

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

BOARD OF EDUCATION

CSBA Professional Governance Standards

Adopted by the Santa Maria Joint Union High School District April 11, 2001

THE BOARD

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a “governance team.” This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

To operate effectively, the board must have a unity of purpose and:

- Keep the district focused on learning and achievement for all students.
- Communicate a common vision.
- Operate openly, with trust and integrity.
- Govern in a dignified and professional manner, treating everyone with civility and respect.
- Govern within board-adopted policies and procedures.
- Take collective responsibility for the board’s performance.
- Periodically evaluate its own effectiveness.
- Ensure opportunities for the diverse range of views in the community to inform board deliberations.

THE INDIVIDUAL TRUSTEE

In California’s public education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

To be effective, an individual trustee:

- Keeps learning and achievement for *all* students as the primary focus.
- Values, supports and advocates for public education.
- Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- Acts with dignity, and understands the implications of demeanor and behavior.
- Keeps confidential matters confidential.
- Participates in professional development and commits the time and energy necessary to be an informed and effective leader.
- Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.
- Understands that authority rests with the board as a whole and not with individuals.



Board of Trustee Action Plans
Santa Maria Joint Union High School District

- **Maximize Student Success**
- **Develop and Maintain a Districtwide Accountability System**
- **Enhance Student Support Services: Facilities, Technology, Safe, Clean, Nurturing Environment; Expand Food Services**
- **Foster Partnerships**
- **Manage Rapid District Growth**

RESPONSIBILITIES OF THE BOARD

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out.

Effective boards:

- Involve the community, parents, students and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.
- Adopt, evaluate and update policies consistent with the law and the district's vision and goals.
- Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.
- Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.
- Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable.
- Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.
- Ensure that a safe and appropriate educational environment is provided to all students.
- Establish a framework for the district's collective bargaining process and adopt responsible agreements.
- Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION**

**Regular Meeting
June 16, 2020**

Spanish: <https://www.youtube.com/channel/UCvP0f03ekQDsiYfv6OFbfg>
Mixteco: <https://www.youtube.com/channel/UCviEi9hvcQI96poD0PDiSIA>
English: <https://www.youtube.com/channel/UCvPYs34Im9h0dAwgfi-gDGg>

5:30 p.m. Closed Session/6:30 p.m. General Session

*The Santa Maria Joint Union High School District mission is,
“We prepare all learners to become productive citizens and college/career ready by
providing challenging learning experiences and establishing high expectations for achievement.”*

This meeting is being conducted pursuant to Executive Order N-29-20 issued by California Governor Gavin Newsom on March 17, 2020. Consistent with these orders the Board room will not be open to the public for this meeting. Any or all Board members may attend the meeting by phone or videoconference platform. Archives of meetings are available on the District’s website at www.smjuhsd.k12.ca.us.

The District is committed to swiftly resolving any requests for reasonable modification or accommodation for individuals with disabilities who wish to observe the meeting, please contact Tammy Rhine at (805) 922-4573, extension 4202 by 4:00 p.m. on June 15, 2020.

If you would like to address the SMJUHS Board of Education at the June 16, 2020 meeting for either open or closed session items, see the options for participation below.

1. In writing: Submit your comment via email and list the agenda item page and number or reference if you wish to leave a public comment, limited to 250 words or less, to the Assistant to the Superintendent, Tammy Rhine, by 4:00 p.m. on June 15, 2020. The email address is SMJUHS-Dublic-Comment@smjuhsd.org.

2. By phone: If you would like to make a comment by phone, please call 805-922-4573, extension 4202 and state your name and phone number. Someone will return your phone call to take your public comment over the phone. Request for addressing the Board by phone must be received by 4:00 p.m. on June 15, 2020. Please note: The time limit to address the Board may not exceed two minutes. The Board is not required to respond to the Public Comment.

I. OPEN SESSION

A. Call to Order

II. ADJOURN TO CLOSED SESSION

Note: The Board will consider and may act upon any of the following items in closed session. They will report any action taken publicly at the end of the closed session as required by law.

- A. Certificated and Classified Personnel Actions** – Government Code § 54957. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations as reported by the Assistant Superintendent, Human Resources. **Appendix A**
- B. Public Employee Appointment (Gov. Code, § 54957, subd. (b)(1))**
Title: Assistant Principal
- C. Conference with Labor Negotiators** – The Board will be provided a review of negotiations with the Faculty Association (California Teachers Association) and the California School Employees Association (CSEA).
- D. Student Matters** – Education Code § 35146 and § 48918. The Board will review proposed expulsions/suspended expulsion(s) and/or requests for re-admission. NOTE: The education code requires closed sessions in these cases to prevent disclosure of confidential student record information.
- E. Conference With Legal Counsel – Existing Litigation** (Gov. Code, § 54956.9, subd. (d)(1))
Name of case: M.C. vs. Santa Maria Joint Union High School District – 20CV0185

III. RECONVENE IN OPEN SESSION

A. Call to Order/Flag Salute

IV. ANNOUNCE CLOSED SESSION ACTIONS – Antonio Garcia, Superintendent

V. REPORTS

A. Superintendent's Report

B. Board Member Reports

VI. ITEMS SCHEDULED FOR ACTION

A. INSTRUCTION

1. Santa Barbara County Special Education Local Planning Area (SELPA) Local Plan – *Appendix E*

Resource Person: John Davis, Asst. Superintendent of Curriculum; Frances Evans, Director of Special Education; Ray Avila, Executive Director of SELPA

All Special Education Local Plan Areas (SELPA) throughout California are required to submit a local plan to CDE for approval. The purpose of the local plan is to: 1) assure access to Special Education and related services for all individuals with exceptional needs residing within the geographic areas served by the local plan; and 2) to assure compliance with all federal and state codes and statutes.

The Santa Barbara County SELPA's Local Plan is required to be updated on a periodic basis to reflect possible changes in legal references and compliance with the California Education Code. In preparation for this current revision, a committee was developed which included general education teachers, special education teachers, special education administrators and parents. The committee reviewed the current and proposed Local Plan recommending revisions which align with California Education Code.

For approval of the developed or amended Local Plan, the SBCSELPA must: Seek approval of the Local Plan from the SBCSELPA JPA Board, obtain signatures from the Administrative Unit (Goleta Union School District) and County Office Superintendents, obtain signature from the Community Advisory Committee chairperson, ***submit the Local Plan to each participating Local Education Agency (LEA) for governing board approval***, and finally submit the Local Plan to the CDE for final approval by June 30, 2020.

In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the Local Plan. Responsibilities of the Governing Board of each LEA shall include, but not be limited to:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for Special Education programs operated by the agency;

2. By approving the Local Plan, enter into an agreement with other Local Education Agencies participating in the plan, for the purpose of deliver of service and programs;
3. Review and approve revisions of the SBCSELPA Local Plan for Special Education;
4. Participate in the governance of the SBCSELPA through their designated representative to the Governing Council. Governing boards provide the Governing Council with the authority to act as the board designee to approve and amend policies as necessary;
5. Appoint members to the Community Advisory Committee.

There are no substantive changes. The current Local Plan has been formatted according to the template to ensure it is a transparent document. Following the adoption, the new Local Plan will be posted on the websites of all member LEAs, the County Office of Education and the SBCSELPA.

*** **IT IS RECOMMENDED THAT the Board of Education** approve the SBCSELPA Local Plan as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Ms. Lopez	_____
Dr. Garvin	_____
Dr. Karamitsos	_____
Ms. Perez	_____
Mr. Palera	_____

2. LCAP – COVID-19 Operations Written Report – Appendix F

Resource Person: John Davis, Asst. Superintendent of Curriculum

The COVID - 19 Operations Written Report comes from the Executive Order (EO) N-56-20 established on April 22, 2020, to address the impact of continued school closures in response to the COVID-19 pandemic and the local educational agencies’ ability to conduct meaningful annual planning, and the ability to meaningfully engagement processes.

The Santa Maria Joint Union High School District is presenting to the Board the requirement of the Executive Order to adopt the COVID-19 Operations Written Report explaining to the community the changes to program offerings, which were made in response to school closures to address the COVID-19 emergency and the major impacts of such closures on students and families.

*** **IT IS RECOMMENDED THAT the Board of Education** approve the COVID-19 Operations Written Report as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Ms. Lopez _____
Dr. Garvin _____
Dr. Karamitsos _____
Ms. Perez _____
Mr. Palera _____

3. Quarterly Report on Williams Uniform Complaints

Resource Person: John Davis, Asst. Superintendent of Curriculum

Pursuant to Education Code Section 35186, the governing board of a school district must conduct a public hearing to report the quarterly report that was submitted in April 2020 on the Williams Uniform Complaints for the months of January-March 2020. Each school site has reported that there have been no complaints in the general subject areas of Textbooks and Instructional Materials, Teacher Vacancy or Misassignments, Facilities Conditions or Valenzuela/CAHSEE Intensive Instruction and Services.

A PUBLIC HEARING IS REQUIRED.

- 1. Open Public Hearing.
- 2. Take Public Comments.
- 3. Close Public Hearing.

*** **IT IS RECOMMENDED THAT the Board of Education** approve the Quarterly Report as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Ms. Lopez _____
Dr. Garvin _____
Dr. Karamitsos _____
Ms. Perez _____
Mr. Palera _____

4. Approval of Designated Representation to California Interscholastic Federation League (CIF)

Resource Person: John Davis, Asst. Superintendent of Curriculum

Education Code 33353(a) gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues.

Athletic Directors for SMJUHSD:

- Kevin Barbarick, Righetti High School
- Jeff Monteiro, Pioneer Valley High School
- Brian Wallace, Santa Maria High School

***** IT IS RECOMMENDED THAT the Board of Education** approve the district's designated representatives to the CIF league as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

- Ms. Lopez _____
- Dr. Garvin _____
- Dr. Karamitsos _____
- Ms. Perez _____
- Mr. Palera _____

B. GENERAL

1. Declaration of Need for Fully Qualified Educators – Resolution Number 26-2019-2020

Resource Person: Kevin Platt, Asst. Superintendent Human Resources

The California Commission on Teacher Credentialing requires the Governing Board to adopt a "Declaration of Need for Fully Qualified Educators" certifying there is an insufficient number of certificated persons who meet the District's specified employment criteria. The following Resolution/Declaration shall remain in force for the 2020/21 school year.

***** IT IS RECOMMENDED THAT the Board of Education** approve Resolution Number 26-2019-2020 as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Ms. Lopez	_____
Dr. Garvin	_____
Dr. Karamitsos	_____
Ms. Perez	_____
Mr. Palera	_____

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 26-2019-2020

WHEREAS, The California Commission on Teacher Credentialing requires the Governing Board to adopt a "Declaration of Need for Fully Qualified Educators" certifying there is an insufficient number of certificated persons who meet the District's specified employment criteria. The Declaration shall remain in force for the 2020/21 school year.

WHEREAS, The District will continue to make all possible efforts to recruit and hire fully qualified applicants.

NOW, THEREFORE BE IT RESOLVED that the Governing Board of the Santa Maria Joint Union High School District does hereby adopt the "Declaration of Need for Fully Qualified Educators" for the 2020/21 school year.

This resolution was passed and adopted at a regular meeting of the Board of Education of the Santa Maria Joint Union High School District of Santa Barbara County, California, on June 16, 2020, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President/Clerk/Secretary of the Board of Education
Santa Maria Joint Union High School District

2. Approval of Tentative Agreement for Classified Bargaining Unit Regarding Changes to an Existing Job Description – Appendix C

Resource Person: Joni McDonald, Director, Human Resources

The District and the California School Employees Association (CSEA) have reached a tentative agreement regarding changes to an existing job description. The Tentative Agreement dated June 3, 2020 will take effect pending approval by both parties. (See Appendix C)

***** IT IS RECOMMENDED THAT** the Board of Education approve the Tentative Agreement with the Classified Bargaining Unit as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Ms. Lopez	_____
Dr. Garvin	_____
Dr. Karamitsos	_____
Ms. Perez	_____
Mr. Palera	_____

3. Approval of Classified Bargaining Unit Tentative Agreement regarding impacts of the State of California’s economy on the District budget – Appendix G

Resource Person: Joni McDonald, Director, Human Resources

The District and the California School Employees Association (CSEA) have reached a tentative agreement regarding the impacts of the State of California’s economy on the District budget. The Tentative Agreement dated June 12, 2020 will take effect upon approval by both parties. (See Appendix G)

***** IT IS RECOMMENDED THAT** the Board of Education approve the tentative agreement dated June 12, 2020 and pending ratification by CSEA as presented in Appendix G.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Ms. Lopez _____
Dr. Garvin _____
Dr. Karamitsos _____
Ms. Perez _____
Mr. Palera _____

**4. Reduction in Force for Classified Staff –
Resolution Number 27-2019-2020**

The district must reduce certain classified positions due to lack of funds. Resolution No. 27-2019-2020 authorizes the administration to proceed with the recommended reduction in force.

Resource Person: Joni McDonald, Director, Human Resources

***** IT IS RECOMMENDED THAT** the Board of Education approve Resolution No. 27-20-2019-2020 which authorizes the administration to proceed with the recommended reduction in classified staff.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Ms. Lopez _____
Dr. Garvin _____
Dr. Karamitsos _____
Ms. Perez _____
Mr. Palera _____

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 27-2019-2020

RESOLUTION IN SUPPORT OF REDUCTION OF CLASSIFIED SERVICES

WHEREAS, the Superintendent recommends, and the Board finds it is in the best interest of the District that certain services now being provided by the District be reduced or discontinued due to lack of funds to the following extent:

Classified		
<u>Number of Positions</u>	<u>Classification</u>	<u>Disposition</u>
1	Accounting Assistant	Eliminate 1 assignment
1	Instructional Assistant	Eliminate 1 assignment
1	Operations Specialist - Alternative Education	Eliminate 1 assignment

NOW, THEREFORE, BE IT RESOLVED THAT the Superintendent is authorized and directed to issue a Notice of Layoff to the affected classified employee(s) of the District pursuant to California Education Code §45117 no later than 60 days prior to the effective date of the layoff for lack of work or lack of funds resulting from the reduction of services as set forth above.

PASSED AND ADOPTED by the Board of Education of the Santa Maria Joint Union High School District, County of Santa Barbara, State of California, this sixteenth day of May 2020.

AYES:

NOES:

ABSENT:

ABSTAIN:

President/Clerk/Secretary of the Board of Education
Santa Maria Joint Union High School District

C. BUSINESS

1. Public Hearing to Receive and Expend Educational Protection Account (“EPA”) Funds – Resolution Number 28-2019-2020

Resource Person: Yolanda Ortiz, Asst. Superintendent of Business Services
Educational Protection Account “EPA” funds result from the passage of Proposition 30 “Temporary Taxes to Fund Education. Guaranteed Local Public Safety Funding” in November of 2012. As part of the requirements of the law, the money raised from the taxes was to be set aside in an “EPA” account. As per the District’s 2020-2021 proposed Adopted Budget, EPA funds are estimated to be \$12,416,441.

Prior to spending the funds, districts are required to hold a public meeting to discuss and approve the use of the EPA funds. Funds may be spent on virtually any allowable expense other than administrative expenses. For Santa Maria Joint Union High School District, it is proposed that the EPA funds be used for employee salaries, wages, and benefits in the functions deemed allowable under the law. In the months that funding is received, the EPA account will be charged for such allowable expenses. At the conclusion of the fiscal year, and as part of the District’s year end closing process, allowable amounts of employee salaries, wages, and benefits will be allocated to the EPA account. In addition, a report showing the expenditure of the EPA funds will be posted, as required, on the District’s website. It should be noted that these EPA funds are not “new” money; rather they represent a cut that was avoided with the passage of Proposition 30.

***** IT IS RECOMMENDED THAT** the Board of Education receive public comment and approve Resolution No. 28-2019-2020 regarding the use of EPA funding.

Moved _____ **Second** _____

A Roll Call Vote is Required:

- Ms. Lopez _____
- Dr. Garvin _____
- Dr. Karamitsos _____
- Ms. Perez _____
- Mr. Palera _____

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 28-2019-2020

RECEIVE AND EXPEND EDUCATIONAL PROTECTION ACCOUNT (“EPA”) FUNDS

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.3

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Santa Maria Joint Union High School District.

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Santa Maria Joint Union High School District has determined to spend the monies received from the Education Protection Act for the 2019-2020 school year, on employee salaries, wages, and benefits in those non-administrative functions as allowed under the law, up to the amount of funding available.

PASSED AND ADOPTED this 16th day of June, 2020 by the following roll call vote:

AYES:

NOES:

ABSENT

ABSTAIN:

President/Clerk/Secretary of the Board of Education
Santa Maria Joint Union High School District

2. APPROVE BID: SMHS 8 PORTABLE CLASSROOM INSTALLATION (PROJECT #20-333)

Resource Person: Yolanda Ortiz, Asst. Superintendent of Business Services

The administration opened bids on June 11, 2020 for the SMHS 8 PORTABLE CLASSROOM INSTALLATION (PROJECT #20-333). The bid recap and administrative recommendation follows:

BIDDER	BASE BID
Vernon Edwards Constructors	\$ 278,850.00

We had Seven (7) companies attend the mandatory job walk on June 4, 2020; all the attendees were License B General Contractors. Three (3) of the attendees were prime contractors we have worked with before; the other four (4) were electrical contractors with GC licenses. We expected to receive multiple bids given the strong attendance at the job walk; however, it is likely that the electrical contractors who attended were interested in working as a subcontractor on the job. Vernon Edwards did receive a subcontractor bid from one of the attendees.

*** **IT IS RECOMMENDED THAT** the Board of Education approve the SMHS 8 PORTABLE CLASSROOM INSTALLATION (PROJECT #20-333) to the lowest bidder Vernon Edwards Constructors, for the bid amount of \$278,850 to be paid from Fund 25.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Ms. Lopez	_____
Dr. Garvin	_____
Dr. Karamitsos	_____
Ms. Perez	_____
Mr. Palera	_____

3. Approval of Bid: ERHS Pavement Maintenance (Project #20-330)

Resource Person: Yolanda Ortiz, Asst. Superintendent of Business Services

District staff opened bids on May 22, 2020 for the ERHS PAVEMENT MAINTENANCE (PROJECT #20-330). The bid recap and administrative recommendation follows:

BIDDER	BASE BID
R. Burke	\$363,451.00
Potter Enterprises	\$264,823.00
Granite Construction	\$317,644.80
JF Will	\$479,666.78
Vernon Edwards	\$363,479.60

After review of the five (5) bids received by administration, Potter Enterprises was determined to be the apparent low bidder. In a follow-up interview with Potter Enterprises, Owner Butch Potter was confident they could deliver the job at the bid amount. They specialize in this type of work and plan to self-perform a large amount of the project so it is difficult for competing companies to match their prices. They have extensive experience with other similar, public projects and are familiar with the requirements involved in projects such as this.

*** **IT IS RECOMMENDED THAT** the Board of Education approve ERHS PAVEMENT MAINTENANCE (PROJECT #20-330) to the lowest bidder, Potter Enterprises for the bid amount of \$264,823.00 to be paid from the Deferred Maintenance Fund (Fund 14).

Moved _____ **Second** _____

A Roll Call Vote is Required:

Ms. Lopez _____
 Dr. Garvin _____
 Dr. Karamitsos _____
 Ms. Perez _____
 Mr. Palera _____

4. Adoption of Budget for Fiscal Year 2020-2021 – Appendix D

Resource Person: Yolanda Ortiz, Asst. Superintendent of Business Services

Education Code Section 42127 requires that on or before July 1 of each year the Governing Board of the school district shall hold a public hearing on the budget to be adopted for the subsequent year. Pursuant to Education Code Section 33127, the proposed adopted budget complies with the standards and criteria as established by the State Board of Education.

Assembly Bill 97 as signed by the Governor on July 1, 2013, created the Local Control Funding Formula (“LCFF”) and made numerous revisions and additions to California’s Education Code. The District’s Governing Board is required to conduct a public hearing to review its Local Control and Accountability Plan (“LCAP”) at the same meeting as the hearing for the District’s budget. This year; however, the deadline to adopt the Districts LCAP, Annual Update and Budget Overview for Parents has been extended to December 15, 2020 under the Governor’s Executive Order (EO) N-56-20. The District’s budget that is being proposed for adoption for the 2020-21 year contains the related revenue and expenditures in order to budget the LCAP supplemental and concentration grant funds needed to support the upcoming adoption of the LCAP plan in December.

The Governor in his May Budget the “May Revise” revenue forecast is projecting a \$54 billion deficit, a drastically different outlook from the January proposal with a \$5.6 billion surplus. The severe deterioration of the State’s budget is a result of large drops in the projected revenues from the all three of the State’s main revenue sources – personal income tax is down 25.5%, sales and use tax down 27.2% and corporate tax is down 22.7%. Additionally, the number of unemployed residents rose to 4 million since Mid-March. As a result, the State’s cutting program funding by 10%. The impact of this reduction on Proposition 98 funding is a \$6.5 billion reduction to LCFF or a net decline of 7.92% referred to as the proration factor which is applied to the LCFF base grant (COLA 2.31% less 10% reduction). The proration factor could be triggered off if the Federal Government provides funding to backfill the cuts.

Another challenge for District’s as proposed in the May Revision is the deferral of approximately \$5.3 billion of LCFF funding apportionments in 2020-21 to include a portion of April, and all of May & June to be paid in July-September of 2021-22. Cash flow will be critical in the coming budget year, some flexibility provisions have been included in the May Revise to assist Districts in meeting their cash needs to maintain operations such as exemption from deferrals for a documented hardship and or increasing internal interfund borrowing limits with a public hearing from 75% to 85%.

The May Revision does provide some fiscal relief with the proposed redirecting of the \$2.3 billion non-Proposition 98 funds that was initially intended to be paid towards the CALSTRS & CALPERS long-term unfunded liabilities to instead further reduce the employer's contribution rates to fund the plans in both 2020-21 and 2021-22. The impact on the CALSTRS employer rate for 2020-21 is reduced from 18.41% to 16.15%, and in 2021-22 the rate changed from 18.2% to 16.02%. CALPERS employer rates for 2020-21 is reduced from 22.67% to 20.70%, and in 2021-22 the rate changed from 25.00% to 22.84%.

The District's reserve cap at 10% is not triggered, as required by Prop 2 passed in November 2014. There are specific conditions that must be met to trigger the cap. These have not been met in 2019/20 and will not be met in 2020/21. So, it will now be three years before the cap can be triggered. In the meantime, efforts continue to repeal the legislation.

Finally, in consideration of the quickly changing economic conditions there is a strong possibility that the State's budget will be revised in August or September once the effects of the delayed personal income taxes filing from April to July are known. Even now it's uncertain if the May Revision budget will remain unchanged when the State adopts its June budget. The national economy is characterized by change and uncertainty; the Governor continues to encourage and recommends LEAs practice fiscal prudence.

Based on guidance from the Santa Barbara County Education Office, which has oversight authority for approval of the District's Adopted Budget, this budget for the District utilizes the LCFF simulator tool as provided by the Fiscal Crisis and Management Assistance Team ("FCMAT") to compute the District's expected revenue from LCFF sources.

A summary of the proposed budget for 2020-2021 is presented as Appendix D for consideration by the Board of Education. The full report is available on the District's website.

A PUBLIC HEARING IS REQUIRED.

1. Open Public Hearing.
2. Take Public Comments.
3. Close Public Hearing.

***** IT IS RECOMMENDED THAT** the Board of Education approve the budget for 2020-2021.

Moved _____

Second _____

A Roll Call Vote is Required:

Ms. Lopez	_____
Dr. Garvin	_____
Dr. Karamitsos	_____
Ms. Perez	_____
Mr. Palera	_____

VII. CONSENT ITEMS

***** IT IS RECOMMENDED THAT the Board of Education approve the following consent items as presented.**

All items listed are considered to be routine and may be enacted by approval of a single roll call vote. There will be no separate discussion of these items; however, any item may be removed from the consent agenda upon request of any member of the board and acted upon separately.

Moved _____ Second _____

A Roll Call Vote is Required:

Ms. Lopez	_____
Dr. Garvin	_____
Dr. Karamitsos	_____
Ms. Perez	_____
Mr. Palera	_____

A. Approval of Minutes

Regular Board Meeting – May 12, 2020

B. Approval of Warrants for the Month of May, 2020

Payroll	\$7,789,378.95
Warrants	<u>2,084,284.05</u>
Total	<u>\$9,873,663.00</u>

C. Approval of Contracts

COMPANY/ VENDOR	DESCRIPTION OF SERVICES	AMOUNT/ FUNDING	RESOURCE PERSON
360 Degree Therapy	Certified Speech & Lan- guage Pathologist for Extended Year Distance Learning	\$7,000/ Special Ed	John Davis

REGULAR MEETING June 16, 2020
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Maureen O'Leary Burness	CDE Facilitator for 2019/2020 school year for Special Education	\$1,000/ Gen Fund	John Davis
Maureen O'Leary Burness	CDE Facilitator for 2020/2021 school year for Special Education	\$1,000/ Gen Fund	John Davis
Oscar Navarro	Ethnic Gender Studies Consultant	\$6,900/ LCAP 2.4	John Davis
Denise Isom	Ethnic Gender Studies Consultant	\$9,438/ LCAP 2.4	John Davis
Grace Yeh	Ethnic Gender Studies Consultant	\$3,900/ LCAP 2.4	John Davis
Briana Ronan	Ethnic Gender Studies Consultant	\$4,400/ LCAP 2.4	John Davis
Jenell R. Navarro	Ethnic Gender Studies Consultant	\$4,400/ LCAP 2.4	John Davis
Jane Lehr	Ethnic Gender Studies Consultant	\$2,000/ LCAP 2.4	John Davis
Jose Navarro	Ethnic Gender Studies Consultant	\$1,500/ LCAP 2.4	John Davis
Mario Espinoza-Kulick	Ethnic Gender Studies Consultant	\$2,000/ LCAP 2.4	John Davis
Fighting Back Santa Maria Valley	Student/Family Behavioral/Social Emotional Support Services	\$265,000/ LCAP 8.1	John Davis
Fighting Back Santa Maria Valley	Homeless Services	\$60,000/ Title I	John Davis
SBCEO College And Career Readiness	CTE Transportation Sections	\$76,931/ LCAP 3.4	John Davis
The Regents of UCSB	EAOP Services for 2020-2021 School Year	\$255,000/ LCAP 4.9	John Davis
AVID Center	Membership Fees for 2020-2021 School Year	\$18,716/ LCAP 4.2	John Davis
Panorama Education	License and Project Management Fees	\$32,000/ LCAP 2.3	John Davis
No Red Ink	Grammar and Writing Curriculum for 2020-2021 School Year	\$34,368/ LCAP 1.1	John Davis
Lozano Smith	Legal Fees for Attorney Services	As Needed/ Gen Fund	Yolanda Ortiz
Dannis Woliver Kelley	Legal Services for Facilities & Construction	As Needed/ Gen Fund	Yolanda Ortiz
Hatch & Cesario	Legal Services for Special Education	As Needed/ Special Ed	John Davis

Maxim Healthcare Services, Inc.	Speech & Language Pathologist Assistant for 2020-2021 school year	\$34,000/ Special Ed	John Davis
STAR of California, ERA Ed	Behavioral Analyst and Behavioral Interventionist Modification of Services for 2019-2020 -- due to school closure	No fiscal change	John Davis

- D. Facility Report - **Appendix B**
- E. SSC Parking Lot #15-176: Approval of Change Order No. 7 for Additional Construction Materials Inspection and Testing
- Additional funds are requested not to exceed the amount of \$40,000 for Change Order #7 for additional construction monitoring, materials testing, and city permit reprocessing to be performed by Flowers & Associates.
- F. The following project was substantially completed on April 28, 2020 and in order to file the necessary Notice of Completion forms with the County of Santa Barbara, the Acceptance of Substantial Completion needs to be formally accepted by the Board of Education.
- 1) PVHS – ReRoof 12 Modular Classrooms #19-298 with Falcon Roofing - Contractor
 - 2) 2020 Gutter Maintenance ERHS/SMHS/PVHS/SSC #20-344 with Falcon Roofing Company – Contractor
 - 3) PVHS – Water Damage Repair Bldg. 300, #20-339 with Oliveira’s Fashion Floors – Contractor
 - 4) PVHS – Portable Classroom 601 Roof Replacement #19-321 with Falcon Roofing – Contractor
- G. Authorization to utilize Sourcewell for the Purchase of Caterpillar Tractor Equipment for the length of the Contract through May 13, 2023

Section 10299 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, whereby notwithstanding Section 20111 and 20112 of the PCC, “school districts may, without competitive bidding, utilize contracts, master agreements, and multiple award schedules established by the department [DGS] for the acquisition of information, technology, goods, and services.” Section 10299 further authorizes state and local agencies to “contract with suppliers awarded the contracts without further competitive bidding.” The district administration recommends that district-wide purchases of Caterpillar Tractor Equipment and related services be made utilizing the provisions of

the PCC through Caterpillar, Inc. Contract #032119-CAT, term dates May 13, 2019 through May 13, 2023.

- H. Authorization to utilize Sourcewell for the Purchase of Deere and Company Lawn Mowers & Compact Utility Tractor Equipment for the length of the Contract through August 18, 2021

Section 10299 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, whereby notwithstanding Section 20111 and 20112 of the PCC, "school districts may, without competitive bidding, utilize contracts, master agreements, and multiple award schedules established by the department [DGS] for the acquisition of information, technology, goods, and services." Section 10299 further authorizes state and local agencies to "contract with suppliers awarded the contracts without further competitive bidding." The district administration recommends that district-wide purchases of Deere and Company Lawn Mowers and Compact Utility Tractor Equipment and related services be made utilizing the provisions of the PCC through Cal Coast Machinery, Inc. Contract #062117-DAC, term dates August 18, 2017 through August 18, 2021.

- I. Authorization to utilize Sourcewell for the Purchase of Deere and Company Agricultural Tractors & Equipment for the length of the Contract through December 30, 2023

Section 10299 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, whereby notwithstanding Section 20111 and 20112 of the PCC, "school districts may, without competitive bidding, utilize contracts, master agreements, and multiple award schedules established by the department [DGS] for the acquisition of information, technology, goods, and services." Section 10299 further authorizes state and local agencies to "contract with suppliers awarded the contracts without further competitive bidding." The district administration recommends that district-wide purchases of Deere and Company Agricultural Tractors & Equipment and related services be made utilizing the provisions of the PCC through Cal Coast Machinery, Inc. Contract #110719-JDC, term dates December 30, 2019 through December 30, 2023.

- J. Approval to Contract with Rachlin Architects for the Site Location of 8 Pre-approved Portable Classroom Buildings at Santa Maria High School. Project #20-333

The proposal submitted by Rachlin Architects Contract is not to exceed \$78,500. The work consists of review of current portable classroom drawings, prepare final construction drawings, design fire alarm systems, and demonstrate compliance for ADA codes for parking, restrooms, and path of travel.

K. New Course Adoption

The following new course is being presented to the Board of Education for approval:

- Math Support

L. Textbook Discard

Pioneer Valley High School is requesting the following unusable instructional materials be approved for discard (Ed Code 60530).

