



# ALLEGIANCE STEAM ACADEMY

## SPECIAL MEETING OF THE BOARD OF DIRECTORS

**October 29, 2020**

**5:00 pm**

**Meeting Location:**

Online <https://zoom.us/j/98746942303>

Passcode: 337070

Telephone: (669)900-6833, Meeting ID: 98746942303

### **AGENDA**

#### **INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS**

**Allegiance STEAM Academy- Thrive charter school (“Allegiance STEAM Academy”), also known as ASA Thrive, is a direct-funded, independent, public charter school operated by the Allegiance STEAM Academy nonprofit public benefit corporation and governed by Allegiance STEAM Academy, Incorporated corporate Board of Directors (“Board”). The purpose of a public meeting of the Board, is to conduct the affairs of Allegiance STEAM Academy in public. We are pleased that you are in attendance and hope you will visit these meetings often. Your participation assures us of continuing community interest in our school.**

1. Agendas are available to all audience members at the meeting. Note that the order of business on this agenda may be changed without prior notice. For more information on this agenda, please contact Allegiance at: [info@asathrive.org](mailto:info@asathrive.org)
2. “Request to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Public Comments.”
3. “Public Comments” are set aside for members of the audience to comment. However, due to public meeting laws, the Board can only listen to your issue, not take action. The public is invited to address the Board regarding items listed on the agenda. Comments on an agenda item will be accepted during consideration of that item, or prior to consideration of the item in the case of a closed session item. Please turn in comment cards to the Board Secretary prior to the item you wish to speak on. These presentations are limited to three (3) minutes. *Due to COVID-19 closure, please indicate in the chat box that you wish to speak.*
4. In compliance with the Americans with Disabilities Act (ADA) and upon request, Allegiance STEAM Academy may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact Allegiance STEAM Academy.

## **I. Preliminary**

### **A. Call to Order**

The meeting was called to order by the Board Chair at \_\_\_\_\_.

### **B. Roll Call**

	<b>Present</b>	<b>Absent</b>
Samantha Odo, Chairperson	_____	_____
Jason Liso, Treasurer	_____	_____
Marcilyn Jones, Secretary	_____	_____
Troy Stevens, Member	_____	_____
Claudia Reynolds, Member	_____	_____

### **C. Public Comments- Items not on the Agenda**

No individual presentations shall be for more than three (3) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

### **D. Approval of Agenda for the Special Board Meeting for October 29, 2020**

It is recommended that the Board of Directors approve the Agenda for Special Board Meeting for October 29, 2020.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

## **II. Open Session:**

### **A. PLEDGE OF ALLEGIANCE**

### **B. ITEMS SCHEDULED FOR INFORMATION:**

1. None

### **C. ITEMS SCHEDULED FOR CONSENT:**

1. Minutes of the Regular Meeting of the Board of Directors for October 5, 2020

### **D. ITEMS SCHEDULED FOR DISCUSSION/ACTION:**

1. Desert Mountain Charter SELPA Local Plan 2020-2021

*(see attached)*

#### **It is recommended the Board of Directors:**

Adopt and approve the Desert Mountain Charter SELPA Local Plan 2020-2021

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**E. STUDY SESSION**

1. 2020/2021 Reopening of School

**F. COMMUNICATIONS**

1. **Comments from Board of Directors**

**F. ADJOURNMENT**

1. **It is recommended the Board of Directors:**

Adjourn the Special Meeting of the Board of Directors for October 29, 2020

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_



# ALLEGIANCE STEAM ACADEMY

## Regular Meeting of the Board of Directors

### October 5, 2020

### Minutes

#### I. PRELIMINARY

##### A. Call to Order

*The meeting was called to order by Board Chair at 7:31pm*

##### B. Roll Call

	Present	Absent
Samantha Odo, Board Chair	<u>    x    </u>	<u>          </u>
Jason Liso, Treasurer	<u>    x    </u>	<u>          </u>
Marcilyn Jones, Secretary	<u>    x    </u>	<u>          </u>
Troy Stevens, Member	<u>    x    </u>	<u>          </u>
Claudia Reynolds, Member	<u>    x    </u>	<u>          </u>

##### C. Public Comments, Items not on the agenda

*No public comments*

##### D. Approval of agenda for Regular Board Meeting on October 5, 2020

*Motion ( Troy Stevens ), second ( Jason ), motion carried by a vote 5-0 to approve the agenda for the Regular Board Meeting on October 5, 2020.*

#### II. OPEN SESSION

## **A. PLEDGE OF ALLEGIANCE**

## **B. ITEMS SCHEDULED FOR INFORMATION**

### **1. Update from The PACK (Parents And Community for Kids)**

- *Laura Vestey thanked all families that participated in the Donation Drive. She shared that over \$6,000 was raised. Some donations are still coming in.*
- *The virtual Book Fair saw sales just over \$400. Profits from the book fair will be used to purchase classroom books.*
- *Chipotle fundraiser in October and See's Candies Fundraiser will begin soon.*

### **2. Staff Report**

- *Stacey Lazo shared that triads were successful and it's nice to be appreciated by the families. She shared that teachers have been working hard and she is proud to be apart of the staff.*
- *Deanna shared that teachers participated in Professional Development today and tomorrow. She described how nice it was to be in conversations today and that the presenters shared valuable information.*

### **3. CEO's Report**

- *Sebastian thanked parents for their grace in distance learning recognized the great work of the staff and also that the staff is sacrificing more than in any other circumstances.*
- *Commended Tammy and Callie for putting together a relevant and timely professional development that frames the work of our teachers.*
- *ASA has opened enrollment for the 20/21 school year. Our charter shows we will go from 810-900 kids next year. We are showing need for the facility and substantiate the growth. He is encouraged by the number of interested families.*
- *Governor did sign AB 820 adjusting funding to the current number of students.*
- *Tomorrow night is the Parent Support Town Hall at 5:30 to talk about the support that families might need, put together by Leslie and Stacey.*
- *Sam Odo asked if having a healthier budget could lead to salary increase since most staff had their pay frozen. Sebastian says he is confident that is possible and they need to look at the implications of that and thinks he can get that on the next board meeting agenda. Sam requests that it be put on the next agenda. Deferrals are a factor in this conversation.*

#### **4. Reopening Update**

- *Reopening Update: Schools can reopen in the red tier after the county has been there for 14 days. Two weeks, at least, after that day, we could reopen in a hybrid model.*
- *Mr. Stevens and Mr. Liso would like us to consider setting a date for reopening and applying for a waiver if the county is not yet in the red. They feel that parents and staff need to have a clearer plan and a timeline to bring peace of mind to parents and staff.*
- *Marcy shared that she would like the details of the impact that reopening with the waiver would have on parents and staff.*
- *Board members would like to have a study session or closed meeting to discuss the reopening plans and also asked for updated staff and parent surveys.*
- *Troy shared that Ontario Christian K-6 has been open full time for over a month. He has reached out to their superintendent for additional information and will share later.*

#### **C. ITEMS SCHEDULED FOR CONSENT**

1. *Minutes for the Regular Board Meeting of the Board of Directors on September 14, 2020*
2. *Minutes for the Special Board Meeting on September 21, 2020*
3. *Check Register for August, 2020*

*Motion to approve ( Marcilyn Jones ), Second ( Claudia Reynolds ), Motion passes with a vote of 5-0.*

#### **D. ITEMS SCHEDULED FOR DISCUSSION / ACTION**

##### **1. Financial Update for August 2020**

- *Marison Felix from Charter Impact gave a financial update for August 2020.*
- *No questions or comments from the board.*

*Motion to approve Financial Update for August 2020. Motion ( Jason Liso ), Second ( Troy Stevens ), Motion passes by a vote of 5-0 to approve the Financial Update for June 2020.*

## **2. Revised FY 21 Budget**

- *Marisol Felix from Charter Impact presented the Revised FY21 Budget.*
- *No questions or comments from the board.*

*Motion to approve the Revised FY21 Budget. Motion ( Claudia Reynolds ), Second ( Samantha Odo ), Motion carries by a vote of 5-0.*

## **3. Disruption Policy**

- *Dr. Coggnetta presented the Disruption Policy.*
- *No comments or questions from the board.*

*Motion ( Samantha Odo ), Second ( Troy Stevens ), Motion passes by a vote of 5-0.*

## **4. ASA Wellness Policy**

- *Margarita Cosio (school meal manager) presented.*
- *No questions or comments from the board.*

*Motion ( Troy Stevens ), Second ( Marcilyn Jones ). Motion passes by a vote of 5-0.*

## **5. ASA Paid Meal Collection Policy**

- *Presented by Margarita Cosio. School cafe (payment system) was replaced by k-12paymentcenter.com. Lunchapplication.com is now used for families to apply for free and reduced lunch.*
- *Sam asked when money from school cafe (old system) would be transferred to the new system. Margarita said Powerschools is still trying to link to the new program and funds will automatically be transferred over.*

*Motion ( Claudia Reynolds ), Second ( Jason Liso ), Motion passes 5-0.*

## **E. COMMUNICATIONS**

- *Claudia Reynolds: Wanted to thank everyone involved in the triads. Nice to see how the teachers were involved with the students. Wanted to thank the students for participating. Says distance learning continues to be flawless and wants teachers to know the hard work does not go unnoticed.*

- *Troy Stevens: Acknowledged Claudia and Marci, who are also teachers, for all that they do in addition to serving on the board. Thanked teachers for all they do. He hopes we can come up with a plan that will help all stakeholders. Asked that parents please reach out. Thanked Ms. Buenaflor and Ms. Dizon for Gavin's drive by birthday celebration. Hats off to Sebastian and all staff for the school that we have created. He would open five more just like us if he could.*
- *Marcy Jones: Thank the teachers and wanted to echo Claudia. She commented on triads and how well the teachers know the students and thinks the teaching staff is doing a fantastic job. The teachers are showing up everyday with a smile and making it fun for students. She is learning that some things are out of our control and we need to be patient in how we move forward.*
- *Jason Liso: Very appreciative of the triads and hearing his children's excitement. Appreciative of the staff and all that they are putting into distant learning. Appreciative of Sebastian and leadership team for all they do.*
- *Sam Odo: She is reminded everyday of the degree of education that ASA provides. She wants to thank the leadership team and "Happy World Teacher Day" to all the amazing teachers, especially the ASA teachers. They are the cream of the crop and can't think of any other school she would want her kids to be at.*

## **F. ADJOURNMENT**

*Motion to adjourn the October 5, 2020 Regular Meeting of the Board of Directors at 9:19pm. Motion ( Jason Liso ), Second ( Marcily Jones ), Motion carries by a vote of 5-0.*

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Samantha Odo, Board Chair

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Marcilyn Jones, Board Secretary



**JENAE HOLTZ, CHIEF EXECUTIVE OFFICER, CAHELP JPA  
DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA  
LOCAL EDUCATION AGENCY (LEA)  
ASSURANCE STATEMENT**

**1. FREE APPROPRIATE PUBLIC EDUCATION, 20 U.S.C. § 1412(a)(1)**

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA including those that are out of geographic boundaries between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school. The Charter SELPA will have a policy in place that assures compliance for the out of geographic region charter schools.

