesting another parent. Joann clarified that the SELPA Administrator is a member of the CAC Committee. The purpose of the CAC is to work collaboratively with districts and parents. Joann stated she is a member of the Executive Committee and if emails are being sent to the Executive Committee she needs to be included.

A parent member of the CAC requested to make an observation stating that she has never felt so much negativity due to the language being used and attacks directed on Joann. She stated CAC needs to work together and that is difficult with the language being used. With respect to the public comment that we need to do this for the children, we too are here for the children, but let us try and do our best in the areas we feel passionate about. This is my second meeting and I am wondering why I am here. We need to move forward and leave the past in the past.

A member stated there our past issues and she feels the SELPA does not work collaboratively with the CAC board. A member brought forward the SELPA Administrators Legislature Day and not being able to attend the last few years.

Joann stated that in the past she has taken CAC members up to Sacramento but due to the current budget constraints our districts are having, the SELPA follows the lead from our districts regarding travel. According to the Fiscal Allocation Plan any money that is regional service dollars not used in the year is returned back to the district to use for special education programs.

D. SELPA ADMINISTRATORS REPORT:

The SELPA will have furlough days this year with management receiving 8 furlough days and non management will receive 5 furlough days instead of laying off employees.

1. Compliance Complaint Summary

A summary of the 2010/11 compliance complaints filed was provided for information and is the same format presented to PAC, FAC and Superintendents' Council. No district was found to be out of compliance in more than one complaint. The areas where the district or SELPA were found out of compliance were provided.

2. Policy & Procedures – Service Animals

The service animal policy has been revised due to changes in the Americans with Disability Act (ADA). The primary changes were in the definition of a service animal being a dog along with ADA adding reasonable modifications to include a miniature horse that has been individually trained.

3. FCMAT Report

The WESELPA asked Fiscal Crisis Management Assistance Team (FCMAT) to review 3 areas of special education programs. One area of review was to evaluate the cost of county schools and other regional provider programs and bring back a recommendation to reduce and contain the cost of those programs. The recommendation from FCMAT regarding county and regional programs stated that the cost are in alignment with other programs in California and recommendations to contain these cost were to review the OT service models and reduce the number of days county school psychologist work. Joann stated that county psychologist received the mandatory furlough days which will reduce days worked and the OT service is already being discussed in an ad hoc committee that has been addressing related services and will continue. The second area reviewed was the process to determine the fee for service cost and the return back to district for excess cost. Recommendation to establish an Oversight Committee to work with SELPA, County and regional provider programs to align the cost of services with actual cost of those services. The third area reviewed was to evaluate and provide recommendation for the fiscal allocation model regarding the equity of funding for all participants with a focus on preschool and the insurance fund know as the X-Pot. Recommendation to establish a workgroup to examine services and funding for preschool and review and revise guidelines for the X-pot with the Oversight Committee.

D. BUSINESS ITEMS:

1.CAC Planning Calendar

It was discussed to have this document as a working document.

2.CAC Parent Survey Discussion

This item was tabled for the next meeting.

3.Parent Handbook Discussion

This item was tabled for the next meeting.

4.Standing Committee Selection

This item was tabled for the next meeting.

5. Representation for Community Agency Selection

This item was tabled for the next meeting

6. OAH Presentation Change

Due to budget constraints Office of Administrative Hearings is not approving any travel for presentations and will not be able to facilitate the October 19, 2010 presentation. It was requested to have Amy Foody, Program Manager for the WESELPA give the presentation.

F. ACTION ITEMS

1. Buddy Walk Application October 17, 2010

Motion made by Nancy Espinal to approve attending the Up for Downs Buddy Walk 2010, seconded by Kay St. Clair. A sign up sheet to cover the CAC information table was passed out. Motion carried unanimously to attend.

G. FUTURE AGENDA ITEMS:

H. ADJOURNMENT:

Motion to adjourn the meeting by Kay St. Clair seconded by Rose Heredia motion carried forward unanimously.