Book Title	Copyright	Qty
Modern Livestock and Poultry	2004	44
Communicating for Success	2006	35
HTML & JavaScript Basics	2011	52
Marketing Essentials	2016	39
Microsoft Office	2011	40
Practical Computer Literacy	2014	40
75 Readings From Across the Curriculum	2008	36
Even More Tree Stories	2000	70
Everyday English Plus		60
Great Expectations	1999	192
Holt Anthology of Science Fiction	2001	31
Language! Book C	2009	3
Meeting the California Challenge Lang Arts	2008	20
More True Stories	1997	70
System 44 Decodable Digest		40
Technical Writing	2006	40
True Stories in the News	1996	68
The Developing Person Study Guide	2003	71
Developing Through Childhood	2005	121
Developing Child	2006	69
Goals for Living	2006	60
Culinary Essentials	2006	35
Clothing	2008	70
Food for Today	2006	91
Small Gas Engines	2004	44
Introduction to Electronics	2007	35
Basic Technical Drawing	2000/2004	70
Sendas Literarias Level 1	2001	17
Realidades - Lectura para Hispanohablantes 2	2004	84
Realidades para Hispanohablantes 2 - Revised	2004	92
El Mundo 21 Hispano	2005	217

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Corazon de Espana	1957	80
Dime Pasaporte Al Mundo 21	1995	245
Calculus Etc. (AP Ed)	2007	132
AP Test Prep Series, Calculus	2007	72
AP Statistics	2006	40
Passport to Algebra & Geometry	2004	35
Quick Review Math Handbook (bk 1)	2004	40
Quick Review Math Handbook (bk 2)	2004	40
Living in the Environment	2012	30
Dr. Art Guide to Planet Earth	2000	36
Fast Track to a 5 Living in the Environment Test	2015	36
American Issues	2002	40
Little History of the World	2008	21
Crime & Punishment in American History	1993	33
History of American Law	2005	35
Comp Skills B1 - Teacher Material		12
Connecting Math Concepts Level E	2003	99
Connecting Math Concepts Level Bridge	2003	35
Prentice Hall Writing & Grammar Diamond Handbook	2004	250
Prentice Hall Writing & Grammar Diamond Level	2004	250
Practical Beginning Theory	2000	49
Fountainhead	1996	30
Atlas Shrugged		30
Anthem		60

M. Student Matters - Education Code § 35146 and § 48918

Administrative Recommendation to order expulsion: #356904

N. Purchase Orders

PO #	Vendor	Amount	Description/Funding
P20-01261	Rachlin Architects	\$ 78,500.00	Prepare construction documents 20-333 SMHS 8 Portable Installation / Fund 25 Developer Fees
PO21-00020	Turnitin, LLC	\$ 89,180.00	Turnitin & Revision Asst. 8/1/20 – 7/31/21 / General Fund LCAP 4.13
PO21-00021	Instructure, Inc.	\$ 64,425.00	Canvas renewal SY 20-21 / General Fund LCAP 5.6

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PO21-00022	Santa Barbara County Ed Office	\$ 76,931.50	ROP/CTE Program Contract SY 20-21 / General Fund LCAP 3.4
PO21-00023	Renaissance Learning, Inc.	\$ 78,300.00	STAR ELA & STAR Math / General Fund LCAP 4.7
BPO21-00015	Pinnacle Petroleum, Inc.	\$ 280,000.00	Bulk Fuel SY 20-21 / General Fund Plant M&O
PO21-00024	Regents of University of California	\$ 255,000.00	UCSB Site Coordinator for SMHS, RHS & PVHS / General Fund LCAP 4.9
PO21-00025	Edmuntum, Inc.	\$ 184,986.00	Edmuntum High School Bundle / General Fund Title I
PO21-00026	PMD Consulting, Inc.	\$ 62,025.00	Reading Plus license subscription SY 20-21 / General Fund LCAP 4.11

O. Acceptance of Gifts

Pioneer Valley High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Snap Raise/Wepay	Track	\$2,911.56
Snap Raise/Wepay	Swim	\$6,320.79
Total Pioneer Valley High School		<u>\$9,232.35</u>
Santa Maria High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
SB Bowl Foundation Grant	Band	\$28,565.36
SB Bowl Foundation Grant	Band	\$2,500.00
Santa Maria Public Airport District	Interpreting Club	\$125.00
Santa Maria Public Airport District	Key Club	\$275.00
Santa Maria Public Airport District	Spanish Honor Society	\$675.00
Santa Maria Public Airport District	Las Comadres	\$825.00
Santa Maria Rotary Noontime Club	FFA Floral Design	\$200.00
Community Health Centers	Las Comadres	\$1,500.00
Total Santa Maria High School		<u>\$34,665.36</u>

VIII. REPORTS FROM EMPLOYEE ORGANIZATIONS

IX. OPEN SESSION PUBLIC COMMENTS

If you would like to address the SMJUHSD Board of Education at the June 16, 2020 meeting for open public comment, see the options for participation below.

1. In writing: Submit your comment via email and list the agenda item page and number or reference if you wish to leave a public comment, limited to 250 words or less, to the Assistant to the Superintendent, Tammy Rhine, by 4:00 p.m. on June 15, 2020. The email address is SMJUHSD-Public-Comment@smjuhsd.org.

2. By phone: If you would like to make a comment by phone, please call 805-922-4573, extension 4202 and state your name and phone number. Someone will return your phone call to take your public comment over the phone. Request for addressing the Board by phone must be received by 4:00 p.m. on June 15, 2020. Please note: The time limit to address the Board may not exceed two minutes. The Board is not required to respond to the Public Comment.

X. FUTURE ITEMS FOR BOARD DISCUSSION

XI. NEXT MEETING DATE

Unless otherwise announced, the next meeting of the Board of Education will be a Study Session to be held on July 14, 2020 to begin at 5:30 p.m. The location of the meeting is to be determined.

XII. FUTURE REGULAR BOARD MEETINGS FOR 2020

August 4, 2020

September 8, 2020
October 13, 2020

November 10, 2020
December 15, 2020

XIII. ADJOURN

CLASSIFIED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Pay Rate	Hours
	39-Month Reemploy	Food Service Worker I	RHS	5/27/20	9/C	4
	Retire	Director I - Info Systems	DO	11/16/20	M/C	8
	Leave without Pay	Food Service Worker I	SMHS	8/10/20 - 2/28/21	9/D	3.5
	Retire	Operations Specialist	DHS	6/11/20	24/E	8
	Resign	Instructional Assistant-Spec Ed II	SMHS	6/5/20	15/E	6
	Retire	Network Systems Specialist	DO	7/31/20	32/E	8
	Employ	Custodian	DO	6/2/20	15/A	4
	Employ	Grounds Maintenance I	DO	6/2/20	16/A	4
CERTIFICATED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Salary	FTE
	Employ/Prob 1	English	SMHS	8/10/20	5/V	1.0
	LOA	English	SMHS	2020-21	5/V	0.4
	Employ/Prob 0	English	SMHS	8/10/20	2/II	1.0
	Employ/Prob 1	Science	SMHS	8/10/20	1/V	1.0
	Employ/Prob 0	English	SMHS	8/10/20	2/IV	1.0
	Employ/Prob 1	Mathematics	PVHS	8/10/20	1/III	1.0
	Resign	Special Education	RHS	6/6/20	13/V	1.0
	Employ/Prob 1	International Languages	SMHS	8/10/20	1/IV	1.0
	Employ/Prob 1	English	RHS	8/10/20	6/V	1.0
	Employ/Prob 1	Special Education	PVHS	8/10/20	5/V	1.0
	Employ/Prob 1	Mathematics	PVHS	8/10/20	6/V	1.0
	Employ/Prob 0	Social Science	PVHS	8/10/20	1/I	1.0
	Decrease LOA	Social Science	SMHS	2020-21	15/V	0.4 to 0.2
	LOA	Mathematics	RHS	2020-21	33/V	0.2
	LOA	International Languages	SMHS	2020-21	13/V	0.2
	Employ/Prob 2	Special Education	SMHS	8/10/20	8/V	1.0
	Retire	Special Education	RHS	6/6/20	27/V	1.0
	Employ/Prob 0	Special Education	PVHS	8/10/20	1/I	1.0
	Employ/Prob 1	English	PVHS	8/10/20	3/III	1.0
	Employ/Prob 1	Special Education	SMHS	8/10/20	5/V	1.0
	Employ/Prob 1	Science	PVHS	8/10/20	1/III	1.0
	Increase FTE	Industrial Arts	DHS	8/10/20-6/10/21	20/V	0.8 to 1.0
	Employ	Assistant Principal	SMHS	7/1/20	16/2	1.0
	Employ/Prob 0	Special Education	SMHS	8/10/20	1/V	1.0
	Column Advance	English	SMHS	2020-21	10/V	1.0
	Employ/Prob	Social Science	PVHS	8/10/20	1/I	0.6

Appendix B

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT FACILITIES REPORT

May 2020 and Coronavirus Activities

1. Santa Maria High School Construction Projects

SMHS Reconstruction – Rachlin Partners

- Increment 1, Phase 0 - Electrical Infrastructure: Replacement of the electrical and data infrastructure throughout the construction area to the gymnasium is complete. Punchlist work is ongoing.
- Increment 1, Phase 1 - 50 Classroom and Administration Building: DSA has completed their review of the plans. A formal approval letter dated May 12, 2020 was received May 19, 2020. Vernon Edwards Constructors is proceeding with development of a Guaranteed Maximum Price (GMP) for presentation to the Board. A sub-contractor bid and GMP assessment schedule estimate is under development. This cost development and negotiation portion of the process is expected to take three months before presentation to the School Board.
- Increment 2, Phase (To Be Determined) - Administration Building Conversion to Classrooms: DSA continues its review.

SMHS Proposition 39 - HVAC Replacement Bldg. 240 – Ravatt-Albrecht Architects

- Architectural and engineering consultants continue to review the structural capacity of the building and additional loads created by the replacement heating ventilation and air conditioning units that are planned for installation.

SMHS Synthetic Turf Replacement – Support Services

- Construction is anticipated to occur as scheduled during July 2020.

SMHS Eight Portable Classroom Installation – Rachlin Partners

- A DSA formal letter of approval dated May 21, 2020 was received May 22, 2020 along with stamped plans. A bid notice was issued May 28 with bids expected to be received June 11, 2020. The installation work is currently scheduled to start July 1, 2020 with a goal of completion in time for the fall classes.

SMHS Eight Portable Classroom Paving Project – Rachlin Partners

- Bids were approved by the Board at a special board meeting April 30, 2020. Work commenced May 15, 2020 with a completion date of June 2, 2020. **(Photos)**

2. Ernest Righetti High School Construction Projects

ERHS New 38-Classroom Building – Rachlin Partners

- The climate control system has been turned off to save energy while the facilities are not in use. The system appeared to be operating properly up to that point. District staff are evaluating the viability of simulating occupancy using mobile heaters to continue to test the system. Final Lease-Leaseback sub lease payments are in process. Contract closeout activities continue.

ERHS Maintenance and Operations Building – Rachlin Partners

- Potholing work to determine depth and number of underground utilities running within the over excavation area of the new facility location is scheduled for the week of June 1, 2020. Once the depth of the conduits is known, an updated project schedule can be developed and design work can continue.

ERHS Phase 2 Improvements – Rachlin Partners

- Plans and specification reviews continue at DSA.

ERHS 2020 Paving Areas C, D, E, L & Old Obstacle Course– Flowers and Associates

- Five bids were received May 22, 2020. Staff recommendations will be presented to the Board at the June 16 meeting. The work remains scheduled to occur during the summer of 2020.

3. Pioneer Valley High School Construction Projects

PVHS 12 Modular Re-Roofing – Support Services

- All work is complete. Final pay application and retention releases are in process. This project is closed.

PVHS 12 Modular Fire System Revisions – Support Services

- Assessment and corrections of final punch list items, clarification requests, and fire riser flange height issues continue by the architect.

4. Career Technical Education Center

C2004 & H2016 Career Technical Education (CTE) Center/Ag Farm – PMSM Architects

- Construction occurring this period at the Culinary Arts Building A, Shop Building B, Shop Building C, and Barn Building D includes continued installation of roofing, corral poles, waterproofing, finish electrical and data, finish plumbing, finish drywall, finish paint, exterior masonry veneer, fencing and gates, kitchen equipment, exterior siding, exhaust fans, HVAC units, concrete floor staining and sealing, and pre-punch list touchup.
- Work beginning this month includes installation of entry gate and sign, overhead data and communication systems racks, cable runs, and associated equipment.

- Work on the water line was completed, allowing the installation of offsite natural gas and communication conduit as well as the completion of the main access and frontage road. Activation of the water lines and associated fire and water systems testing is awaiting Golden State Water (GSW) closeout requests and final approval.
- The current main project substantial completion date estimate remains July 1, 2020 with occupancy to be determined based on GSW water activation.
- Other anticipated ongoing activities after July 1, 2020 will include entry fencing, data, communications, and punch list work. **(Photos)**

5. District Wide and Support Services Center

District Wide Project Closeout – Support Services

- Projects under current review and their status are as follows:
 - SMHS and ERHS: Closeout of six legacy projects continues. A previously unknown closeout issue surfaced during the SMHS 8 portable classroom DSA review. An approved project, including 22 portables and restroom building, installed around 1999 and 2000 was found to be “voided” on the DSA website. District staff and the closeout consultant are reviewing the situation and will add the “voided” project to the legacy closeout list.

SSC New West Parking Area – Flowers and Associates

- Activities completed this period include installation of curb and gutter, walkways, asphalt, landscaping, irrigation systems, lighting, and fencing. An issue between the elevation of the gutters and street undulations was discovered. Flowers & Associates is working with the City to develop a solution that will include additional existing street asphalt removal with new feathered asphalt installed to allow for a matched grade. The project completion date expected in late May is now estimated to occur in June depending on the additional asphalt work. **(Photos)**

SSC-DHS-PVHS Proposition 39 Electrical Lighting Retrofit – PCE Engineering

- Contractor response issues continue. Attempts to schedule the final punch walk with the contractor have not been successful. If further delays continue by the contractor, a demand letter will be issued with funds to complete the remaining work withheld.

2020 Reroofing/Recoat: ERHS, PVHS, & SMHS – Support Services

- Contracts are complete and remains scheduled to occur during the summer of 2020.

6. Summer Activities Planning

District Wide Summer Projects Planning 2019/20

- Project development and update meetings are continuing.

Gary Wuitschick
Director – Support Services

Maintenance & Operations

Coronavirus COVID-19 Activities

M&O employees continued to monitor their school sites, help with student lunch distribution by setting up the tents and tables, as well as clean the cafeterias after the lunch distribution, and respond to urgent maintenance needs.

M & O employees began returning to work on a phase-in basis starting May 18. Work on summer cleaning began as well as addressing repairs that must be completed before students return in the Summer and/or Fall. Additionally, there is increased activity on each school site, which requires cleaning and maintenance: drive-through activities such as "Senior Awards Night", Cap and Gown distribution, and textbook return.

Operation of Santa Maria High School Wilson Gymnasium as a homeless shelter continued with full occupancy most days. the last night of occupancy was Monday, May 25. The gymnasium will be cleaned and ready for District use by June 1.

Major Water Damage – Pioneer Valley High School 300 Building

On the evening of March 16, a fire sprinkler discharged in PVHS second story Classroom 366. M&O employees were used to address the critical needs of removing water from the building, disconnecting plumbing where cabinets needed to be removed, and supporting the efforts of the water restoration company who is drying the building.

April Final Activities

Drying, monitoring relative humidity, cabinet re-installation, carpet re-gluing and cleaning, re-installing wallboard, and painting continued to address the damage to the building. Additionally, floor tile that had lifted due to the water was replaced on the second-floor landing and stairwell. Oliveira's Fashion Floors (Restoration Division) completed their work on April 23, 2020.

Work Remaining

Damaged ceiling tiles will be replaced by Santa Maria Acoustical. Tiles arrived at PVHS May 28.

Expenses Related to Water Damage

1. Oliveira's	\$316,306.45
2. Whittle Fire Protection	\$ 560.00
3. Santa Maria Acoustical (estimated - based on quote)	\$ 45,951.00

REGULAR MEETING

June 16, 2020

SMHS

- Performed minor landscape work in several areas on campus.
- Participated in meal distribution program for district students and families.
- Completed monthly pest control services.
- Performed online and in-person training.
- Completed semi-annual turf herbicide application.
- Performed plumbing repairs at Wilson Gymnasium: leaking natural gas regulator, urinal in Men's restroom.
- Installed a replacement control valve at pool chlorine tablet feeding system.
- Performed inspection of emergency system equipment: AEDs, emergency showers.
- Inspected and serviced custodian equipment: automatic floor scrubbers.
- Completed weekly elevator and chair lift inspection.
- Constructed a prototype COVID-19 protective shield. [\(Photo\)](#)
- Completed monthly fire extinguisher inspections.
- Completed the deep extraction carpet restoration process at the MMLC Library. [\(Photos\)](#)
- Provided support of school event and civic center use activities: SMHS Senior cap and gown distribution, SMHS senior awards, Santa Barbara County EOC homeless shelter. [\(Photo\)](#)
- Preventive work hours - 30
- Routine work order hours – 160
- Total work orders completed – 46
- Event setup hours – 12

Ken Groppetti
Plant Manager

PVHS

- Assisted with student lunch distribution set up.
- Delivered moving boxes to McClelland Street site as well as classrooms 402 and 431.
- Removed the outfield fencing from Junior Varsity softball field. [\(Photo\)](#)
- Installed Buckeye disinfectant in the maintenance shop custodian room Smart Meter chemical dispenser.
- Repaired a broken partition in 300 Building west boys' restroom. [\(Photo\)](#)
- Repaired a leaking water line riser north of the tennis courts.
- Lubricated chains on all exterior motorized gates.
- Assisted in unloading new computer desk and chairs for classroom 620.
- Provided support of school event and civic center use activities: - Senior cap and gown distribution.
- Preventive work order hours – 0
- Routine work order hours – 4
- Total work orders completed – 10
- Event setup hours – 7

Dan Mather
Plant Manager

REGULAR MEETING

June 16, 2020

ERHS

- Performed gopher control activities at ERHS and DHS.
- Completed general landscape maintenance in several areas of ERHS and DHS.
- Removed the varsity baseball and softball outfield fences, as well as the shotput/discus safety netting.
- Performed weed abatement at ERHS and DHS.
- Installed new signs in the football stadium that list Rules of Use for the stadium.
- Repaired the pressure bypass valve on the irrigation well pump.
- Installed Buckeye disinfectant metering system in the ERHS Administration custodial room as well as at DHS custodial room.
- Serviced custodial equipment for summer cleaning.
- Performed online safety training.
- Changed HVAC filters in several areas of campus.
- Began summer cleaning: removed gum from classroom desks and chairs. **(Photo)**
- Performed daily cleaning of DHS Administration Office and select classrooms based on teacher activity.
- Recorded event for graduation ceremony. **(Photo)**
- Setup and restored from school and civic center use events – School lunch program food distribution. **(Photo)**
- DHS events setup and restored: No events due to school closure.
- Preventive work order hours – 0 (includes 0 DHS)
- Routine work order hours – 100 (includes 6 DHS)
- Total work orders completed – 30 (includes 5 DHS)
- Event setup hours – 0 (includes 0 DHS)

Danny Sheridan
Plant Manager

Graffiti & Vandalism

• DHS	\$	0
• ERHS	\$	0
• SMHS	\$	0
• PVHS	\$	0

Reese Thompson
Director – Facilities and Operations

Photo Gallery – Major Projects



SMHS Eight Portable Classrooms – Removal of Softball Field and Earth Work Begin



SMHS Eight Portable Classrooms – Underground Utilities Installed and Final Grading Begins



CTE Ag Center - Overview of the Campus as the Campus Nears Completion



CTE Ag Center - Courtyard Between Shop Buildings is Finished



CTE Ag Center – Barn Painting, Lighting, and Animal Pen Installation Complete



CTE Ag Center – Details on Air Handling Controls are Finalized



CTE Ag Center – Shop Spaces Include Sanitation and Emergency Equipment



CTE Ag Center – Entrance Road with Rolling Gate Installation In-Progress



SSC West Parking - Existing Entrance Ties into the New Parking Lot



SSC West Parking - Landscaping In-Progress

Photo Gallery – Maintenance & Operations



SMHS – Jevi Buck Tests a COVID-19 Prototype Protection Unit



SMHS – Alex Banda and Abraham Vasquez Perform Carpet Agitation and Extraction



SMHS – Library Carpet Before and After Extraction



SMHS – Faculty and Students Enjoy Cap and Gown Distribution



PVHS – Pepé Gutierrez and Greg Gentile Disassemble the Softball Outfield Fence



PVHS – Elias Camacho Repairs a Broken Partition in a Student Restroom



ERHS – Jason Allen and Luis Santos Remove Gum from Band Room Chairs



ERHS – Pledge of Allegiance is Recorded for the Graduation Presentation



ERHS – Student Lunch Distribution Continues at All Schools

REGULAR MEETING
June 16, 2020

APPENDIX C

**Approval of MOU for Classified Bargaining Unit
regarding changes to an existing job description**

TENTATIVE AGREEMENT
between the
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
and the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS CENTRAL COAST CHAPTER #455

May 27, 2020


The following reflects the full and complete agreement of the California School Employees Association and its Central Coast Chapter #455 (hereinafter "Association") and the Santa Maria Joint Union High School District (hereinafter "District") regarding the negotiation of changes to an existing job description.

1. The following Association bargaining unit job description shall be revised and is attached to this Agreement:

Career Center Technician TO Career Center/Student Support Technician - DHS (Range 18)


Tentatively agreed to this 27th day of May 2020. This Tentative Agreement shall become final and binding upon the parties with ratification by the membership of the Association (pursuant to Association Policy 610 and if required by that Policy) and adoption by the Santa Maria Joint Union High School District Board of Education.

Dated: 6.3.2020

By: 

Joni McDonald
For Santa Maria Joint Union High School
District

Dated: 6/3/2020

By: 

Tami Contreras
For CSEA Central Coast Chapter #455

Dated: 6/3/2020

By: 

Phyllis Comstock
For California School Employees Association

CAREER CENTER/STUDENT SUPPORT TECHNICIAN - DHS

BASIC FUNCTION:

Under the direction of an Assistant Principal **the Principal**, plan, organize and coordinate a variety of **college and** career-related activities; provide technical assistance to students in areas related to gathering, researching and understanding current career and college information and with preparing resumes and job applications **related documents**; serve as liaison between the high school and business community; ~~assist with various aspects of the Learning Center; conduct career-related class presentations~~ **perform other functions related to student services**. This position is assigned to an alternative high school.

REPRESENTATIVE DUTIES:

- ~~Plan, organize and coordinate a variety of career-related activities including arranging various speakers, testing activities, career fairs and other activities~~ **Administers career and/or vocational assessments of students' interests and abilities for the purpose of evaluating career options. E**
- Develop and maintain methods used to inform students regarding career opportunities, post-secondary education and the requirement for various options following high school graduation; coordinate program goals, career pathways, and requirements; communicate related information to parents, students, staff and other stakeholders. E
- Provide technical assistance to students in areas related to gathering, researching and understanding current career and college information; introduce students to the Career Center and available resources in print and on-line including books and network systems. E
- Assist students with the preparation of resumes and job applications. E
- Provide timely information to students regarding financial assistance; coordinate scholarship information; provide forms, applications and information regarding financial assistance to students and parents as needed; assist with filling out forms as needed. E
- Conduct **college and** career-related class presentations; work with teachers to provide career information to students relevant to their interests. E
- ~~Administer and process interest inventories; schedule and make arrangements for inventories; explain purpose of inventories and proper completion of the form; input data and establish career files for students. E~~
- ~~Assist students and staff in the use of the Learning Center including working with classes and individual students; explain computerized card catalogue, how and where to locate books, proper usage of the computer and related systems, and provide other information as requested. E~~
- Participate in the distribution and collection of textbooks **and other instructional materials**; process textbooks instructional materials according to established procedures. E
- Update relevant fee information into the student database and library system; process letters and other materials related to fees; work in conjunction with school sites to ensure fees are accurate.
- Coordinate all aspects of student ID Card, including photos, replacement cards, associated fees; maintain current student picture in student database,
- ~~Oversee the operation of the Career Path program; present information to parents of incoming students and administer testing for career path placement; participate in the evaluation and updating of career path booklets; advise students on career path~~

selection. ~~E~~

- Participate in the development of career curriculum; prepare forms to be used in class projects and participate in related activities. ~~E~~
- Operate a computer and other office equipment as assigned; operate various audio-visual equipment. ~~E~~
- Serve as liaison between various businesses and the school; facilitate job placement of students. ~~E~~
- Provide media equipment to teachers; check equipment in and out according to established procedures; explain and demonstrate the proper use of equipment as needed.
- Provide information to new students regarding the Career Center and various programs; input new student information into appropriate computer system.
- Maintain current career and library information; attend career conferences, workshops and review literature to maintain current knowledge of trends, materials and software programs; order supplies and materials as needed.
- Train and provide work direction to assigned staff.
- Perform related duties as assigned.

KNOWLEDGE OF:

Career and occupational resources, trends and opportunities.

College and trade school entrance requirements and procedures.

Library policies, procedures and equipment.

District organization, operations, policies and objectives.

Laws, rules, regulations, guidelines and procedures related to assigned activities.

Record-keeping and resume preparation techniques.

Interpersonal skills using tact, patience and courtesy.

Public speaking techniques.

Oral and written communication skills.

Operate a computer and assigned software.

ABILITY TO:

Type 45 wpm net from clear copy; original certificate dated within 6 months is acceptable.

Provide technical assistance to students in areas related to gathering, researching and understanding current career and college information.

Assist with the preparation of resumes and job applications.

Serve as liaison between the high school and business community.

Conduct career-related class presentations.

Orient students and others to the College and Career and Learning Centers.

Operate a computer and other office equipment as assigned.

Establish and maintain cooperative and effective working relationships with others.

Communicate effectively both orally and in writing.

Work independently with little direction.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school supplemented by college-level course work and two years increasingly responsible clerical or office coordination experience.

WORKING CONDITIONS:

ENVIRONMENT:

College and Career Center and Learning Center environment.

Classroom and learning environment.

Constant interruptions.

PHYSICAL ABILITIES:

Hearing and speaking to exchange information and make presentations.

Seeing to read a variety of materials.

Dexterity of hands and fingers to operate a computer keyboard.

Sitting or standing for extended periods of time.

Lifting light objects.

Pushing or pulling carts.

Reaching overhead, above the shoulders and horizontally.

Bending at the waist, kneeling or crouching to retrieve materials.

07/01/19-07/01/2020

SMJUHSD

Range 18

REGULAR MEETING
June 16, 2020

APPENDIX D
General Fund
2020-21 Adopted Budget

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT 2020-21 ADOPTED BUDGET

Education Code Section 42127 requires that on or before July 1 of each year the Governing Board of a school district shall hold a public hearing on the budget to be adopted for the subsequent year. Pursuant to Education Code Section 33127, this Adopted Budget complies with the criteria and standards as established by the State Board of Education.

In a typical year the District's Governing Board is required to conduct a public hearing to review its Local Control and Accountability Plan ("LCAP") at the same meeting as the hearing for the District's budget. This year; however, the deadline to adopt the Districts LCAP, Annual Update and Budget Overview for Parents has been extended to December 15, 2020 under the Governor's Executive Order (EO) N-56-20. The District's budget that is being proposed for adoption for the 2020-21 year contains the related revenue and expenditures in order to budget the LCAP supplemental and concentration grant funds needed to support the upcoming adoption of the LCAP plan in December.

The May Revision is the last revision required under the law for the Governor to propose his budget for the State for the 2020-21 year. In his May Budget, the Governor's projecting a \$54 billion deficit, a drastically different outlook from the January proposal with a \$5.6 billion surplus. The severe deterioration of the State's budget is a result of large drops in the projected revenues from the all three of the State's main revenue sources – personal income tax is down 25.5%, sales and use tax down 27.2% and corporate tax is down 22.7%. Additionally, the number of unemployed residents rose to 4 million since Mid-March. As a result, the State's cutting program funding by 10%. The impact of this reduction on Proposition 98 funding is a \$6.5 billion reduction to LCFF or a net decline of 7.92% referred to as the proration factor which is applied to the LCFF base grant (COLA 2.31% less 10% reduction). The proration factor could be triggered off if the Federal Government provides funding to backfill the cuts.

Another challenge for District's as proposed in the May Revision is the deferral of approximately \$5.3 billion of LCFF funding apportionments in 2020-21 to include a portion of April, and all of May & June to be paid in July-September of 2021-22. Cash flow will be critical in the coming budget year, some flexibility provisions have been included in the May Revise to assist Districts in meeting their cash needs to maintain operations such as exemption from deferrals for a documented hardship and or increasing internal interfund borrowing limits with a public hearing from 75% to 85%.

The May Revision does provide some fiscal relief with the proposed redirecting of the \$2.3 billion non-Proposition 98 funds that was initially intended to be paid towards the CALSTRS & CALPERS long-term unfunded liabilities to instead further reduce the employer's contribution rates to fund the plans in both 2020-21 and 2021-22. The impact on the CALSTRS employer rate for 2020-21 is reduced from 18.41% to 16.15%, and in 2021-22 the rate changed from 18.2% to 16.02%. CALPERS employer rates for 2020-21 is reduced from 22.67% to 20.70%, and in 2021-22 the rate changed from 25.00% to 22.84%.

The District's reserve cap at 10% is not triggered, as required by Prop 2 passed in November 2014. There are specific conditions that must be met to trigger the cap. These have not been met in 2019/20 and will not be met in 2020/21. So, it will now be three years before the cap can be triggered. In the meantime, efforts continue to repeal the legislation.

Finally, in consideration of the quickly changing economic conditions there is a strong possibility that the States budget will be revised in August or September once the effects of the delayed personal income taxes filing from April to July are known. Even now it's uncertain if the May

Revision budget will remain unchanged when the State adopts it's June budget. The national economy is characterized by change and uncertainty; the Governor continues to encourage and recommends LEAs practice fiscal prudence.

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT 2020-21 ADOPTED BUDGET ASSUMPTIONS

Ending Fund Balance Reconciliation

As a District adopts its budget for any given year, it must also report the estimated actuals for the prior year. These estimated actuals are based on the District's most current working budget, and they typically are not the same as the budget presented on the 2nd Interim Revised Budget. Adjustments and revisions to the District's working budget are made when new facts or events occur. The following table summarizes the major changes the District has made to its working budget since the 2nd Interim Revised Budget. These changes are included in the "2019-20 Estimated Actuals" columns in the District's 2020-21 Adopted Budget.