**2. FULL EDUCATIONAL OPPORTUNITY, 20 U.S.C. § 1412(a)(2)**

It shall be the policy of this LEA that all students with disabilities have access to educational programs, nonacademic programs, and services available to students without disabilities.

**3. CHILD FIND, 20 U.S.C. § 1412(a)(3)**

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 attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located, and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services. The Charter SELPA will assure that there is a process in place for the out of geographic region charter schools to be in compliance with this requirement.

**4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP), 20 U.S.C. § 1412(a)(4)**

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed, and revised for each child with a disability who requires special education and related services in order to benefit from his/her IEP. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions. The Charter SELPA will have in place a means of reporting this information for the individual charter schools in the same manner as the other member LEAs.

**5. LEAST RESTRICTIVE ENVIRONMENT, 20 U.S.C. § 1412(a)(5)**

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 class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

**6. 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. The Charter SELPA will monitor the compliance for the out of geographic region charter schools.

**7. EVALUATION, 20 U.S.C. § 1412(a)(7)**

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

**8. CONFIDENTIALITY, 20 U.S.C. § 1412(a)(8)**

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 (FERPA). The Charter SELPA will monitor the compliance for out of geographic region charter schools.

**9. 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 Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely, and effective for the child and family. The Charter SELPA will assure that there is a process in place to comply with this requirement for all out of geographic region charter schools.

**10. PRIVATE SCHOOLS, 20 U.S.C. § 1412(a)(10)**

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 schools by their parents. The Charter SELPA will assure that all out of geographic region charter schools will have a policy in place that complies with this requirement.

**11. LOCAL COMPLIANCE ASSURANCES, 20 U.S.C. § 1412(a)(11)**

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 with meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act (IDEA), the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, part 30.

**12. INTERAGENCY, 20 U.S.C. § 1412(a)(12)**

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 FAPE are provided, including the continuation of services during an interagency dispute resolution process.

**13. GOVERNANCE, 20 U.S.C. § 1412(a)(13)**

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

**14. PERSONNEL QUALIFICATIONS, 20 U.S.C. § 1412(a)(14)**

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including 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.

**15. PERFORMANCE GOALS, 20 U.S.C. § 1412(a)(15)**

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.

**16. PARTICIPATION IN ASSESSMENTS, 20 U.S.C. § 1412(a)(16)**

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

**17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS, 20 U.S.C. § 1412(a)(17)**

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; will be used to supplement and not to supplant state, local, and other federal funds.

**18. MAINTENANCE OF EFFORT, 20 U.S.C. § 1412(a)(18)**

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 law and regulations.

**19. PUBLIC PARTICIPATION, 20 U.S.C. § 1412(a)(19)**

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior

to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

**20. RULE OF CONSTRUCTION, 20 U.S.C. § 1412(a)(20)**

(Federal requirement for State Education Agency only)

**21. STATE ADVISORY PANEL, 20 U.S.C. § 1412(a)(21)**

(Federal requirement for State Education Agency only)

**22. SUSPENSION/EXPULSION, 20 U.S.C. § 1412(a)(22)**

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.

**23. ACCESS TO INSTRUCTIONAL MATERIALS, 20 U.S.C. § 1412(a)(23)**

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 Standards.

**24. OVERIDENTIFICATION AND DISPROPORTIONALITY, 20 U.S.C § 1412(a)(24)**

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

**25. PROHIBITION ON MANDATORY MEDICINE, 20 U.S.C. § 1412(a)(25)**

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 Substance Act as a condition of attending school or receiving a special education assessment and/or services.

**26. DISTRIBUTION OF FUNDS, 20 U.S.C. § 1411(e), (f)(1-3)**

(Federal requirement for State Education Agency only)

**27. DATA, 20 U.S.C. § 1418(a-d)**

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

**28. READING LITERACY, STATE BOARD REQUIREMENT, 2/99**

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

**29. CHARTER SCHOOLS, CALIFORNIA EDUCATION CODE § 56207.5(a-c)**

It shall be the policy of this LEA that a request by a charter school to participate as a LEA in a special education local plan area may not be treated differently from a similar request made by a school district.

In accordance with federal and state laws and regulations, the Allegiance STEAM Academy-Thrive certifies that this plan has been 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 herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq., and implementing regulations under 34 C.F.R., Parts 300 and 303, 29 U.S.C. § 794, 705(20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.

Be it further resolved, the LEA Superintendent shall administer local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA Superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA at the SELPA office.

Adopted this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Yeas: \_\_\_\_ Nays: \_\_\_\_

**Signed:**

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Sebastian Cogna  
Chief Executive Officer



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



California Department of Education

Special Education Division

January 2020

SELPA

Fiscal Year

## 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 Desert/Mountain Charter Special Education Local Plan Area (Charter SELPA) is composed of participating local education agency (LEA) charter schools and is the governance structure responsible for the implementation of the provisions of the Local Plan. The areas covered by the Desert/Mountain Charter SELPA are any area where an eligible charter LEA resides throughout the State of California requesting membership and obtaining approval into the Desert/Mountain Charter SELPA by the CAHELP JPA Governance Council.

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:

The Desert/Mountain Charter SELPA regional governance and administrative structure of the local plan falls under the governance and administrative structure of the California Association of Health and Education Linked Professions (CAHELP) Joint Powers Authority (JPA). CAHELP JPA operates the departments of Desert/Mountain SELPA, Desert/Mountain Charter SELPA and Desert/Mountain Children's Center (DMCC, a mental health component). CAHELP JPA is a consortium of local school districts within our geographical region and charter LEAs throughout the State of California. Participating LEAs of the Desert/Mountain Charter SELPA have joined in a cooperative effort to provide for the coordinated delivery of programs and services, and to assure equal access to such programs and services to eligible individuals with disabilities requiring special education within the Desert/Mountain Charter SELPA. The CAHELP JPA Governance Council is the governing board of the Desert/Mountain Charter SELPA and shall adopt policies for the Desert/Mountain Charter SELPA and participating LEAs. The policies and procedures adopted by the CAHELP JPA Governance Council under the authority of the adopting LEA boards have the same status and authority as other LEA board policies. In adopting the Local Plan, each LEA agrees to carry out the duties and responsibilities assigned to each agency, or which may be designated at a later date through agreement/policy of the participating LEAs to assist one another with meeting the requirements of applicable federal and state law. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

SELPA Desert/Mountain Charter SELPA

Fiscal Year 2020-21

The CAHELP JPA Governance Council shall ensure that all Charter LEAs within the Desert/Mountain Charter SELPA shall have full access and opportunity to participate in the coordinated system of services for identified students with disabilities. To ensure that all identified students have access, a Charter LEA with assistance from the Desert/Mountain Charter SELPA office, may enter into a Memorandum of Understanding (MOU) and/or a contractual arrangement with the local SELPA or surrounding SELPAs or other LEAs within close proximity to the Charter LEA, including nonpublic agencies and nonpublic schools, to ensure that students are identified, assessed, receive individualized education program planning, review, and reevaluation. The function of the Desert/Mountain Charter SELPA and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the Desert/Mountain Charter SELPA. The Responsible Local Agency (RLA) Superintendent, and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the Desert/Mountain Charter SELPA. All such programs are to operate in a manner consistent with the funding provisions of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and Desert/Mountain Charter SELPA policies and procedures.

The San Bernardino County Office of Education (SBCOE) is also known as the Office of the San Bernardino County Superintendent of Schools (SBCSS) and will be referred to in this document as SBCOE. SBCOE is presently designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain Charter SELPA, and the CAHELP JPA Governance Council may change the RLA and AU at its discretion and in accordance with California law.

All structural changes within the organization of the Desert/Mountain Charter SELPA, including changes in governance, are decided through deliberations of the CAHELP JPA Governance Council. All conflicts are ultimately resolved through deliberations of the CAHELP JPA Governance Council. However, most concerns are managed within various committee interactions. The Desert/Mountain Charter SELPA Executive Council and Steering/Finance Committee examines program issues, staffing needs, fiscal issues and advises the CAHELP JPA Governance Council regarding adoption of the Annual Service Plan and the Annual Budget Plan. If necessary, recommendations regarding policies, procedures, and the implementation of the Local Plan can be given to the CAHELP CEO for ultimate consideration by the CAHELP JPA Governance Council.

The Desert/Mountain Charter SELPA is governed by the CAHELP JPA Governance Council. The CAHELP JPA Governance Council shall be advised by the CAHELP CEO who shall, in turn be advised by the Desert/Mountain Charter SELPA Executive Council, Steering/Finance Committee and the Community Advisory Committee (CAC). The CAHELP CEO is responsible to ensure that all aspects of the approved Desert/Mountain Charter SELPA Local Plan are implemented according to the approved California Department of Education (CDE) Local Plan and by the CAHELP JPA Governance Council.

**CAHELP JPA Governance Council**

The CAHELP Governance Council shall consist of the Superintendent/CEO representing each of the LEA members of the Desert/Mountain SELPA, and two (2) CEO representatives from the Desert/Mountain Charter SELPA. A CEO representing multiple LEAs shall count as a single member of the Governance Council. Each member of the Governance Council may designate, in writing, an alternate representative, including but not limited to, another member of the Governance Council ("proxy") if the Superintendent/CEO is unable to attend a meeting; the designated alternate representative or designee shall have the full authority of the designating Superintendent/CEO for the purpose of decision-making. Such a designation must be received by the CEO prior to the commencement of a scheduled meeting of the Governance Council, and shall be good only for that meeting. One-third (1/3) of the members, represented in person or by proxy, shall constitute a quorum at a meeting of members.

The Governance Council is empowered to establish or to participate in the establishment of a system for determining the responsibility of member LEAs for the education of each individual with disabilities. The Governance Council is also empowered to designate an administrative entity to perform such regionalized functions as the receipt and distribution of all Desert/Mountain Charter SELPA funds. This may also include the provisions of administrative support, and coordination of the implementation of the Local Plan for the education of children with disabilities, and to undertake such ancillary and related programs as determined by the Governance Council. The Governance Council shall determine all policy matters for the CAHELP JPA.

Policies governing the Desert/Mountain Charter SELPA shall be adopted by the CAHELP JPA Governance Council and are included as part of the Local Plan. Input may be received from parents, staff, public and nonpublic agencies, and members of the public at large. Individuals wishing an opportunity to address the Desert/Mountain Charter SELPA Executive Council, Steering/Finance Committee and/or the CAHELP JPA Governance Council on a particular agenda item, or have the Executive Council, Steering/Finance Committee and/or the CAHELP Governance Council consider a topic, are invited to complete a Request to Address the Executive Council, Steering/Finance committee and/or the CAHELP JPA Governance Council form.

The CAHELP JPA Governance Council shall review the Desert/Mountain Charter SELPA Local Plan and recommend modifications on an annual basis or as necessary. The CAHELP CEO and Desert/Mountain Charter SELPA Executive Council, and Steering/Finance Committee shall assist the CAHELP JPA Governance Council with these reviews.

The CAHELP JPA Governance Council may initiate and carry on an activity, or may otherwise act in any manner which is not inconsistent with or preempted by law, and which is not in conflict with the purposes for which the Desert/Mountain Charter SELPA is established.