Meeting adjourned at 8:00 p.m.

2010/11 Community Advisory Committee Member Attendance

District	Member	Activity	Term/ Year	Meeting Attendance											
				8/17	9/7	10/19	11/16	1/11	2/15	3/15	4/19	5/17			
Alta Loma	Sharon Neault	Parent	10-Jul	P	A	*									
		Teacher													
Central	Nancy Espinal	Parent	10-Sep	EA	P	*									
	Sylvia Esquerre	Teacher	10-Sep	P	P										
Chaffey Joint	Cassie Zupke	Parent	Sept 09/11	W	W	W	W	W	W	W	W	W	W	W	
	Sandia Cano	Teacher	Sept 09/11	P	P	*									
Chino Valley	Kumkum Mukerji (Chairperson)	Parent	(1) 09/11	P	EA										
		Teacher													
Cucamonga		Parent													
Etiwanda	Kay St. Clair (Secretary)	Parent	(1) 09/11	P	P										
		Teacher													
Mt. Baldy		Parent													
		Teacher													
Mountain View		Parent													
		Teacher													
Ontario-Montclair	Martina Ortega (Chair Elect)	Parent	Augs 09/11	P	P	*									
	Maureen (Moe) Mendoza	Teacher Ex officio		P	P										
Upland	Rose Heredia	Parent	Fill Vacancy	P	P	*									
		Teacher													

The number of vacancies indicates the minimum number of new members needed to provide each district with two active representatives (at least one Parent). Additional members are welcome.

A = Absent EA = Excused Absence P = Present S = Start/Appointed W = Withdraw from Committee V = Voted Dismissed (absences)
 * Present for Presentation only

West End Special Education Local Plan Area Annual Budget Plan 2010/11 Fiscal Year

Revenue:

Local Property Taxes		2,615,323
State AB602 Entitlement		59,230,687
Federal Local Assistance		19,960,998
Preschool Local Entitlement		911,181
Federal Preschool		389,862
Infant		751,625
Other Grants		904,245
Mental Health		619,833
SDC Revenue Limit		16,222,192
ARRA Funding		12,211,314
	Subtotal	113,817,259
*Encroachment on Unrestricted dollars		52,493,866
	Revenue Total \$	166,311,125

Expenditures:

Admin. Support to Special Ed. Program (5001)		32,175,996
Regionalized Services (5050)		4,167,166
Regionalized Program Specialist (5060)		409,050
Infant Services (5710)		929,441
Preschool Services (5730)		6,863,845
Ages 5-22 Severe & Low Incidence Services (5750)		36,982,381
Ages 5-22 Non Severe Services (5770)		84,783,245
	*Expenditures Total \$	166,311,125

*Includes Aides and Services in Regular Classes or Environments
(Function 1130) \$ 6,976,228.00

**WEST END SPECIAL EDUCATION LOCAL PLAN AREA
2010/11 Fiscal Year ANNUAL BUDGET PLAN**

2010/11 BUDGETED EXPENDITURES

(Funds 01, 09, & 62; Resources 0000-9999)