ENDING FUND BALANCE		Unrestricted	Restricted	Total
A)	As of 2019-20 2nd Interim Revision ("Projected Year Totals")	\$ 10,543,379	\$ 292,101	\$ 10,835,481
	CHANGES IN REVENUES:			
	LCFF State Aid - decrease based on P-2 FCMAT Calculator			-
	Increase Property Tax Revenue based on P-2 attendance	669,032		669,032
	Increase 19-20 SIPE Workers Comp. Premium Rebate	1,275,112		1,275,112
	Adjust SB 117 COVID-19 grant		135,913	135,913
B)	Total Increases (Decreases) in Revenues	1,944,144	135,913	2,080,057
	CHANGES IN EXPENDITURES and TRANSFERS			
	Adjust RHS/DHS Laguna Sanitation based on actuals	(34,638)		(34,638)
	Adjust SB 117 COVID-19 grant	(7,274)	135,913	128,639
	Adjust IT equipment budget	(152,152)		(152,152)
	Adjust Frontier Communications CTE Phone Lines	200		200
C)	Total Increases (Decreases) in Expenditures and Transfers	(193,864)	135,913	(57,951)
	As of 2020-21 Budget Adoption ("2019-20 Estimated Actuals")	\$ 12,681,387	\$ 292,101	\$ 12,973,488
	(A + B - C)	12,681,387	292,101	12,973,488
		(0)	(0)	(0)

The District's 2020-21 Adopted Budget

REVENUES:

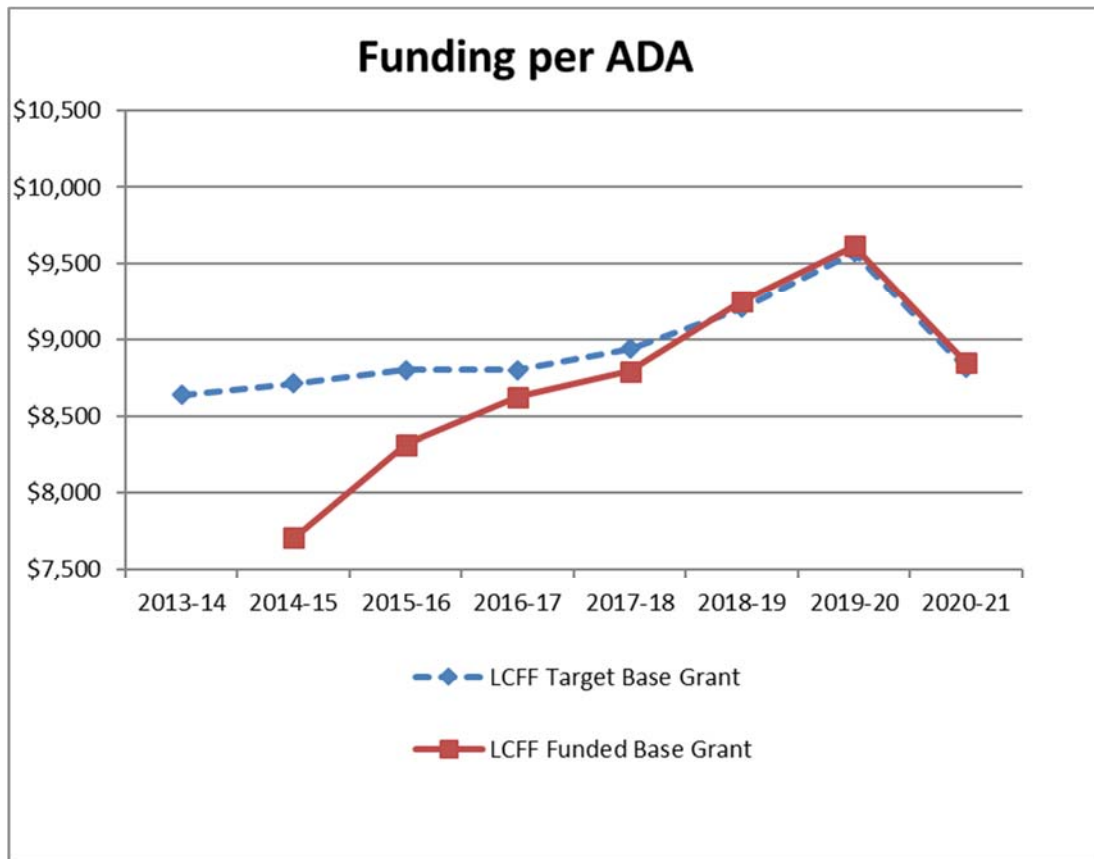
LCFF Sources

For the District's 2020-21 Adopted Budget, revenue from LCFF sources is projected utilizing the LCFF simulator tool as provided by the Fiscal Crisis and Management Assistance Team ("FCMAT"). A comparison to the 2019-20 Estimated Actuals in the components of LCFF revenue is summarized in the table on the following page.

	2019-20 Estimated Actuals	2020-21 Budget	Difference
LCFF State Aid Funding			
Base Grant	\$ 78,771,862	\$ 74,608,171	\$ (4,163,691)
Supplemental/Concentration Grant	20,344,640	19,299,643	(1,044,997)
Total LCFF State Aid	99,116,502	93,907,814	(5,208,688)
Property Tax Transfer SBCEO for Special Education	1,876,157	1,889,746	13,589
Total Revenues, LCFF Sources	\$ 100,992,659	\$ 95,797,560	\$ (5,195,099)
Funded LCFF <u>Base Grant</u> / ADA:	\$ 9,616	\$ 8,851	\$ (765)
Funded ADA	8,192	8,429	

The California Department of Finance provides the data for the factors to use in the LCFF simulator tool. For 2020-21, these include a COLA adjustment to the target base grant per ADA for the District's 9-12 grade span of 2.31%, with a negative proration factor applied of -7.92%. Supplemental and concentration grant funding is based on a three-year average of the percentage of the District's pupils that are either low-income, English learners, or foster youth. For 2019-20, the District's percentage was 76.35%. For the 2020-21 budget year, this average is projected to increase slightly to 76.40%. As part of the legislation that enacted the LCFF funding model, and the accompanying requirement for an LCAP plan, supplemental and concentration grant funding is required to be expended to provide increased services to the target groups of low income, English learner, and foster youth students. The Districts enrollment is projected to grow 265 students from total enrollment in 2019-20 of 8,657 to projected enrollment total in 2020-21 of 8,922.

A graphical display of the Base Grant amounts per ADA, target and funded target, is presented on the following page.



Federal Revenues

Federal revenues are revised to adjust projected award amounts or eliminate revenue attributable to prior year unused carryovers.

Year to year changes in Federal revenues are summarized below:

2019-20 Estimated Actuals	\$ 5,125,442
2020-21 Budget Year	
Title I	< 283,920>
Title II	< 38,760>
Title III Immigrant & LEP	< 302,135>
Title IV	< 121,053>
Special Education	14,772
Migrant	< 45,523>
Carl Perkins	< 9,048>
LEA Medi-Cal Billing	< 30,000>
Immediate Aid to Restart School Operations	< 5,429>
Decrease in Federal Revenues for 2020-21	<u>\$ < 821,096></u>
Total Federal Revenues 2020-21 Budget Year	<u>\$ 4,304,346</u>

State Revenues

Year to year changes in State revenues are summarized below:

2019-20 Estimated Actuals	\$ 7,089,903
2020-21 Budget Year	
Increased Mandated Block Grant discretionary funding \$61.94 / ADA	\$ 29,235
CTEIG grant	< 208,553>
Eliminate SB 117 COVID-19	< 143,188>
K12 Strong Workforce	< 535,721>
Lottery funding	154,608
Ag CTE Incentive grant	< 43,106>
Adjust STRS On-Behalf Pension Contribution	395,313
Other State Revenue	<u>< 9,917></u>
Decrease in State Revenues for 2020-21	<u>\$ < 361,329></u>

Total State Revenue 2020-21 Budget Year \$ 6,728,574

Local Revenues

Local revenues consist of a variety of items from reimbursements, billings for use of facilities, donations, funding from the Medi-Cal Reimbursement Activities, E-Rate, interest, and other irregular and/or non-recurring items. Other than the few items that are regular in nature, it has been the District's practice to budget local revenue when actually received. Projected changes in Local Revenues from 2019-20 amounts are summarized below:

2019-20 Estimated Actuals:	\$ 5,228,285
2020-21 Budget Year:	
Remove 19-20 Retro SB SIPE Workers Comp. Rebate	\$ < 1,275,112>
E-Rate reimbursements, report as income (accounting rules requirement)	5,310
Reduce interest based on projections	< 122,500>
Adjust for facility use & transportation trip revenues based on prior year actuals	607
Remove misc. grants and donations	< 113,662>
Remove projected revenues for student tablet insurance	< 740>
SELPA-allocated Special Education revenue	<u>8,627</u>
Decrease in Local Revenue for 2020-21	<u>\$ < 1,497,471></u>

Total Local Revenue 2020-21 Budget Year \$ 3,730,814

TOTAL REVENUES HAVE DECREASED BY: \$ < 7,954,944 >

EXPENDITURES:**Salaries, Wages, and Benefits**

Projected expenditures for salaries, wages, and benefits total \$90.10 million in the 2020-21 budget year. This total amounts to 80.78% of the District's total expenditures. Of this amount, \$12.25 million is budgeted in the LCAP plan. In total, salaries, wages, and benefits increase by \$1,962,354 from the estimated actuals. Components of this increase, by bargaining unit/employee group, are detailed in the tables below.

CERTIFICATED	FTE	COST
Increased cost for step/column movement including statutory benefits		\$ 566,890
Decreased costs due to 0.95 percentage point decrease in STRS		(271,997)
Increased costs due to 0.979 percentage point decrease in PERS (A few members of Certificated staff are in the PERS retirement system)		3,005
Increased costs associated with health & welfare changes		7,537
Changes associated with home hospital, Independent Study hourly rate increase		91,350
Increased costs related to turnover, staff replacements		72,255
New staffing:		
Counselor LCAP 4.1	1.00	91,264
ELD Teachers LCAP 7.1	3.20	333,399
Teachers due to increased enrollment	12.40	1,255,155
TOSA LCAP 1.5	1.00	184,894
TOSA MMEP	1.00	128,782
Staffing Reductions:		
Changes associated with non-position pay:		
Ag extra days		29,484
Coaching stipends		11,089
Other non-position related pay:		
LCAP subs, hourly, extra hours, etc. reallocated to FTEs (net of new teacher FTE listed above)		(722,964)
Other subs, hourly extra hours		(95,055)
Summer school		31,770
Certificated Medical Savings		(232,722)
CERTIFICATED total	18.60	1,484,136

CLASSIFIED	FTE	COST
Increased cost for step/column movement including statutory benefits		\$ 397,196
Increased costs associated with vacation and/or longevity increments		34,093
Increased costs due to 0.979 percentage point increase in PERS		99,319
Decreased costs due to 0.95 percentage point decrease in STRS		(370)
Increased costs associated with health & welfare changes		4,865
Increased costs related to turnover, staff replacements		75,128
Bus Driver route re-bids		20,821
Staffing Reductions:		
Inst. Asst.	(0.63)	(28,890)
Acct. Asst. I	(0.50)	(25,289)
Ops. Specialist	(1.00)	(78,217)
Other non-position related pay:		
Stipends specialized services		5,397
LCAP subs, hourly, extra hours, etc.		(82,238)
Other subs, extra hours & OT various depts.		(305,697)
Coaching Stipends		(38,491)
CLASSIFIED total	(2.13)	\$ 77,625

MANAGEMENT/CONF	FTE	COST
Increased cost for step/column movement including statutory benefits		\$ 51,638
Increased costs due to 0.979 percentage point increase in PERS		14,694
Decreased costs due to 0.95 percentage point decrease in STRS		(20,098)
Savings associated with health & welfare changes		(4,144)
Increased costs related to staff turnover 3 positions		114,114
Staffing Reductions:		
Dean SP ED	(1.00)	(154,891)
Director Info. Systems	(1.00)	(130,110)
MANAGEMENT/CONF total	(2.00)	\$ (128,796)

OTHER ITEMS	FTE	COST
All other changes not separately identified		\$ 32,620
Increased costs active employees OPEB		41,903
Retirees:		
Decrease, post-employment retirement benefits		(302)
Increase, retiree health pymts		59,855
STRS On Behalf		395,313
OTHER ITEMS total	-	\$ 529,389

Books and Supplies, Services, Capital Outlay

In total, expenditures for Books and Supplies, Services, and Capital Outlay **decrease** by \$9,166,556 from the estimated actuals, as shown on the following page.

SUPPLIES, SERVICES, CAPITAL OUTLAY			
Remove expenditure items in 2019/20 that are non-recurring for 2020/21:			
Expenditures supported by funding from the 2015-16 Discretionary Block Grant including textbooks & professional development		\$ (1,117,006)	
Expenditures supported by funding from the 2018-19 Discretionary Block Grant for various capital projects		(107,701)	
Expenditures supported by funding from the 2018-19 LCAP for CTE goal 3 action 2,3, 6 reserve capital projects & equipment		(1,364,881)	
Expenditures related to carryover of prior year's unused grants and/or ending balances		(3,720,077)	
Expenditures for specific services, capital outlay purchases, or project:			
Bus purchased with 18-19 one-time funds		(403,025)	
MAA Medi-Cal Administrative Activities		(380,546)	
Special Education, three replacement vans equipped with lifts		(147,000)	
Note: although budgeted in 2019/20, amounts attributable to any of the above items which remain unspent when the District completes its year end closing for the 2019/20 year, will be included in the District's 2020/21 1st Interim Revised Budget.			
Subtotal (decrease) removal of non-recurring expenditures		\$ (7,240,237)	
Expenditures in the 2020/21 Adopted Budget:			
Reductions other than staffing, in support of the 2020-21 LCAP Plan		(864,557)	
Carl Perkins CTE Grant		(27,744)	
Prop 39 California Clean Energy projects		(112,048)	
Reduce other plant maint. and operations		(225,266)	
Special Education SESP classes decreases for lease, supplies & equipment budget		(31,744)	
Special Education, increase in contract services		42,208	
Adjust utility expenses		(102,183)	
Reduce various school site pool equipment & services		(50,025)	
SISC Property & Liability Insurance increased rates		342,242	
Reduce Routine Restricted Maint. capital equipment items		(497,840)	
Transportation Home to School & Special Education (removed prior year 18-19 one-time purchases)		(75,403)	
Increases to school site budgets based on ADA		34,068	
Legal fee budget reduction		(75,000)	
E-RATE professional services CSM		14,900	
IT Computer replacement budget reduction		(12,845)	
Elections expense		46,928	
Travel mileage stipend adjustment		4,006	
Emergency repairs budget reduction		(100,000)	
Travel budget reductions (District support)		(35,700)	
AHC concurrent enrollment textbooks		(42,000)	
Operations capital equipment budget reduction		(134,994)	
Bond audit professional services reduction		(5,180)	
Engineering professional services & supplies budget reduction		(18,900)	
All other departmental adjustments		758	
TOTAL CHANGE IN SUPPLIES, SERVICES, CAPITAL OUTLAY		\$ (9,166,556)	

Other Outgo

Principal and interest on the District's non-voter approved debt, including capital leases and Certificates of Participation (COPs), and on-bill interest free financing from PG&E in support of the JCI energy retrofit project	\$ 20,651
Fitzgerald Community Schools	< 98,588>
Special Education regional housing costs, BCBA services & non-public school costs	2,306
SELPA funding model changes	745,872
Indirect cost changes	< 13,775>
Increase Other Outgo for 2020-21	<u>\$ 656,466</u>

TOTAL EXPENDITURES HAVE DECREASED BY: \$ < 6,547,736 >

OTHER FINANCING SOURCES/USES The District continues to budget a \$375,000 transfer to the District's Deferred Maintenance Fund. Eliminated transfers out of \$2,600,000 to the Special Reserve Non-Capital Projects fund for bus replacements and a transfer out of \$963,700 to the Capital Outlay Special Reserve fund for SSC capital projects.

TOTAL CHANGE OF "INCREASE (DECREASE) IN FUND BALANCE:

Total Revenues have <u>decreased</u> by:	\$ 7,954,944
Total Expenditures have <u>decreased</u> by:	< 6,547,736 >
Total Other Financing Uses have decreased:	<u>< 3,563,700 ></u>

Total change of "Increase (Decrease) in Fund Balance": \$ < 2,156,492 >

The District's Fund Balance:

- Note that this proposed budget reflects significant decreases in expenditures due to the presence of a large value of non-recurring items in the preceding year "estimated actuals". Any of these items that remain unspent when the District closes its books for the 2019-20 school year, will be re-budgeted when the District prepares its First Interim Revised budget in the fall.
- After providing for non-spendable components, and the 3% statutory minimum reserve for economic uncertainties, the District's ending available unappropriated General Fund balance is \$7,763,782.
- Remember that there are no minimum funding level requirements contained in the LCFF law. So, while LCFF has resulted in significant additional revenue to the District, it is still an ADA driven model, and changes in the District's unduplicated FRPM/EL percent can have a significant impact, either up or down, on the amount of revenue.
- The next budget event to happen will be the official adoption of the State's budget for the 2020-21 year, which should occur in mid- to late June. SSC, the organization that many school districts state-wide rely on for the latest information on school finance.

Santa Maria Joint Union High School District
 2020/21 ADOPTED BUDGET - MULTI YEAR PROJECTION - GENERAL FUND

Combined Summary	Object Code	Base Year 2020-21	Year 2 2021-22	Year 3 2022-23
A. Revenues				
LCFF Sources	8010-8099	95,797,493.00	95,755,959.00	95,755,959.00
Federal Revenue	8100-8299	4,304,346.00	4,304,346.00	4,304,346.00
Other State Revenues	8300-8599	6,728,573.97	6,728,573.97	6,728,573.97
Other Local Revenues	8600-8799	3,730,813.69	3,731,459.44	3,732,416.06
Total, Revenue		110,561,226.66	110,520,338.41	110,521,295.03
B. Expenditures				
Certificated Salaries	1000-1999	45,665,290.26	46,191,272.60	46,545,123.60
Classified Salaries	2000-2999	18,080,775.34	18,285,020.33	18,436,372.21
Employee Benefits	3000-3999	26,359,014.39	27,106,312.95	28,384,613.91
Books and Supplies	4000-4999	6,711,532.36	6,777,957.53	6,908,248.25
Services and Other Operating Expenditures	5000-5999	10,453,061.37	10,499,217.11	10,689,358.76
Capital Outlay/Depreciation	6000-6999	1,183,259.00	1,183,259.00	1,183,259.00
Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	3,260,918.69	3,284,347.38	3,302,460.22
Other Outgo - Transfers of Indirect Costs	7300-7399	(181,132.32)	(181,132.32)	(181,132.32)
Other Adjustments - Expenditures			-	-
Total, Expenditures		111,532,719.09	113,146,254.58	115,268,303.63
C. Excess (Deficiency) of Revenues over Expenditures before Other Financing Sources and Uses		(971,492.43)	(2,625,916.17)	(4,747,008.60)
D. Other Financing Sources/Uses				
Interfund Transfers				
Transfers In	8900-8929	-	-	-
Transfers Out	7600-7629	375,000.00	-	-
Other Sources/Uses				
Sources	8930-8979	-	-	-
Uses	7630-7699	-	-	-
Other Adjustments - Other Financing Uses				
Contributions	8980-8999	-	-	-
Total, Other Financing Sources/Uses		(375,000.00)	-	-
E. Net Increase (Decrease) in Fund Balance/Net Position		(1,346,492.43)	(2,625,916.17)	(4,747,008.60)
F. Fund Balance, Reserves/Net Position				
Beginning Fund Balance/Net Position				
As of July 1 - Unaudited	9791	12,681,386.87	11,334,894.44	8,708,978.27
Audit Adjustments	9793	-	-	-
As of July 1- Audited		12,681,386.87	11,334,894.44	8,708,978.27
Other Restatements	9795	-	-	-
Adjusted Beginning Balance		12,681,386.87	11,334,894.44	8,708,978.27
Ending Balance/Net Position, June 30		11,334,894.44	8,708,978.27	3,961,969.67
Components of Ending Fund Balance (FDs 01-60 only)				
Nonspendable	9710-9719	213,881.15	213,881.15	213,881.15
Restricted	9740	0.01	0.01	0.01
Committed				
Stabilization Arrangements	9750	-	-	-
Other Commitments	9760	-	-	-
Assigned				
Other Assignments	9780	232,722.00	232,722.00	232,722.00
CERT MEDICAL SAVINGS				
Unassigned/Unappropriated				
Reserve for Economic Uncertainties	9789	3,357,231.57	3,395,844.86	3,427,398.48
Unassigned/Unappropriated Amount	9790	7,531,059.71	4,866,530.25	87,968.03

All ongoing sources of Revenues and Expenditures from the 2020/21 Adopted Budget are assumed to continue at the same level for the next two years with the following adjustments:

REVENUES

LCFF Sources

- For this Adopted Budget, the District is projecting revenue from LCFF sources using the simulator tool provided by the Fiscal Crisis and Management Assistance Team (“FCMAT”). FCMAT’s calculations use inflation, proration factor and gap funding percentage estimates provided by the California Department of Finance, and then allows for entry of district-variable data such as ADA by grade span, and the percentage of the count of unduplicated students who are English learners, foster youth, or who qualify for free or reduced-price meals. This factor is often referred to as “FRPM/EL”. The table below illustrates the various components of income from LCFF sources for the budget and two subsequent years.

	2020-21	2021-22	2022-23
LCFF State Aid Funding			
Base Grant	\$ 74,608,171	\$ 74,608,171	\$ 74,608,171
Supplemental/Concentration Grant	19,299,643	19,258,042	19,258,042
Total LCFF State Aid	93,907,814	93,866,213	93,866,213
Property Tax Transfer SBCEO for Special Education	1,889,746	1,889,746	1,889,746
Total Revenues, LCFF Sources	\$ 95,797,560	\$ 95,755,959	\$ 95,755,959
Funded LCFF Base Grant / ADA:	\$ 8,851	\$ 8,851	\$ 8,851
Funded ADA (includes COE)	8429	8429	8429

- In 2021/22, revenues from LCFF sources **decrease** from 2020/21 by \$<41,601>. Of this amount, \$41,607 is attributable to a decrease in supplemental/concentration grant funding and is required to be expended on increasing services for the District’s target population of English learners, foster youth, and economically disadvantaged students (“FRPM/EL”). The estimated funded LCFF base grant per ADA is \$8,851.
- In 2022/23, revenues from LCFF sources are unchanged from 2021/22. The estimated funded LCFF base grant per ADA is \$8,851.

Federal Revenues

- As of budget adoption, Federal Revenues amount to \$4,304,346, and are projected to remain unchanged for the next two subsequent years.

State Revenues

- As of budget adoption, State Revenues amount to \$6,728,574, and are projected to remain unchanged for the next two subsequent years.

Local Revenues

- Local Revenues include interest earnings, facility use fees, and a variety of reimbursements and fee-for-service programs along with locally restricted donations and grants. Beginning in 2021/22, local revenues increase by \$646.
- In 2022/23 Local Revenues increase \$957 from 2021/22.

EXPENDITURES

Salaries, Wages and Benefits:

- Step and Longevity increases for all employees of \$950,864 for 2021/22 and \$716,622 for 2022/23.
- The District annually projects attrition of 5.0 Certificated FTE's from retirements. The salary and benefit savings from these retirements, offset by salary and benefit costs for replacement employees, and continuing health benefits for the retirees, results in a decrease of \$<171,202> in 2021/22 and a decrease of \$<171,202> in 2022/23.
- Based on projected enrollment and hiring ratios, there is no increase to Certificated FTE's in 2021/22. For 2022/23 enrollment remains unchanged from 2021/22.
- Legislation passed in 2016 has resulted in statutory rate increases for the District's contribution to the State Teachers' Retirement System. The rate increases for the subsequent year is 0.13 percentage points in 2021/22 in the amount of \$38,560. For the 2022/23 year, the rate increases 2.08 percentage points resulting in increased cost of \$777,537 from 2021/22.
- Rates for the Public Employee Retirement System (PERS) are also projected to increase; final approval of the rate by the CalPERS board is done usually in May of each year for the following year. At that time the actuarial assumptions and projected rates are also updated. For 2021/22 the increase is 2.14 percentage points, or \$443,699 increase from 2020/21. For 2022/23 the projection is an increase 2.66 percentage points, resulting in an increase of \$537,342 from 2021/22.
- Based on increased salary costs for step-column movement, the 1% pre-funding of retiree health benefits increases by \$10,220 in 2021/22, and \$7,062 in 2022/23.
- Based on an actuarial study of the District's OPEB liability, the provision for the retiree health benefits pay as you go amount increases by \$205,386 in 2021/22, and decreases by \$<83,856> in 2022/23.
- In total, costs for salaries, wages, and benefits ***increase*** from 2020/21 to 2021/22 by \$1,477,526 and ***increase*** from 2021/22 to 2022/23 by \$1,783,504. All of the changes noted above are summarized in the table on the following page.
- PLEASE NOTE: There are no COLA increases for salaries and benefits included in 2021/22 or 2022/23, as these are subject to negotiations.

SALARIES, WAGES, AND BENEFITS				
2020/21 balance				\$ 90,105,080
2021/22				
Step-column costs			950,864	
STRS rate decrease 0.13 percentage points			38,560	
PERS rate increase 2.14 percentage points			443,699	
Increase in retiree health benefits prefunding			10,220	
Projected change in retiree health pay as you go			205,386	
Estimated annual retirements 5 FTE's			(171,202)	
Total change from 2020/21 to 2021/22				1,477,526
2021/22 balance				91,582,606
2022/23				
Step-column costs			716,622	
STRS increase 2.08 percentage points			777,537	
PERS increase 2.66 percentage points			537,342	
Increase in retiree health benefits prefunding			7,062	
Projected change in retiree health pay as you go			(83,856)	
Estimated annual retirements 5 FTE's			(171,202)	
Total change from 2021/22 to 2022/23				1,783,504
2022/23 balance				\$ 93,366,110

Books and Supplies, Services, Capital Outlay

- Year to year changes in supplies, services, and capital outlay are summarized in the table below.

SUPPLIES, SERVICES, CAPITAL OUTLAY			
2020/21 balance			\$ 18,347,853
2021/22			
	Provision for decreased LCAP expenditures to serve FRPM/EL population, based on projected increase in supplemental/concentration	\$ (41,601)	
	Projected increases in California CPI 1.73%	241,816	
	Elections Expense (occurs every other year in even-numbered years)	(45,000)	
	Actuarial & self insurance study (bi-annual)	(7,500)	
	Adjust projected expenditure in restricted programs subject to available	504,867	
	Future ongoing cuts to be identified	(540,000)	
	Total change from 2020/21 to 2021/22		112,581
2021/22 balance			18,460,434
2022/23			
	Projected increases in California CPI 2.12%	285,881	
	Elections Expense (occurs every other year in even-numbered years)	45,000	
	Actuarial & self insurance study (bi-annual)	7,500	
	Adjust projected expenditure in restricted programs subject to available	(17,949)	
	Total change from 2021/22 to 2022/23		320,432
2022/23 balance			\$ 18,780,866

Other Outgo

- Included in Other Outgo is the District's required payment for Certificates of Participation ("COPs") debt service, in support of a variety of energy management, conservation, and retrofit projects throughout the District. Amounts projected in accordance with debt service schedules are \$405,620 in 2020/21, \$429,049 in 2021/22 an increase of \$23,429 over the previous year and \$447,161 in 2022/23 an increase of \$18,112 over the previous year.
- Also included in Other Outgo are amounts paid to the Santa Barbara County Education Office for services provided under the Districts LCAP plan. These services include shared costs for Fitzgerald Community School. The total amount included in the budget year for these services is \$250,000 and it remains unchanged in the two subsequent years.
- Also included in Other Outgo, Special Education, mental health and TLC program allocations from SELPA funding model, amounts paid to the Santa Barbara County SELPA for regional housing, BCBA services and non-public school costs. Amounts are projected to remain unchanged in the two subsequent years.
- The indirect cost component of Other Outgo remains unchanged in the two subsequent years.

Other Financing Uses

- The budget year includes transfers out of \$375,000 in support of the District's facilities and deferred maintenance projects. Note that funding for deferred maintenance, formerly a "Tier III" categorical program, is eliminated due to the LCFF funding formula. The District is discontinuing the budget transfer of \$375,000 in the two subsequent years.
- Additionally, the transfer of Needy Meal revenues to the Cafeteria Fund, which has typically been \$250,000 in the past, is not reflected in the budget and two succeeding years. The need for this transfer is monitored on an ongoing basis. Depending upon reserve levels and food costs, this transfer may need reinstating in future years.

PLEASE NOTE: This projection is based on assumptions and factors from existing current law, as well as proposals contained in the Governor's May Revise Budget. The Legislature has yet to take action on the Governor's proposal, so some or all of the factors and assumptions used may change when the state budget is officially adopted into law. If any of the factors or assumptions used are significantly different when the state budget is officially adopted into law, the District will have a 45-day period to adjust its budget accordingly. Otherwise, the next budget revision for the District will be the "First Interim Revised Budget" based on actual results through October 31, and required to be presented to the Board on or before December 15.

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT			
2020-21 ADOPTED BUDGET			
SB 858 RESERVE REQUIREMENT CALCULATIONS & DISCLOSURE			
	2020-21	2021-22	2022-23
Minimum Reserve Level Required (3%)	\$ 3,357,232	\$ 3,395,845	\$ 3,427,398
Reserve Level in District's budget	\$ 3,357,232	\$ 3,395,845	\$ 3,427,398
Amount in excess of minimum			
General Fund	7,531,060	4,866,530	87,968
Fund 17 Special Reserve	3,879,873	3,899,272	3,918,768
Total amount in excess of minimum	\$ 11,410,933	\$ 8,765,802	\$ 4,006,736
<p>In Fund 17, Special Reserve, amounts in this fund are earmarked for costs associated with opening a new school, that cannot be paid with bond funds. \$2.6 million are assigned for a six year bus replacement plan reserve. Recommendation is that the Board take action at a future date to commit these funds for that purpose.</p>			

APPENDIX E

Santa Barbara County Special Education Local Planning Area (SELPA) Local Plan Section B

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



California Department of Education

Special Education Division

January 2020

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B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The Santa Barbara County Special Education Local Plan Area, SBCSELPA, is a group of 20 school districts, four charter schools that are their own LEA for the purposes of special education and the County Education Office that have joined together to provide Special Education programs and services. All 25 of the LEA's located in our county have boundaries as far north as Santa Maria, as far west as Lompoc, as far east as Cuyama, and as far south as Carpinteria. San Luis Obispo County SELPA is to the north of SBCSELPA. Ventura County SELPA is to the south of SBCSELPA. And Kern County SELPA is to the east of SBCSELPA.

The SBCSELPA office is located at 5385 Hollister Avenue, Building 5, Santa Barbara, California. The office is staffed by an Executive Director, Coordinator, Board Certified Behavior Analysts (BCBA)/Behavior Specialists (as per LEA/district requests), an Office Manager, a Secretary, Mental Health Specialist(s), Clerical Assistant, Part-time Educational Audiologist and School Psychologist, and an Accountant/Business Official. The SBCSELPA is the regional administrative office which ensures equal access to special education services to students with disabilities.

- 2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

**SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
GOVERNANCE STRUCTURE**

The SBCSELPA is organized as a Joint Powers Agency(JPA) which is technically an independent governmental agency. The governance of the JPA is described in detail in the Joint Powers Agreement.

WHAT ARE THE RESPONSIBILITIES OF THE SBCSELPA?