The CAHELP JPA Governance Council shall have responsibility for overall management and direction of the Local Plan development, implementation, and operation. Governance Council

members shall be involved in the budget review and approval process for the Local Plan. SBCOE serves as the current RLA, and any successors or later RLA, shall have responsibility for employing the number and type of Desert/Mountain Charter SELPA staff to meet the program and service requirements necessary for the implementation of the Local Plan as determined by the CAHELP JPA Governance Council.

**Responsibilities of the CAHELP JPA Governance Council**

The CAHELP JPA Governance Council, with direction from the LEA governing boards, shall be responsible for the following areas of Local Plan administration and shall act to:

- A. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
- B. Review and approve all Desert/Mountain Charter SELPA policies, procedures, standards, and guidelines;
- C. Review, approve, and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
- D. Review, approve, and monitor all budgets assigned to the Desert/Mountain Charter SELPA office;
- E. Provide leadership to the Desert/Mountain Charter SELPA regarding the development, revision, implementation, and review of the Local Plan;
- F. Select and recommend to the Superintendent of the RLA, a qualified candidate to be employed as the CAHELP CEO;
- G. Evaluate the performance of the CAHELP CEO;
- H. Determine and provide direction related to the personnel, program, and service requirements necessary for the implementation of the Local Plan and allocation of special education funds;
- I. Meet as often as necessary during the year to implement the business of the Desert/Mountain Charter SELPA and to provide the necessary direction and guidance to the CAHELP CEO;
- J. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
- K. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the Governance Council for consideration;
- L. Approve interagency agreements;
- M. Designate participants for the Desert/Mountain Charter SELPA Steering/Finance Committee;
- N. Establish and promote a Community Advisory Committee (CAC);
- O. Receive recommendations from the CAC, Executive Council, Desert/Mountain Charter SELPA Steering/Finance Committee, LEA boards, and other concerned agencies and individuals;
- P. Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;
- Q. Annually evaluate the Local Plan implementation and operations; and
- R. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

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**Desert/Mountain Charter Executive Council**

The Desert/Mountain Charter SELPA Executive Council is comprised of a representative from each Charter LEA in the Desert/Mountain Charter SELPA at the CEO level. Organizations that operate more than one Charter LEA have a single representative for all Charter LEAs. Each CEO has one vote for the Charter LEA(s) he/she represents. The Desert/Mountain Charter SELPA Executive Council makes recommendations to the CAHELP JPA Governance Council on fiscal and policy matters. This group meets regularly to direct and supervise the implementation of the Local Plan.

**Desert/Mountain Charter SELPA Steering/Finance Committee**

Each participating LEA shall appoint an appropriate administrator of special education programs and an administrator of the LEAs business department to membership of the Desert/Mountain Charter SELPA Steering/Finance Committee. The Desert/Mountain Charter SELPA Steering/Finance Committee may be requested by the CAHELP JPA Governance Council to provide advice or assistance in other areas as needs are identified within the Desert/Mountain Charter SELPA.

The Desert/Mountain Charter SELPA Steering/Finance Committee meets on a regular basis. The CAHELP CEO or designee serves as the Chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting, and additional documentation as needed to provide informed decision-making.

The duties of the Desert/Mountain Charter SELPA Steering /Finance Committee include, but are not limited to, the following:

- A. Provide information and recommendations for the development, modification, and implementation of the Local Plan to the Executive Council and CAHELP JPA Governance Council;
- B. Develop and implement forms and procedures for the identification, referral, assessment, IEP development, and special education service delivery to individuals with disabilities as established by the Local Plan;
- C. Develop procedures and recommendations for programs and services for review, modification, and approval by the CAHELP JPA Governance Council;
- D. Develop, review, and/or modify an annual budget for the Desert/Mountain Charter SELPA operations, including Regional Services, Program Specialists, and other Desert/Mountain Charter SELPA administrative budgets prior to review, modification, and approval by the Executive Council and final approval by the CAHELP JPA Governance Council;
- E. Recommend and monitor staff development training programs, including parent education activities;
- F. Provide recommendations for membership to the CAC;
- G. Develop, review, and/or modify the Annual Service Plan prior to adoption by the Executive Council and final adoption by the CAHELP JPA Governance Council;
- H. Develop, review, and/or modify the Annual Budget Plan prior to adoption by the Executive Council and final adoption by the CAHELP JPA Governance Council;
- I. Provide information and recommendations for the development, modification, and



implementation of the Desert/Mountain Charter SELPA funding allocation plan to the Executive Council and CAHELP JPA Governance Council; and,  
 J. Review and make recommendations to the Desert/Mountain Charter SELPA Executive Council and CAHELP JPA Governance Council regarding decisions that impact the finances of LEAs.

The Desert/Mountain Charter SELPA shall develop procedures regarding behavioral assessment and intervention to guide all staff members and parents in responding to students with challenging behaviors. Behavioral assessment and intervention plans will be considered when a student's disciplinary actions constitute a "change of placement," when behaviors impede the learning of the student or others, and when behaviors occur that are dangerous to the student and other. (Education Code 3001, 5CCR 3052, CFR 300.346-300.520, 56341(c)(2). Policies of the Desert/Mountain Charter SELPA outline the behavioral interventions for students receiving special education services within the Desert/Mountain Charter SELPA.

The Desert/Mountain Charter SELPA maintains the Management Information System (MIS). The Desert/Mountain Charter SELPA is responsible for effective collection and maintenance of data relevant to program, placement of children, and other data required by state and federal mandates

It shall be the policy of each LEA and the Desert/Mountain Charter SELPA to provide data or information to the California Department of Education (CDE) that may be required by state and/or federal regulations.

The role of the LEAs is for responsible data entry, quality and integrity of information including in each LEAs MIS system. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the CDE.

The CAHELP CEO shall serve on behalf of the member LEAs and implement the Desert/Mountain Charter SELPA Local Plan including the following regional services and operations in the area of coordination of services to medical facilities.

The role of the individual LEAs is for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes is the educational responsibility of the LEA in which the hospital or facility is located.

In addition to carrying out the responsibilities identified in the Local Plan, the Desert/Mountain Charter SELPA Steering/Finance Committee may choose to form subcommittees to focus on special issues. Such subcommittees shall report to the Desert/Mountain Charter SELPA Steering/Finance Committee, Executive Council or CAHELP JPA Governance Council, as appropriate.

#### **Distribution of Federal and State Funds**

All federal and state special education funds shall be allocated to the Desert/Mountain Charter SELPA AU for distribution to LEAs according to an approved special education funding allocation plan. Any changes to the allocation of federal and state special education funds shall be made by the CAHELP JPA Governance Council as permitted under the CAHELP JPA

Agreement and Bylaws, and California and federal law.

### **Responsibilities for Distribution of Federal and State Funds**

A. The governing boards of the LEAs participating in the Desert/Mountain Charter SELPA have agreed that students with disabilities will be provided with appropriate special education services. The CAHELP JPA Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities. The AU shall be responsible for the distribution of funds according to an approved special education funding allocation plan. The CAHELP CEO is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The Desert/Mountain Charter SELPA Executive Council and Steering/Finance Committee shall participate in the development of the Annual Budget Plan for review and approval by the CAHELP JPA Governance Council. The Annual Budget Plan shall be distributed to the LEAs and the CAC upon approval by the CAHELP JPA Governance Council.

State and federal funds are deposited from the San Bernardino County Treasury into the County School Service Fund (AU), unless otherwise directed by the CAHELP JPA Governance Council. The Desert/Mountain Charter SELPA provides an annual allocation plan to SBCOE for distribution of state and federal funds to the LEAs according to the approved schedule of disbursement.

### **B. Monitoring the Use of State and Federal Funds**

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a student with a disability in accordance with the IEP for the child, even if one or more non disabled children benefit from these services.
2. The CAHELP CEO, with the assistance of the Desert/Mountain Charter SELPA Executive Council, Steering/Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP JPA Governance Council through the Annual Budget Plan process.

The Desert/Mountain Charter SELPA monitors the distribution and appropriate use of funds and shares this information with the Desert/Mountain Charter SELPA Executive Council and Steering/Finance Committee. When necessary, meetings are held with individual LEAs for the purpose of monitoring funds.

The Desert/Mountain Charter SELPA is responsible for the preparation of program and fiscal reports requested by the State.



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The CAHELP CEO shall be permitted to monitor the LEAs special education program implementation to ensure compliance in all areas including finance, service delivery, and legal requirements. If the CAHELP CEO or designee determines that an LEA is not compliant and/or not operating in a fiscally responsible manner, the CAHELP CEO may require that the responsibility for resulting costs be borne by the LEA or take such other action as may be required to remedy the matter. The LEA will have the right to appeal any such determination to the CAHELP JPA Governance Council. The decision of the CAHELP JPA Governance Council shall be final.

**Procedures for Changes in Governance Structure**

Any changes in the governance structure of the Desert/Mountain Charter SELPA are subject to specific provisions of California Education Code 56140, 56195, et. seq., 56195.1 et seq., and 56202 et seq.

1. Any LEA may elect to pursue an alternative option from those specified in California Education Code 56195.1 by notifying CDE, Desert/Mountain Charter SELPA, and the County Superintendent at least one year prior to the date the alternative plan would become effective (California Education Code 56195.3(b)).
2. Any alternative plan of an LEA is subject to the approval of the County Superintendent , which would have LEAs as participating agencies in the alternative plan (California Education Code 56195.1).
3. Approval of a proposed alternative plan by the appropriate County Superintendent(s) must be based on the capacity of the LEA(s) to ensure that special education programs and services are provided to all children with disabilities (California Education Code 56140 (b)).
4. If the County Superintendent does not approve an alternative plan, the County Office shall return the plan with comments and recommendations to the LEAs. The LEAs participating in the alternative plan may appeal the decisions to the Superintendent of Public Instruction (California Education Code 56140(b)(2)).
5. Any alternative plan to be submitted by an LEA or group or LEAs currently participating in the Desert/Mountain Charter SELPA must meet the standards established by the State Board of Education.

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

The CAHELP JPA Governance Council is the governing board of the Desert/Mountain Charter SELPA and shall adopt policies for the Desert/Mountain Charter SELPA and participating LEAs. The policies and procedures adopted by the CAHELP JPA Governance Council under the authority of the adopting LEA board have the same status and authority as other LEA board policy. All proposed policies are vetted through the Desert/Mountain Charter SELPA Program Team consisting of the administrator, program managers, program specialists, psychologists, and prevention/intervention specialists within the Desert/Mountain Charter SELPA. Policies are

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then taken to the Desert/Mountain Charter SELPA Steering/Finance Committee and Executive Council for review, input and approval. The final phase of the policy making is with the CAHELP JPA Governance Council reviewing, providing input and approval.

Opportunities for parent, community input are made through the Desert/Mountain Charter SELPA Executive Council, Charter Steering/Finance Committee meetings and the CAHELP JPA Governance Council meetings.

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:

SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain Charter SELPA.