District	Special Education Unspecified Administrative	Regionalized Services	Regionalized Program Specialist	Infant Services	Preschool Services	Ages 5-22 Severe & Low Incidence Services	Ages 5-22 Nonsevere Services	Total	Supplemental Aides & Services Provided In Regular Classroom or Other Environments
	Goal 5001	Goal 5050	Goal 5060	Goal 5710	Goal 5730	Goal 5750	Goal 5770		Function 1130
County Ops/SELPA	12,208,709	3,488,488	0	929,441	4,888,185	16,868,956	2,285,054	40,698,834	3,023,226
Alta Loma	198,566	0	0	0	242,697	429,054	3,938,003	4,808,320	161,848
Central	592,419	0	0	0	0	111,351	3,155,681	3,859,451	8,359
Chaffey	2,886,527	668,678	0	0	0	4,050,003	17,849,326	25,454,534	1,146,930
Chino Valley	7,227,870	0	409,050	0	300	6,871,528	20,289,944	34,798,492	421,421
Cucamonga	528,985	0	0	0	0	140,368	1,882,007	2,561,380	0
Etiwanda	1,316,450	0	0	0	1,732,663	523,000	8,624,110	12,198,223	1,584,109
Mountain View	145,227	0	0	0	0	48,000	1,792,649	1,985,876	0
Mt. Baldy	9,302	0	0	0	0	0	96,928	106,230	19,722
Ontario-Montclair	7,062,141	0	0	0	0	7,446,409	14,135,598	28,644,148	610,613
Upland	0	0	0	0	0	471,892	10,723,945	11,195,637	0
TOTAL	\$ 32,175,996	\$ 4,167,166	\$ 409,050	\$ 929,441	\$ 6,863,845	\$ 36,982,361	\$ 84,783,245	\$ 166,311,125	\$ 6,976,228

C. Flores 10/4/10

2010/11 REVENUE ALLOCATIONS

(Funds 01, 09, & 62; Resources 0000-9999)

DISTRICT	PROPERTY TAXES	STATE ENTITLEMENT AB602	FEDERAL LOCAL ASSISTANCE	PRESCHOOL LOCAL ENTITLEMENT	FEDERAL PRESCHOOL GRANT	INFANT	OTHER GRANTS	PRE-REFERRAL MENTAL HEALTH	SDC/NPS/Comm School Revenue Limit	ARRA RS 3313/3314 3319/3324	Total
County Ops	2,615,323	21,967,443	1,230,998	911,181	353,215	751,625		5,545.00	3,718,797	1,324,917	32,879,042
Alta Loma		870,608	779,005					32,429.00	585,255	461,851	2,726,148
Central		371,346	668,508					23,728.00	466,027	376,083	1,905,692
Chaffey		7,879,243	4,171,609					122,778.00	539,685	2,283,634	15,106,928
Chino Valley		6,729,239	5,371,363					157,648.00	4,512,987	2,978,670	21,750,908
Cucamonga		(708,279)	407,878					13,302.00	422,253	236,444	371,598
Etiwanda		2,531,701	1,987,543					63,960.00	913,178	1,169,725	6,646,107
Mountain View		486,308	337,199					14,456.00	238,472	210,745	1,287,180
Mt. Baldy		92,443	13,252					530.00		8,568	114,791
Ontario-Montclair		11,478,950	3,181,541					114,540.00	3,374,839	2,130,588	20,280,455
Upland		2,438,422	1,764,218					70,917.00	1,450,719	970,653	6,684,929
SELPA		2,893,263	57,896						0	48,439	4,040,480
TOTAL	\$ 2,615,323	\$ 59,230,887	\$ 19,960,998	\$ 911,181	\$ 36,647	\$ 751,625	\$ 904,245	\$ 619,833	\$ 16,222,182	\$ 12,211,314	\$ 113,817,259

Source Document: 2010/11 AB602 Funding Model, Updated: 9/9/10

2010/11 SEMB Report dated 10/5/10

Revenue AB602 Entitlement includes Base, COLA, Negative Growth, Program Specialist/Regional Services, Low Incidence Material and Equipment, and Out-of-Home Care Revenue Limit - Used Projected Budget 10/11 Business Advisory Services Projected Revenue Limit 9/29/10

2010/11 Projected Revenue Limit (for Annual Budget Plan)