The responsibilities include planning for allocation of funds received by the SBCSELPA to

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provide staff for the special education programs and services operated by the participating districts and the County Education Office. Funds for staff development, low incidence services and equipment, and program specialists are allocated by the SBCSELPA for services in the districts. Regionalized Services funds support the SBCSELPA office. The office reports data to the California Department of Education, such as the December Special Education Pupil Count and June Pupil Data Report. The SBCSELPA is responsible for policy development, nonpublic school placements of district students as appropriate, allocation and reimbursement of funding for dispute resolution/due process, governance of participating LEAs adherence to SBCSELPA policies and procedures and oversight of interagency agreements with agencies such as Tri-Counties Regional Center and California Children Services.

The SBCSELPA Executive Director meets with a committee comprised of the special education administrators and business officials from districts in SBCSELPA on an as-needed basis. The meeting agendas focus on utilization of available resources, processes and procedures for identification and placement of children with disabilities, and cooperation to ensure that all children receive their appropriate and necessary services.

The SBCSELPA Executive Director reports on a monthly basis during the school year to the JPA Board. The Joint Powers Agency Board is the decision-making body for the SBCSELPA and derives its power from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the county. It is the policy of the Board to encourage public participation in the Board's activities in order to fully promote communication with interested persons and entities in the county.

All meetings of the Board are public and accessible to the disabled. Deliberations of the Board, except for those appropriate for closed sessions, shall be conducted openly and all actions taken in public session.

The following is a summary of the organizational structure of the JPA as defined in the Joint Exercise of Powers Agreement:

Santa Barbara County SELPA JPA Board

The Santa Barbara County SELPA JPA Board is the decision making body for the JPA.

- Membership - 8 Members (Superintendents from Santa Barbara County LEA's)
- 2 Nondirect Service Districts - North
- 2 Nondirect Service Districts - South
- 1 Direct Service District
- 1 Nondirect Service District, Santa Ynez Valley Special Education Consortium
- 1 County Superintendent
- 1 9-12th Grade High School District

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Meetings Monthly (unless agreed upon otherwise by the Board)
Chairperson Elected by Board
Secretary SBCSELPA Executive Director
Quorum Majority of voting membership

The Superintendents from each of the districts in the county provides advice and direction to the Joint Powers Board.

Community Advisory Committee

The Community Advisory Committee of the Santa Barbara County SELPA is a committee composed of parents of special education children, parents of regular education children, special education and regular education certificated staff, and other representatives from local agencies. The meetings help keep members informed regarding current programs and legislation, and facilitate closer communication and better understanding of mutual goals of school administrators, faculty, parents and community.

While the Community Advisory Committee is composed of specially appointed members, all meetings are open to everyone interested, and the Community Advisory Committee encourages parents to attend CAC meetings.

The primary role of the Santa Barbara County SELPA Community Advisory Committee is to represent the needs and concerns of parents, school personnel and community agencies regarding services for individuals with exceptional needs to the JPA Board. The CAC meetings shall comply with all provisions of the Brown Act. (Government Code Sections 54950 and following).

The SBCSELPA Executive Director may establish committees and task forces when he or she determines, in his or her sole discretion, that he or she could benefit from the input or assistance of committees or task forces relating to a particular subject or subjects. The following are the types of subjects for which the SBCSELPA Executive Director may establish committees and task forces. The following are the types of committees and task forces the SBCSELPA Executive Director may convene:

Technical analysis and input to the JPA Board and the operation of the special education programs and services available in the SBCSELPA; financial review and analysis needed for the operation of the special education programs;

- Transition services;
- Autism services and certification;
- Interagency transition services;
- Crisis prevention;
- Policies and procedures;
- Legal services and fees;
- Parent trainings;

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SELPA forms;
Rtl;
Professional development;
Behavior intervention case management; and
Resource specialist assessments.

Task Forces and Committees

The following are the established committees:

Interagency Agreement Committees

- County Mental Health
- California Children Services
- Department of Rehabilitation
- Head Start
- Tri-Counties Regional Center

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

The parties listed in Section 1 below mutually agree and promise as set forth in this Joint Powers Agreement:

1. PARTIES

The Boards of Education of:

- Adelante Charter School
- Ballard School District
- Blochman Union School District
- Buellton Union School District
- Carpinteria Unified School District
- Cold Spring School District
- College School District
- Cuyama Joint Union School District
- Family Partnership Charter School
- Goleta Union School District
- Guadalupe Union School District
- Hope School District
- Lompoc Unified School District
- Los Olivos School District
- Manzanita Public Charter School
- Montecito Union School District
- Orcutt Union School District
- Santa Barbara Charter School

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Santa Barbara Unified School District
Santa Maria Joint Union High School District
Santa Maria-Bonita School District
Santa Ynez Valley Union High School District
Solvang School District
Vista Del Mar Union School District
Santa Barbara County Education Office

2. PURPOSE

The purpose of this agreement is to provide for the creation of the Santa Barbara County Special Education Local Plan Area (SBCSELPA), an agency which is separate from the parties to this Agreement. This agency shall designate an Administrative Unit to provide fiscal services for the SBCSELPA.

3. AUTHORITY

This agreement is entered into pursuant to Education Code Section 56195.1(c) and Government Code Section 6500 and following, relating to the joint exercise of powers between public educational agencies identified herein and also those that may hereafter be accepted for membership herein.

4. ADMINISTRATION AND GOVERNANCE

a. The parties hereto hereby create the Santa Barbara County Special Education Local Plan Area (hereinafter SBCSELPA), which will be a separate public agency responsible for administering this agreement and the Local Plan.

b. The SBCSELPA shall be governed by the SBCSELPA JPA Board, which shall be comprised of eight voting members. The Board shall be comprised of the County Superintendent of Schools and superintendents of districts in Santa Barbara County and selected as follows:

Five members from non-direct service districts shall be selected by the consensus of the LEA Superintendents, with two members representing non-direct service districts in south Santa Barbara County; two members representing non-direct service districts in North Santa Barbara County; and one member representing non-direct service districts in the Santa Ynez Valley Special Education Consortium.

One member from direct service districts shall be selected by the Superintendents' Council, representing direct service districts in both North and South Santa Barbara County. One member from 9-12th grade high school districts shall be selected by the Superintendents' Council.

The County Superintendent of Schools shall continuously serve as an eighth member of the Board.

c. All district superintendent appointments to the Board shall be for two-year terms. Appointments to the Board shall expire on June 30.

d. Each voting member of the Board shall take and execute the oath of office prior to exercising any duties hereunder.

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e. The Board shall annually elect a Chairperson, Vice-Chairperson and Clerk from its voting members. The SBCSELPA Executive Director shall serve as Secretary to the Board. The Chairperson and Vice-Chairperson shall serve at the pleasure of the Board until a successor is elected.

f. The Board shall develop and adopt bylaws which may be amended from time to time.

g. Regular meetings shall be held as determined by the Board and set forth in its bylaws. Such meetings shall comply with all provisions of the Brown Act. (Government Code Sections 54950 and following) and provisions of the Education Code regarding school district governing board meetings (Education Code Sections 35140 and following). A majority of the voting membership of the Board shall constitute a quorum and a majority of the voting membership shall be necessary for action to be taken. Vacant positions shall be counted as part of the membership when determining whether a majority exists. If a member of the Board misses three consecutive board meetings, the District Superintendent's may opt to remove the Board member. When a member of the Board resigns, is removed, or otherwise vacates membership on the Board, a replacement member shall be appointed by consensus of the LEA Superintendents as prescribed in Section 4 of this agreement.

h. The fiscal year of the SBCSELPA shall run from July 1 through June 30.

5. AUDITING AND ACCOUNTING SERVICE

The Auditor/Controller of Santa Barbara County, the Santa Barbara County Superintendent of Schools and the Treasurer of Santa Barbara County shall perform the Auditor/Controller and Treasurer functions prescribed by Government Code Sections 6505 and 6505.5 in the same manner that they perform these functions for school districts. The approval of demands for which the County Superintendent of Schools shall draw warrants shall be performed in accordance with the policies and procedures adopted by the SBCSELPA JPA Board, subject to the review and approval of the County Superintendent of Schools, as required by Education Code Sections 42633 and following. There shall be strict accountability of all funds. All revenues and expenditures shall be reported to the SBCSELPA JPA Board.

6. POWERS OF THE SBCSELPA

The SBCSELPA powers shall include the following:

6.1 GENERAL

The SBCSELPA, through the SBCSELPA JPA Board, shall have the power and authority to exercise any power common to the public educational agencies which are parties to this agreement.

6.2 SPECIFIC

- a. To make and enter into contracts.
- b. To select, employ and dismiss agents or employees or to utilize the services of personnel of the parties when such services are offered by the parties.
- c. To acquire, construct, manage, maintain or operate any buildings, equipment or improvements.
- d. To acquire, hold or dispose of property, real and personal.
- e. To sue and be sued in its own name.

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- f. To incur debts, liabilities or obligations.
- g. To apply for, accept, receive and disburse funds and grants from any agency of the United States of America, the State of California, or any other public agency.
- h. To invest any money in the Treasury pursuant to Government Code Section 6505.5 that is not required for the immediate activities of the SBCSELPA, as the SBCSELPA JPA Board determines is advisable, in the manner and on the same conditions as local agencies, pursuant to Government Code Section 53601.
- i. To adopt policies and bylaws governing the operations of the SBCSELPA as outlined in the Local Plan.
- j. To perform such other functions as may be necessary or appropriate to carry out this Agreement, so long as such other functions so performed are not prohibited by any provisions of law.
- k. To receive gifts, contributions and donations of property, funds, services and other forms of assistance from persons, firms, corporations, associations and any other governmental entity.
- l. To obtain insurance coverage.

The County Education Office or a designated district shall serve as the Administrative Unit, and the County Superintendent of Schools or the district board shall be the SBCSELPA's agent in the exercise of any or all of these powers when so authorized by the SBCSELPA Board.

The SBCSELPA shall employ a SBCSELPA Executive Director who shall be the Secretary to the SBCSELPA JPA Board and shall act as the Executive to the Board for all administrative functions. The SBCSELPA Executive Director and any other staff employed by the SBCSELPA shall be appointed by the SBCSELPA JPA Board.

The SBCSELPA Executive Director and any other employees shall be housed at the County Education Office or in other office space pursuant to SBCSELPA policy guidelines. The duties of the SBCSELPA Executive Director and other individuals employed by the SBCSELPA shall be stated in position descriptions which shall be formally approved by the SBCSELPA JPA Board. The SBCSELPA JPA Board may modify such position descriptions in whole or in part and at any time during the term of this Agreement.

The powers listed above shall be exercised in the manner provided in the law and be subject only to the restrictions upon the manner of exercising such powers as are imposed upon school districts in the exercise of such powers.

7. POWERS OF LOCAL EDUCATION AGENCIES

The governance of Local Education Agency (LEA) special education programs shall be the responsibility of the LEA governing boards. LEA governing boards shall have and retain authority to receive and budget all special education income allocated by the SBCSELPA Board for programs and services provided by the LEAs, except state regionalized services allocations, and for monitoring the appropriate use of federal, state and local funds allocated for special education programs.

8. FUNCTIONS OF THE SBCSELPA

The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
 - c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies:
 - (1) Coordinated system of identification and assessment and development of uniform policies governing identification, referral and placement of individuals with exceptional needs.
 - (2) Coordinated system of procedural safeguards.
 - (3) Coordinated system of staff development and parent education including training members of the Community Advisory Committee.
 - (4) Coordinated system of curriculum development and alignment with the core curriculum.
 - (5) Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism to include monitoring of performance goals and indicators.
 - (6) Coordinated system of data collection and management information systems as needed to meet SBCSELPA requirements.
 - (7) Coordination of interagency agreements and development of policies and procedures relating to the coordination with other local public agencies that serve the individuals with exceptional needs.
 - (8) Coordination of services to medical facilities.
 - (9) Coordination of services to individuals with exceptional needs placed in licensed children's institutions and foster family homes.
 - (10) Coordination of services to individuals with exceptional needs placed in Juvenile Court Schools or County Community Schools.
 - (11) Preparation and transmission of required special education local plan area reports.
 - (12) Fiscal and logistical support of the Community Advisory Committee.
 - (13) Coordination of transportation services for individuals with exceptional needs.
 - (14) Coordination of career and vocational education and transition services.
 - (15) Assurance of full educational opportunity.
 - (16) Fiscal administration allocation and monitoring of state and federal funds pursuant to Education Code Section 56836 and 56841.
 - (17) Allocation of program specialist funds for direct instructional program

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support that may be provided by program specialists in accordance with Education Code Section 56368.

- (18) Search/Serve services.
- (19) Special day classes, resource specialist programs, related services, and other special education instructional programs as agreed upon by the SBCSELPA and the particular Local Education Agencies involved.
- (20) Services for infants and preschoolers.
- (21) Provision of support for dispute resolution and due process, as requested.
- (22) Coordination and oversight of nonpublic school placements and oversight of nonpublic agency services.
- (23) Ensure equal access to all programs and services in the region.
- (24) Ensure an equitable provision of services to individuals with exceptional needs between the ages of 0 and 22.
- (25) Assist in the resolution of complaints and work cooperatively with districts/county office to correct identified problems.
- (26) Such other areas as the SBCSELPA JPA Board directs.

- d. Monitor compliance with federal and state laws and regulations regarding special education.
- e. Enter into agreements with individual school districts and/or the County Education Office for provision of special education services.
- f. Receive, distribute and account for regionalized services and SBCSELPA support funds for Local Plan implementation.
- g. Decide disputes within the scope of this Agreement among the parties. The decision of the SBCSELPA JPA Board shall be final in the settlement of disputes between parties.
- h. Participate in any other functions necessary to conduct the business of the SBCSELPA.

9. ANNUAL BUDGET PLAN

In addition to the powers and responsibilities presented in Section 6 and 8 above, the SBCSELPA shall, in conjunction with the parties to this Agreement, develop an annual budget plan for Local Plan activities and conduct the required public hearing. The budget plan shall include provisions setting forth the manner and level to which the SBCSELPA shall be funded.

- a. The annual budget plan shall include the expenditure of all regionalized services and program specialist funds allocated by the state legislature. It shall also include the estimated SELPA support and administrative chargeback.
- b. The Santa Barbara County SELPA Executive Director shall submit an annual budget plan to the Santa Barbara County SELPA JPA Board on the following calendar:
 - (1) Proposed Adopted Budget for review - May
 - (2) Proposed Adopted Budget approval - June
- c. The Santa Barbara County SELPA JPA Board is the entity that must develop, revise and approve all allocations of funds received by the SELPA.
- d. The SBCSELPA JPA Board shall review and approve or reject requests for an increase or decrease in regionalized services and regional program allocations, and allocate all other

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funds received by the SBCSELPA.

- e. Allocation revisions approved by the SBCSELPA shall be sent to each party to this Agreement by the SBCSELPA Executive Director within thirty (30) days after the revision has been approved by the Board.
- f. Written notice of the rejection of a request shall be sent to the originator of the request by the SBCSELPA Executive Director within thirty (30) days after receipt of the request.
 - g. No request for modification to the annual budget plan shall be approved by the SBCSELPA JPA Board which results in an increase to the annual budget plan which may exceed any funding limitations.

10. OBLIGATIONS OF THE SBCSELPA

The SBCSELPA shall be an independent public entity. The SBCSELPA shall be solely responsible for its duties, liabilities and obligations and the duties, liabilities and obligations of the Administrative Unit when it is acting on behalf of the SBCSELPA. They shall not be the duties, liabilities or obligations of the parties hereto.

11. AUTHORITY AND RESPONSIBILITIES OF THE PARTIES

Each LEA shall cooperate with the SBCSELPA and its JPA Board in their development of the Local Plan and in the JPA Board's review and approval of revisions to said Plan.

12. DUTIES OF THE SUPERINTENDENTS

The Superintendents of the LEAs named as parties to this Agreement shall serve as the LEA's representative to the Joint Powers Agency. The LEA Superintendents' shall select the members of the SBCSELPA JPA Board in accordance with Section 4 of this Agreement and shall serve as an advisory body to the SBCSELPA JPA Board.

13. SPECIAL EDUCATION ADMINISTRATORS

Each LEA operating special education programs shall designate a special education administrator from among its staff to act as the primary contact person for the district or county with the SBCSELPA.

14. RESPONSIBILITY FOR PROVISION OF SERVICES

Entities responsible for providing services and/or programs to individuals with exceptional needs are specified in the SBCSELPA Policies and Procedures. At any time, recommendations for changes in the delivery system may be developed by SBCSELPA Executive Director and submitted to the JPA Board for approval.

15. COMMUNITY ADVISORY COMMITTEE

A Community Advisory Committee shall be established. The Community Advisory Committee shall advise the SBCSELPA Board in accordance with policies and procedures approved by the SBCSELPA JPA Board.

16. BONDING PERSONS HAVING ACCESS TO PROPERTY

The public officers or persons who have charge of, handle, or have access to any property

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of the SBCSELPA shall be the SBCSELPA Executive Director and any other officers or persons to be designated or empowered by the SBCSELPA JPA Board. Each such officer or person shall be required to file an official bond with the Administrative Unit in the amount of Fifty Thousand dollars (\$50,000) or in such other amount as may be established by the SBCSELPA JPA Board. Should the existing bond or bonds of any such officer or person be extended to cover the obligations provided herein, said bond shall be the official bond required herein. The premiums on any such bond or bonds attributable to the coverage required herein shall be appropriate expenses of the SBCSELPA.

17. DISTRIBUTION OF LIABILITY

The SBCSELPA is a joint powers agency and its members are jointly and severally liable, to the extent provided in Government Code Section 895.2, for the negligent or wrongful acts of the SBCSELPA and one another occurring in the performance of this Agreement. Each party hereto agrees to indemnify and hold the other parties harmless from all liability for damage, actual or alleged, to persons or property arising out of or resulting from negligent acts or omissions of the indemnifying party or its employees. Where the SBCSELPA or its employees are held liable for injuries to persons or property, each party's liability for contribution or indemnity for such injuries shall be determined by multiplying the judgment recovered or settlement paid by a percentage equal to the party's average daily attendance for the previous school year, using the figures for average daily attendance shown on the California Department of Education Annual Report of Attendance Forms J-18/19. In the event of liability imposed upon any entity created by this Agreement, for injury which is caused by the negligent or wrongful act or omission of any of the parties in the performance of this Agreement, the contribution of the party or parties not directly responsible for the negligent or wrongful act or omission shall be limited to One Hundred Dollars (\$100.00). The party or parties directly responsible for the negligent or wrongful acts or omission shall indemnify, defend, and hold all other parties harmless from any liability for personal injury or property damage arising out of the performance of this Agreement.

18. INSURANCE

Each party shall obtain public liability, property damage and worker's compensation insurance sufficient so that it may meet its potential liabilities hereunder. The Administrative Unit shall insure itself. The SBCSELPA JPA Board shall obtain public liability, property damage and worker's compensation insurance sufficient to insure itself from loss, liability or claims arising out of or in any way connected with this Agreement.

19. LIMITATIONS

It is understood and agreed that the Local Plan hereunder shall not exceed any applicable enrollment and service limitations.

If any party to this Agreement exceeds the funding allocations specified in the annual budget plan approved by the SBCSELPA as specified in Section 9 above, the resultant costs of such excess shall be borne by the LEA that exceeded such allocation.

20. TERM

This Agreement becomes effective on the date of final approval of the SBCSELPA JPA Agreement, provided it has been approved by all parties choosing to participate, and it shall continue in effect until a majority of the participating parties have terminated membership in the manner provided by Section 21 of this Agreement.

21. TERMINATION OF MEMBERSHIP

A party may resign from membership in the SBCSELPA by notifying the SELPA JPA Board and the Superintendent of the County Schools Office in writing of its intention to do so at least one year prior to the proposed date of its resignation, as required by Education Code Section 56195.3 (b).

22. AMENDMENT

This Agreement may be amended, altered or supplemented at any time by a two-thirds vote of the participating district boards.

23. DISPOSITION OF PROPERTY AND FUNDS UPON TERMINATION

Upon termination, the property and funds of the SBCSELPA shall be distributed as follows:

- a. All property and funds shall be transferred to the new agency operating system.
- b. If no new agency exists, all property shall be distributed pursuant to an agreement reached by all parties to this Agreement at that time. If said parties cannot agree on distribution, said property shall, to the extent possible, be sold for cash, and said cash and the remaining unsaleable property shall be distributed to each of the parties in accordance with the respective contributions of each party to the cost of said property.
- c. After payment of all costs, expenses and charges incurred under the agreement, any monies in the possession of the SBCSELPA shall be returned to the parties in proportion to contributions made.

24. PARTIAL INVALIDITY

If any one or more of the terms, provisions, sections, promises, covenants or conditions of this Agreement shall to any extent be adjudged invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, each and all of the remaining terms, promises, provisions, sections, covenants and conditions of this Agreement shall not be affected thereby and shall be valid and enforceable to the fullest extent permitted by law.

25. ADOPTION AND EXECUTION

Each participating LEA shall become a party to this Agreement by virtue of its governing board's approval of the SBCSELPA JPA Agreement. Thereafter, this agreement may be executed by each party on a separate copy thereof with the same force and effect as though all parties had executed a single original copy. The collection of such separately executed copies shall be treated as a single copy executed by all parties. Each party

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shall promptly transmit an executed copy of this document to the Administrative Unit.

26. SUCCESSORS

This Agreement shall be binding upon, and ensure to the benefit of, the successors of the parties.

**BYLAWS OF THE JOINT POWERS AGENCY BOARD OF THE
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

INTRODUCTION:

The Santa Barbara County SELPA Joint Powers Agency Board (SBCSELPA JPA Board) is the governing body of the Santa Barbara County Special Education Local Plan Area. The SBCSELPA JPA Board derives its powers from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the County of Santa Barbara and the Santa Barbara County Education Office.

ARTICLE I: BOARD STRUCTURE

Section 1. Membership

The SBCSELPA JPA Board shall consist of eight voting members. The board shall be comprised of the County Superintendent of Schools and superintendents from a representative cross section of districts in Santa Barbara County as specified in the SELPA Joint Powers Agreement.

Section 2. Officers

The officers of the SBCSELPA JPA Board shall consist of a chairperson, vice-chairperson, and clerk who shall be elected from its voting members at the organizational meeting each year. The SBCSELPA Executive Director shall serve as secretary to the board.

a. Chairperson

The chairperson shall preside at all meetings of the SBCSELPA JPA Board and shall assume duties following the election. The chairperson shall have the same rights and privileges as other members of the board in voting, introducing motions and resolutions, and in discussing questions. The chairperson shall sign minutes, documents, and agreements when legally required to do so or as ordered by the board. If, for any reason, the chairperson resigns during his/her term of office, the vice-chairperson shall serve as the chairperson for the remainder of the former chairperson's term.

b. Vice-Chairperson

The vice-chairperson shall preside at all meetings where the chairperson is absent. While acting in this capacity, the vice-chairperson shall have all the powers and privileges of the chairperson. If, for any reason, the vice-chairperson resigns during

his/her term of office, the clerk shall serve as the vice-chairperson for the remainder of the former vice-chairperson's term.

c. Clerk

The clerk shall act as presiding officer at all meetings where the chairperson and vice-chairperson are absent. While acting in this capacity, the clerk shall have all the powers and privileges of the chairperson. If, for any reason, the clerk resigns during his/her term of office, a new clerk shall be elected by the SBCSELPA Board to serve out the remainder of the former clerk's term.

d. Secretary to the Board

The secretary to the board shall provide an accurate record of all meetings of the SBCSELPA JPA Board. In addition, he/she shall handle the correspondence of the SBCSELPA JPA Board, distribute agendas and minutes, and perform other duties as delegated by the chairperson on behalf of the board.

e. Individual Members

Except as authorized by the SBCSELPA Board or by board bylaws, individual members of the SBCSELPA JPA Board have no power except as members of the SBCSELPA JPA Board acting at an official meeting.

ARTICLE II: MEETINGS OF THE SBCSELPA JPA BOARD

Section 1. Annual Organizational Meeting

The first meetings of each new fiscal year shall be designated as the annual organizational meeting of the SBCSELPA JPA Board.

Section 2. Regular Meetings

Regular meetings of the SBCSELPA JPA Board shall normally be held monthly during the months of September through June, beginning at 12:00 noon, at the same location where meetings of the County Superintendents take place. The date, time and location of regular board meetings will be confirmed annually by the September meeting of the board. The SBCSELPA JPA Board may change the date, time or location for holding regular meetings, as needed.

Section 3. Special Meetings

Special meetings of the SBCSELPA JPA Board shall be held whenever the chairperson or the majority of the members of the board shall call such a meeting; in which event, notice of such meeting shall be sent to each member and shall be received at least 24 hours before the time of the meeting as specified in the notice.

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Section 4. Public Hearings

A public hearing of the SELPA Annual Budget Plan shall be held annually prior to the adoption of the final Annual Budget Plan.

Other public hearings may be held by the board at its discretion or when legally required to do so.

Section 5. Closed Sessions

Closed sessions may be called, subject to the rules of the Brown Act, in conjunction with any regular or special meeting.

Section 6. Parliamentary Authority

Roberts Rules of Order (Revised) will normally be used by the JPA Board in conducting its business. Such rules are intended to apply to Board member deliberations and may not be invoked by other persons. Although Robert's Rules of Order can serve as a useful guide, the Board may use any procedures that allow it to conduct its meeting in an efficient, consistent manner.

ARTICLE III: BYLAWS

Section 1. Adoption of Bylaws

Rules (bylaws) necessary for the internal operation of the SBCSELPA JPA Board shall be formulated by the board. Bylaws may be proposed by any member of the SBCSELPA JPA Board or the SBCSELPA Executive Director as secretary to the board. Proposed bylaws shall be adopted upon a majority vote of all members of the SBCSELPA JPA Board at the second reading.

Section 2. Bylaw Amendments or Repeal

Bylaws shall be amended or repealed upon a majority of all SBCSELPA JPA board members at the second reading.

8000 Governance / 8100 Joint Powers Agency Board / 8101 Organization, Responsibilities and Powers of Joint Powers Agency Board -

The Joint Powers Agency Board is the governing body of the Santa Barbara County Special Education Local Plan Area and derives its power from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the County of Santa Barbara and the Santa Barbara County Education Office. The Board represents the district school boards and the superintendents in Santa Barbara County in the governance of the Santa Barbara County Special Education Local Plan Area.

It is the policy of the Board to encourage public participation in the Board's activities in order to fully promote communication with interested persons and entities in the county. All meetings of the Board are public and accessible to the disabled. Deliberations of the Board, except those appropriate for closed sessions, shall be conducted openly and all actions taken in public session.

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The Board holds the SBCSELPA Executive Director responsible for the efficient administration of the Special Education Local Plan Area and the functions of the Joint Powers Agency.

Bylaws will be adopted for its own governance which are consistent herewith and within legal limits.
(EDUCATION CODE. 56205(b)(4))

8000 Governance / 8100 Joint Powers Agency Board / 8102 Public Participation at JPA Board Meetings -

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda and, during regular meetings, any item within the Board's jurisdiction.

Procedure for Those Wishing to Speak

Before the Board meeting begins, persons wishing to address the Board are requested, but not required, to fill out a "Request to Address the Board" form obtainable from the SELPA Administrative Secretary or from the table near the entrance to the meeting room. The form is to be filled out and returned to the SBCSELPA Executive Director or his/her secretary before the meeting begins. At the appropriate time, the Board Chairperson will call upon the persons requesting to speak.

Public Participation Procedures

In order to conduct business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. Every regular and special meeting agenda shall provide an opportunity for members of the public to address the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and a total of 10 minutes on all items for their presentation. The Board may limit the total time for all public comment to 30 minutes. (Education Code § 35145.5, Government Code § 54954.3) The Board may determine to take public comments either when agenda items are heard, or during the public comment section of the agenda, preceding the consideration of individual agenda items.
2. All regular meeting agendas shall provide an opportunity for members of the public to comment on matters not listed on the agenda, but within the subject matter jurisdiction of the Board. (Education Code § 35145.5, Government Code § 54954.3)
3. A person wishing to be heard by the Board shall first be recognized by the chairperson and shall then proceed to comment as briefly as the subject permits. Individual speakers will

be allowed three minutes to speak on any item, or, if all public comments are taken together before the Board takes up individual agenda items, a total of ten minutes to address the Board on all items will be normally allowed per speaker. The Board may limit the total time for public comment to 30 minutes. With Board consent, the chairperson may increase or decrease the total time allowed for public presentation, depending on the number of persons wishing to be heard. The chairperson may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

4. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts or omissions. (Government Code § 54954.3) In addition, the Board may not prohibit public criticism of individual employees. However, whenever a member of the public initiates specific complaints or charges against an employee, the Board chairperson shall inform the complainant that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee pursuant to Government Code § 54957.

5. The Board chairperson shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the chair to terminate the right of addressing the Board. The Board may remove disruptive individuals and order the room cleared if necessary; in this case, members of the media not participating in the disturbance shall be allowed to remain, and individual(s) not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code § 54957.9)

6. Without taking action, Board members or SELPA staff may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board member or staff member may ask questions for clarification, make a brief announcement, or make a brief report on his/her own activities. Furthermore, the Board or a board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code § 54954.2)

7. Under Board Bylaws, Roberts Rules of Order (Revised) normally guides the conduct of Board meetings. Such rules are intended to apply to Board member deliberations and may not be invoked by other persons. Although Robert's Rules of Order can serve as a useful guide, the Board may use any procedures that allow it to conduct its meeting in an efficient, consistent manner.

Placing Items on The Board's Agenda

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Members of the public are permitted to place matters on the Board's agenda that fall within its jurisdiction. Such requests shall be made in writing to the SBCSELPA Executive Director and shall specify the precise subject to be addressed. These matters shall be heard at the next convenient regular JPA Board meeting after the request is received, but not later than the second regular meeting. Upon receipt of a request to place a matter on the agenda, the SBCSELPA Executive Director, in conjunction with the Chairperson of the JPA Board, shall make the decision regarding whether the matter falls within the Board's jurisdiction. The request to place an item on the agenda may be declined if the item is repetitive, defamatory, superfluous, or otherwise improper. The SBCSELPA Executive Director and/or the Chairperson of the JPA Board may provide an alternative process to address certain matters, such as in the case of a complaint against a staff member. Normally, members of the public who place matters on the agenda will be allotted up to ten minutes to present their item, which may be extended at the discretion of the JPA Board Chairperson.
(EDUCATION CODE § 56205(b)(4))

8000 Governance / 8300 Dispute Resolution / 8301 Dispute Resolution Process -

In addressing disputes that may arise over the distribution of funding, the responsibility for service provision, and other governance activities specified in the Local Plan, the local education agencies that comprise the Santa Barbara County SELPA agree to make every effort to resolve disagreements at the lowest possible level.

In some instances, individual SELPA policies outline the process for resolving disputes that may arise regarding selected issues.

In circumstances where a system for resolving potential disputes is not specifically described in the relevant SELPA policy, the following steps shall be utilized to address the issue:

1. Any local education agency involved in a dispute may request the assistance of the SBCSELPA Executive Director acting in the role of a mediator to facilitate resolution of the matter.
2. If the matter cannot be resolved through informal discussions and agreements, an LEA representative may request that the issue be agendized for consideration by a committee comprised of the special education administrators or business officials from districts in SBCSELPA, depending upon whether the subject of the dispute is primarily of a programmatic or fiscal nature.
3. If the issue cannot be resolved at an informal level by action of the a committee comprised of the special education administrators or business officials from districts in SBCSELPA, then the matter shall be agendized for review and action by the SBCSELPA JPA Board, whose decision shall be final and binding upon the parties to the dispute.