**A. Responsibilities of the RLA**

The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The Desert/Mountain Charter SELPA Executive Council and Steering/Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Desert/Mountain Charter SELPA. The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval;
2. Provision of administrative support;
3. Coordination and implementation of the Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for the Desert/Mountain Charter SELPA use; and
6. The employment of staff as designated by the CAHELP JPA Governance Council to support the Desert/Mountain Charter SELPA functions.

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

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**B. Selection, Employment, and Evaluation of the SELPA Staff**

The governing boards of each of the participating LEAs agree to invest in the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the Desert/Mountain Charter SELPA functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of Desert/Mountain Charter SELPA personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the Desert/Mountain Charter SELPA. In reviewing and approving the Desert/Mountain Charter SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the Desert/Mountain Charter SELPA office upon recommendation of the CAHELP CEO.

Desert/Mountain Charter SELPA staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

Desert/Mountain Charter SELPA employed personnel shall be subject to the administrative procedures and policies in operation with the SBCOE including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable Desert/Mountain Charter SELPA employed personnel.

**C. CAHELP CEO**

The fundamental role of the CAHELP CEO is to provide leadership and facilitate a decision making process regarding the implementation of the Desert/Mountain Charter SELPA Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership, and arbitration. It is the CAHELP CEO's responsibility to represent the interest of the Desert/Mountain Charter SELPA as a whole without promoting any particular LEAs interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall assist in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the CAHELP JPA Governance Council. The CAHELP CEO is evaluated by a joint committee comprised of the Chair of the CAHELP JPA Governance Council and at least two other superintendents/CEOs from the CAHELP JPA Governance Council. The evaluation is confirmed by a vote of the CAHELP JPA Governance

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Council.

The CAHELP CEO shall have the responsibility for the coordination of all the Desert/Mountain Charter SELPA activities.

**Desert/Mountain Charter SELPA Staff**

The CAHELP JPA Governance Council shall be responsible for designating the employees to support the functioning of the Desert/Mountain Charter SELPA. In reviewing and approving the Desert/Mountain Charter SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the employees for the Desert/Mountain Charter SELPA office upon recommendation of the CAHELP JPA CEO.

Desert/Mountain Charter SELPA employees shall be employed by the Responsible Local Agency (RLA) and supervised by the CAHELP JPA CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

The supervision of the Desert/Mountain Charter SELPA will be determined by the CAHELP CEO. An organizational chart showing the staff to be supervised by the members of the SELPA management team will be provided to the CAHELP JPA Governance Council annually.

**Program Managers**

The Desert/Mountain Charter SELPA employs Program Managers for various departments within the organization. The departments may include but are not limited to:

- \* Resolution Support Services
- \* Regional Professional Learning
- \* Career Technical Education
- \* Prevention and Intervention
- \* Compliance

Included in the Desert/Mountain Charter SELPA staffing are Program Specialists with areas of expertise to provide professional learning and supports to LEAs.

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

The function of the Desert/Mountain Charter SELPA and participating LEAs is to provide quality education programs and services appropriate to the needs of each eligible student, within the authorizing LEAs boundaries with a disability who is enrolled within the Desert/Mountain Charter

SELPA, including charter schools who operate as a school of the district or as a LEA.

The Desert/Mountain Charter SELPA provides supports throughout the State of California for member LEAs. The Desert/Mountain Charter SELPA provides technical assistance in ensuring that all Desert/Mountain Charter SELPA LEAs have the support necessary to fulfill their legal obligations under California Education Code, IDEA, and other applicable laws, and the Desert/Mountain Charter SELPA policies and procedures.

State law provides geographical restrictions on the operations of charter schools. Specifically, the geographic and site limitations of the Charter Schools Act apply to all charter schools, including non-classroom-based programs. Charter schools are prohibited from operating facilities outside of the geographical boundaries of their authorizing LEA, subject to limited exceptions. A charter school must identify a single charter school that will operate within the authorizing LEAs boundaries, and that all locations be identified in the charter petition. Additionally, where a charter school provides a majority of its educational services in, and a majority of its students are residents of the county in which it is authorized, the charter school may establish a resource center, meeting space, or other satellite facility in an adjacent county, provided the facility is used exclusively for educational support of students enrolled in non-classroom-based independent study.

Charters are welcome to apply for membership to the Desert/Mountain Charter SELPA on an annual basis. Notice on our website provides the timeline to submit applications. Once applications are received, the Desert/Mountain Charter SELPA team and at least one CEO from the Desert/Mountain Charter SELPA Executive Council conducts an on-site visit to the Charter LEA. Recommendations are then made to the Desert/Mountain Charter SELPA Executive Council for membership with final approval by the CAHELP JPA Governance Council.

For charter schools applying to the Desert/Mountain Charter SELPA, the charter must be a LEA for special education purposes. Charter schools who wish to be considered as a LEA have the option of joining a multi-district SELPA or a charter-only SELPA. Charter schools that opt for LEA status within a multi-district or charter-only SELPA assume legal responsibility for ensuring that children with disabilities receive special education and related services to which they are entitled under federal law. Desert/Mountain Charter SELPA is a charter-only SELPA. Charter LEAs across the state of California who are members of the Desert/Mountain Charter SELPA typically operate their own special education services by either hiring or contracting with qualified staff. Some Charter LEAs seek economies of scale by forming special education service collaboratives outside of the traditional Charter SELPA structure, either with other charter schools or nearby LEAs.

Charter schools that seek LEA status and membership in a SELPA must notify their current SELPA and the CDE of their intended exit at least one full year before exiting. The charter school shall also ensure that agreements with its authorizer are conducive to membership in a new SELPA. The charter agreement and/or Memorandum of Understanding (MOU) should allow the charter school to seek LEA status and/or change SELPAs.



The Desert/Mountain Charter SELPA Administrator (CAHELP CEO), in coordination with participating Desert/Mountain SELPA Charter LEAs, including those that are out-of-geographic boundaries, implement the Local Plan including the coordination of interagency agreements. Interagency agreements are a mechanism for interagency coordination to ensure services required for Free Appropriate Public Education (FAPE) are provided to eligible children with disabilities. Interagency agreements provide information regarding agency roles, services for children, financial obligations, participating entities, and a process for resolving disagreements among parties to the agreement.

For Charter LEAs located outside of San Bernardino County, the Charter LEA will coordinate service agreements with the County in which the Charter LEA is located, to preserve consistency of procedure among agencies.

Additionally, Title 5 of the California Code of Regulations 3062 requires that a master contract shall be used by a charter LEA when effectuating formal agreements with certified nonpublic agencies and nonpublic schools (NPA/S). The master contract shall specify the administrative and financial agreements between the Charter LEA and the NPA/S. A continuum of placements and services must be available if needed by a child with a disability. The term of the master contract shall not exceed one year.

A MOU is an agreement established with the charter school and its authorizer regarding the format, frequency, and scope of oversight activities. While not required, a MOU between the authorizer and charter school may specify how various aspects related to the charter school's operations will be handled. Some authorizers provide extensive language to be included in the charter petition itself governing these items, others will rely on a separate MOU to provide for areas beyond those covered in the petition. A MOU could include a provision for the educational services for children with disabilities, delineating the entity responsible for providing special education instruction and related services and the process through which such compliance will be achieved. The MOU should describe any anticipated transfer of special education funds between the authorizer and the charter school, or the SELPA and the charter school.

When a child with a disability enrolls in the Charter LEA and he/she needs additional related services, the services will be the responsibility of the Charter LEA. The Desert/Mountain Charter SELPA Administrator (CAHELP CEO) or designee will work collaboratively with the SELPA where the Charter LEA is located to contract with them or locate additional providers from the area. Clearly defined MOUs between the authorizer and the Charter LEA will help minimize and mitigate operational challenges for charter schools, authorizing entities, and the SELPA in which the charter LEA is located.

The Desert/Mountain Charter SELPA as authorized by the California State Board of Education assists California Charter LEAs that have successfully completed the Desert/Mountain Charter SELPA membership process and have signed an Agreement for Participation. Charter LEAs accepted into the Desert/Mountain Charter SELPA are deemed LEAs pursuant to Education

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Code 47641 and are obligated to provide special education and related services to applying or enrolled students actually, or potentially entitled to services under applicable state and federal laws and regulations. The Agreement for Participation details the Charter LEA member, SBCOE, and the Desert/Mountain Charter SELPA's mutual agreement for the provision of services under the Local Plan.

The Desert/Mountain Charter SELPA endeavors that all children with disabilities attending Charter LEA members shall receive appropriate special education services, and that such special education programs and services shall be coordinated and operated in the Desert/Mountain Charter SELPA in accordance with the approved policies and procedures defined in the Agreement for Participation.

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:

Each participating member LEA of the Desert/Mountain Charter SELPA, shall appoint representatives to the CAC for the purpose of:

1. Advising the CAHELP CEO regarding the development, amendment and review of the Local Plan;
2. Recommending annual priorities to be addressed by the plan;
3. Assisting in parent education;
4. Encouraging community involvement;
5. Fulfilling such other responsibilities as designated in the Local Plan.

Each CAC representative shall be responsible to the governing board of their respective LEA. All areas of responsibility related to the Local Plan shall be implemented through regularly scheduled meetings of the CAC. Representatives from out of geographic area LEAs may participate in CAC activities through video or telephone conference.

**Procedures for CAC appointment**

The CAC shall be composed of members approved by their participating LEA governing board. At least fifty-one percent of the members shall be parents of students with disabilities. Members shall include the following:

1. Parents - A majority of the CAC membership is composed of parents of students enrolled in LEAs participating in the Local Plan, including those that are out of geographic boundaries. A majority of these parent members shall be parents of students with disabilities;
2. School Personnel - School related members of the CAC include general education classroom teachers, special education classroom teachers, and other school personnel;
3. Students with disabilities enrolled in special education programs;
4. Representatives of public and private agencies;
5. Others - Persons concerned with students with disabilities; and
6. One member shall be appointed by the Desert/Mountain Charter SELPA Steering/Finance Committee.

**Responsibilities of the CAC**

Section B: Governance and Administration

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The CAC shall serve in an advisory capacity to the Desert/Mountain Charter SELPA and shall act to:

1. Improve communications among students with disabilities, their parents/guardians, and LEA staff;
2. Increase public awareness and understanding of the unique educational needs of students with disabilities by communicating with LEAs, the Desert/Mountain Charter SELPA, and legislative staff members;
3. Advise local, county, and state officials of the development, operation, and review of the Local Plan.
4. Provide a support group and forum for students with disabilities and their parents/guardians where they may express their needs and concerns regarding their children's education;
5. Conduct parent orientation, education training programs for individuals or groups as a means of increasing support for improved educational opportunities for all students;
6. Advise the CAHELP CEO, the Desert/Mountain Charter SELPA Executive Council and Charter SELPA Steering/Finance Committee regarding the development and review of the Local Plan and review of programs under the Local Plan;
7. Make recommendations on annual priorities to be addressed under the Local Plan to the Desert/Mountain Charter SELPA Executive Council and Steering/Finance Committee;
8. Assist in parent education and training. Recruit parents and other volunteers who may contribute to the implementation of the Local Plan;
9. Encourage public involvement in the development and review of the Local Plan;
10. Act in support of students with disabilities. Serve as liaison between the CAHELP CEO and the local communities;
11. Encourage regular attendance in all school programs. Assisting in parent awareness of the importance of regular school attendance;
12. Submit an annual written report to the CAHELP CEO and the Desert/Mountain Charter SELPA Executive Council and Desert/Mountain Charter SELPA Steering/Finance Committee regarding progress of CAC projects;
13. Submit an annual written report to the CAHELP JPA Governance Council. Apprise the CAHELP JPA Governance Council, as needed, on matters of community concern;
14. Become familiar with the laws pertaining to special education and students with disabilities; and,
15. Other duties and responsibilities as assigned by the CAHELP JPA Governance Council.