C. Flores 10/4/10

District	10/11 Proj P-2 Rev Limit	18.355%+3.85% Rev Limit Deficit	Adjusted Revenue Limit	Used 09/10 SE P-2 ADA	Projected Rev Limit (Proj RL X ADA)
County Ops					3,718,797.26
Alla Loma	6,065.99	0.77795	4,719.04	124.02	585,254.96
Central	6,075.51	0.77795	4,726.44	98.60	466,027.28
Chaffey	7,338.42	0.77795	5,708.92	94.53	539,664.57
Chino Valley	6,342.04	0.77795	4,933.79	914.71	4,512,987.07
Cucamonga	6,101.35	0.77795	4,746.55	88.96	422,252.66
Etiwanda	6,065.97	0.77795	4,719.02	193.51	913,177.82
Mtn View	6,071.29	0.77795	4,723.16	50.49	238,472.35
Mt. Baldy	7,103.07	0.77795	5,525.83		
OMSD	6,099.63	0.77795	4,745.21	711.21	3,374,838.78
Upland	6,375.81	0.77795	4,960.06	292.48	1,450,718.76
Totals			49,508.02	2,568.51	16,222,191.51

District	Adjusted Rev Limit SDC	9/10 P-2 J-18/19 SDC ADA	10/11 Proj Rev Limit Comm	Comm Sch J18/19 09/10 P-2	TOTAL WESELPA Rev Limit
County Ops				2.89	3,718,797.26
Alla Loma	4,763.04	47.69	4,952.58	0.23	585,254.96
Central	4,768.65	50.47	4,960.35		466,027.28
Chaffey	5,682.58	99.28	5,991.45	27.42	539,664.57
Chino Valley	4,953.39	120.80	5,177.96	1.28	4,512,987.07
Cucamonga	4,766.45	48.52	4,981.45	0.07	422,252.66
Etiwanda	4,762.61	98.45	4,952.56	0.19	913,177.82
Mtn View	4,763.29	18.76	4,956.90	0.35	238,472.35
Mt. Baldy	5,616.77	1.06	5,799.30		
OMSD	4,770.05	92.59	4,980.04		3,374,838.78
Upland	4,952.23	117.79	5,205.53	17.85	1,450,718.76
County ADA Total	49,799.06	695.41	51,958.12	50.28	16,222,191.51

District Revenue Limit Calculations based on New AB851 Funding, per Business Advisory 9/29/10

Revenue Limit Deficit	0.18355	0.81645
10/11 3.85% Reduction	0.03850	0.96150
	0.22205	0.77795

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS

California Department of Education
Form ASP-01a (rev 10/08)

SELPA _____

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
210	Family training, counseling, and home visits(ages 0-2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.	X			34 CFR sections 300.34 (c)(3), 300.226
220	Medical services (for evaluation only) (ages 0-2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.	X		X	34 CFR sections 300.34 (c)(3), 300.226
230	Nutrition services (ages 0-2 only): 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.	X		X	34 CFR sections 300.34 (c)(3), 300.226
240	Service coordination (ages 0-2 only)	X			34 CFR sections 300.34 (c)(3), 300.226
250	Special instruction (ages 0-2 only): Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP, providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.	X			34 CFR sections 300.34 (c)(3), 300.226

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS

California Department of Education
Form ASP-01a (rev 10/08)

SELPA _____

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
260	Special education aide in regular development class, childcare center or family childcare home (ages 0-2 only)	X		X	34 CFR sections 300.34 (c)(3), 300.226
270	Respite care services (ages 0-2 only): 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 (Note: only for infants and toddlers from birth through 2, but under 3.)	X		X	34 CFR sections 300.34 (c)(3), 300.226
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	X			34 CFR section 300.39(b)(3)
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	X			30 EC section 56364
350	Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program	X			5 CCR section 3051; 30 EC section 56441.2

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS

California Department of Education
Form ASP-01a (rev 10/08)

SELPA _____

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
415	Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, 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. They may be direct or indirect including the use of a speech consultant.	X			5 CCR section 3051.1; 30 EC section 56363; 34 CFR sections 300.34 (c)(15), 300.8 (c)(11)
425	Adapted physical education: 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.	X			5 CCR section 3051.5; 30 EC section 56363; 34 CFR sections 300.108, 300.39 (b)(2)
435	Health and nursing – specialized physical health care services: Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12(b)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing.	X			5 CCR section 3051.12; 30 EC section 56363; 34 CFR section 300.107; CEC section 49423.5(d)