(EDUCATION CODE 56205(b)(5))

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

8000 Governance / 8100 Joint Powers Agency Board / 8103 Adoption of Policies and Procedures -

The formulation and adoption of written policies and procedures shall constitute one method by which the Joint Powers Agency (JPA) Board shall exercise its leadership in the operation of the Santa Barbara County SELPA. In formulating policies, the JPA Board shall adopt general principles and statements of intent in the form of policies concerning the establishment and operation of the program and other matters within the duties and scope of responsibility of the JPA Board.

The SBCSELPA Executive Director shall recommend policies for adoption and recommend revisions of existing policies to the JPA Board. The adoption of policies shall be recorded in the minutes of the JPA Board.

A proposed policy shall be subject to adoption, revision, or deletion, upon a majority vote of all members of the JPA Board at the second of two meetings held not less than fourteen days apart and the call for which the proposed policy has been described in writing. All policies shall be considered adopted upon successful completion of the second reading. Policies may be adopted or amended at first reading when considered unanimously by those voting as an emergency measure. The JPA Board shall reappraise its policies periodically in view of the changing needs of the community and the students served by the SBCSELPA.
(EDUCATION CODE 56195.7(i))

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

The parties listed in Section 1 below mutually agree and promise as set forth in this Joint Powers Agreement:

1. PARTIES

The Boards of Education of:

- Adelante Charter School
- Ballard School District
- Blochman Union School District

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- Buellton Union School District
- Carpinteria Unified School District
- Cold Spring School District
- College School District
- Cuyama Joint Union School District
- Family Partnership Charter School
- Goleta Union School District
- Guadalupe Union School District
- Hope School District
- Lompoc Unified School District
- Los Olivos School District
- Manzanita Public Charter School
- Montecito Union School District
- Orcutt Union School District
- Santa Barbara Charter School
- Santa Barbara Unified School District
- Santa Maria Joint Union High School District
- Santa Maria-Bonita School District
- Santa Ynez Valley Union High School District
- Solvang School District
- Vista Del Mar Union School District
- Santa Barbara County Education Office

2. PURPOSE

The purpose of this agreement is to provide for the creation of the Santa Barbara County Special Education Local Plan Area (SBCSELPA), an agency which is separate from the parties to this Agreement. This agency shall designate an Administrative Unit to provide fiscal services for the SBCSELPA.

3. AUTHORITY

This agreement is entered into pursuant to Education Code Section 56195.1(c) and Government Code Section 6500 and following, relating to the joint exercise of powers between public educational agencies identified herein and also those that may hereafter be accepted for membership herein.

4. ADMINISTRATION AND GOVERNANCE

a. The parties hereto hereby create the Santa Barbara County Special Education Local Plan Area (hereinafter SBCSELPA), which will be a separate public agency responsible for administering this agreement and the Local Plan.

b. The SBCSELPA shall be governed by the SBCSELPA JPA Board, which shall be comprised of eight voting members. The Board shall be comprised of the County Superintendent of Schools and superintendents of districts in Santa Barbara County and

selected as follows:

Five members from non-direct service districts shall be selected by the consensus of the LEA Superintendents, with two members representing non-direct service districts in south Santa Barbara County; two members representing non-direct service districts in North Santa Barbara County; and one member representing non-direct service districts in the Santa Ynez Valley Special Education Consortium.

One member from direct service districts shall be selected by the Superintendents' Council, representing direct service districts in both North and South Santa Barbara County.

One member from 9-12th grade high school districts shall be selected by the Superintendents' Council.

The County Superintendent of Schools shall continuously serve as an eighth member of the Board.

c. All district superintendent appointments to the Board shall be for two-year terms. Appointments to the Board shall expire on June 30.

d. Each voting member of the Board shall take and execute the oath of office prior to exercising any duties hereunder.

e. The Board shall annually elect a Chairperson, Vice-Chairperson and Clerk from its voting members. The SBCSELPA Executive Director shall serve as Secretary to the Board. The Chairperson and Vice-Chairperson shall serve at the pleasure of the Board until a successor is elected.

f. The Board shall develop and adopt bylaws which may be amended from time to time.

g. Regular meetings shall be held as determined by the Board and set forth in its bylaws. Such meetings shall comply with all provisions of the Brown Act. (Government Code Sections 54950 and following) and provisions of the Education Code regarding school district governing board meetings (Education Code Sections 35140 and following). A majority of the voting membership of the Board shall constitute a quorum and a majority of the voting membership shall be necessary for action to be taken. Vacant positions shall be counted as part of the membership when determining whether a majority exists. If a member of the Board misses three consecutive board meetings, the District Superintendent's may opt to remove the Board member. When a member of the Board resigns, is removed, or otherwise vacates membership on the Board, a replacement member shall be appointed by consensus of the LEA Superintendents as prescribed in Section 4 of this agreement.

h. The fiscal year of the SBCSELPA shall run from July 1 through June 30.

5. AUDITING AND ACCOUNTING SERVICE

The Auditor/Controller of Santa Barbara County, the Santa Barbara County Superintendent of Schools and the Treasurer of Santa Barbara County shall perform the Auditor/Controller and Treasurer functions prescribed by Government Code Sections 6505 and 6505.5 in the same manner that they perform these functions for school districts. The approval of demands for which the County Superintendent of Schools shall draw warrants shall be performed in accordance with the policies and procedures adopted by the SBCSELPA JPA Board, subject to the review and approval of the County Superintendent of Schools, as required by Education Code Sections 42633 and following. There shall be strict accountability of all funds. All revenues and expenditures shall be

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reported to the SBCSELPA JPA Board.

6. POWERS OF THE SBCSELPA

The SBCSELPA powers shall include the following:

6.1 GENERAL

The SBCSELPA, through the SBCSELPA JPA Board, shall have the power and authority to exercise any power common to the public educational agencies which are parties to this agreement.

6.2 SPECIFIC

- a. To make and enter into contracts.
- b. To select, employ and dismiss agents or employees or to utilize the services of personnel of the parties when such services are offered by the parties.
- c. To acquire, construct, manage, maintain or operate any buildings, equipment or improvements.
- d. To acquire, hold or dispose of property, real and personal.
- e. To sue and be sued in its own name.
- f. To incur debts, liabilities or obligations.
- g. To apply for, accept, receive and disburse funds and grants from any agency of the United States of America, the State of California, or any other public agency.
- h. To invest any money in the Treasury pursuant to Government Code Section 6505.5 that is not required for the immediate activities of the SBCSELPA, as the SBCSELPA JPA Board determines is advisable, in the manner and on the same conditions as local agencies, pursuant to Government Code Section 53601.
- i. To adopt policies and bylaws governing the operations of the SBCSELPA as outlined in the Local Plan.
- j. To perform such other functions as may be necessary or appropriate to carry out this Agreement, so long as such other functions so performed are not prohibited by any provisions of law.
- k. To receive gifts, contributions and donations of property, funds, services and other forms of assistance from persons, firms, corporations, associations and any other governmental entity.
- l. To obtain insurance coverage.

The County Education Office or a designated district shall serve as the Administrative Unit, and the County Superintendent of Schools or the district board shall be the SBCSELPA's agent in the exercise of any or all of these powers when so authorized by the SBCSELPA Board.

The SBCSELPA shall employ a SBCSELPA Executive Director who shall be the Secretary to the SBCSELPA JPA Board and shall act as the Executive to the Board for all administrative functions. The SBCSELPA Executive Director and any other staff employed by the SBCSELPA shall be appointed by the SBCSELPA JPA Board.

The SBCSELPA Executive Director and any other employees shall be housed at the

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County Education Office or in other office space pursuant to SBCSELPA policy guidelines. The duties of the SBCSELPA Executive Director and other individuals employed by the SBCSELPA shall be stated in position descriptions which shall be formally approved by the SBCSELPA JPA Board. The SBCSELPA JPA Board may modify such position descriptions in whole or in part and at any time during the term of this Agreement.

The powers listed above shall be exercised in the manner provided in the law and be subject only to the restrictions upon the manner of exercising such powers as are imposed upon school districts in the exercise of such powers.

7. POWERS OF LOCAL EDUCATION AGENCIES

The governance of Local Education Agency (LEA) special education programs shall be the responsibility of the LEA governing boards. LEA governing boards shall have and retain authority to receive and budget all special education income allocated by the SBCSELPA Board for programs and services provided by the LEAs, except state regionalized services allocations, and for monitoring the appropriate use of federal, state and local funds allocated for special education programs.

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

8000 Governance / 8200 Charter Schools / 8201 Participation of Charter Schools in the Santa Barbara County SELPA Governance -

Santa Barbara County SELPA (SBCSELPA) Involvement with approval and Renewal of Charters:

Prior to approval or renewal of a charter, the superintendent or designee of the chartering entity shall advise the SBCSELPA Joint Powers Agency (JPA) Board regarding the sufficiency of assurances in the petition related to the provision of special education services. The petition presented must provide assurances that all eligible students enrolled in the charter school will receive appropriate special education services in accordance with applicable state and federal laws and regulations as well as the Local Plan. The petition must provide that no student otherwise eligible to enroll in the charter school will be denied enrollment due to a disability or to the charter school's existing inability to provide necessary services. Each charter petition must contain a reasonable, comprehensive description of the charter school's educational program, as it relates to the provision of special education services, including the following:

- The specialized instruction and services available at the charter school
- The procedures for ensuring that students are referred, assessed, and served in a timely manner
- Assurances that staff members providing special education services are appropriately credentialed
- Assurances that the facility used by the charter school does not present physical barriers that would limit an eligible student's full participation in the educational and

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extracurricular program

- Disenrollment, suspension, and expulsion policies and procedures must ensure that the protections of federal and state law are afforded to special education and 504 eligible students
- Dispute resolution procedures that will apply to any disputes between educational entities, including the SBCSELPA, regarding the provision of special education services in the charter school.

The chartering entity shall provide the SBCSELPA JPA Board a signed memorandum of understanding between the chartering local education agency (LEA) and the proposed charter school that clearly delineates responsibility for all aspects of provision of special education services, including staffing, administration, continuum of placement options, provision of supplementary and related services, payment of excess costs, and liability for due process.

Categories of Charter Schools:

For the purpose of provision of special education services; charter schools shall be deemed either a public school within the chartering LEA or an LEA. All charter schools will be deemed public schools within the chartering entity unless the charter school has been deemed an LEA pursuant to approval by the SBCSELPA JPA Board and California Department of Education.

8000 Governance / 8200 Charter Schools / 8202 Provision of Special Education Services to Students Enrolled in Charter Classes -

Pursuant to provisions of both federal and state law, eligible students enrolled in charter schools are entitled to receive appropriate special education services consistent with the provision of such services in other public schools and charter schools within the SBCSELPA. Charter schools within the SBCSELPA shall comply with all applicable requirements of state and federal law regarding provision of special education services (Education Code Section 56000 et seq., Individuals with Disabilities Education Act 20 U.S.C. Section 1400 et seq.).

Funding for special education services, participation in the SBCSELPA governance structure and responsibility for provision of services shall be based on whether the charter school is deemed to be a public school within the LEA that granted the charter or is approved as an LEA, as well as the details included in the agreement a memorandum of understanding (MOU) between the charter school and sponsoring LEA.

Charter schools shall delineate in their charter petition or in an MOU the entity responsible for providing special education instruction and related services. This document should reference any anticipated transfer of special education funds between the granting entity and the charter school and any provisions for sharing deficits in funding.

LEAs having charter schools that are considered public schools of the chartering LEA shall

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serve children with disabilities attending the charter school(s) in the same manner as the LEA serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school(s) to the same extent to which the LEA provides such services on the site to its other public schools. LEAs shall also provide funds to those charter schools on the same basis as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of children with disabilities and at the same time as the LEA distributes other federal funds to its other public schools.

(EDUCATION CODE 56195.1(f), 56203, 56207.5)

8000 Governance / 8200 Charter Schools / 8203 Charter School and Other LEA Requests to Become LEA in SBCSELPA -

A charter school or other LEA may apply to the SBCSELPA's JPA Board to become a participating LEA within the SBCSELPA for the provision of special education. A request by a charter school to participate as a LEA for the purposes of special education in the SBCSELPA shall be treated in the same manner as a similar request made by a school district.

In reviewing and approving a request by a charter school to participate as a LEA member of the SBCSELPA the following requirements shall apply:

1. The charter school or other LEA requesting to become an LEA within SBCSELPA shall participate in state and federal funding for special education and in the allocation plan developed in the same manner as other LEAs of the SBCSELPA.
2. The charter school or other LEA requesting to become an LEA within SBCSELPA shall participate in governance of the SBCSELPA in the same manner as other LEAs of the SBCSELPA.

As a condition of being granted approval by the SBCSELPA JPA Board to participate as a LEA of the SBCSELPA, the governing board of the charter school or other requesting LEA shall agree to the following:

1. To approve the SBCSELPA JPA Agreement, thereby becoming a party to the SBCSELPA JPA.
2. To approve the LEA Assurance Statement required of all LEAs participating as part of a special education local plan area.
3. To approve, and thereby agree to abide by, the policies and procedures included in the SBCSELPA Local Plan for Special Education.
4. To submit to the SBCSELPA Executive Director and JPA Board a detailed Plan/Readiness Checklist (see Appendix A) by February 1 of the prior year that the request is being made. This Plan/Readiness Checklist shall substantiate that the requesting charter school or other LEA is capable of and prepared to abide by the provisions of the Local Plan.
5. The SBCSELPA JPA Board shall grant a charter school or other requesting LEA a one-year probationary acceptance into the SBCSELPA if all requirements and timelines stipulated in this policy and the SBCSELPA LEA Special Education Plan/Readiness Checklist have been met. At the June SBCSELPA JPA Board meeting at the end of year one, the JPA

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Board will determine if, the charter school or other LEA has effectively implemented the Local Plan and grant ongoing membership as a LEA in SBCSELPA. If the Board determines that a charter school or other LEA has not appropriately implemented the Local Plan, the charter school or other LEA will be provided a one-year notice to rectify any out-of-compliance areas or their membership will be terminated June 30th of the following year.

The initial Applications of a LEA or Charter School must be made to the SBCSELPA JPA Board a year and a day preceding the school year in which the charter school anticipates operating as an LEA within the SBCSELPA. LEA status will not become effective prior to July 1 of the year in which final approval was granted by the JPA Board. Once granted LEA status, a charter school will participate in the governance of the SBCSELPA in the same manner as all other LEA members in the SBCSELPA.

(EDUCATION CODE 56195.1(f), 56203(a)-(c), 56207.5 (a)-(c))
(Individuals with Disabilities Education Act 20 U.S.C. Chapter 33)

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

2000 Administration / 2400 Community Advisory Committee -

2401 Formation of Community Advisory Committee -

A Community Advisory Committee shall be formed. Such committee shall serve in an advisory capacity.

(EDUCATION CODE SECTION 56190)

2402 Role and Purpose -

Primary Role: The primary role of the Community Advisory Committee (CAC) is to represent the needs and concerns of the parents, school personnel and community agencies regarding services for individuals with exceptional needs to the policy and administrative entity of the Santa Barbara County Special Education Local Plan Area (SBCSELPA). The SBCSELPA JPA Board shall review and consider comments from the Community Advisory Committee.

Purpose: The purpose of the CAC is to stimulate and maintain the interest, participation, and the support of parents and community agencies in the development, and review of the Local Plan in the Santa Barbara County Special Education Local Plan Area.

Primary Responsibilities: The primary responsibilities of the CAC shall be:

1. To meet on a regular basis a minimum of four times per year in order to allow members of the community to present priority needs and concerns relative to operation of the Local Plan;
2. To establish annual priorities for CAC activities;
3. To recommend to the SBCSELPA JPA Board annual priorities related to the development, amendment, and review of the Local Plan;
4. To encourage community involvement in the development and review of the Local Plan;

- 5. To assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan;
- 6. To assist parents in awareness of importance of regular school attendance.
- 7. To support activities on behalf of individuals with exceptional needs;
- 8. To facilitate ongoing communication between school staff and parents.
- 9. To communicate CAC activities to regular and special educators, district boards and the constituents that the CAC members represent.
- 10. To organize parent education activities on the IEP process.

Implementation of Responsibilities:

All of the responsibilities of the CAC specified above are implemented through regularly scheduled meetings/events. Reports of CAC activities are forwarded to the SBCSELPA district administrators for their review.

(EDUCATION CODE SECTION 56194)

2403 Composition of Membership -

Beginning with the 2016-2017 school year, the Community Advisory Committee (CAC) shall consist of twenty-five members, distributed as follows:

- 1. Thirteen shall be parents or guardians of individuals with exceptional needs who are currently receiving services by a public education agency within the Santa Barbara County SELPA.
- 2. At least one of the thirteen parents/guardians shall also be a parent/guardian of an individual who is not currently receiving special education services by a public agency within the Santa Barbara County SELPA (SBCSELPA). This parent/guardian may also be a parent/guardian of an individual with exceptional needs.
- 3. Nine shall be special education certificated staff representing areas within the SBCSELPA similar to the SBCSELPA JPA Board broken down as follows:
 - 3 North County Representatives
 - 3 South County Representatives
 - 1 Santa Barbara County Education Office Representative
 - 1 LEA Charter School Representative
 - 1 Santa Ynez Valley Consortium Representative
- 4. At least one of the nine special education certificated staff shall possess a general education credential and/or has been a general education classroom teacher.
- 5. One shall be a professional representative of a community agency.

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6. One shall be an adult or student who currently receives or who has previously received special education services by a public education agency within the SBCSELPA.

7. One shall be a special education administrator of a public agency within the SBCSELPA. A different special education administrator will be appointed to each meeting allowing the various districts an opportunity to be a part of the CAC.

8. Any member of the CAC whose primary language is not English may request an interpreter.

(EDUCATION CODE SECTION 56192)

2404 Appointment of Members -

The members of the Community Advisory Committee (CAC) shall be appointed as indicated below:

1. Each of the following thirteen local boards of education shall appoint one parent/guardian:

- Blochman Union School District
- Carpinteria Unified School District
- Goleta Union School District
- Guadalupe Union School District
- Hope School District
- LEA Charter Schools
 - Family Partnership Charter School
 - Manzanita Public Charter School
 - Santa Barbara Charter School
- Lompoc Unified School District
- Orcutt Union School District
- Santa Maria-Bonita School District
- Santa Barbara County Education Office
 - Cold Spring School District
 - Cuyama Joint Unified School District
 - Montecito Union School District
- Santa Barbara Unified School District
- Santa Maria Joint Union High School District
- Santa Ynez Valley Consortium, for the purpose of special education represents the following school districts:

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- Ballard School District
 - Buellton Union School District
 - College School District
 - Los Olivos School District
 - Solvang School District
 - Santa Ynez Valley Union High School District
 - Vista Del Mar Union School District
2. The Board of Education of any district within the Santa Barbara County SELPA (SBCSELPA) shall appoint one parent or guardian of an individual who is not currently receiving special education services by a public education agency within the SBCSELPA. This parent/guardian may also be a parent/guardian of an individual with exceptional needs.
 3. The Board of Education of any district within the SBCSELPA shall appoint one classroom teacher who also possess a general education credential and/or has been a general education classroom teacher. The districts in SBCSELPA will rotate this position every two years.
 4. One representative of a community agency shall be appointed by the SBCSELPA and approved by the SBCSELPA JPA Board.
5. One adult or student who currently receives or who has previously received special education services by a public education agency within the SBCSELPA shall be appointed by the SBCSELPA JPA Board.
6. Total membership: 13 parents, 9 professionals, 1 representative of a public agency, 1 adult or student who currently receives or who has previously received special education services, and 1 special education administrator.

(EDUCATION CODE SECTION 56191)

2405 Term of Appointment -

All members shall be appointed to annually staggered two-year terms to ensure that no more than one half of the membership serves the first year of the term in any one year.

Terms shall commence on September 1 of the school year of appointment.

Any member who does not attend any three (3) consecutive meetings without a legitimate excuse shall be automatically dismissed from the committee and the appointing agency notified and asked to name a replacement.

(EDUCATION CODE SECTION 56191)

2406 Duties and Privileges -

All Community Advisory Committee members shall have the right to vote and hold office. Each member is entitled to cast one vote on each question considered by the committee.

Voting by proxy or absentee ballot shall not be permitted.

2407 Officers and Minutes -

The officers of the Community Advisory Committee shall be one (1) Chairperson and one (1) Vice-Chairperson. The Special Education Local Plan Area Executive Director or designee shall be responsible for the recording of the minutes of all meetings.

2408 Election and Term of Office -

Officers shall be elected to a one-year term of office by secret ballot. Nominations shall be submitted at the first meeting of the school year, with the election occurring at the next meeting. No member shall be eligible to hold more than one office nor serve more than two consecutive terms in the same office. New officers shall take office at the first meeting after January 1.

2409 Vacancies -

A vacancy in any office shall be filled by a majority vote of members present at a regular meeting.

2410 Removal of Officers -

An officer may be considered for removal from office by placing the vote on the agenda of the next regular meeting of the CAC. A two-thirds vote of the members present at the meeting is required for passage of the recommendation for removal.

2411 Duties of Officers -

Chairperson: The Chairperson shall preside at all meetings of the Community Advisory Committee (CAC). The Chairperson shall appoint chairpersons and members of special committees, and shall perform such other duties as usually pertain to the office of Chairperson. The Chairperson shall be an ex-officio member of all committees.

Vice-Chairperson: The Vice-Chairperson shall serve as the presiding officer in the absence of the Chairperson, and shall perform such other duties as may be assigned by the Chairperson. The Vice-Chairperson shall be an ex-officio member of all committees.

2412 Regular Meetings -

The Special Education Local Plan Area SBCSELPA Executive Director or designee shall be responsible for calling meetings of the Community Advisory Committee at the request of the Chairperson. Regular meetings may be held during any calendar month. The Community Advisory Committee shall meet not less than twice a year, in the fall and in the spring.

2413 Special Meetings -

Special meetings may be called by the joint request of the Chairperson and Vice-Chairperson, or by the majority of members at a regular meeting.

2414 Notice of Meeting -

Regularly scheduled or special meetings of the Community Advisory Committee (CAC) shall be announced at least one week prior to the meeting date, with the public invited to attend.

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Such notices shall state the day, date, hour and location of the meeting. It is the responsibility of the Special Education Local Plan Area Executive Director or designee to announce notices of CAC meetings.

2415 Quorum -

The presence of nine (9) members at a meeting shall constitute a quorum. The Community Advisory Committee (CAC) shall transact business only if a quorum is present. Provided a quorum is in attendance, a majority vote shall constitute a decision of the CAC.

2416 Parliamentary Authority -

The CAC meetings shall comply with all provisions of the Brown Act. (Government Code Sections 54950 and following)

2417 Creation of Committees -

The Community Advisory Committee (CAC) shall approve the creation or deletion of special committees of the CAC.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

FUNCTIONS OF THE SBCSELPA

The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. The SBCSELPA Executive Director shall be responsible for the preparation of the Local Plan, including its review and updates.
- d. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

PURPOSE

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The purpose of this agreement is to provide for the creation of the Santa Barbara County Special Education Local Plan Area (SBCSELPA), an agency which is separate from the parties to this Agreement. This agency shall designate an Administrative Unit to provide fiscal services for the SBCSELPA.

POWERS OF THE SBCSELPA

The SBCSELPA powers shall include the following:

The County Education Office or a designated district shall serve as the Administrative Unit, and the County Superintendent of Schools or the district board shall be the SBCSELPA's agent in the exercise of any or all of these powers when so authorized by the SBCSELPA Board.

ANNUAL BUDGET PLAN

In addition to the powers and responsibilities presented in above, the SBCSELPA shall, in conjunction with the parties to this Agreement, develop an annual budget plan for Local Plan activities and conduct the required public hearing. The budget plan shall include provisions setting forth the manner and level to which the SBCSELPA shall be funded.

- a. The annual budget plan shall include the expenditure of all regionalized services and program specialist funds allocated by the state legislature. It shall also include the estimated SELPA support and administrative chargeback.
- b. The Santa Barbara County SELPA Executive Director shall submit an annual budget plan to the Santa Barbara County SELPA JPA Board on the following calendar:
 - (1) Proposed Adopted Budget for review - May
 - (2) Proposed Adopted Budget approval - June
- c. The Santa Barbara County SELPA JPA Board is the entity that must develop, revise and approve all allocations of funds received by the SELPA.
- d. The SBCSELPA JPA Board shall review and approve or reject requests for an increase or decrease in regionalized services and regional program allocations, and allocate all other funds received by the SBCSELPA.
- e. Allocation revisions approved by the SBCSELPA shall be sent to each party to this Agreement by the SBCSELPA Executive Director within thirty (30) days after the revision has been approved by the Board.
- f. Written notice of the rejection of a request shall be sent to the originator of the request by the SBCSELPA Executive Director within thirty (30) days after receipt of the request.
- g. No request for modification to the annual budget plan shall be approved by the SBCSELPA JPA Board which results in an increase to the annual budget plan which may exceed any funding limitations.

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9. Describe the contractual agreements and the SELPA’s system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

POWERS OF THE SBCSELPA

The SBCSELPA powers shall include the following:

- a. To make and enter into contracts.

POWERS OF LOCAL EDUCATION AGENCIES

The governance of Local Education Agency (LEA) special education programs shall be the responsibility of the LEA governing boards. LEA governing boards shall have and retain authority to receive and budget all special education income allocated by the SBCSELPA Board for programs and services provided by the LEAs, except state regionalized services allocations, and for monitoring the appropriate use of federal, state and local funds allocated for special education programs.

8. FUNCTIONS OF THE SBCSELPA

The SBCSELPA shall be responsible for the following:

c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies:

- (1) Coordinated system of identification and assessment and development of uniform policies governing identification, referral and placement of individuals with exceptional needs.
- (2) Coordinated system of procedural safeguards.
- (3) Coordinated system of staff development and parent education including training members of the Community Advisory Committee.
- (4) Coordinated system of curriculum development and alignment with the core curriculum.
- (5) Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism to include monitoring of performance goals and indicators.
- (6) Coordinated system of data collection and management information systems as needed to meet SBCSELPA requirements.
- (7) Coordination of interagency agreements and development of policies and

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- procedures relating to the coordination with other local public agencies that serve the individuals with exceptional needs.
- (8) Coordination of services to medical facilities.
 - (9) Coordination of services to individuals with exceptional needs placed in licensed children's institutions and foster family homes.
 - (10) Coordination of services to individuals with exceptional needs placed in Juvenile Court Schools or County Community Schools.
 - (11) Preparation and transmission of required special education local plan area reports.
 - (12) Fiscal and logistical support of the Community Advisory Committee.
 - (13) Coordination of transportation services for individuals with exceptional needs.
 - (14) Coordination of career and vocational education and transition services.
 - (15) Assurance of full educational opportunity.
 - (16) Fiscal administration allocation and monitoring of state and federal funds pursuant to Education Code Section 56836 and 56841.
 - (17) Allocation of program specialist funds for direct instructional program support that may be provided by program specialists in accordance with Education Code Section 56368.
 - (18) Search/Serve services.
 - (19) Special day classes, resource specialist programs, related services, and other special education instructional programs as agreed upon by the SBCSELPA and the particular Local Education Agencies involved.
 - (20) Services for infants and preschoolers.
 - (21) Provision of support for dispute resolution and due process, as requested. (Pg. 2-9 to 2-10)
 - (22) Coordination and oversight of nonpublic school placements and oversight of nonpublic agency services.
 - (23) Ensure equal access to all programs and services in the region.
 - (24) Ensure an equitable provision of services to individuals with exceptional needs between the ages of 0 and 22.
 - (25) Assist in the resolution of complaints and work cooperatively with districts/county office to correct identified problems.
 - (26) Such other areas as the SBCSELPA JPA Board directs.

10. For multi-LEA local plans, specify:

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

8000 Governance / 8100 Joint Powers Agency Board / 8101 Organization, Responsibilities and Powers of Joint Powers Agency Board -
The Joint Powers Agency Board is the governing body of the Santa Barbara County Special Education Local Plan Area and derives its power from the statutes of the State of California

Section B: Governance and Administration

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and from a Joint Powers Agreement approved by all school districts in the County of Santa Barbara and the Santa Barbara County Education Office. The Board represents the district school boards and the superintendents in Santa Barbara County in the governance of the Santa Barbara County Special Education Local Plan Area.

It is the policy of the Board to encourage public participation in the Board's activities in order to fully promote communication with interested persons and entities in the county. All meetings of the Board are public and accessible to the disabled. Deliberations of the Board, except those appropriate for closed sessions, shall be conducted openly and all actions taken in public session.

The Board holds the SBCSELPA Executive Director responsible for the efficient administration of the Special Education Local Plan Area and the functions of the Joint Powers Agency.

Bylaws will be adopted for its own governance which are consistent herewith and within legal limits.

(EDUCATION CODE. 56205(b)(4))

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

8000 Governance / 8100 Joint Powers Agency Board / 8103 Adoption of Policies and Procedures -

The formulation and adoption of written policies and procedures shall constitute one method by which the Joint Powers Agency Board shall exercise its leadership in the operation of the Santa Barbara County SELPA. In formulating policies, the Joint Powers Agency Board shall adopt general principles and statements of intent in the form of policies concerning the establishment and operation of the program and other matters within the duties and scope of responsibility of the JPA Board.

The SBCSELPA Executive Director shall recommend policies for adoption and recommend revisions of existing policies to the JPA Board. The adoption of policies shall be recorded in the minutes of the JPA Board.

A proposed policy shall be subject to adoption, revision, or deletion, upon a majority vote of all members of the JPA Board at the second of two meetings held not less than fourteen days apart and the call for which the proposed policy has been described in writing. All policies shall be considered adopted upon successful completion of the second reading. Policies may be adopted or amended at first reading when considered unanimously by those voting as an emergency measure. The JPA Board shall reappraise its policies periodically in view of the changing needs of the community and the students served by the SBCSELPA.

(EDUCATION CODE 56195.7(i))

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

BYLAWS OF THE JOINT POWERS AGENCY BOARD OF THE SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

ARTICLE I: BOARD STRUCTURE

Section 1. Membership

The SBCSELPA JPA Board shall consist of eight voting members. The board shall be comprised of the County Superintendent of Schools and superintendents from a representative cross section of districts in Santa Barbara County as specified in the SELPA Joint Powers Agreement.

8000 Governance / 8100 Joint Powers Agency Board / 8101 Organization, Responsibilities and Powers of Joint Powers Agency Board -

The Joint Powers Agency Board is the governing body of the Santa Barbara County Special Education Local Plan Area and derives its power from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the County of Santa Barbara and the Santa Barbara County Education Office. The Board represents the district school boards and the superintendents in Santa Barbara County in the governance of the Santa Barbara County Special Education Local Plan Area.

- 11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:
 - a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

6. POWERS OF THE SBCSELPA

The SBCSELPA powers shall include the following:

The County Education Office or a designated district shall serve as the Administrative Unit, and the County Superintendent of Schools or the district board shall be the SBCSELPA's agent in the exercise of any or all of these powers when so authorized by the SBCSELPA Board.