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:

Policies governing the Desert/Mountain Charter SELPA shall be adopted by the CAHELP JPA Governance Council and are included as part of the Local Plan. Input may be received from parents, staff (general and special education teachers), public and nonpublic agencies, and members of the public at large during the Desert/Mountain Charter SELPA Executive Council,



Steering/Finance Committee meetings, CAC, and/or the CAHELP JPA Governance Council meetings. Individuals wishing an opportunity to address any committee/council meeting on a particular agenda item, or have the committee/council consider a topic, are invited to complete a Request to Address the particular committee of interest.

The Local Plan is developed and updated by a committee of special and general education teachers and administrators and with participation of parents. Each participating LEA, including those that are out of geographic boundaries, shall appoint representatives to the Community Advisory Committee (CAC) for the purpose of advising the CAHELP CEO regarding the development, amendment and review of the Local Plan, recommending annual priorities to be addressed by the plan; assisting in parent education; encouraging community involvement; and fulfilling such responsibilities as designated 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:

The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain Charter SELPA.

#### **A. Responsibilities of the RLA**

The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The Desert/Mountain Charter SELPA Executive Council and Steering/Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Desert/Mountain Charter SELPA. The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval;
2. Provision of administrative support;
3. Coordination and implementation of the Desert/Mountain Charter SELPA Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for the Desert/Mountain Charter SELPA use; and
6. The employment of staff as designated by the CAHELP JPA Governance Council to support Desert/Mountain Charter SELPA functions.

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

**B. Selection, Employment, and Evaluation of the Charter SELPA Staff**

The governing boards of each of the participating LEAs agree to invest in the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the Desert/Mountain Charter SELPA functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of Desert/Mountain Charter SELPA personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the Desert/Mountain Charter SELPA. In reviewing and approving the Desert/Mountain Charter SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the Desert/Mountain Charter SELPA office upon recommendation of the CAHELP CEO.

Desert/Mountain Charter SELPA staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

Desert/Mountain Charter SELPA employed personnel shall be subject to the administrative procedures and policies in operation with the SBCOE including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable Desert/Mountain Charter SELPA employed personnel.

**C. CAHELP CEO**

The fundamental role of the CAHELP CEO is to provide leadership and facilitate decision making processes regarding the implementation of the Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership and arbitration. It is the CAHELP CEO's responsibility to represent the interest of the Desert/Mountain Charter SELPA as a whole without promoting any particular LEA's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations.

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The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain Charter SELPA.

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:

The LEAs within the Desert/Mountain Charter SELPA join together pursuant to Sections 56140 and 56195 of the California Education Code to adopt a plan to assure access to special education and services for all eligible individuals with disabilities participating in education within our Desert/Mountain Charter SELPA jurisdiction. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating LEAs may enter into additional contractual arrangements to meet the requirement of applicable federal and state law.

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

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

Pursuant to the provisions of Education Code Sections 56000 et seq., the Desert/Mountain Charter SELPA shall plan, facilitate, implement, and administer the activities of the Desert/Mountain Charter SELPA as approved by the State Board of Education, and shall perform those services as required to accomplish the elements set forth in the plan as well as those required by state and federal law. Those services include, but are not limited to the following:

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

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

10. For multi-LEA local plans, specify:

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

Education Code 56200 (c)(2) requires that the Local Plan "specify the responsibilities of each

participating county office and district governing board in the policy-making process, the responsibilities of the Superintendent of each participating LEA and county in the implementation of the Local Plan, and the responsibilities of the LEA and county administrators of special education in coordinating the administration of the plan." In accordance with this provision, the Desert/Mountain Charter SELPA has developed the following governance structure, policy development, and approval process.

The governing board for each Charter LEA and the San Bernardino County Superintendent approves the Agreement for Participation and the Local Plan for Special Education. As described within those documents, the Boards of Directors of the Charter LEAs delegate the administrative policy-making process and procedures for carrying out that responsibility to the governance structure of the Desert/Mountain Charter SELPA.

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

The CAHELP JPA Governance Council and the Desert/Mountain Charter SELPA Executive Council, with direction from the LEA governing boards, shall be responsible for the following areas of Local Plan administration and shall act to:

1. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
2. Review and approve all Desert/Mountain Charter SELPA policies, procedures, standards and guidelines;
3. Review, approve, and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
4. Review, approve, and monitor all budgets assigned to the Desert/Mountain Charter SELPA office;
5. Provide leadership to the Desert/Mountain Charter SELPA regarding the development, revision, implementation, and review of the Local Plan;
6. Select and recommend to the Superintendent of the RLA, a qualified candidate to be employed as the CAHELP CEO;
7. Evaluate the performance of the CAHELP CEO;
8. Determine and provide direction related to the personnel, program, and service requirements necessary for the implementation of the Local Plan and allocation of special education funds;
9. Meet as often as necessary during the year to implement the business of the Desert/Mountain Charter SELPA and to provide the necessary direction and guidance to the CAHELP CEO;
10. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
11. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the CAHELP JPA Governance Council for consideration;
12. Approve interagency agreements;
13. Designate participants for the Desert/Mountain Charter SELPA Steering/Finance Committee;

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- 14. Establish and promote a Community Advisory Committee (CAC);
- 15. Receive recommendations from the Desert/Mountain Charter SELPA Executive Council, CAC, Desert/Mountain Charter SELPA Steering/Finance Committee, LEA boards, and other interested agencies and individuals;
- 16. Decide disputes, if an, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;
- 17. Annually evaluate the Local Plan implementation and operations; and
- 18. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

AB1808 requires each LEA, in developing a local plan, to cooperate with the county office of education to assure that the local plan is compatible with the local control and accountability plans adopted for the school district and the county board of education. The bill would require, commencing July 1, 2020, a special education local plan area to review its local plan at least once every three yeas and update as needed to ensure information contained within the plan remains relevant and accurate.

AB1808 requires the superintendent or other chief administrator of a LEA to post on the Internet Web site of the local education agency any local plan, annual budget plan, annual service plan, and annual assurances support plan upon approval of the special education local plan area, and any updates or revisions to the plans upon approval of the special education local plan area.

AB1808 requires a county superintendent of schools to post any local plan, annual budget plan, and annual assurances support plan upon approval of the county office of education, and all local plans submitted by special education local plan areas in the county, on the Internet Web site of the county office of education.

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

Charter LEAs, in adopting the completed Local Plan, agree to carry out the duties and responsibilities assigned within the plan, or which may be designated at a later date through agreement of the participating charter LEAs. Participating charter LEAs may also enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

Each charter LEA shall ensure that children with disabilities are educated with children who are non disabled to the maximum extent appropriate. Removal of children with disabilities from the general educational environment shall occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. It is recognized, however, that some students have educational needs so unique that it is not possible to meet those needs within their charter LEA. As a result, some students will need to receive services from other LEAs within the Desert/Mountain Charter SELPA, or through additional contractual arrangements with LEAs outside of the Desert/Mountain Charter SELPA. Each charter LEA shall cooperate to the maximum extent possible

with other agencies to serve individuals with disabilities who cannot be served in the LEA of enrollment. Such cooperation ensures that a range of program options is available through the Desert/Mountain Charter SELPA.

Each charter LEA is responsible to participate in regular meetings of the Desert/Mountain Charter Executive Council, Steering/Finance Committee, CAC and CAHELP JPA Governance Council to ensure the administration of the Local Plan.

SELPA Program Specialists provide services to each of our LEAs including but not limited to:

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



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

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain Charter SELPA.

**A. Responsibilities of the RLA**

The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The Desert/Mountain Charter SELPA Executive Council, Steering/Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Desert/Mountain Charter SELPA. The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval;
2. Provision of administrative support;
3. Coordination and implementation of the Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for the Desert/Mountain Charter SELPA use; and
6. The employment of staff as designated by the CAHELP JPA Governance Council to support the Desert/Mountain Charter SELPA functions.

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

**B. Selection, Employment, and Evaluation of the SELPA Staff**

The governing boards of each of the participating LEAs agree to invest in the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the Desert/Mountain Charter SELPA functions according to this

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Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of Desert/Mountain Charter SELPA personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the Desert/Mountain Charter SELPA. In reviewing and approving the Desert/Mountain Charter SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the Desert/Mountain Charter SELPA office upon recommendation of the CAHELP CEO.

Desert/Mountain Charter SELPA staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

Desert/Mountain Charter SELPA employed personnel shall be subject to the administrative procedures and policies in operation with SBCOE including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable Desert/Mountain Charter SELPA employed personnel.

**C. CAHELP CEO**

The fundamental role of the CAHELP CEO is to provide leadership and facilitate decision making processes regarding the implementation of the Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership and arbitration. It is the CAHELP CEO's responsibility to represent the interest of the Desert/Mountain Charter SELPA as a whole without promoting any particular LEA's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations. The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain Charter SELPA.

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

All federal and state special education funds shall be allocated to the Desert/Mountain Charter SELPA AU for distribution to LEAs according to an approved special education funding allocation plan. Any changes to the allocation of federal and state special education funds shall



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be made by the CAHELP JPA Governance Council as permitted under the JPA Agreement and Bylaws, and California and federal law.

1. Responsibilities for Distribution of Federal and State Funds

The governing boards of the LEAs participating in the Desert/Mountain Charter SELPA have agreed that students with disabilities will be provided with appropriate special education services. The CAHELP JPA Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities. The AU shall be responsible for the distribution of funds according to an approved special education funding allocation plan. The CAHELP CEO is responsible to ensure the funds are distributed in accordance with the funding allocation plan.

The Desert/Mountain Charter SELPA Executive Council and Steering/Finance Committee shall participate in the development of the Annual Budget Plan for review and approval by the CAHELP JPA Governance Council. The Annual Budget Plan shall be distributed to LEAs and the CAC upon approval by the CAHELP JPA Governance Council.

State and federal funds are deposited from the San Bernardino County Treasury into the County School Service Fund (AU), unless otherwise directed by the CAHELP JPA Governance Council. The Desert/Mountain Charter SELPA provides an annual allocation plan to SBCOE for distribution of state and federal funds to the LEAs according to the approved schedule of disbursement.

c. The operation of special education programs:

The function of the Desert/Mountain Charter SELPA and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the Desert/Mountain Charter SELPA. The Responsible Local Agency (RLA) Superintendent, and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the Desert/Mountain Charter SELPA. All such programs are to be operated in a manner consistent with the funding provision of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and Desert/Mountain Charter SELPA policies and procedures.

The Desert/Mountain Charter SELPA will provide technical assistance in ensuring the Charter LEAs have support necessary to fulfill their legal obligations under California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and Desert/Mountain Charter SELPA policies and procedures.