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education
Form ASP-01a (rev 10/08)

SERVICE DESCRIPTIONS

SELPA

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
436	<p>Health and nursing – other services: 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.</p>	X			<p>5 CCR section 3051.12; 30 EC section 56363; 34 CFR section 300.107</p>
445	<p>Assistive technology services: 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.</p>	X			<p>5 CCR section 3051.16; 30 EC section 56363; 34 CFR sections 300.6, 300.105</p>

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450	<p>Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in 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 IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.</p>	X			<p>5 CCR section 3051.6; 30 EC section 56363; 34 CFR section 300.34 (c)(6)</p>
460	<p>Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.</p>				<p>5 CCR section 3051.6; 30 EC section 56363; 34 CFR section 300.34 (c)(9); B&PC Chapter 5.7 section 2600 - 2696; GC-Interagency Agreement Chapter 26.5 section 7575(a)(2)</p>
510	<p>Individual counseling: 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.</p>	X			<p>5 CCR section 3051.9; 34 CFR section 300.34(c)(2)</p>

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515	<p>Counseling and guidance: 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.</p> <p>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</p>	X			<p>34 CFR sections 300.24.(b)(2), 300.306; 5 CCR section 3051.9</p>
520	<p>Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.</p>	X			<p>5 CCR section 3051.11; 34 CFR section 300.34(c)(8)</p>
525	<p>Social work services: Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling</p>	X			<p>5 CCR section 3051.13; 34 CFR section 300.34(c)(14)</p>

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530	Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP-required psychological services are expected to supplement the regular guidance and counseling program.	X			5 CCR section 3051.10; 34 CFR section 300.34 (c)(10)
535	Behavior intervention services: 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.	X			5 CCR section 3001(d); 34 CFR section 300.34 (c)(10)
540	Day treatment services: Structured education, training and support services to address the student's mental health needs.	X		X	Health & Safety Code, Div.2, Chap.3, Article 1, section 1502(a)
545	Residential treatment services: A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.	X			Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, section 5671
610	Specialized services for low incidence disabilities: 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 IEP, including frequency and duration of the services to the	X			5 CCR sections 3051.16, 3051.18; 34 CFR section 300.34

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710	Specialized deaf and hard of hearing services: 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.	X			5 CCR sections 3051.16, 3051.18; 34 CFR section 300.34
715	Interpreter services: 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.	X			5 CCR section 3051.16; 34 CFR section 300.34 (c)(4)
720	Audiological services: These services include measurements of acuity, monitoring amplification, and Frequency Modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included.	X			5 CCR section 3051.2; 34 CFR section 300.34 (c)(1)
725	Specialized vision services: 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, 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 & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.	X			5 CCR section 3030(d); 30 EC section 56364.1

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730	Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	X			5 CCR section 3051.3; 30 EC section 56363; 34 CFR section 300.34 (c)(7)
735	Braille transcription: 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.	X			5 CCR section 3051.16; 30 EC section 56363; 34 CFR section 300.8 (c)(13)
740	Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.	X		X	5 CCR sections 3030(e), 3051.16; 30 EC section 56363; 34 CFR section 300.8 (c)(8)
745	Reading Services	X		X	5 CCR section 3051.16
750	Note taking services: 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.	X			5 CCR section 3051.16
755	Transcription Services 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.	X			5 CCR section 3051.16

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760	Recreation services, includes therapeutic recreation: 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.	X		X	5 CCR section 3051.15; 34 CFR section 300.34 (c)(11)
820	College Awareness College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to career planning, course prerequisites, admission eligibility and financial aid.	X			34 CFR sections 300.39 (b)(5), 300.43
830	Vocational assessment, counseling, guidance, and career assessment: 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.	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
840	Career awareness: Transition services include a provision for in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
850	Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