The SBCSELPA shall employ a SBCSELPA Executive Director who shall be the Secretary to the SBCSELPA JPA Board and shall act as the Executive to the Board for all administrative functions. The SBCSELPA Executive Director and any other staff employed

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by the SBCSELPA shall be appointed by the SBCSELPA JPA Board.
The SBCSELPA Executive Director and any other employees shall be housed at the County Education Office or in other office space pursuant to SBCSELPA policy guidelines. The duties of the SBCSELPA Executive Director and other individuals employed by the SBCSELPA shall be stated in position descriptions which shall be formally approved by the SBCSELPA JPA Board. The SBCSELPA JPA Board may modify such position descriptions in whole or in part and at any time during the term of this Agreement.

The powers listed above shall be exercised in the manner provided in the law and be subject only to the restrictions upon the manner of exercising such powers as are imposed upon school districts in the exercise of such powers.

**SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
EXECUTIVE DIRECTOR - POSITION DESCRIPTION**

DESCRIPTION OF POSITION:

The Director of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) will be responsible for the overall coordination and administrative support of special education and related services to all districts and the County Education Office. It will be the duty of the SBCSELPA Executive Director to ensure each student within the county equal access to appropriate special education programs and services regardless of district of residence, and to ensure compliance with federal and state laws and regulations.

DIRECTLY RESPONSIBLE TO:

The SBCSELPA Executive Director shall be directly responsible to and evaluated by the SBCSELPA Board.

MAJOR DUTIES AND RESPONSIBILITIES:

1. The SBCSELPA Director shall be directly responsible for supervision of staff employed by the SBCSELPA Board, including SBCSELPA Coordinator, and for overall management of the fiscal, personnel and program functions of the SBCSELPA Administrative Office.
2. The SBCSELPA Executive Director shall provide administrative support and coordinate regionalized services to each district and county office participating in the Local Plan, including the following:
 - a. Oversight of the SBCSELPA comprehensive system for professional development aligned to member LEA/district Local Control Accountability Plans (LCAP).
 - b. Monitoring, review and evaluation of Member LEA/district special education programs, and oversight of regionalized programs and services

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- c. Oversight of data collection and operation of the Student Management Information System (SELPA-wide IEP database system)
- d. Oversight of coordinated system of curriculum development and alignment with the core curriculum
- e. Engaging in *Search and Serve* services
- f. Coordination of vocational education/career education of SBCSELPA students
- g. Preparation and transmission of required special education local plan area reports on behalf of member LEAs/districts
- h. Preparation and transmission of required California Department of Education (CDE) Annual Performance and Budget Plan Annual Service Plan reports
- i. Assurance of a full continuum of educational opportunities for students with Individualized Education Plans (IEPs)
- j. Facilitation of resolution session and other support for member LEAs/districts for due process hearings upon request
- k. Coordination and oversight of of member LEA/district nonpublic school (NPS) residential treatment center (RTC) student placements that meet requirements for access to SBCSELPA shared funding
- l. Coordination and oversight of development of Interagency Agreements

3. The SBCSELPA Executive Director shall be responsible for the preparation of the Local Plan, including its review and updates.

4. The SBCSELPA Executive Director shall serve as Executive Secretary to the Board and shall be responsible for the preparation of minutes of meetings of the Board.

5. The SBCSELPA Executive Director shall be responsible for the preparation of the annual SBCSELPA budget and the development of the annual allocation plan of special education funds to member LEAs/districts.

6. The SBCSELPA Executive Director shall be responsible for coordinating the development of uniform policies and procedures relating to the operation and implementation of the Santa Barbara County Special Education Local Plan.

7. The SBCSELPA Executive Director shall be responsible for other duties as assigned by the SBCSELPA Board.

**SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
SBCSELPA COORDINATOR - POSITION DESCRIPTION**

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DESCRIPTION OF POSITION:

The Coordinator of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) will be responsible for assisting the SBCSELPA Executive Director in the overall administrative support of special education and related services to all districts and the County Education Office. It will be the duty of the SBCSELPA Coordinator to assist the SBCSELPA Executive Director in assuring each student within the SBCSELPA has equal access to appropriate special education programs and services regardless of district of residence, and to ensure compliance with federal and state laws and regulations.

DIRECTLY RESPONSIBLE TO:

The SBCSELPA Coordinator shall be directly responsible to the SBCSELPA Executive Director.

MAJOR DUTIES AND RESPONSIBILITIES:

1. Under the direction of the SBCSELPA Executive Director, the SBCSELPA Coordinator shall be responsible for the development and implementation of regionalized services in the area of comprehensive personnel development, program development, and program review.
2. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in managing the SELPA. Special emphasis will be given to facilitation of the Community Advisory Committee, standardization of procedures and quality control (in the areas of assessment, placement, and procedural due process), information dissemination, program development, supervision of SBCSELPA administered services, and other duties as assigned.
3. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan, including the following:
 - a. Implementation of the Local Plan
 - b. Audiological services
 - c. Ongoing program review
 - d. Staff development
 - e. Coordinate interagency agreements
 - f. Coordinate and monitor the Resource Specialist Assessor Panel
 - g. Coordinate the Behavioral Intervention Case Manager Assessor Panel
 - h. Assist the SBCSELPA Executive Director in the management of the SELPA office

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- i. Represent SBCSELPA on interagency committees
 - j. Serve as Acting Director in the absence of SBCSELPA Executive Director
 - k. Provide information to districts and staff.
4. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in the update and review of the Local Plan.
5. Under the direction of the SBCSELPA Executive Director, the SBCSELPA Coordinator shall serve as Executive Secretary to the Community Advisory Committee and be responsible for the preparation of agendas and minutes of meetings of the CAC.
6. The SBCSELPA Coordinator shall be responsible for other duties as assigned by the SBCSELPA Executive Director.

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

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

PURPOSE

The purpose of this agreement is to provide for the creation of the Santa Barbara County Special Education Local Plan Area (SBCSELPA), an agency which is separate from the parties to this Agreement. This agency shall designate an Administrative Unit to provide fiscal services for the SBCSELPA.

ANNUAL BUDGET PLAN

In addition to the powers and responsibilities presented above, the SBCSELPA shall, in conjunction with the parties to this Agreement, develop an annual budget plan for Local Plan activities and conduct the required public hearing. The budget plan shall include provisions setting forth the manner and level to which the SBCSELPA shall be funded.

- a. The annual budget plan shall include the expenditure of all regionalized services and program specialist funds allocated by the state legislature. It shall also include the estimated SELPA support and administrative chargeback.
- b. The Santa Barbara County SELPA Executive Director shall submit an annual budget plan to the Santa Barbara County SELPA JPA Board on the following calendar:
 - (1) Proposed Adopted Budget for review - May
 - (2) Proposed Adopted Budget approval - June
- c. The Santa Barbara County SELPA JPA Board is the entity that must develop, revise and approve all allocations of funds received by the SELPA.
- d. The SBCSELPA JPA Board shall review and approve or reject requests for an increase or decrease in regionalized services and regional program allocations, and allocate all other

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funds received by the SBCSELPA.

- e. Allocation revisions approved by the SBCSELPA shall be sent to each party to this Agreement by the SBCSELPA Executive Director within thirty (30) days after the revision has been approved by the Board.
- f. Written notice of the rejection of a request shall be sent to the originator of the request by the SBCSELPA Executive Director within thirty (30) days after receipt of the request.
 - g. No request for modification to the annual budget plan shall be approved by the SBCSELPA JPA Board which results in an increase to the annual budget plan which may exceed any funding limitations. (Pg. 2-11 to 2-12)

3000 Business and Non-Instructional Operations / 3100 Income / 3101 Process for Distribution of State and Federal Funds -

State and federal funds received by the Santa Barbara County SELPA for the provision of services to students with disabilities shall be distributed among the local education agencies that make up the SBCSELPA pursuant to the methodology contained in the SBCSELPA's AB 602 Special Education Fiscal Allocation Plan.

The SBCSELPA's Fiscal Allocation Plan shall be approved and amended as needed pursuant to the SBCSELPA policymaking process described in SBCSELPA Policy 8103, Adoption of Policies and Procedures.

(EDUCATION CODE SECTION 56195.7(i))

**** SEE LOCAL PLAN SECTION 9 - 3000 Business and Non-Instructional Operations / 3201 - 3218 - Budget Planning Process Policies**

- c. The operation of special education programs:

6000 Special Education - Instruction / 6400 Implementation / 6401 Continuum of Program Options -

The Santa Barbara County Special Education Local Plan Area (SBCSELPA) which is made up of all the school districts in Santa Barbara County and the County Education Office will operate programs which will ensure a continuum of program options for all individuals with exceptional needs in the least restrictive environment. The operation of programs will utilize instructional personnel within the SBCSELPA or outside SBCSELPA that could include non-public agencies to offer the continuum in the most effective manner possible.

(EDUCATION CODE SECTION 56360)

6000 Special Education - Instruction / 6400 Implementation / 6402 Program and Service Options -

Individualized education program placement and service provision for ages 0 through 21 years, shall be based on the unique needs of the disabled pupil as identified by the Individualized Education Program (IEP) Team. The placement decision shall not be based upon the availability of services in the Local Plan Area.

The continuum of program options that may be provided shall include, but not necessarily be

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limited to, all of the following or any combination of the following:

1. Regular education programs consistent with subparagraph (a) of paragraph (5) of subsection (a) of Section 1412 of Title 20 of the United States Code and implementing regulations.
2. A resource specialist program pursuant to Section 56362.
3. Related Services pursuant to Section 56363.
4. Special classes pursuant to Section 56364.2.
5. Nonpublic, nonsectarian school services pursuant to Section 56365.
6. State special schools pursuant to Section 56367.
7. Instruction in settings other than classrooms where specially designed instruction may occur.
8. Itinerant instruction in classrooms, resource rooms, and settings other than classrooms where specially designed instruction may occur to the extent required by federal law or regulation.
9. Instruction using telecommunication, and instruction in the home, in hospitals, and in other institutions to the extent required by federal law or regulation.

A district, SELPA or county office may contract with a hospital to provide related services. However, a district, SELPA or county office may not contract with a sectarian hospital for instructional services.

Coordination of services with other local public agencies which are funded to serve disabled individuals shall be the responsibility of the SBCSELPA. The SBCSELPA Executive Director may consult with local education agency (LEA) special education administrators and business officials from LEAs in SBCSELPA, as needed, to seek input regarding the coordination of services.

(EDUCATION CODE SECTIONS 56195.7(d), 56360, 56361, 56363, 56364, 56365, 56367)

6000 Special Education - Instruction / 6400 Implementation / 6403 Supplemental Program Options -

In addition to the Education Code-mandated continuum of program options listed in Santa Barbara County SELPA Policy, individual districts within the SBCSELPA may also provide special education services to students pursuant to an IEP in programs which may include the following:

1. Special Day Class with Full Inclusion

A Special Day Class may maintain pupils within the SDC caseload who are mainstreamed in general education for more than 50% of the instructional day. The IEP shall indicate the amount of time the pupil shall be served in the general education setting and the activities of the SDC teacher to support successful full inclusion.

2. SDC/Inclusion Support

An SDC teacher may maintain a caseload containing pupils with IEPs who are placed in

general education classrooms for 100% of the instructional day, with the SDC inclusion teacher providing support to the general education teachers in curriculum modification, instructional strategies, assignment monitoring, and/or program coordination.

3. Embedded Special Day Class

A district may create embedded Special Day Classes by merging a complete SDC with a general education classroom. Team teaching shall be provided as long as the district assures that all IEP goals/objectives and services are addressed and that general education pupil's families have been fully informed regarding the program.

4. Learning Center Special Education Delivery Options

A district may elect to provide special education services via a Learning Center model provided the district assures that all IEP goals/objectives and services are met. The Learning Center concept assigns all pupils to age appropriate general education classrooms for appropriate activities such as the opening of school, appropriate instructional and non-instructional activities, special events, lunch, recess, field trips, and other activities as appropriate per each IEP. The Learning Center may include services previously provided via SDC, RSP and/or related services based on each district's defined Learning Center. Learning Centers may also include other categorical services, i.e., ELL/ELD, Title 1, GATE, general education services, and other district/school services.

5. Departmentalized Special Education Services

A district may provide departmentalized services, blending services between SDC teachers and RSP teachers, with the IEP specifying the total amount of special education services to be provided. Pupils may receive services from both SDC and RSP staff per the IEP. A case carrier for each student shall be assigned.

6. Small Group Instruction (SGI)

A district may provide services to pupils in special education in small group settings utilizing appropriately credentialed special education staff.

6000 Special Education - Instruction / 6400 Implementation / 6404 Development of Different Resource Options -

When educational services needed by individual with exceptional needs are not available in the Santa Barbara County Special Education Local Plan Area, the Administrative Unit shall assist the district or County Education Office in developing or locating the needed services or contracting with appropriate public or private agencies.

6000 Special Education - Instruction / 6400 Implementation / 6405 Entities Responsible for Program Operation -

Nondirect service school districts will operate programs for individuals with disabilities residing within their district with the following exceptions:

1. The County Education Office will operate infant programs for individuals with disabilities

who are within the age range of birth to 3 years and who are eligible for special education.

2. The County Education Office will operate preschool special education programs for individuals with disabilities who are enrolled in preschool programs except for:

- a. District operated regional programs of low incidence disabilities such as hearing impaired, visually impaired, etc.
- b. District operated preschool special education programs for individuals with disabilities.

The expectation is that children will enter kindergarten if they are 4.9 years of age as of September 1.

3. Individuals with disabilities who are retained in preschool through the recommendation of the IEP Team (which must include an administrative representative from both the County Education Office and the child's district of residence) shall continue to receive necessary special education services from the County Education Office.

All preschool students shall transition to an appropriate kindergarten program by the student's sixth birthday in order to meet California Compulsory Education Laws.

4. Preschool individuals with an IEP who reside in districts that comprise the Santa Barbara County SELPA (SBCSELPA) may, upon parent request due to employment related reasons, receive preschool special education services in a like program offered as FAPE in the IEP from the County Education Office and district where regional program is operated on a space available basis in regions of the SBCSELPA other than the region where services would normally be provided. In cases where preschool intra-SELPA placements are at parent request rather than pursuant to a recommendation of the IEP Team, transportation for the child shall be the responsibility of the parent.

School age regional program students who reside in districts that comprise the SBCSELPA may, upon parent written request to and approval from the SBCSELPA Executive Director, attend and receive special education services in a like regional program located in a region other than the region where the services would be provided on a space available basis due to parent employment reasons. The SBCSELPA Executive Director will meet with the LEA special education administrator and regional program operators from both regions to discuss the request to ensure the request is appropriate and feasible. The SBCSELPA Executive Director's final decision will be provided to the parent in writing within 30 days from the request unless the request is received when school is not in session pending JPA Board approval. If the request is received when school is not in session, then the final decision will be provided to the parent by September 15th. Each intra-SELPA transfer will be granted for one year only and a new request must be submitted annually. In cases where the intra-SELPA placement is at parent request rather than pursuant to a recommendation of the IEP Team, transportation for the child shall be the responsibility of the parent. All costs associated with the program, with the exception of transportation, shall be funded as per SBCSELPA Local Plan Policy 3204.

5. Preschool individuals with disabilities whose parents reside outside the boundaries of the SBCSELPA may receive preschool special education services provided by the County Education Office with the consent of the child's district of residence on a space available basis. Any excess costs of special education services received by such individuals shall be billed to the child's district of residence.

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6. The County Education Office will operate programs for individuals in direct service districts where programs are not available for such pupils in nondirect service districts.

The governing board of the County Education Office or any district within the SBCSELPA may provide for the education of individual pupils in special education programs maintained by other districts or counties, and may include within the special education program pupils who reside in other districts or counties.

(EDUCATION CODE 56195.5(b))

6000 Special Education - Instruction / 6400 Implementation / 6406 Responsibility in Individualized Education Program Implementation -

The individuals responsible for implementing the Individualized Education Program (IEP) at the site level shall ensure a direct correlation between Individualized Education Program (IEP) goals and objectives and instructional practices. Ongoing communication/coordination of instruction and curriculum between all implementers of IEPs shall be developed and maintained.

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

3000 Business and Non-Instructional Operations / 3200 Budget Planning -

3201 SELPA Budget -

The SBCSELPA Executive Director is responsible for the Santa Barbara County SELPA's budget planning process.

The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding the budget planning process. The SBCSELPA Executive Director shall report his/her recommendations to include those provided from districts and/or the community to the JPA Board.

3202 Procedures for Making Changes in Budgeting -

The SBCSELPA Executive Director shall be responsible for making changes in budgetary allocations.

The SBCSELPA Executive Director may recommend budgetary allocation changes to the JPA Board for approval as deemed necessary. The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA to seek input regarding such changes.

3203 Review of Annual Budget Plan for Subsequent Year -

By June 30th of each year, the SBCSELPA Executive Director shall review the proposed Annual Budget Plan and shall submit recommendations to the JPA Board. The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding such

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

6000 Special Education - Instruction / 6400 Implementation / 6401 Continuum of Program Options -

The Santa Barbara County Special Education Local Plan Area (SBCSELPA) which is made up of all the school districts in Santa Barbara County and the County Education Office will operate programs which will ensure a continuum of program options for all individuals with exceptional needs in the least restrictive environment. The operation of programs will utilize instructional personnel within the SBCSELPA or outside SBCSELPA that could include non-public agencies to offer the continuum in the most effective manner possible.

(EDUCATION CODE SECTION 56360)

6000 Special Education - Instruction / 6400 Implementation / 6425 Least Restrictive Environment -

To the maximum extent appropriate, children with disabilities, including those public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of disabled children from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily.

Special education programs, to the maximum extent appropriate to student's needs, are housed on regular school campuses and dispersed throughout the district.

Programs for students with severe disabilities shall be located in age-appropriate, non-segregated, school settings to the maximum extent possible.

The physical location of the program is intended to facilitate continuing social interaction with students without disabilities.

Long-range plans and commitments for physical housing on regular school campuses are made in order to avoid frequent and disruptive program relocations.

Through long-range commitments for physical housing on regular school campuses, individuals with exceptional needs are afforded opportunities to develop and maintain continuing relationships with nondisabled peers.

6000 Special Education - Instruction / 6400 Implementation / 6426 Least Restrictive Delivery Systems -

The Santa Barbara County SELPA will provide a full continuum of program options to meet the educational and service needs of individuals with exceptional needs in the least

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restrictive environment.

The IEP team shall determine the extent to which an individual with exceptional needs participates in regular education with students without disabilities. The determination of appropriate program placement, related services needed, and curriculum modifications is made by the IEP Team based upon the unique needs of the disabled student rather than the label describing the disabling condition or the availability of programs. Individuals with exceptional needs are offered programs as identified on the IEP which promote maximum interaction with the general school population in a manner which is appropriate to the needs of both. (EC Section 56001(g)).

Program and service alternatives considered by the IEP Team will be documented on the IEP.

As each service alternative is considered by the IEP Team, significant consideration will be given to the pupil's opportunity to interact with age appropriate regular education peers as well as meeting the educational needs of the pupil. It will be the responsibility of the IEP team to determine the appropriate balance between special services and the regular program. Individuals with exceptional needs shall be grouped for instructional purposes according to their instructional needs (Ed. Code 56031).

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:	<input type="text" value="Policy 6312"/>
Document Title:	<input type="text" value="Free Appropriate Public Education (FAPE)"/>
Document Location:	<input type="text" value="SBCSELPA Office - SBCSELPA Local Plan Section 6, Instructional Planning and Individualized Education Program, Pg. 6-16 / SELPA LEA Assurances, Section 1, Pg. 1-3."/>

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with

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disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with

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reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16)

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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Administration of Regionalized Operations and Services

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

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

Reference Number:	N/A
Document Title:	SBCSELPA Local Plan
Document Location:	SBCSELPA Office - Pgs. 2-9, 3-2, 3-3
Description:	<p>JOINT EXERCISE OF POWERS AGREEMENT SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA</p> <p>POWERS OF LOCAL EDUCATION AGENCIES The governance of Local Education Agency (LEA) special education programs shall be the responsibility of the LEA governing boards. LEA governing boards shall have and retain authority to receive and budget all special education income allocated by the SBCSELPA Board for programs and services provided by the LEAs, except state regionalized services allocations, and for monitoring the appropriate use of federal, state and local funds allocated for special education programs.</p> <p>FUNCTIONS OF THE SBCSELPA The SBCSELPA shall be responsible for the following: a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs. b. Coordinate the special education local plan area and implementation of the local plan.</p> <p>SBCSELPA EXECUTIVE DIRECTOR – POSITION DESCRIPTION</p> <p>MAJOR DUTIES AND RESPONSIBILITIES: The SBCSELPA Executive Director shall be responsible for coordinating the development of uniform policies and procedures</p>

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relating to the operation and implementation of the Santa Barbara County Special Education Local Plan.

SBCSELPA COORDINATOR – POSITION DESCRIPTION

MAJOR DUTIES AND RESPONSIBILITIES:

The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan, including the following:

a. Implementation of the Local Plan

2. Coordinated system of identification and assessment:

Reference Number: N/A

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -
Pgs. 2-9, 4-1, 5-1 to 5-2

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
AREA**

FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

a. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordinated system of identification and assessment and development of uniform policies governing identification, referral and placement of individuals with exceptional needs.

6000 Special Education – Instruction / 6100 Identification and Referral / 6101 Continuous Child Find Notice –
Each district in the Local Plan Area and the County Education Office shall adopt uniform procedures for actively and systematically seeking

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Description:

out all individuals with exceptional needs, ages 0 through 21 years, including children not enrolled in public school programs who reside in the district or are under the jurisdiction of the County Education Office. The child find requirement extends to children enrolled in private schools, including parochial schools, children who are homeless, children who are migrant, and children who are wards of the state.

For early childhood programs, children 0 to 5 in age will be sought out in environments such as the following: neonatal intensive care units, hospitals, Head Start programs and other public or private preschools. (EDUCATION CODE SECTION 56205(a) and 56301)

6000 Special Education – Instruction / 6200 Assessment / 6201 Entities Responsible for Assessment –
Each nondirect service district shall be responsible for the assessment of referred school-aged pupils who reside in their district. The County Education Office will be responsible for the assessment of referred students residing in direct service districts. Each nondirect service district and the County Education Office will develop assessment procedures consistent with federal and state laws and regulations and shall employ appropriate personnel to conduct such assessments.

6000 Special Education – Instruction / 6200 Assessment / 6202 Responsibility for Assessment of Pupils Referred for Special Education –

Pupils referred for Special Education within Santa Barbara County shall be assessed as follows:

- (1) Individuals referred within the ages of birth to 3 years are the responsibility of the County Education Office.
- (2) Assessment of individuals referred within the ages of 3 to 4.9 years shall be the responsibility of the County Education Office or the district of residence if they operate pre K programs for students with individualized education plans (IEPs) and "speech only" referrals which may be conducted by the district of residence or as agreed between the County Education Office and districts.
- (3) For those referrals where the expertise of assessment of a suspected disability exists with personnel in District operated programs, these District personnel shall be included in the assessment of the referred individual. Preschool children are to be reassessed prior to transitioning from a preschool program to kindergarten or first grade and monitored to determine a continuing need for special education.

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- (4) Within the ages of 3 to 21, individuals referred who attend private schools (other than LCIs or certified non-public schools) shall be assessed by the district where the private school is located.
- (5) Individuals referred who reside in foster family homes or in group homes defined as licensed children's institutions are the responsibility of the non-direct service district in which the individual resides or the County Education Office if the individual resides in a direct service district of Santa Barbara County, except as covered in items 1, 2 and 3 above.
- (6) Assessment of referred individuals who have been placed in a Juvenile Court facility are the responsibility of the District of Residence in collaboration with the Santa Barbara County Education Office.
- (7) Individuals attending public school programs while residing in LCIs become the responsibility of the District or County Education Office operating the program the individual attends.

3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY (LEA) ASSURANCES

PROCEDURAL SAFEGUARDS (20 U.S.C. § 1412 (a)(6))
It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

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Description:

a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.

b. Coordinate the special education local plan area and implementation of the local plan.

c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordinated system of procedural safeguards.

6000 Special Education – Instruction / 6400 Implementation / 6434 Procedural Safeguards –

The districts and the County Education Office that comprise the Santa Barbara County SELPA shall assure the establishment and maintenance of all procedural safeguards under the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 and following) as well as those pursuant to Chapter 5 of the Education Code (commencing with Section 56500).

At each Individualized Education Program meeting, the responsible administrator or administrative designee shall inform the parent and pupil of the federal and state procedural safeguards that were provided in the notice of parent rights pursuant to Education Code Section 56321.

The rights and protections afforded to individuals with exceptional needs and their parents include, but are not limited to, the following:

1. The right to initiate a referral of a child for special education services
2. The right to obtain an independent educational assessment
3. The right to participate in the development of the Individualized Education Program and to be informed of the availability of a free appropriate public education under state and federal law
4. The right and opportunity to examine all school records of the child and to receive copies upon request
5. The right to an expeditious resolution of complaints regarding any alleged violations of the Individuals with Disabilities Education Act
6. The right to a fair and impartial administrative hearing at the state level.

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

Reference Number:

Document Title:

Document Location:

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
AREA**

FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordinated system of staff development and parent education including training members of the Community Advisory Committee

SBCSELPA COORDINATOR – POSITION DESCRIPTION

MAJOR DUTIES AND RESPONSIBILITIES:

3. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan, including the following:

Staff development

4000 Personnel / 4200 Personnel Professional Development / 4201

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Description:

Personnel Professional Development –
The Santa Barbara County SELPA will work with districts and the County Education office to make provisions for a continuous staff development program for all teachers serving ages 0 through 21 including special education and general education staff, parents, administrators and other appropriate individuals and community agencies.
(EDUCATION CODE 56240-56243)

2000 Administration / 2400 Community Advisory Committee / 2402 Role and Purpose –
Primary Role: The primary role of the Community Advisory Committee (CAC) is to represent the needs and concerns of the parents, school personnel and community agencies regarding services for individuals with exceptional needs to the policy and administrative entity of the Santa Barbara County Special Education Local Plan Area (SBCSELPA). The SBCSELPA JPA Board shall review and consider comments from the Community Advisory Committee.

Purpose: The purpose of the CAC is to stimulate and maintain the interest, participation, and the support of parents and community agencies in the development, and review of the Local Plan in the Santa Barbara County Special Education Local Plan Area.

Primary Responsibilities: The primary responsibilities of the CAC shall be:

1. To meet on a regular basis a minimum of four times per year in order to allow members of the community to present priority needs and concerns relative to operation of the Local Plan;
2. To establish annual priorities for CAC activities;
3. To recommend to the SBCSELPA JPA Board annual priorities related to the development, amendment, and review of the Local Plan;
4. To encourage community involvement in the development and review of the Local Plan;
5. To assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan;
6. To assist parents in awareness of importance of regular school attendance.

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7. To support activities on behalf of individuals with exceptional needs;

8. To facilitate ongoing communication between school staff and parents.

9. To communicate CAC activities to regular and special educators, district boards and the constituents that the CAC members represent.

10. To organize parent education activities on the IEP process.

Implementation of Responsibilities:

All of the responsibilities of the CAC specified above are implemented through regularly scheduled meetings/events. Reports of CAC activities are forwarded to the SBCSELPA district administrators for their review.

(EDUCATION CODE SECTION 56194)

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

Reference Number:

Document Title:

Document Location:

JOINT EXERCISE OF POWERS AGREEMENT
 SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
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FUNCTIONS OF THE SBCSELPA
 The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the

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SBCSELPA JPA Board and prorated to participating member local education agencies: Coordinated system of curriculum development and alignment with the core curriculum.

SBCSELPA EXECUTIVE DIRECTOR – POSITION DESCRIPTION

MAJOR DUTIES AND RESPONSIBILITIES:

1. The SBCSELPA Director shall be directly responsible for supervision of staff employed by the SBCSELPA Board, including SBCSELPA Coordinator, and for overall management of the fiscal, personnel and program functions of the SBCSELPA Administrative Office.
2. The SBCSELPA Executive Director shall provide administrative support and coordinate regionalized services to each district and county office participating in the Local Plan, including the following:
 - a. Oversight of the SBCSELPA comprehensive system for professional development aligned to member LEA/district Local Control Accountability Plans (LCAP).
 - b. Monitoring, review and evaluation of Member LEA/district special education programs, and oversight of regionalized programs and services
 - c. Oversight of data collection and operation of the Special Education Management System (SELPA-wide IEP database system). The system used is the SELPA Information Records Analytic Support (SIRAS).
 - d. Oversight of coordinated system of curriculum development and alignment with the core curriculum

6000 Special Education – Instruction / 6400 Implementation / 6432 Participation of Students who Require Special Education in the California Reading Initiative –
 The local education agencies that comprise the Santa Barbara County SELPA shall ensure that students who require special education will participate in the California Reading Initiative.

Special education instructional personnel will participate in staff development inservice opportunities in the area of literacy that include:

1. Information about current literacy and learning research

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2. State-adopted standards and frameworks

3. Increased participation of students with disabilities in statewide student assessments

4. Research-based instructional strategies for teaching reading to a wide range of diverse learners in order to increase the percentage of children with disabilities who are literate.

The local education agencies that comprise the Santa Barbara County SELPA shall also ensure that students with disabilities will have full access to all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks and instructional materials and support in order that students with disabilities attain higher standards in reading.
(STATE BOARD REQUIREMENT)

6000 Special Education – Instruction / 6400 Implementation / 6403 Supplemental Program Options –
In addition to the Education Code-mandated continuum of program options listed in Santa Barbara County SELPA Policy, individual districts within the SBCSELPA may also provide special education services to students pursuant to an IEP in programs which may include the following:

2. SDC/Inclusion Support
An SDC teacher may maintain a caseload containing pupils with IEPs who are placed in general education classrooms for 100% of the instructional day, with the SDC inclusion teacher providing support to the general education teachers in curriculum modification, instructional strategies, assignment monitoring, and/or program coordination.

6000 Special Education – Instruction / 6400 Implementation / 6426 Least Restrictive Delivery Systems –
The Santa Barbara County SELPA will provide a full continuum of program options to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment.

The IEP team shall determine the extent to which an individual with exceptional needs participates in regular education with students without disabilities. The determination of appropriate program placement, related services needed, and curriculum modifications is made by the IEP Team based upon the unique needs of the disabled student rather than the label describing the disabling condition or the

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availability of programs. Individuals with exceptional needs are offered programs as identified on the IEP which promote maximum interaction with the general school population in a manner which is appropriate to the needs of both. (EC Section 56001(g)).

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

Reference Number:

Document Title:

Document Location:

Description:

JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

8. FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

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- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism to include monitoring of performance goals and indicators.

SBCSELPA COORDINATOR – POSITION DESCRIPTION

MAJOR DUTIES AND RESPONSIBILITIES:

1. Under the direction of the SBCSELPA Executive Director, the SBCSELPA Coordinator shall be responsible for the development and implementation of regionalized services in the area of comprehensive personnel development, program development, and program review.

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- 2. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in managing the SELPA. Special emphasis will be given to facilitation of the Community Advisory Committee, standardization of procedures and quality control (in the areas of assessment, placement, and procedural due process), information dissemination, program development, supervision of SBCSELPA administered services, and other duties as assigned.