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

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a regular class or other education-related setting to a student with a disability in accordance with the IEP for the child, even if one or more non disabled children benefit from these services.

2. To develop and implement a fully integrated and coordinated services system. The CAHELP CEO, with the assistance of the Desert/Mountain Charter SELPA Executive Council, Steering/Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP JPA Governance Council through the Annual Budget Plan process.

The Desert/Mountain Charter SELPA monitors the distribution and appropriate use of funds and shares this information with the Desert/Mountain Charter SELPA Executive Council and Steering/Finance Committee. When necessary, meetings are held with individual LEAs for the purpose of monitoring funds.

The Desert/Mountain Charter SELPA is responsible for the preparation of program and fiscal reports requested by the State.

The CAHELP CEO shall be permitted to monitor the LEAs special education program implementation to ensure compliance in all areas including finance, service delivery, and legal requirements. If the CAHELP CEO or designee determines that an LEA is not compliant and/or not operating in a fiscally responsible manner, the CAHELP CEO may require that the responsibility for resulting costs be borne by the LEA or take such other action as may be required to remedy the matter. The LEA will have the right to appeal any such determination to the CAHELP JPA Governance Council. The decision of the CAHELP JPA Governance Council shall be final.

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:

Both state and federal law provide that students with disabilities are entitled to a free appropriate public education (FAPE) that includes special education and related services to meet their unique needs in the least restrictive environment (LRE). Each Desert/Mountain Charter SELPA member must ensure that all children served under their jurisdiction who have disabilities, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, evaluated, and served. Therefore, a full continuum of services

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are available within the Desert/Mountain Charter SELPA.

Due to the large geographical area of the Desert/Mountain Charter SELPA, the Local Plan provides funding per the Desert/Mountain Charter SELPA Fiscal Allocation Plan to the member LEAs so they may appropriately provide for all students with special education needs attending their schools.

The CAHELP JPA Governance Council has indicated its strong preference for a decentralized structure that would keep as many children as possible appropriately served in their LEA of enrollment. It is felt that only when there is convincing evidence that a service is more economically feasible on a regional level would service be provided outside of the local LEAs. Leaving most programs with local LEAs will ensure their responsiveness to local interests and values; minimize transportation; encourage inclusion; and reduce duplication of administrative and service costs.

**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:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

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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

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**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

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

Policy/Procedure Number:

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

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**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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**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:

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Yes  No

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**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

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**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

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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

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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**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

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

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

Yes  No

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**14. Personnel Qualifications**

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

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**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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

---

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

---

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**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

---

**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:

Document Title:

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Document Location:

Description:

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Description:

3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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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:

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

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

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Reference Number:   
Document Title:   
Document Location:   
Description:

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

Reference Number:   
Document Title:   
Document Location:   
Description:

12. Fiscal and logistical support of the CAC:

Reference Number:   
Document Title:   
Document Location:   
Description:

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

Reference Number:   
Document Title:   
Document Location:   
Description:

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

Reference Number:   
Document Title:

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Document Location:

Description:

15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Description:

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

**Special Education Local Plan Area Services**

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

Reference Number:



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SELPA

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Document Title:

Document Location:

Description:

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:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

5. A description of the process being used to oversee and evaluate placements in nonpublic,

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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:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="Chapter 13"/>
Document Location:	<input type="text" value="Charter SELPA Office/Website"/>
Description:	<input type="text" value="Policies and Procedures"/>

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

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

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

Reference Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="Chapter 6"/>
Document Location:	<input type="text" value="Charter SELPA Office/Website"/>
Description:	<input type="text" value="Policies and Procedures"/>



# Allegiance STEAM Academy

## 2020-2021 School Year Reopening Guidebook & Safety Plan



This document represents the overall ASA program guide.  
This document is subject to change when state and county regulations require new additions and amendments.

August 2020  
Revised 10-29-2020

# Allegiance STEAM Academy

## Board of Directors

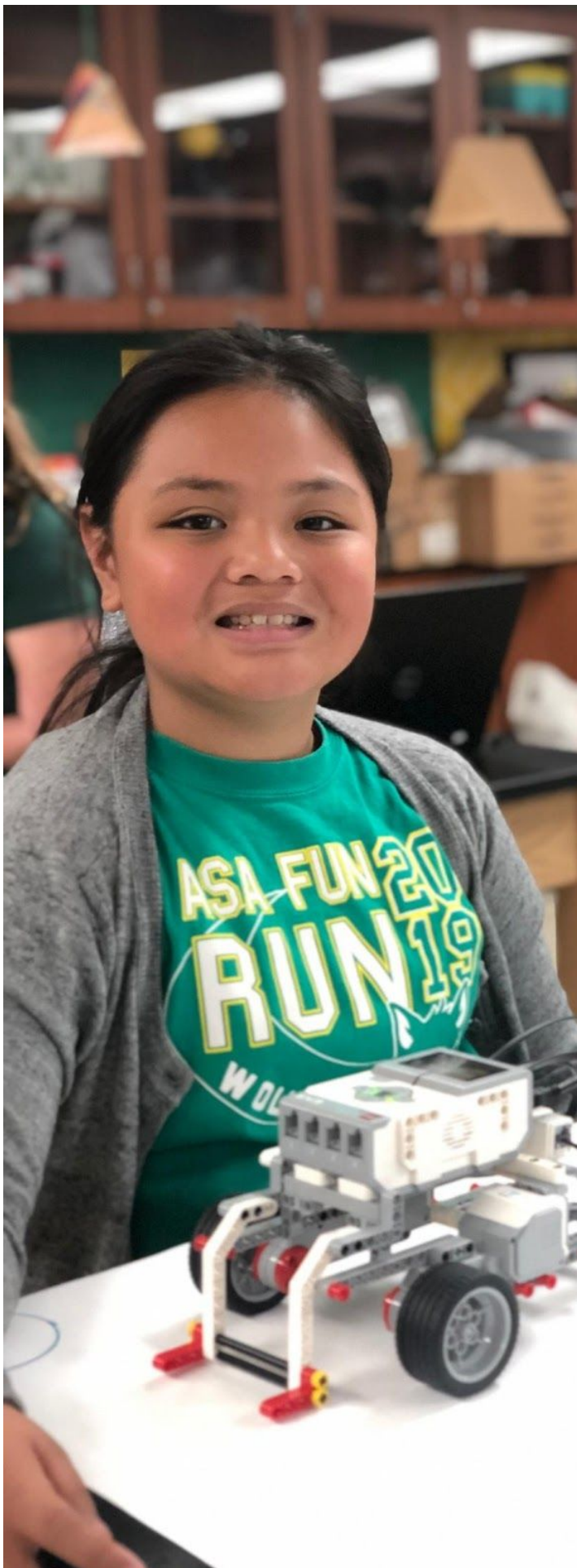
Samantha Odo, Board Chair  
Jason Liso, Treasurer  
Marcilyn Jones, Secretary  
Troy Stevens, Member  
Claudia Reynolds, Member

5862 C St., Chino, CA 91710

Sebastian Cognetta, CEO  
Tammy Lohoff, Principal  
Callie Moreno, Director of Education Programs  
Sara Lopez, Director of Business Services



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## A MESSAGE FROM DR. COGNETTA

Dear ASA Families and Staff,

The responsibility of Allegiance STEAM Academy (ASA) is to provide a high-quality learning environment for our students. To meet this responsibility, ASA must also provide for the health and safety of students and staff. Developing a reopening plan requires a balancing of educational needs against health and safety concerns, all within the context of ongoing health and economic uncertainty. Providing live and on-site instruction is our preference and priority and will be done in a way that mitigates risk to students, staff, and the community. This guide is designed to create and communicate a system for ensuring the best health and safety standards are met to keep students on campus as much as possible as well as to prepare for the possibility of future school closures.

Within this document we provide you not only our safety precautions and reopening plans, but also an outline of our possible learning models, including traditional instruction, hybrid, distance learning, as well as the home-based learning option. It is our hope the information provided will give you information needed to make the best selection for your children. ASA will reopen and, throughout the 2020-2021 school year, offer the learning model that corresponds to the Governor's [Blueprint for a Safer Economy](#). Any of the school-based protocols, procedures, or precautions included in this guidebook apply to all of the learning models described herein.

In developing our reopening plans, we are relying on the most current information and guidance from the Center for Disease Control (CDC), the California Department of Public Health (CDPH), the California Department of Education (CDE), the San Bernardino County Department of Public Health (SBCDPH), and the Chino Valley Unified School District (CVUSD). Additionally, this guidebook and our reopening plans are in compliance with Senate Bill 98 which was signed into law by Governor Newsom on June 29, 2020. The safety procedures within this guidebook are aimed to mitigate, not eliminate risk. No set of actions will completely eliminate the risk of COVID-19 transmission, but implementation of several coordinated and common-sense efforts can greatly reduce risk.

COVID-19 is still an evolving situation, and changes in public policy as a response to increases or decreases in cases, responsiveness, or fatalities are to be expected. ASA has a responsibility to follow all protocols and guidelines released by state and county agencies. *As updates in guidelines reach ASA, we will continue to update you as earliest as possible.*

With Gratitude,

Dr. Cagnetta

# What to Expect when School Returns

The health and safety of our students, staff, and families is of utmost importance. In the 2020-2021 school year, our school will look different than previous years due to new health and safety measures. This plan to reopen schools is based on current guidance from public health officials and state agencies along with our families' input. These guidelines will be updated as needed. ASA has determined that the best way to prevent the spread of illness is to "self-contain" our students so that they only interact with their own class throughout the school day, including middle school students. ASA believes that we need to be ready to re-open as soon as is safely possible and that careful planning will get us back to school sooner. The CEO along with the Board of Directors is responsible for assuring that safety plans and protocols are followed.

It is important to note that our plans must focus on academic instruction to ensure student academic gains and address learning loss. We will continue to monitor and determine whether extra-curricular activities such as clubs and sports are safe enough to implement based on guidance from the California Department of Public Health (CDPH).

As students return, it will look different.