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855	Job Coaching Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
860	Mentoring: Mentoring is 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	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
865	Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	X			30 EC section 56341.5 (f); 34 CFR section 300.344 (3)(b)
870	Travel Training (includes mobility training)	X			5 CCR section 3051.3; 34 CFR sections 300.39 (c)(7)
890	Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies.	X			

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900	Other special education/related services: Any other specialized service required for a student with a disability to receive educational benefit.	X			

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An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

1. How are you informed about your child's progress in school?
2. What are the strong points about your child's special education program?
3. What could be improved about your child's special education program?
4. What information would you like to receive about special education, or about your child's program?
5. What parent training workshops would you like OMSD to offer?
6. How can OMSD's special education staff encourage parents to attend workshops?
7. Is there any other information that we should know about your child's program?

Please provide the following information for our records:

My child attends _____ School.

If you would like a special education representative to contact you, please provide the following information:

Name:

Phone number and best time to call:

Thank you for your continued support of our special education programs!



West End SELPA Community Advisory Committee

PARENT SURVEY

Please help us provide topics which are of interest to you. Please place 1 through 4 with 1 being your first choice and 4 being your last choice.

Check three:

- New legislation affecting special education
- Handling behavior problems in the home setting
- SELPA services
- Conservatorship – what are the steps for maintaining legal responsibility for my 18 year old child?
- Time to communicate with other parents whose child is like mine.
- What to expect during and after the high school years
- Child care issues
- Sports and other activities – How can my child be involved?
- Communication and conflict resolution during the IEP process

Are there ideas we may not have thought about? Please add any other topics we should consider for CAC presentation topics.

PLEASE PLACE THIS SURVEY IN THE BOX NEAR THE EXIT BEFORE YOU LEAVE THIS EVENING

If you would like to be included in upcoming CAC events or parent training, please fill out below

Name	Address
Email Address	School District of Residence

Thank you!

Community Agency Representative Selection Process

1. Contact local community agencies providing services to individuals with disabilities to invite them to nominate an individual in their organization to apply to be the community agency representative to the West End SELPA CAC.
Nominations to be submitted by October 15, 2010
2. Executive Committee interviews community agency nominees prior to November CAC meeting
3. Executive Committee recommends a community agency representative to be approved by Superintendents' Council at the November 19, 2010 meeting.

SAMPLE LETTER

Date:

The Honorable _____
Member, California State _____
Local District Office Address

Dear:

On behalf of _____, we are writing to seek immediate relief from the Governor's veto of funding for mental health services to children with disabilities.

AB 3632 (W. Brown) was created in 1984 because mental health services and therapeutic residential services were not available for school-age children and parents were surrendering them to the foster care system in order for their children to receive treatment and services.

The State Legislature rightly determined that county mental health agencies have the best expertise to provide necessary mental health services to children with disabilities.

The Governor's veto is causing tremendous chaos in the lives of our children and in our schools.

We have learned that several county mental health agencies have already notified school agencies that they will no longer accept new referrals of children with mental health needs.

Most school agencies do not have the capacity, expertise, or infrastructure to provide these services, especially since the school year has already begun. School agencies do not have adequate funding to cover these new costs, nor ability to draw down the federal Medi-Cal matching funds currently afforded to county mental health agencies.

We believe California is at risk of being out of compliance with the federal Individuals with Disabilities Education Act (IDEA), which requires these services to be provided and for the state to pay for them.

We believe not funding these critical AB 3632 mental health services is penny-wise and pound-foolish. The threat of not providing these services will cost the state more money in the long run since the alternatives to quality mental health services are more costly and intrusive systems, such as hospitalization services or the state's costly juvenile justice system.

The legal challenges ahead are unnecessary if the Legislature reverses the cut to AB 3632 services, fully funds the program and reinforces that county mental health agencies are best qualified to provide these vital services for our state's most vulnerable school-age children with disabilities.

We need the Legislature to act now to fully fund this mandate and prevent further chaos and potential harm to children.

Thank you for your consideration.