- 3. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan, including the following:
 - a. Implementation of the Local Plan
 - b. Special Education Self Review (SESR)
 - c. Audiological services
 - d. Ongoing program review

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

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determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordinated system of data collection and management information systems as needed to meet SBCSELPA requirements.

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

JOINT EXERCISE OF POWERS AGREEMENT
 SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

FUNCTIONS OF THE SBCSELPA
 The SBCSELPA shall be responsible for the following:

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- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordination of interagency agreements and development of policies and procedures relating to the coordination with other local public agencies that serve the individuals with exceptional needs.

SPECIAL EDUCATION LOCAL PLAN AREA
 LOCAL EDUCATION AGENCY (LEA) ASSURANCES

INTERAGENCY (20 U.S.C. § 1412 (a)(12))
 It shall be the policy of this LEA that interagency agreements or other

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Description:

mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

**SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA
GOVERNANCE STRUCTURE**

WHAT ARE THE RESPONSIBILITIES OF THE SELPA?

The responsibilities include planning for allocation of funds received by the SBCSELPA to provide staff for the special education programs and services operated by the participating districts and the County Education Office. Funds for staff development, low incidence services and equipment, and program specialists are allocated by the SBCSELPA for services in the districts. Regionalized Services funds support the SBCSELPA office. The office reports data to the California Department of Education, such as the December Special Education Pupil Count and June Pupil Data Report. The SBCSELPA is responsible for policy development, nonpublic school placements of district students as appropriate, allocation and reimbursement of funding for dispute resolution/due process, governance of participating LEAs adherence to SBCSELPA policies and procedures and oversight of interagency agreements with agencies such as Tri-Counties Regional Center and California Children Services.

SBCSELPA EXECUTIVE DIRECTOR – POSITION DESCRIPTION

MAJOR DUTIES AND RESPONSIBILITIES:

The SBCSELPA Executive Director shall provide administrative support and coordinate regionalized services to each district and county office participating in the Local Plan, including the following: Coordination and oversight of development of Interagency Agreements.

SBCSELPA COORDINATOR – POSITION DESCRIPTION

MAJOR DUTIES AND RESPONSIBILITIES:

3. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan, including the following:

Coordinate interagency agreements

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6000 Special Education – Instruction / 6400 Implementation / 6435 Interagency/Memorandum of Understanding Agreements –
The Santa Barbara County SELPA Executive Director in consultation with an ad hoc committee will establish, maintain and revise as necessary the agreements with the following local public agencies:

1. California Children Services
2. Tri-Counties Regional Center
3. Department of Rehabilitation
4. Community Action Commission, Head Start
5. Tri-Counties Regional Center, Part C

All interagency/ memorandum of understanding agreements shall be approved by the JPA Board.

Other interagency/memorandum of understanding agreements may be established as deemed necessary.

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
AREA

FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

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- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be

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Description:

determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordination of services to medical facilities.

3000 Business and Non-Instructional Operations / 3700 Facilities / 3702 Medical Therapy Units and Satellite Facilities –
School districts and the County Education Office shall, on behalf of the SBCSELPA, provide facilities for Medical Therapy Units in accordance with the provisions of Government Code 7575(d), the existing State Interagency Agreement between the California Department of Education, Division of Special Education and the State Department of Health Services, California Children Services, and the local Interagency Agreement between the Special Education Local Plan Area and the Santa Barbara County Health Care Services, and California Children Services. Operation, space, and equipment costs of Medical Therapy Units shall be included in the Administrative and Support Budget of the SBCSELPA.

Satellite facilities may be operated at the discretion of a local school district or group of school districts when there are a sufficient number of CCS eligible children for CCS to provide therapy services in a satellite program. In such cases, the SBCSELPA Executive Director shall provide coordination between the district(s) and CCS in establishing the satellite.

If a CCS satellite facility is established at the discretion of a local district or group of districts, then the local district(s) shall be responsible for all costs of operation of such a satellite facility.

If a satellite facility is established based upon identified need with the agreement of both the SBCSELPA, through JPA Board approval, and California Children Services, then the operation, space, and equipment costs of such a satellite shall be included in the Administrative and Support Budget of the SBCSELPA.
(G.C. 7575(d))

6000 Special Education – Instruction / 6300 Instructional Planning and Individualized Education Program / 6302 Responsibility of Individualized Education Program Teams –
District or County Education Office Individualized Education Program (IEP) Teams will make placement recommendations for programs operated within their district of responsibility, except as follows:

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1. Special education services for eligible students placed in public hospitals, proprietary hospitals and other residential medical facilities shall be provided by the school district in which the facility is located.

6000 Special Education – Instruction / 6400 Implementation / 6429 Services for Individuals with Exceptional Needs Placed in Public Hospitals, Proprietary Hospitals, and Other Residential Medical Facilities –
Educational services for individuals with exceptional needs placed in public hospitals, proprietary hospitals, and other residential medical facilities shall be provided to eligible pupils by the school district in which the hospital is located. If the hospital is located within the boundaries of a direct service district, the educational services shall be provided by the Santa Barbara County Education Office.
(EDUCATION CODE 56195.7(e))

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

Reference Number: N/A

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -
Pgs. 2-9, 4-3 to 4-4, 5-2, 6-2, 7-39, 9-28

JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
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FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordination of services to individuals with exceptional needs placed in licensed children’s institutions and foster

family homes.

6000 Special Education – Instruction / 6100 Identification and Referral / 6103 Appointment of Surrogate Parents –

The local education agencies that make up the Santa Barbara County SELPA shall ensure that a surrogate parent is appointed to represent an individual with disabilities or pupil suspected of meeting eligibility requirements as an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the Individualized Education Program and in other matters relating to the provision of a FAPE.

It will be the responsibility of each district to conduct a reasonable search for all parents who retain educational rights over their children. In the event that they cannot be located, a reasonable search will be deemed to have been conducted when the district has sent one letter to the last known address and has made a follow-up phone call.


Each local education agency in the Santa Barbara County SELPA will be responsible for appointing a surrogate whenever the whereabouts of the parents or guardian of the child are not known or available or the child is a ward of the state. Status of students already enrolled will be determined by the district of attendance. "New" incoming students' status will be determined by the district of residence.

A local education agency shall make reasonable efforts to ensure the appointment of a surrogate parent not more than 30 days after the LEA determines that a child needs a surrogate parent.

The surrogate parent may provide any written consent related to the individualized education program as well as to non-emergency medical services, mental health services, and occupational and physical therapy services to be provided pursuant to Chapter 26.5 of the Government Code.

In addition to being free of a conflict of interest, surrogate parents will have received training in confidentiality and parent rights as they pertain to protecting the interests to the child.

In making surrogate parent appointments the district shall select as a first preference a relative caretaker, foster parent of the child or court appointed special advocate.



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Surrogate parents will be recruited and selected by each district. Persons selected as surrogate parents must:

1. Have no interest which conflicts with the interests of the child he/she represents;
2. Have knowledge and skills that insure adequate representation of the child;
3. Not be an employee of a public agency that is involved in the education or care of the child;
4. Be willing to commit time and energy in preparation for IEP meetings;
5. Be culturally sensitive to the child they are representing.

The Santa Barbara County SELPA will train surrogate parents and administer a post-test at the end of the training. The training will include the following:

The IEP process
Special Education Law
An overview of different disabling conditions
Curriculum issues
Confidentiality issues

A surrogate parent's term of appointment will be for 1 year. The district will be responsible for monitoring the surrogate parent and determining if the term of appointment should be renewed.

A surrogate parent's appointment will be automatically terminated for the following reasons: conflict of interest, a student is no longer eligible for special education, student reaches the age of majority, surrogate fails to adequately perform duties, or the parent is located.
(EDUCATION CODE 56050)

6000 Special Education – Instruction / 6200 Assessment / 6202
Responsibility for Assessment of Pupils Referred for Special Education
–
Pupils referred for Special Education within Santa Barbara County shall be assessed as follows:

(1) Individuals referred within the ages of birth to 3 years are the responsibility of the County Education Office.

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Description:

(2) Assessment of individuals referred within the ages of 3 to 4.9 years shall be the responsibility of the County Education Office or the district of residence if they operate pre K programs for students with individualized education plans (IEPs) and "speech only" referrals which may be conducted by the district of residence or as agreed between the County Education Office and districts.

(3) For those referrals where the expertise of assessment of a suspected disability exists with personnel in District operated programs, these District personnel shall be included in the assessment of the referred individual. Preschool children are to be reassessed prior to transitioning from a preschool program to kindergarten or first grade and monitored to determine a continuing need for special education.

(4) Within the ages of 3 to 21, individuals referred who attend private schools (other than LCIs or certified non-public schools) shall be assessed by the district where the private school is located.

(5) Individuals referred who reside in foster family homes or in group homes defined as licensed children's institutions are the responsibility of the non-direct service district in which the individual resides or the County Education Office if the individual resides in a direct service district of Santa Barbara County, except as covered in items 1, 2 and 3 above.

(6) Assessment of referred individuals who have been placed in a Juvenile Court facility are the responsibility of the District of Residence in collaboration with the Santa Barbara County Education Office.

(7) Individuals attending public school programs while residing in LCIs become the responsibility of the District or County Education Office operating the program the individual attends.

6000 Special Education – Instruction / 6300 Instructional Planning and Individualized Education Program / 6302 Responsibility of Individualized Education Program Teams –

District or County Education Office Individualized Education Program (IEP) Teams will make placement recommendations for programs operated within their district of responsibility, except as follows:

1. Individuals with exceptional needs who are within the age range of birth to 3 years and who are enrolled, or may be enrolled, in special education programs in public schools within the boundaries of the Santa Barbara County SELPA are the responsibility of the County Education

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Office IEP Teams, except when a district chooses to operate appropriate programs which may meet the needs of the student.

2. County Education Office IEP Teams will be responsible for all referrals of individuals who are within the age range of 3 to 4.9 years, except for those referrals for special education services where districts operate programs which appear to meet the needs of the suspected disability of the referred individuals. In the latter cases, the district administrator and specialist shall be invited to the IEP Team meeting to assist in the determination of need, frequency and/or duration of service.

3. Individuals with exceptional needs residing in foster family homes and in group homes defined as LCIs are the responsibility of the IEP Team of the nondirect service district in which the individual resides and of the IEP Team of the County Education Office for direct service districts if the individual resides in a direct service district of Santa Barbara County.

4. Individuals with exceptional needs ages 18 to 22 years old residing in foster family homes and in group homes defined as LCIs are the responsibility of the district where they reached the age of majority or the district of residence of their conservator (if conserved). The district of responsibility may contact the district where the LCI is located to determine if they are able and willing to serve the student. All costs associated with the placement shall be the fiscal responsibility of the district where the student reached the age of majority or where the conservator resides (if the student is conserved).

6000 Special Education – Instruction / 6400 Implementation / 6430 Licensed Childrens Institutions and Foster Family Homes –
The Santa Barbara County SELPA (SBCSELPA) shall assure the provision of appropriate education to individuals with exceptional needs residing in LCI's and Foster Family Homes located in Santa Barbara County.

Children residing in Licensed Childrens Institutions and foster homes located in the SBCSELPA have available to them the full continuum of services which is available to any other child whose district of residence falls within the geographic boundaries of Santa Barbara County. Access to these services will be achieved in the same manner as required for all other children eligible to receive services in the SBCSELPA.
(EDUCATION CODE 56195.7(f))

3000 Business and Non-Instructional Operation / 3200 Budget Planning

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Process / 3204 AB 602 Special Education Fiscal Allocation Plan (Continued) –

- Student is assigned to an ed specialist (SPED teacher) for more than 50% of the day either in pull out or general education setting receiving SAI (CASEMIS Code 330)
- Student is assigned a 1:1 assistant for more than 50% of the day (CASEMIS Code 340 or 350)
- Student is assigned an NPA service for 20 hours or more weekly (CASEMIS Code 400)

Reimbursable costs associated with students with a high level of needs who are attending LEA special day class (SDC) shall be calculated annually as per the following funding formula:

- LEAs will receive LCI funding based on their total percentage of students with high needs attending LCI SDC compared to the total ADA of students with a high level of needs attending LCI SDC in the SBCSELPA.
- Transportation costs will not be reimbursable through SBCSELPA and shall be offset by pupil ADA collected by the LEA.

The annual billing period will be June 1st – May 31st. The overlap in school years will allow LEAs to submit their final billing each year by June 30th of the current year.

Note that Individuals with exceptional needs ages 18 to 22 years old residing in foster family homes and in group homes defined as LCIs are the fiscal responsibility of the district where they reached the age of majority or the district of residence of their conservator (if conserved). The district of responsibility may contact the district where the LCI is located to determine if they are able and willing to serve the student. All costs associated with the placement shall be the fiscal responsibility of the district where the student reached the age of majority or where the conservator resides (if the student is conserved) and are not reimbursable out of SBCSELPA LCI funding.

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

Reference Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="SBCSELPA Local Plan"/>
	<input type="text" value="SBCSELPA Office -"/>

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Fiscal Year

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Section B: Governance and Administration

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Fiscal Year 2020-21

Description:

2000 Administration / 2400 Community Advisory Committee / 2414 Notice of Meeting –
Regularly scheduled or special meetings of the Community Advisory Committee (CAC) shall be announced at least one week prior to the meeting date, with the public invited to attend. Such notices shall state the day, date, hour and location of the meeting. It is the responsibility of the Special Education Local Plan Area Executive Director or designee to announce notices of CAC meetings.

JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Fiscal and logistical support of the Community Advisory Committee.

3000 Business and Non-Instructional Operations / 3100 Income / 3101 Process of Distribution of State and Federal Funds –
State and federal funds received by the Santa Barbara County SELPA for the provision of services to students with disabilities shall be distributed among the local education agencies that make up the SBCSELPA pursuant to the methodology contained in the SBCSELPA's AB 602 Special Education Fiscal Allocation Plan.

The SBCSELPA's Fiscal Allocation Plan shall be approved and amended as needed pursuant to the SBCSELPA policymaking process described in SBCSELPA Policy 8103, Adoption of Policies and Procedures.
(EDUCATION CODE SECTION 56195.7(i))

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

Reference Number: N/A

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -
Pgs. 2-10, 7-24 to 7-25, 7-26, 7-35, 9-13, 9-28, 12-1 to 12-5

JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
AREA

FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordination of transportation services for individuals with exceptional needs.

6000 Special Education – Instruction / 6400 Implementation / 6419 Special Transportation Criteria – Individualized Education Program (IEP) Teams shall use a least restrictive concept in specifying the mode of transportation for students enrolled in special education. The modes of transportation that may be used shall include:

- 1. Walking to neighborhood school.
- 2. Riding the regular bus from a pick-up point with students without disabilities.
- 3. Riding a special education bus from a pick-up point.

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4. Riding a special education bus from curb to curb.

5. Other arrangements for transportation.

Students with disabilities who are capable of walking to a pick-up station may require special transportation because of age, or the nature or severity of their disability.

Students with disabilities attending other than their neighborhood school who are capable of walking to a pick-up station may require special transportation because of the nature or severity of their disability, or their age.

Students with disabilities attending a school other than their neighborhood school may require special transportation because they are not capable of walking to and from school due to their age, or because of the nature of their disability.

The local education agencies that comprise the Santa Barbara County SELPA (SBCSELPA) and that provide special transportation for students with disabilities shall ensure compatibility between mobile seating devices when used, and the securement systems required by Federal Motor Vehicle safety standards No. 222 (49 C.F.R. 571.222).

Local education agencies of the SBCSELPA that contract for transportation services for students with disabilities shall ensure that the contracted transportation agency has implemented procedures to ensure compatibility between mobile seating devices when used, and the securement systems required by Federal Motor Vehicle safety standards No. 222 (49 C.F.R. 571.222).

The local education agencies of the SBCSELPA shall ensure that all school bus drivers are trained in the proper installation of mobile seating devices in the securement systems.
(EDUCATION CODE SECTIONS 56195.8 (b)(5))

6000 Special Education – Instruction / 6400 Implementation / 6419 Special Transportation for Related Services –

1. Special transportation shall be made available to access a related service when the related service is not available at the child’s school of attendance.
2. Reimbursement for transportation provided by the parent shall be the responsibility of the district of residence or County Education Office. The rate of reimbursement will be set by the respective board.

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6000 Special Education – Instruction / 6400 Implementation / 6428 Standards and Contracting Requirements for Non Public Schools and Agencies –

The Santa Barbara County SELPA (SBCSELPA) and its member local education agencies shall enter into master contracts for the provision of special education and/or related services only with nonpublic schools and agencies that have been certified by the California Department of Education as meeting appropriate standards relating to the required special education and specified related services and facilities for individuals with disabilities.

Master contracts developed for nonpublic, nonsectarian school or agency services shall be consistent with the provisions of California Education Code Sections 56366(a)(1), 56366(b) and 56366(d), and policy memorandums issued by the California Department of Education.

The master contract shall specify the general administrative and financial agreements between the nonpublic, nonsectarian school or agency and the SBCSELPA or contracting local education agency, as appropriate, to provide special education and related services, as well as transportation as specified in the pupil's individualized education program.

3000 Business and Non-Instructional Operation / 3200 Budget Planning Process / 3204 AB 602 Special Education Fiscal Allocation Plan – X. EXTENDED SCHOOL YEAR (ESY)
LEA's shall be responsible for the set up and operation of ESY programs for non-regional program students enrolled in their LEA.

(9-28)

- Student is assigned to an ed specialist (SPED teacher) for more than 50% of the day either in pull out or general education setting receiving SAI (CASEMIS Code 330)
- Student is assigned a 1:1 assistant for more than 50% of the day
- Student is assigned an NPA service for 20 hours or more weekly

Reimbursable costs associated with students with a high level of needs who are attending LEA special day class (SDC) shall be calculated annually as per the following funding formula:

- LEAs will receive LCI funding based on their total percentage of students with high needs attending LCI SDC compared to the total ADA of students with a high level of needs attending LCI SDC in the SBCSELPA.

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- Transportation costs will not be reimbursable through SBCSELPA and shall be offset by pupil ADA collected by the LEA.

3000 Business and Non-Instructional Operations / 3600 Special Transportation / 3601 Provision of Special Transportation – Special Education transportation as a related service shall be provided to students with disabilities if written into the Individualized Education Program (IEP) and shall be provided in accordance with the Special Education Local Plan Area's/districts'/County Education Office's regulations and procedural guidelines. Entities operating transportation shall, where appropriate, coordinate the Special Education transportation with the regular home-to-school transportation. (EDUCATION CODE SECTION 56345(a)(3))

3000 Business and Non-Instructional Operations / 3600 Special Transportation / 3602 Responsibility for Transportation – The following criteria shall apply in determining the entity responsible for special transportation:

- (1) The County Education Office shall be responsible for arranging transportation for all students with disabilities residing in direct service districts and attending district, other district or county-operated programs.
- (2) A nondirect service district shall be responsible for arranging for transporting all preschool and school age students with disabilities who reside in their district and attend programs in their district or programs operated by another entity.
- (3) Reimbursement for transportation provided by the parent shall be the responsibility of the nondirect service district of residence or the County Education Office for direct service districts. The rate will be set by the respective board.

For purposes of establishing the district of residence for transportation chargebacks, the student's grade level as of the start of each school year shall be the determining factor. Districts must assume responsibility for providing transportation as follows:

Type of District	Student Grade Placement as of the Start of the School Year
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K-6	Preschool through Grade 6
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K-8 Preschool through Grade 8
Grades 7-12 Grades 7 through 12 (and until exit from public school)
Grades 9-12 Grades 9 through 12 (and until exit from public school)

3000 Business and Non-Instructional Operations / 3600 Special Transportation / 3603 Transportation Agreement –
Each district responsible for transportation shall enter into a transportation agreement with the local education agency providing the transportation. The agreement shall spell out the terms and conditions and include mutually agreed upon reimbursement.

3000 Business and Non-Instructional Operations / 3600 Special Transportation / 3604 Responsibility for Reporting Transportation Costs –
Each district operating programs for students with disabilities and maintaining a transportation program and the County Education Office shall be responsible for reporting transportation costs and requesting state reimbursement for special transportation if they operate or contract for the service.

3000 Business and Non-Instructional Operations / 3600 Special Transportation / 3605 Transportation Chargebacks –
All districts within the Santa Barbara County SELPA shall be responsible for the costs of all special education transportation within the SBCSELPA for students who reside within the district’s boundaries with the exception of infants, whose transportation shall be the responsibility of the County Education Office.

For students transported by a district other than the district of residence, the entity providing special transportation shall charge back to the responsible direct or nondirect service district, any non-reimbursed state approved costs and state deficated funding for transportation.

Non-Direct Service Districts

For non-direct service districts, the chargeback shall be the difference between the total approved costs of transportation and the base transportation rate for each individual district, with calculations based on student FTEs.

Direct Service Districts

For direct service districts, as defined by Education Code, the excess cost of transportation shall be determined by computing the difference

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between the total pooled base transportation rates of the direct service districts and the total pooled state approved costs for all direct service district students transported.

The transportation excess cost chargeback to direct service districts shall be computed by first determining a per student FTE excess cost for transportation by dividing the total pooled excess transportation cost for direct service districts by the number of direct service district student FTEs transported. Each direct service district's excess transportation cost will be computed by multiplying the per student FTE excess transportation cost by the number of student FTEs transported from each district.

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

Reference Number: N/A

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -
Pgs. 2-10, 3-1, 7-10, 7-13, 7-19 to 7-20

**JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN
AREA**

FUNCTIONS OF THE SBCSELPA
The SBCSELPA shall be responsible for the following:

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- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordination of career and vocational education and transition services.

SBCSELPA EXECUTIVE DIRECTOR – POSITION DESCRIPTION

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MAJOR DUTIES AND RESPONSIBILITIES:

The SBCSELPA Executive Director shall provide administrative support and coordinate regionalized services to each district and county office participating in the Local Plan, including the following:

Coordination of vocational education/career education of SBCSELPA students

6000 Special Education – Instruction / 6400 Implementation / 6407 Resource Specialist Program –

The Resource Specialist Program shall provide, but not be limited to, all of the following:

1. Provide instruction and services needed for those eligible pupils who are assigned to regular class teachers for the majority of the day.
2. Provide information and assistance to eligible pupils and their parents.
3. Provide consultation, resource information and material regarding eligible pupils to their parents and regular staff members.
4. Coordinate special education services with the regular education program.
5. Monitor pupil progress on a regular basis including participating in their review and revisions to IEPs.
6. Refer pupils who do not make progress to the Individualized Education Program Team.
7. Emphasize, at the secondary level, academic achievement, career and vocational development and preparation for adult life.
(EDUCATION CODE 56195.8(b)(4) and 56362)

6000 Special Education – Instruction / 6400 Implementation / 6411 Related Services Provision –

Related services include but are not limited to the following:

1. Language, Speech Development and Remediation
2. Audiological Services
3. Orientation and Mobility Instruction
4. Instruction in Home or Hospital
5. Adaptive P.E.
6. Physical/Occupational Therapy

Description:

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- 7. Vision Services
- 8. Specialized Driver Training Instruction
- 9. Counseling and Guidance
- 10. Psychological Services (other than assessment and development of the IEP)
- 11. Parent Counseling and Training
- 12. Health and Nursing Services
- 13. Social Worker Services
- 14. Specially Designed Vocational Education and Career Development
- 15. Recreation Services
- 16. Specialized Services for Low Incidence Disabilities such as readers, transcribers and vision and hearing services
- 17. Supplemental Instruction

6000 Special Education – Instruction / 6400 Implementation / 6415 Provisions for Vocational Career Education-Transition (Continued) – The Santa Barbara County SELPA is committed to provide individuals with exceptional needs with appropriate vocational and career education in order to facilitate their transition into the community.

Specially designed vocational education and career development for individuals with exceptional needs regardless of severity of disability may include:

- 1. Providing prevocational programs and assessing work-related skills, interests, aptitudes and attitudes.
- 2. Coordinating and modifying the existing vocational education program for individuals with exceptional needs.
- 3. Assisting individuals in developing attitudes, self-confidence, and vocational competencies to locate, secure, and retain employment in the community or sheltered environment, and to enable such individuals to become participating members of the community.
- 4. Establishing work training programs.
- 5. Assisting in job placement.
- 6. Instructing job trainers and employers as to the unique needs of individuals.
- 7. Maintaining regularly scheduled contact with all work stations and job site trainers.

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8. Coordinating services with the Department of Rehabilitation as designated in the IEP.

The above vocational and career education activities shall provide for the planning of services to facilitate the transition of pupils from special education programs to the field of work and/or other educational/ vocational training programs.
(EDUCATION CODE SECTION 51215, 56345.1)

15. Assurance of full educational opportunity:

Reference Number: N/A

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -
Pgs. 1-3, 2-10, 7-46

SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY (LEA) ASSURANCES

FULL EDUCATIONAL OPPORTUNITY (20 U.S.C. § 1412 (a)(2))

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

JOINT EXERCISE OF POWERS AGREEMENT
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

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Description:

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SBCSELPA JPA Board and prorated to participating member local education agencies: Assurance of full educational opportunity.

6000 Special Education – Instruction / 6400 Implementation / 6438 Full Educational Opportunity –
Each of the Santa Barbara County SELPA’s local education agencies shall ensure that students with disabilities have access to the educational programs, services and activities available to students without disabilities, including nonacademic and extra-curricular services and activities, and participate in those programs, services and activities as appropriate to their needs.
(EDUCATION CODE SECTION 56205(a))

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

Reference Number: N/A

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -
Pgs. 8-1, 9-1 to 9-37, 9-58

3000 Business and Non-Instructional Operations / 3100 Income / 3101 Process for Distribution of State and Federal Funds –
State and federal funds received by the Santa Barbara County SELPA for the provision of services to students with disabilities shall be distributed among the local education agencies that make up the SBCSELPA pursuant to the methodology contained in the SBCSELPA’s AB 602 Special Education Fiscal Allocation Plan.

The SBCSELPA’s Fiscal Allocation Plan shall be approved and amended as needed pursuant to the SBCSELPA policymaking process described in SBCSELPA Policy 8103, Adoption of Policies and Procedures.
(EDUCATION CODE SECTION 56195.7(i))

**** SEE LOCAL PLAN SECTION 9 - 3000 Business and Non-Instructional Operations / 3201 - 3204 with Appendix A & B - Budget Planning Process Policies (Pgs. 9-1 to 9-37)****

3000 Business and Non-Instructional Operations / 3200 Budget

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Description:

Planning Process / 3217 Responsibility for Funding Calculations –
The SBCSELPA Joint Powers Agency Board acknowledges the importance of provision of timely and accurate data and calculations in the development of spreadsheet information for special education fund allocations in areas including but not necessarily limited to costs associated with housing of regional classes and apportionment of special education funding pursuant to the SBCSELPA’s AB 602 Fiscal Allocation Plan.

In conjunction with the above, the SBCSELPA office shall have the responsibility for the following:

- Collecting data for spreadsheet development
- Compiling data in spreadsheet formats, as appropriate
- Providing to SBCSELPA LEA business and special education administrative personnel back-up data and methodology used for all calculations.

The SBCSELPA LEAs shall be responsible for the accuracy of the data submitted to the SBCSELPA office to be used for fiscal calculations.

The SBCSELPA LEAs shall share responsibility with the SBCSELPA office for checking the accuracy of the calculations pursuant to allocation policy guidelines.

Any data or calculation errors identified shall be corrected for the current fiscal year and shall not be applied retroactively to prior fiscal years.

I. DISTRIBUTION OF FUNDING AND REGIONAL PROGRAM EXPENSES

All SBCSELPA apportionments shall be made through the Administrative Unit’s Fund 10.

The Administrative Unit shall record receipt of the apportionments and transfer funds and expenses to member LEAs based on the SBCSELPA Funding Model.

- Regional Program operators shall be reimbursed for program costs by the district of residence (DOR) member LEA for each student attending the regional program.
- The DOR shall record the regional program cost paid to the Regional Program Operator as a transfer between a district or County as appropriate.

17. Direct instructional program support that maybe provided by program specialists in accordance

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with EC Section 56368:

Reference Number:

Document Title:

Document Location:

JOINT EXERCISE OF POWERS AGREEMENT
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AREA

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ANNUAL BUDGET PLAN
In addition to the powers and responsibilities presented in Section 6 and 8 above, the SBCSELPA shall, in conjunction with the parties to this Agreement, develop an annual budget plan for Local Plan activities and conduct the required public hearing. The budget plan shall include provisions setting forth the manner and level to which the SBCSELPA shall be funded.

- a. The annual budget plan shall include the expenditure of all regionalized services and program specialist funds allocated by the state legislature. It shall also include the estimated SELPA support and administrative chargeback.

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA
GOVERNANCE STRUCTURE

SELPA Santa Barbara County

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Description:

WHAT ARE THE RESPONSIBILITIES OF THE SELPA?
The responsibilities include planning for allocation of funds received by the SBCSELPA to provide staff for the special education programs and services operated by the participating districts and the County Education Office. Funds for staff development, low incidence services and equipment, and program specialists are allocated by the SBCSELPA for services in the districts. Regionalized Services funds support the SBCSELPA office. The office reports data to the California Department of Education, such as the December Special Education Pupil Count and June Pupil Data Report. The SBCSELPA is responsible for policy development, nonpublic school placements of district students as appropriate, allocation and reimbursement of funding for dispute resolution/due process, governance of participating LEAs adherence to SBCSELPA policies and procedures and oversight of interagency agreements with agencies such as Tri-Counties Regional Center and California Children Services.

6000 Special Education – Instruction / 6100 Identification and Referral / 6112 Referrals to and Exit from Regional Special Class Programs – Definitions

1. For purposes of this policy, a “regional program” refers to programs operated within and for the SBCSELPA by a district or the County Education Office that serves students with like needs/disabilities in a special class.
2. “Non-direct service district” refers to a district that provides special education services to students with disabilities within their own district by district staff or staff contracted by the district.
3. “Direct service district” refers to small district’s (as defined by Education Code Section 1730) whose special education services are provided by the County Education Office (with the exception of districts in the Santa Ynez Valley Consortium).
4. “Director/Designee refers to an administrator or their designee (may be a coordinator, program specialist, or psychologist) in a district or County Education Office that are designated to oversee special education administrative services and/or commit district/LEA resources.

3000 Business and Non-Instructional Operation / 3100 Budget Planning Process / 3204 AB 602 Special Education Fiscal Allocation Plan
(Continued) –

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XVI. TREATMENT OF CHARTER SCHOOLS
 Charter Schools that are deemed their own LEA for purposes of special education shall receive their special education funding in the same manner as these funds are distributed to nondirect service districts.

XVII. PROGRAM SPECIALIST FUNDING
 Preschool Program Specialist funds will be allocated to the County Education Office. Beginning July 1, 2010, 20% of Pre K funds will be allocated to K-8 LEAs with the percentage increasing 20% annually over a five year time period until 100% of Pre K funds are allocated to districts. Beginning July 1, 2010, 20% of Pre K services will be funded as pay-as-you-go with the percentage increasing 20% annually over a five year time period until Pre K programs are 100% pay-as-you-go.

Preschool personnel development funds will be allocated to the operators of programs for preschool age children based upon the December preschool pupil count.