Screening at Home	Arriving at School
<ul style="list-style-type: none"> <li>• Families are recommended to take temperatures daily before going to school. Anyone with a fever of <b>100.4 F</b> or higher should not go to a school site. Personal illness, quarantine, and COVID-19 illness or symptom related absences will be excused.</li> <li>• Students and adults are recommended to self-screen for respiratory symptoms such as cough and shortness of breath prior to coming to school each day. Students and adults experiencing those symptoms should not attend school.</li> <li>• Staff members are required to self-screen and complete a daily temperature check prior to coming to work. If staff members are experiencing symptoms, they should stay home and contact the Administration.</li> </ul>	<ul style="list-style-type: none"> <li>• Face coverings are required for all students in grades 3<sup>rd</sup> through 8<sup>th</sup> grade and staff members</li> <li>• Parents and visitors will have limited access to the school campus.</li> <li>• Students will take part in recess/breaks in their "cohort".</li> <li>• ASA will designate routes for entry and exit in order to limit direct contact with others.</li> <li>• Student temperatures will be taken upon entry to the school at the entrance gates. Students with temps at 100.4 or above will be sent to a designated health station for further screening and sent home if symptoms exist.</li> <li>• ASA will have signage throughout campus to remind students and staff about social distancing, hand washing, and proper hygiene.</li> <li>• Thorough cleaning, sanitation and disinfecting throughout the schools</li> </ul>



# Health & Safety Protocols Summary

## Minimizing Infection/ Sanitation/ Disinfecting

- ✓ Common touch surfaces will be cleaned regularly (e.g. countertops, door handles, restrooms, student desks, student chairs, etc.).
- ✓ Staff and students will be expected to wash/sanitize their hands regularly.
- ✓ Every classroom will be provided with hand sanitizer stations.
- ✓ New hand washing stations installed for use
- ✓ A plan in place to minimize lines of students and how often students will wash hands (upon entry and after each class break)
- ✓ ASA will limit sharing of supplies between students by assigning individual equipment and materials.
- ✓ Waxie 764 Disinfectant and Virucide, a disinfecting and sanitizing tool/sprayer designed to kill viruses, used in rooms once a day.
- ✓ Signage will promote healthy hygiene practices and reminders to stay home when ill.
- ✓ Students will be encouraged to bring refillable water bottles from home.
- ✓ Playground equipment will be regularly inspected and cleaned for student use.
- ✓ Shared devices and resources will be sanitized after every use.
- ✓ All students' temperatures are checked upon entry to the school site.
- ✓ Students remain with the same cohort of students all day including during unstructured recess/break times.

## Training Guidelines

- ✓ SafeSchools training for staff regarding COVID-19 before returning to campus.
- ✓ Health Technician to provide COVID-19 training to staff on identifying signs and symptoms and response protocol.
- ✓ Students trained in hand hygiene, face coverings, social distancing and respiratory etiquette during the first day on campus.
- ✓ Video for parents on the new "reopening" plan prior to the first day on campus.
- ✓ Harassment/Bullying awareness for students in regard to COVID related issues.
- ✓ Increased awareness of hygiene and illness through campus posters.
- ✓ Campuses will follow guidelines developed by CDPH for cleaning, disinfection, and ventilation of school campuses.
- ✓ Staff COVID-19 guidelines to describe procedures in regard to preventing and responding to illness on campus.

## Programs/Gatherings

- ✓ Students organized into class cohorts that do not mix with other cohorts.
- ✓ Assemblies will be limited and/or virtual.
- ✓ Delay of Field Trips until further notice.
- ✓ Clubs - cancelled until further notice.
- ✓ Athletics - cancelled until further notice.
- ✓ Staggered entry and exit of classes so cohorts have minimal contact.

# Movement Within the School



Movement of students, staff, and parents is minimized by clearly marked entrance and exit signs. Floor decals are prominently displayed throughout campus reminding students to physical distance.



Six foot spacing intervals are clearly marked in high traffic areas such as hallways.

The campus is sectioned off into 5 zones. Restrooms, play area, and eating areas are clearly labeled and marked off by zone. Cohorts are restricted to their zones to avoid close contact and mixing of cohorts.



## **Face Covering and Personal Protective Equipment (PPE)**

In accordance with the California Department of Public Health's (CDPH) Guidance for Face Coverings and the Governor's June 29, 2020 Executive Order, students in grades 3 through 8 and staff must utilize face coverings while on campus (except when eating or drinking or during PE while maintaining a physical distance of 6 feet from others). Students in grades TK through 2<sup>nd</sup> are encouraged but not required to wear face coverings.

Students must utilize face coverings while:

- waiting to enter campus
- on school grounds (except when eating or drinking)
- leaving school

The following individuals are exempt from wearing a face covering:

- Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.
- Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- Persons for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.
- Persons who are obtaining a service involving the nose or face for which temporary removal of the face covering is necessary to perform the service.

- Personal Protective Equipment (PPE) will be provided to staff and students.
  - Students and staff will be provided face masks and are expected to wear them daily.
  - Teachers and identified staff members will receive a reusable face shield. Gloves are not recommended for use by students or staff, with the exception of those conducting cleaning, first aid, or food service.

*\*Supply chain issues may prevent the use of certain products and equipment*

### **On Campus and in the Classroom**



Social distancing will limit the spread of the virus. ASA will do our best to:

- Restrict non-essential visitors, volunteers, and activities involving other groups.
- Limit group activities wherever practicable.
- Arrange classroom space to remove non-essential furniture, allowing maximum space for students and staff.
- Arrange student desks to face the same direction (rather than facing each other) and maintain physical distancing.
- Designate routes for entry and exit during transition times, as feasible.

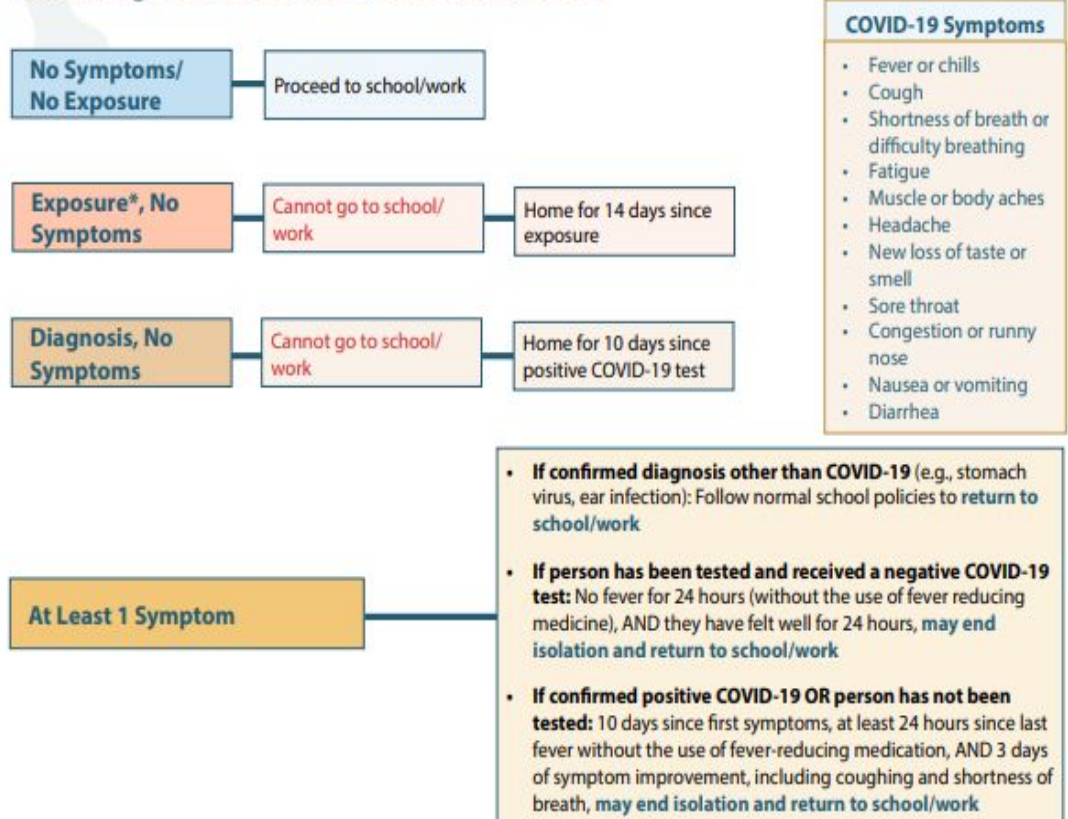


# COVID-19 Reporting

Staff and parents of students need to report exposures or confirmed positive COVID-19 test results to the San Bernardino County Department of Public Health (SBCDPH) by completing this survey. ASA administration will also direct school stakeholders to complete the form whenever they suspect COVID-19 related issues. SBCDPH will follow-up with contacts that are identified in the survey.

Staff members, students and families need to follow CDC guidance to help prevent the spread of COVID-19. ASA will utilize the San Bernardino County's Guidance for Employers and the Community Regarding COVID-19 Infection and Exposure, which helps determine the steps to take when an employee (or a student) has been diagnosed with COVID-19 or has been exposed to a person diagnosed with COVID-19.

## Screening Flow Chart for Students and Staff



\*Exposure refers to being within 6 feet of someone diagnosed with COVID-19 for 15 minutes or more.

*CDC webpage on when you can return to school or work:*

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html>

## CONTACT TRACING

SBCDPH guidelines will be utilized to implement contract tracing at ASA. Tracing will be performed by a team composed of the health technician and administration. School staff will notify the individual with a potential case, interview the person, locate and notify contacts potentially exposed, and monitor contacts under SBCDPH guidance and relevant statute.

# COVID-19 FAQ

What do I do if my child is experiencing COVID-19 symptoms while at home?

If your child is experiencing COVID-19 symptoms, please keep them home and contact your child's health care provider. Please contact ASA to report the absence; a COVID-19 related absence is excused.

What if someone in our household tested positive for COVID-19?

If someone in your household tested positive for COVID-19 and is currently under quarantine or self-isolation, your child should follow the guidelines from the CDC on how long to remain at home and when to return to school.

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

What happens if a student demonstrates COVID-19 symptoms while at school?

If a student becomes ill during the school day, the following steps will be taken: Student will

- be taken to an isolation area where temperature and symptoms will be evaluated; student will remain in the isolation area until they are picked up by a parent or guardian.
- ASA will coordinate with County Health regarding the suspected case and all confirmed cases on site.
- The health technician coordinates the response to all possible and confirmed COVID-19 cases with County Health, who will assist ASA in developing a course of action for a positive school or classroom dismissal for up to three days.

# COVID-19 FAQ

What happens if a positive COVID-19 case occurs at a school site?

For any positive COVID-19 case the following protocol will be followed:

- ◆ In accordance with state and local laws and regulations, school administrators will record the following information:
  - Name of person confirmed
  - If known, date of potential exposure
  - Date of test
  - Last date on ASA campus
  - Names of individuals who had physical contact with an infected person or spent 15 minutes or more within a six feet distance
- ◆ The Administration will coordinate a response with County Health. After receiving direction from the County, administration will notify students, staff, and families who have been potentially exposed to COVID-19 and provide health recommendations and guidance from the County.
- ◆ A positive COVID-19 case may lead a classroom, multiple classrooms, or a school to return to distance learning for a period of time. Any closures will be determined by the administration after consultations with County Health.
- ◆ The classroom or impacted areas will receive an extensive cleaning and sanitation following CDC guidelines.

How are others notified they were in contact with an individual who tested positive for COVID-19?

- ◆ ASA works with County Health to determine close contacts and low risk contacts. Individuals identified by County Health are contacted via an email that outlines specifics regarding how long the individual must quarantine, steps to mitigate contracting the coronavirus, and list symptoms associated with the virus.
- ◆ All HIPPA/FERPA notifications guidelines for privacy will always be followed and, in accordance with [AB 685](#), all pertinent employees, students, and others will be notified.

# COVID-19 FAQ

## Employee Screenings

Employees must complete a self-monitoring health screening before work. Employees who exhibit symptoms should remain at home and contact their front office and the Director of Business Services.