Special Education Local Plan Area Services

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

Reference Number: N/A

Document Title: SBCSELPA Local Plan (Pgs. 1-4, 4-1)

Document Location: SBCSELPA Office

Description:

PART C, TRANSITION (20 U.S.C § 1412 (a)(9)) -
 It shall be the policy of this LEA that a transition process for a child who is participating in Early Education Programs (Individuals with Disabilities Education Act [IDEA], Part C) with an IFSP is begun prior to a toddler’s third birthday. The transition process shall be smooth, timely and effective for the child and family.

6000 Special Education – Instruction / 6100 Identification and Referral / 6101 Continuous Child Find –
 Each district in the Local Plan Area and the County Education Office shall adopt uniform procedures for actively and systematically seeking out all individuals with exceptional needs, ages 0 through 21 years, including children not enrolled in public school programs who reside in the district or are under the jurisdiction of the County Education Office. The child find requirement extends to children enrolled in private

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schools, including parochial schools, children who are homeless, children who are migrant, and children who are wards of the state.

For early childhood programs, children 0 to 5 in age will be sought out in environments such as the following: neonatal intensive care units, hospitals, Head Start programs and other public or private preschools.

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

Reference Number:

Document Title:

Document Location:

Special Education Local Plan Area Local Education Agency (LEA) Assurances

PUBLIC PARTICIPATION (20 U.S.C § 4745 (a)(19))
It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

Santa Barbara County Special Education Local Plan Area Governance Structure

What are the responsibilities of the SBCSELPA?
The SBCSELPA Executive Director reports on a monthly basis during the school year to the JPA Board. The Joint Powers Agency Board is the decision-making body for the SBCSELPA and derives its power from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the county. It is the policy of the Board to encourage public participation in the Board's activities in order to fully promote communication with interested persons and entities in the county.

Community Advisory Committee
The Community Advisory Committee of the Santa Barbara County SELPA is a committee composed of parents of special education children, parents of regular education children, special education and

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regular education certificated staff, and other representatives from local agencies. The meetings help keep members informed regarding current programs and legislation, and facilitate closer communication and better understanding of mutual goals of school administrators, faculty, parents and community.

While the Community Advisory Committee is composed of specially appointed members, all meetings are open to everyone interested, and the Community Advisory Committee encourages parents to attend CAC meetings.

The primary role of the Santa Barbara County SELPA Community Advisory Committee is to represent the needs and concerns of parents, school personnel and community agencies regarding services for individuals with exceptional needs to the JPA Board. The CAC meetings shall comply with all provisions of the Brown Act. (Government Code Sections 54950 and following)

8000 Governance / 8100 Joint Powers Agency Board

8101 – Organization, Responsibilities and Powers of Joint Powers Agency Board –

The Joint Powers Agency Board is the governing body of the Santa Barbara County Special Education Local Plan Area and derives its power from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the County of Santa Barbara and the Santa Barbara County Education Office. The Board represents the district school boards and the superintendents in Santa Barbara County in the governance of the Santa Barbara County Special Education Local Plan Area.

It is the policy of the Board to encourage public participation in the Board's activities in order to fully promote communication with interested persons and entities in the county. All meetings of the Board are public and accessible to the disabled. Deliberations of the Board, except those appropriate for closed sessions, shall be conducted openly and all actions taken in public session.

The Board holds the SBCSELPA Executive Director responsible for the efficient administration of the Special Education Local Plan Area and the functions of the Joint Powers Agency.

Bylaws will be adopted for its own governance which are consistent herewith and within legal limits.

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Description:

(EDUCATION CODE. 56205(b)(4))

8102 – Public Participation at JPA Board Meetings –
Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda and, during regular meetings, any item within the Board's jurisdiction.

Procedure for Those Wishing to Speak

Before the Board meeting begins, persons wishing to address the Board are requested, but not required, to fill out a "Request to Address the Board" form obtainable from the SELPA Administrative Secretary or from the table near the entrance to the meeting room. The form is to be filled out and returned to the SBCSELPA Executive Director or his/her secretary before the meeting begins. At the appropriate time, the Board Chairperson will call upon the persons requesting to speak.

Public Participation Procedures

In order to conduct business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. Every regular and special meeting agenda shall provide an opportunity for members of the public to address the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and an total of 10 minutes on all items for their presentation. The Board may limit the total time for all public comment to 30 minutes. (Education Code § 35145.5, Government Code § 54954.3) The Board may determine to take public comments either when agenda items are heard, or during the public comment section of the agenda, preceding the consideration of individual agenda items.
2. All regular meeting agendas shall provide an opportunity for members of the public to comment on matters not listed on the agenda, but within the subject matter jurisdiction of the Board. (Education Code § 35145.5, Government Code § 54954.3)
3. A person wishing to be heard by the Board shall first be recognized by the chairperson and shall then proceed to comment as briefly as the subject permits. Individual speakers will be allowed three minutes to speak on any item, or, if all public comments are taken together before

the Board takes up individual agenda items, a total of ten minutes to address the Board on all items will be normally allowed per speaker. The Board may limit the total time for public comment to 30 minutes. With Board consent, the chairperson may increase or decrease the total time allowed for public presentation, depending on the number of persons wishing to be heard. The chairperson may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

4. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts or omissions. (Government Code § 54954.3) In addition, the Board may not prohibit public criticism of individual employees. However, whenever a member of the public initiates specific complaints or charges against an employee, the Board chairperson shall inform the complainant that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee pursuant to Government Code § 54957.

5. The Board chairperson shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the chair to terminate the right of addressing the Board. The Board may remove disruptive individuals and order the room cleared if necessary; in this case, members of the media not participating in the disturbance shall be allowed to remain, and individual(s) not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code § 54957.9)

6. Without taking action, Board members or SELPA staff may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board member or staff member may ask questions for clarification, make a brief announcement, or make a brief report on his/her own activities. Furthermore, the Board or a board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code § 54954.2)

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7. Under Board Bylaws, Roberts Rules of Order (Revised) normally guides the conduct of Board meetings. Such rules are intended to apply to Board member deliberations and may not be invoked by other persons. Although Robert's Rules of Order can serve as a useful guide, the Board may use any procedures that allow it to conduct its meeting in an efficient, consistent manner.

Placing Items on The Board's Agenda

Members of the public are permitted to place matters on the Board's agenda that fall within its jurisdiction. Such requests shall be made in writing to the SBCSELPA Executive Director and shall specify the precise subject to be addressed. These matters shall be heard at the next convenient regular JPA Board meeting after the request is received, but not later than the second regular meeting. Upon receipt of a request to place a matter on the agenda, the SBCSELPA Executive Director, in conjunction with the Chairperson of the JPA Board, shall make the decision regarding whether the matter falls within the Board's jurisdiction. The request to place an item on the agenda may be declined if the item is repetitive, defamatory, superfluous, or otherwise improper. The SBCSELPA Executive Director and/or the Chairperson of the JPA Board may provide an alternative process to address certain matters, such as in the case of a complaint against a staff member. Normally, members of the public who place matters on the agenda will be allotted up to ten minutes to present their item, which may be extended at the discretion of the JPA Board Chairperson.

(EDUCATION CODE § 56205(b)(4))

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

Reference Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="SBCSELPA Local Plan (Pgs. 2-2, 2-35, 4-18, 4-19, 4-20, 6-5, 9-15, 9-17, 13-13)"/>
Document Location:	<input type="text" value="SBCSELPA Office"/>
	<input type="text" value="Santa Barbara County Special Education Local Plan Area Governance Structure"/>

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What are the responsibilities of the SBCSELPA?
The responsibilities include planning for allocation of funds received by the SBCSELPA to provide staff for the special education programs and services operated by the participating districts and the County Education Office. Funds for staff development, low incidence services and equipment, and program specialists are allocated by the SBCSELPA for services in the districts. Regionalized Services funds support the SBCSELPA office. The office reports data to the California Department of Education, such as the December Special Education Pupil Count and June Pupil Data Report. The SBCSELPA is responsible for policy development, nonpublic school placements of district students as appropriate, allocation and reimbursement of funding for dispute resolution/due process, governance of participating LEAs adherence to SBCSELPA policies and procedures and oversight of interagency agreements with agencies such as Tri-Counties Regional Center and California Children Services.

8000 Governance / 8300 Dispute Resolution / 8301 Dispute Resolution Process –
In addressing disputes that may arise over the distribution of funding, the responsibility for service provision, and other governance activities specified in the Local Plan, the local education agencies that comprise the Santa Barbara County SELPA agree to make every effort to resolve disagreements at the lowest possible level.

In some instances, individual SELPA policies outline the process for resolving disputes that may arise regarding selected issues.

In circumstances where a system for resolving potential disputes is not specifically described in the relevant SELPA policy, the following steps shall be utilized to address the issue:

1. Any local education agency involved in a dispute may request the assistance of the SBCSELPA Executive Director acting in the role of a mediator to facilitate resolution of the matter.
2. If the matter cannot be resolved through informal discussions and agreements, an LEA representative may request that the issue be agendaized for consideration by, a committee comprised of the special education administrators or business officials from districts in SBCSELPA, depending upon whether the subject of the dispute is primarily of a programmatic or fiscal nature.
3. If the issue cannot be resolved at an informal level by action of the a committee comprised of the special education administrators or

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Description:

business officials from districts in SBCSELPA, then the matter shall be agendized for review and action by the SBCSELPA JPA Board, whose decision shall be final and binding upon the parties to the dispute.

(EDUCATION CODE 56205(b)(5))

6000 Special Education – Instruction / 6100 Identification and Referral / 6112 Referrals To and Exit From Regional Special Class Programs – If the Regional Program Director and referring District/CEO Director are in dispute about the referral for consideration, they shall contact the SBCSELPA Executive Director to convene a dispute resolution meeting prior to an anticipated expanded IEP team meeting. As a result of this dispute resolution meeting, the SBCSELPA Executive Director shall render a determination to resolve the dispute between the District/CEO and Regional Program Director.

If the Regional Program Director and referring District/CEO Director are in dispute about the referral back to the District of Residence, they shall contact the SBCSELPA Executive Director to convene a dispute resolution meeting prior to an IEP being called. The SBCSELPA Executive Director will render a final recommendation to the District/CEO and Regional Program Director. This is not an IEP placement decision, but rather, is a recommendation to be followed for SBCSELPA reimbursement of program expenses. It is recommended that all disputes between directors be resolved prior to and outside of an IEP meeting.

Parent Dispute Resolution Process Regarding Regional Program Placements

In cases where the parent requests that the student be removed from a regional program placement, and the Regional Program Director/ Designee and/or District Director/Designee, feels the student is not ready for either a less or more restrictive setting, the following dispute resolution procedures will be followed:

1. The parent(s) requests a change of placement from regional program;
2. The Regional Program Director/Designee shall convene an IEP and invite the District of Residence Director/Designee. The Regional Program Director/ Designee shall present information about the student’s current functioning and why the regional program continues to be the most appropriate placement for the student. The parent will be provided the opportunity to provide input to the IEP and state their concerns. If the parent continues to disagree with the offer of FAPE made by the district of residence at the IEP, they may contact the

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SBCSELPA regarding their due process rights and steps they can take to address their concerns. (Pg. 4-20)

6000 Special Education – Instruction / 6300 Instructional Planning and Individualized Education Program / 6303 Recommendation for Individualized Education Program (IEP) Team for Programs Outside Area of Responsibility (Intra-SELPA Student Placement) (Continued) – 6. A MOU between the receiving and referring LEA shall be drafted to stipulate all matters related to the placement such as how costs associated with dispute resolution and due process shall be funded. (Pg. 6-5)

3000 Business and Non-Instructional Operation / 3200 Budget Planning Process / 3204 AB 602 Special Education Fiscal Allocation Plan –


XI. SELPA FUNDING COSTS ASSOCIATED WITH DUE PROCESS LEGAL FEES

Annually, at their September meeting, the JPA Board will determine how much funding, if any, will be set aside for the payment of legal fees associated with dispute resolution and costs associated with due process and how such fees will be allocated. LEAs may utilize their proportionate share of set-aside legal fee funding to pay premiums for Special Education Voluntary Coverage Program (SEVCP) through SISC or any other similar insurance program to fund costs associated with due process or legal fees related to special education.

If LEA's do not spend their allocated set aside funds, those funds shall not be carried forward.

The LEA/district shall be responsible for contracting with the SBCSELPA approved attorneys for dispute resolution/legal fees and services associated with due process or other legal fees. All payments for services shall be made by the LEA and submitted to the SBCSELPA office for reimbursement as per policy guidelines. (Pg. 9-15)


In instances where an LEA is requesting access to reserve funding to pay for legal consultation fees and costs associated with due process due to a catastrophic financial situation, an ad hoc Dispute Resolution/ Due Process Funding Committee may be designated by the SBCSELPA Executive Director on an as needed basis to advise her or him regarding if the merits in the case warrant that the case should not go forward to due process and/or be funded out of SBCSELPA legal fee/due process reserve funding. (Pg. 9-17)

3000 Business and Non-Instructional Operation / 3700 Facilities / 3701 Facilities Plan for Housing Regional Special Education Programs 

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(Continued) –
Dispute Resolution
Should a dispute arise between any of the SBCSELPA participants that relates to implementation of this Facilities Plan, the parties agree to meet in good faith to resolve the dispute. In the event the parties are unable to reach a mutually acceptable agreement, the matter shall be resolved using the dispute resolution procedures outlined in the SBCSELPA Local Plan. (Pg. 13-13) 

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

Reference Number:

Document Title:

Document Location:

6000 Special Education – Instruction / 6100 Identification and Referral

6104 Referral –
Each district and the County Education Office in the Santa Barbara County Special Education Local Plan Area shall adopt procedures for handling referrals to special education programs based upon federal and state laws and regulations.

6106 Completing a Referral –
All referrals of pupils ages 0 through 21 years shall be completed on an approved Local Plan Area form. Referrals shall be received and analyzed by the administrator or designee responsible for assessment and programming. In cases where assessment and programming are the responsibility of an entity other than the District of Residence, then the entity shall notify the director of the District of Residence of all referrals, exclusive of infant and preschool referrals, and then invite the Director of the District of Residence to the Individualized Education Program Team meeting. Persons making oral referrals shall be offered assistance in completing the referral form.

6107 The Referral Form –
Written referrals shall contain the following information:

1. Pupil's name, address, school, grade, birthdate and teacher.
2. Information on any grade in which the pupil was retained.
3. Parents' names and home and work telephone numbers.

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Description:

4. Student's primary language/parent's primary language.
 5. Student's English proficiency status: EO/FEP/EL
 6. Date of referral.
 7. Name of the person making the referral.
 8. Specific areas of concern.
 9. Description of intervention strategies attempted or being used, with or without success.

(CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 3021)

6108 Parent Notification –
 School personnel initiating a referral shall be responsible for informing the parent or guardian that the referral will be made and for documenting that notification on the Notice of Referral Form.

6000 Special Education – Instruction / 6400 Implementation / 6434 Procedural Safeguards –
 The districts and the County Education Office that comprise the Santa Barbara County SELPA shall assure the establishment and maintenance of all procedural safeguards under the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 and following) as well as those pursuant to Chapter 5 of the Education Code (commencing with Section 56500).

At each Individualized Education Program meeting, the responsible administrator or administrative designee shall inform the parent and pupil of the federal and state procedural safeguards that were provided in the notice of parent rights pursuant to Education Code Section 56321.

The rights and protections afforded to individuals with exceptional needs and their parents include, but are not limited to, the following:

1. The right to initiate a referral of a child for special education services

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

Reference Number:

Document Title:

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Document Location:

Santa Barbara County Special Education Local Plan Area Governance Structure

What are the responsibilities of the SBCSELPA?

The responsibilities include planning for allocation of funds received by the SBCSELPA to provide staff for the special education programs and services operated by the participating districts and the County Education Office. Funds for staff development, low incidence services and equipment, and program specialists are allocated by the SBCSELPA for services in the districts. Regionalized Services funds support the SBCSELPA office. The office reports data to the California Department of Education, such as the December Special Education Pupil Count and June Pupil Data Report. The SBCSELPA is responsible for policy development, nonpublic school placements of district students as appropriate, allocation and reimbursement of funding for dispute resolution/due process, governance of participating LEAs adherence to SBCSELPA policies and procedures and oversight of interagency agreements with agencies such as Tri-Counties Regional Center and California Children Services.

Santa Barbara County Special Education Local Plan Area Executive Director – Position Description

Major Duties and Responsibilities:

Coordination and oversight of member LEA/district nonpublic school (NPS) residential treatment center (RTC) student placements that meet requirements for access to SBCSELPA shared funding.

6000 Special Education – Instruction / 6100 Identification and Referral / 6112 – Referrals To and Exit From Regional Special Class Programs – Regional Program Referral Process to More Restrictive Setting

When a student attending a regional program is recommended for a more non-public restrictive setting, the following shall occur:

1. At the first consideration of referring a student for consideration to a Nonpublic School (NPS), the Regional Program Director/Designee shall notify the District of Residence Director/Designee and the SBCSELPA Executive Director.

6000 Special Education – Instruction / 6300 Instructional Planning and Individualized Education Program

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Description:

6305 – Recommendation for Placement Outside of District, Adjacent District, or County Education Office Program –

1. When the IEP Team determines that no appropriate placement is available within the District, an adjacent District or the County Education Office, a referral for services shall be forwarded to the SBCSELPA Administrative Unit. The referral must include the relevant school records, a comprehensive description of the type of educational program needed and the rationale for requiring such a program.

If a nonpublic school placement is required to meet the student's program needs, the recommendation will be submitted to the JPA Board for fiscal approval at its next meeting.

2. Every effort shall be made to locate an appropriate nonpublic school within the State of California. The SBCSELPA Executive Director and the referring district shall be responsible for identifying with the parent an appropriate nonpublic school and negotiating the nonpublic school (NPS) contract in accordance with the IEP.

6306 – Responsibility for Nonpublic School/State Residential School IEPs – Whenever an IEP for a student is to be developed, reviewed or revised prior to or following enrollment in a nonpublic school or state residential school, the IEP Team of the district of residence or the County Education Office, whichever is appropriate, shall be the party responsible for assuring compliance with state and federal mandates. The SBCSELPA Executive Director or designee shall be a member of the IEP Team.

6000 Special Education – Instruction / 6400 Implementation / 6428 Standards and Contracting Requirements for Nonpublic Schools and Agencies –

The Santa Barbara County SELPA (SBCSELPA) and its member local education agencies shall enter into master contracts for the provision of special education and/or related services only with nonpublic schools and agencies that have been certified by the California Department of Education as meeting appropriate standards relating to the required special education and specified related services and facilities for individuals with disabilities.

Master contracts developed for nonpublic, nonsectarian school or agency services shall be consistent with the provisions of California Education Code Sections 56366(a)(1), 56366(b) and 56366(d), and policy memorandums issued by the California Department of Education.

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The master contract shall specify the general administrative and financial agreements between the nonpublic, nonsectarian school or agency and the SBCSELPA or contracting local education agency, as appropriate, to provide special education and related services, as well as transportation as specified in the pupil's individualized education program.

The master contract shall include procedures for record keeping and documentation to assure that appropriate high school graduation credit is received by the pupil.

The master contract may allow for partial or full-time attendance at the nonpublic school.

The master contract shall include an individual service agreement for each pupil receiving nonpublic school or agency services negotiated for the length of time for which nonpublic school or agency services are specified in the pupil's individualized education program.

Changes in educational instruction, services, or placement provided under the contract may be made only on the basis of revisions to the pupil's individualized education program.

The nonpublic school or agency shall provide all services specified in the individualized education program unless the nonpublic school or agency and the SBCSELPA or contracting local education agency agree otherwise in the contract or individual service agreement.

The master contract or individual service agreement shall not include special education transportation provided through the use of services or equipment owned, leased, or contracted by a district, SBCSELPA, or county office, unless provided directly or subcontracted by the nonpublic school or agency.

The master contract shall specify the schedule for apprising the SBCSELPA or contracting local education agency of the progress of pupils being served pursuant to such contract.

The master contract shall contain provisions for billing and payment for services consistent with the requirements of Education Code Sections 56366 (c)(1) and 56366.5.

The master contract shall contain assurances that special education and related services will be delivered utilizing appropriate, credentialed/

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qualified teachers and/or staff as specified by the individualized education program and/or the individual service agreement in accordance with the requirements of Education Code Section 56061 and 56366.

Nonpublic schools with which the SBCSELPA and its member local education agencies enter into contracts for the provision of special education shall have available a written course of study designed to provide adequate credits for high school graduation for secondary age students.

By entering into master and individual service contracts with the SBCSELPA and its member local education agencies, nonpublic schools and agencies assure that students shall receive designated instruction and services related services as specified in their individualized education programs. Failure to provide such services shall be grounds for termination of the master and individual service contracts and may also be grounds for suspension or revocation of the certification of the nonpublic school or agency.

Each nonpublic school or agency shall be required to submit monthly attendance records verifying that all instructional services have been provided as specified in the individualized education programs of those students being served by the school or agency.

(EDUCATION CODE SECTIONS 51223.5, 51228, 56061, 56205(c), 56366, 56366.5 56200(j))

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

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

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

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DOR is based on the residence of the conservator. (EC Section 56041)

Reference Number:

Document Title:

Document Location:

Description:

Role of the RLA/AU: Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the review of the Annual Budget and Service Plans, and the LEAs' Annual Performance Indicators. This includes and any additional pertinent data such as the annual evaluation of services offered by the SELPA. They will also facilitate reviews by the Superintendents, Directors, CAC, and other interested parent, community or educational groups. The SELPA Administrator will also review of the Funding Allocation Plan prior to the distribution of yearly funds to LEAs. Annual evaluation of services offered by the SELPA Office, completed in the spring of each year by the LEA Special Education Directors.

Role of the individual LEAs: Individual LEAs through their representative to the JPA Board, review the Annual Budget and Service Plans, and the evaluation of services offered by the SELPA. Each LEAs' Special Education Director provide input through the annual evaluation of SELPA services on the effectiveness of the local plan.

Each individual LEA reviews and monitors Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE. The Special Education Directors provide leadership for cooperative action among LEAs pertaining to the implementation, administration, and operation of the local plan.

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Santa Maria Joint Union High School District	Steve Molina, LCFF Task Force	smolina@smjuhsd.org , 805-878-8136	June 16, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

The Santa Maria Joint Union High School District made the difficult decision on March 13, 2020, to close schools and convert to remote learning for the remainder of the year. Staff and students were impacted with the transition to distance learning by not only moving to teach and learning online, but all services including counseling, school administration, parent engagement, as well as our special education services for continued IEP support and related services. The continued support from our Food Service Department provided meals of an average of over 6,000 meals a day for both breakfast and lunch. Since the closure, our Maintenance and Operations Department has provided a high standard of maintenance to ensure a safe and healthy environment at each of the schools. This includes sanitation stations placed throughout campuses and the deep cleaning of each classroom.

District and site administration understand the importance of continuing educational services for students, and their well-being and safety was at the forefront of these unprecedented times. Communication to all stakeholders was critical to ensure that learning was to continue in an equitable manner that provided access to all students. Because the District has a one-to-one laptop device for every student and uses the learning management system Canvas, the transition to online learning provided students with familiar technology used during the school day. Certificated and classified staff reached out to students assessing their needs with personal check-ins to both students and families. Communication to all parents continues to be a priority, especially to our Spanish and Mixteco speaking parents to keep engagement in line with services. Because Mixteco has no written language, videos developed by our interpretation/translation services provide communication with parents. Relevant parent information and online educational resources are provided in both English and Spanish in virtual sessions as well as a resource page on the District website. Link to all school closure resources: <http://www.smjuhsd.k12.ca.us/>.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth, and low-income students.

The Santa Maria Joint Union High School District continues to provide services to English learners, foster youth and low-income students and is a priority to assure the learning structures and systems are in place to provide meaningful academic growth. District and site employees have worked with families to provide technical support through one-to-one laptops for every student and internet access through hotspots for those families in need. The District has provided technical assistance to students and teachers through Technology TOSAs who assure the guidance and access to online academic materials, resources, and video instruction to navigate technical guidelines. The District purchased the video conferencing product ZOOM for face to face communication with parents, students, teachers, support staff, and administration. District staff has assisted school sites and District programs in delivering instructional materials along with necessary supplies via home delivery or through the mail.

The District Director of Multilingual and Migrant Education Program for English learners has provided continued support for student learning to progress. Teachers were provided with resources and discussion boards for sharing English learner strategies and concerns in continuing the delivery of the District adopted curriculum. Bilingual instructional assistants continue to provide students with support via ZOOM tutoring sessions, emails, and calls home. Professional development activities for bilingual instructional assistants and teachers on best practices to provide academic support for students remotely. English learner PLC groups with the continued work of revising pathway courses, curriculum maps, and syllabi for the upcoming year.

The District's programs for foster youth, homeless, and low-income students continue to provide support and resources for families and students to stay engaged in their learning. This remains a priority. The District's partnership with non-profit organizations has provided services to foster youth, homeless, and low-income families to assist with mental health counseling, basic necessities, shelter to families, and the attainment of essential items. Because of the need for shelter, the District in coordination with other non-profits offered and used the Santa Maria High School gymnasium as the only homeless shelter provided by a school district for the county.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

The Santa Maria Joint Union High School District has utilized a learning management system (LMS) for several years. The District's LMS is Canvas and has been in place for the last three years, and to date, the usage by teachers and students is over 93% Districtwide. Having an established LMS in place allowed for other educational software integration to apply to student learning. The District, in collaboration with site administrators and teachers, established distance learning instructional practices and communicated to parents what to expect from our online delivery. A collaborated effort outlined the number of hours per day, scheduled expectations, highlighted the blend of live or pre-recorded lessons, independent assignments, and opportunities for live interactions. Activities provided to students have varied, which included the opportunity for student creativity as well as multiple days to complete required tasks. Teachers have communicated to students when their available office hours are for students to reach out for additional assistance. The Special Education Department has continued with support services assuring that IEP goals continue to progress. IEP and 504 meetings have continued across the District with interpretation services provided for meetings as always. These services extended to academic counseling as well, where ZOOM meetings covered course scheduling, graduation, A-G

status, financial aid, and other services. The District opened up online courses through Plato with flexible single sign-on integration and implementation options for all students that are at grade level, intervention support, or advanced. The access to learning through an LMS provided students with online resources that focused on skill-building in core content areas along with interactive activities posted on Canvas. Adaptive PE teachers and PE teachers offered a variety of activities through Canvas and via ZOOM demonstrations. Also, daily professional development was provided by Tech TOSAs as a continued support system of improvement for the delivery of instruction.

The District in collaboration with site administrators and teachers, established a grading policy. The District Grading Policy is in line with recommendations from the CDE and the guiding philosophy was to hold students harmless and be equitable for all. The link provided takes you to the District Grading Policy which is in English and Spanish along with other resources:

<http://www.smjuhsd.k12.ca.us/?L=1&DivisionID=24306&TabNo=2>.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

The Santa Maria Joint Union High School District provides a grab and go breakfast and lunch for any student in need within and outside of the District. In collaboration with feeder school districts, it was agreed that students closest to any school in the community would be the most convenient for families to travel. Services for meals served are available from 11:00 AM to 1:00 PM at any of the three comprehensive school sites. Meals were distributed on Monday, Wednesday, and Friday. Meals for Tuesday and Thursday are provided on Monday and Wednesday distribution. Meal distribution will continue through July 8, 2020.

To date, Santa Maria Joint Union High School District has served over 150,000 meals to students throughout the District. The District Food Services Department aligned to all regulations provided by the CDE and CDC. All meals are pre-bagged by Food Service staff with meals placed on tables for pick-up. Staff uses personal protective equipment (PPE) such as face mask, gloves, hand sanitizer, plexiglass COVID guards at all times during meal distribution when dealing with the public. Staff maintains 6-foot minimum physical distancing both in the workplace and when dealing with the public. The District will continue to monitor Executive Order N-56-20 for updates regarding PPE and social distancing to ensure the safety of its staff and the families of the Santa Maria Valley.

Provide a description of the steps that have been taken by the LEA to arrange for the supervision of students during ordinary school hours.

The Santa Maria Joint Union High School District has followed and is aligned to the Governor's Executive Orders, and County recommendations and ordinances. Teachers and staff have been tracking students to ensure they are logging in for instructional engagement. The students that have not been reached are being offered outreach services to determine what needs they may have.

REGULAR MEETING
June 16, 2020

APPENDIX G

**Approval of Classified Bargaining Unit
Tentative Agreement regarding the impacts
of the State of California's economy on the
District budget**

Tentative AGREEMENT
between the
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
and the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS CENTRAL COAST CHAPTER #455

June 12, 2020

In response to the COVID-19 Pandemic, the Santa Maria Joint Union High School District (hereinafter "District") and the California School Employees Association and its Central Coast Chapter #455 (hereinafter "Association") have met regarding the impacts of the State of California's economy on the District budget

The following reflects the full and complete agreement of the Association and the District regarding the results of those impacts negotiations:


The parties agree to the following reductions in force for lack of work and lack of funds:

1. One (1) Accounting Assistant I position shall be eliminated and the incumbent in this position will be laid off in accordance to Article 20 of the Collective Bargaining Agreement.
2. One (1) Instructional Assistant position will be eliminated effective August 16, 2020. The incumbent in this position will be assigned by the District to a vacant position per Article 20.8.
3. One (1) Operations Specialist – Alternative Education position will be eliminated effective August 16, 2020. The incumbent in this position will not be impacted as the position will be vacant as of the date of reduction.
4. The District shall not transfer out bargaining unit work to non-bargaining unit individuals or agencies.
5. If a bargaining unit member must perform any duties outside of their classification as a result of the layoff, they shall be eligible for compensation for working out of classification in the same manner according to Section 45110 of the California Education Code.
6. Workload issues due to the layoff impacts on other Bargaining Unit Members shall be addressed in accordance with Article 2.10 of the Collective Bargaining Agreement. The positions that will take on the extra work from the reduced Bargaining Unit Members shall have their job descriptions revised to include the new duties/responsibilities and the pay range adjusted upward accordingly. This revision of the job descriptions shall occur within the first 90 days of the start of the instructional year 2020-21.
7. This concludes negotiations over the lay-off of the aforementioned positions.

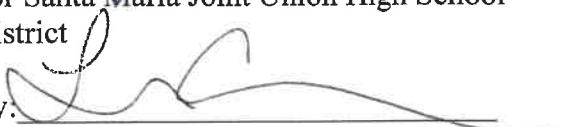
8. The District agrees that no other positions will be laid off for the 2020-21 school year unless further budget reduction are imposed by the State. If this should occur, the District will collaborate with CSEA on how best to proceed.

Tentatively agreed to this 12th day of June 2020. This Tentative Agreement shall become final and binding upon the parties with ratification by the membership of the Association (pursuant to Association Policy 610 and if required by that Policy) and adoption by the Santa Maria Joint Union High School District Board of Education.

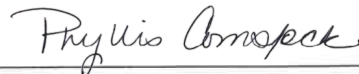
Dated: 6.12.2020

By: 
Joni McDonald
For Santa Maria Joint Union High School
District

Dated: 6/12/2020

By: 
Tami Contreras
For CSEA Central Coast Chapter #455

Dated: 6/12/2020

By: 
Phyllis Comstock
For California School Employees Association