Employees must monitor themselves for these symptoms and stay home if they exhibit any:

- ◆ Fever at or above 100.4
- ◆ Chills or unexplained fatigue
- ◆ Shortness of breath or difficulty breathing
- ◆ Sore throat
- ◆ Cough
- ◆ New loss of taste or smell
- ◆ Other flu-like symptoms

## Employee Exposure or Confirmed Cases

ASA monitors possible COVID-19 exposure and coordinates responses with County Health. Administration will notify students, staff, and families, in accordance with AB 685, who have been potentially exposed to COVID-19 and provide health recommendations and guidance provided by the San Bernardino Department of Public Health. An employee who tests positive for COVID-19 or believes they have been exposed to a confirmed case of COVID-19 should contact their immediate supervisor. The health technician will be the designated person to contact the SBCDPH regarding the case.

## School Closure/ Distance Learning Trigger

In the event that 5% or more of the school population is identified as positive with COVID-19, the CEO in collaboration with the ASA Board of Directors will close the school campus, initiate distance learning and communicate this change to all stakeholders. through the *OneCallNow* notification system.



# SCHOOL DECISION TREE



<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>

## COVID-19 Protocols & Notification

- County Health may take responsibility for clearance of individuals infected with COVID-19, including students. After a positive diagnosis is made, students are expected to be in isolation for at least 14 days after the test, and potentially longer if they continue to remain symptomatic.
- Students may not return to school until they have been cleared by County Health. Administration and the health

# Contact Tracing for COVID-19

ASA will conduct early contact tracing if a student or staff member becomes infected. The health technician and administration will perform contact tracing using the San Bernardino Department of Public Health procedure described here.

## The 4 Steps of Contact Tracing For Coronavirus Disease 2019 (COVID-19)

**1**

### **Initial notification of the person with potential exposure/positive case**

Contact tracing should be initiated as soon as possible after a person with potential exposure/positive case is identified.

**2**

### **Interview with person with potential exposure/positive case**

Interviews should include a discussion about confidentiality and verification of demographics (e.g., age, sex, race). Walk through the entire infectious period hour-by-hour and ask the person to share who they were in contact with during that time. Provide the person with guidelines on isolation to prevent spreading COVID-19 to others. All information collected is confidential and protected by privacy laws. The name of the person with potential exposure/positive case will not be revealed to those the person may have exposed, even if they ask.

**3**

### **Locate and notify contacts who may have been exposed to COVID-19**

Inform them of their contact status and what that means. Assess for the presence of symptoms and provide contacts with guidelines on quarantine to prevent potential spread of infection.

**4**

### **Monitor contacts**

Follow up with contacts to make sure they are following the quarantine instructions, and to track the development of any potential COVID-19 symptoms. Please refer to the Screening Flow Chart on Page 3 for the criteria that must be met before discontinuing isolation and returning to school/work.

# On campus and in the classroom

- During the regular school hours, ASA will restrict non-essential visitors, volunteers, and activities involving other groups.
- Outdoor use of space for instruction will be encouraged
- Nutrition services will provide lunches as part of the “Grab & Go” meal program. This may need to be amended based on federal nutrition guidelines.
- All community organizations and groups, if eventually allowed to access the school, must adhere to the protocols listed in this document.



## **While in the Classroom:**

- Hand sanitizers in every classroom
- Students will clean their specific area with a safe FDA approved cleaner that can be used by children before leaving for breaks and before leaving to go home.
- Limit sharing of classroom supplies – technology, paper, writing utensils. Books that are shared will be sanitized.
- Classroom space will be arranged to remove non-essential furniture, allowing maximum space for students and staff.
- Implement multiple physical distancing strategies for gatherings, classrooms, and movement through the school site along with floor signage and tape that marks a safe distance.




## **Outside of Class:**

- Hand sanitizing (or handwashing) expected before eating, starting class, and leaving for the school day.
- Hand washing required upon return from PE, recess, and/or lunch.
- Lunches – “Grab & Go” lunches will be served to eliminate students waiting in lunch lines.
- When lunch is allowed to be eaten on campus; multiple eating areas will be provided
- Student recess and PE times will be provided by “contained class” to prevent interactions of students in different classes.
- PE - PE coaches will keep physical distancing in mind when planning activities and will disinfect materials and equipment regularly.
- Entrance and exit locations will be separated by grade level range along our pick-up and drop off zones to promote more distance to the greatest extent possible.

# Learning Models

High-quality instruction and a commitment to access for all students continues to be a focus for ASA. We know the needs of our students and families vary which is why we have provided instructional options for the 2020-2021 school year.

The following models are designed to provide in-person instruction to the greatest extent possible while adhering to local health and safety guidelines. For students who are medically fragile, at risk, or self-quarantining due to COVID-19 exposure, an at-home learning option will be available for the 2020-2021 school year.

<b>Distance Learning</b> 	<b>Hybrid Model</b> 	<b>Traditional Instruction</b> 
<p><b>Definition:</b> Distance Learning is instruction in which the student and the teacher are in different locations. Students are under the general supervision of a certificated teacher in which they are assigned.</p>	<p><b>Definition:</b> The Hybrid Learning model combines traditional classroom experiences and digital/virtual academic daily instruction through 2 cohorts (A &amp; B). Each cohort attends in-class instruction 2 days weekly, thereby alternating with a virtual live class schedule also 2 days weekly. Fridays are reserved for intervention and small group instruction.</p>	<p><b>Definition:</b> The Traditional Instructional model is 100% classroom based. All students attend class every school day.</p>
<p style="text-align: center;"><b><i>The following characteristics apply to each of the models</i></b></p> <p>Standards-based curriculum</p> <p>Connectivity and/or devices available</p> <p>Grading with accuracy and integrity.</p> <p>Academic and other supports for: students below grade level; special education; English Language Learners; foster care/homeless; and students requiring mental health support.</p> <p>Daily live lessons/interaction with certificated teachers.</p> <p>Participation and attendance will be documented; Assigned work is required</p> <p>Enrichment Offered</p>		

## Home-Based Learning Option

**Definition:** The ASA Home-Based Learning Option provides virtual academic daily instruction to students who learn from home 5 days per week. This learning program is an option where students are enrolled by parent choice at each trimester. *At the trimester, students who are enrolled in this program have the option of transitioning to the Hybrid Learning model or the Traditional model, if available.* Students virtually attend live instruction with a certificated teacher. All ASA enrichment courses will be offered virtually.

# Hybrid FAQ

**Q: What does the new Hybrid program at ASA look like?**

*A: Students will come onto campus during the week for in-person instruction and will learn from home on the other days or times during the week. When at home hybrid students will watch live or recorded lessons from their teacher, utilize online resources for learning, interact with students in the site-based program via the internet, and complete their assignments. Students who need extra support will be invited to attend specific in-person or virtual sessions as well.*

**Q: If I choose the hybrid program for my child, will they be able to return to the traditional school day program in the future?**

*A: Yes, students who choose the hybrid program will have the opportunity to return to the traditional school day program (once approved by the state/county).*

**Q: If I choose the home-based option, can I switch my student to the hybrid program if I change my mind?**

*A: Parents can change their child's placement from home-based to hybrid at the end of a trimester. Parents can change their child's placement from hybrid to home-based at any time during the trimester.*

**Q: Will students be able to keep their current teachers if they are in the hybrid model?**

*A: ASA's hybrid model is designed to significantly lessen the likelihood that a student will have to be changed into another classroom allowing them to continue to learn in an environment where strong relationships have been established.*

**Q: What kind of technology will the school provide to support our students?**

*A: Each student in the hybrid class will be provided with a Chromebook or iPad. Students who do not have access to the internet at home will also be provided with a hot-spot device.*

**Q: Is this program for only one year, or will it end once the COVID-19 crisis has stopped?**

*A: The hybrid program is ASA's response to the COVID-19 crisis. The intention is to return to a traditional model as soon as it is possible.*

**Q: Can students receiving Special Education services enroll in the hybrid program?**

*A: Students receiving Special Education may enroll in either the Hybrid or Home-based option for the 2020-21 school year.*



## Q: What measures should be taken when a student, teacher or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19?

	Student or Staff with:	Action	Communication
1	COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing)  Symptom Screening: Per CA <a href="#">School Sector Specific Guidelines</a>	<ul style="list-style-type: none"> <li>• Send home</li> <li>• Recommend testing (If positive, see #3, if negative, see #4)</li> <li>• School/classroom remain open</li> </ul>	<b>No action needed</b>
2	Close contact (†) with a confirmed COVID-19 case	<ul style="list-style-type: none"> <li>• Send home</li> <li>• Quarantine for 14 days from last exposure</li> <li>• Recommend testing (but will not shorten 14- day quarantine)</li> <li>• School/classroom remain open</li> </ul>	<b>Consider school community notification of a known contact</b>
3	Confirmed COVID-19 case infection	<ul style="list-style-type: none"> <li>• Notify the local public health department</li> <li>• Isolate case and exclude from school for 10 days from symptom onset or test date</li> <li>• Identify contacts (†), quarantine &amp; exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious</li> <li>• Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine)</li> <li>• Disinfection and cleaning of classroom and primary spaces where case spent significant time</li> <li>• School remains open</li> </ul>	<b>School community notification of a known case</b>
4	Tests negative after symptoms	<ul style="list-style-type: none"> <li>• May return to school 3 days after symptoms resolve</li> <li>• School/classroom remain open</li> </ul>	<b>Consider school community notification if prior awareness of testing</b>

(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

# Communication Plan

ASA will continue to provide timely updates using multiple media including robocalls, texts, emails, and social media. Existing routine communications will continue, including weekly robocalls and the Weekly Wolf Update.

The community can expect communications regarding:

- possible exposure to COVID-19, consistent with privacy requirements, including FERPA and HIPAA
  - the names of individuals suspected of or confirmed to be positive will not be included in correspondences to members of the community
- an outbreak of COVID-19 (4 or more positive cases within the community)
- school closure and immediate return to Distance Learning
- any revisions or updates to our plan

All communications will include an explanation of the appropriate protocol response. All communications regarding COVID-19 will be coordinated by the CEO.

# Distance Learning Trigger

ASA will follow CDPH guidance and work with SB CDPH when determining if and when a partial or full school closure may be necessary. Recommendations for the scope (e.g., a classroom or building full school) and duration of closures will be made on a case-by-case basis using the most up-to-date information about COVID-19, any relevant state or local health officer orders, and the specific cases in the community.

School closure may be appropriate when there are multiple cases in multiple cohorts at ASA or when at least 5% of the total number of teachers/student/staff are cases within a 14-day period.

# Social Emotional Support

ASA is committed to supporting the social and emotional well-being of all students. Support shall include daily or weekly lessons incorporating building relationships, community building, and increased access to mental health/wellness resources. Social Emotional Lessons are organized using ASA's Wolves' Ways.

Stay on Track	Keep your Den Clean	Trust your instincts	Howl with your friends	Be a leader
Self Awareness	Self management	Social Awareness	Relationship Skills	Responsible Decision Making
<ul style="list-style-type: none"> <li>-Identifying emotions</li> <li>-Accurate self-perception</li> <li>-Recognizing strengths</li> <li>-Self-confidence</li> <li>-Self-efficacy</li> </ul>	<ul style="list-style-type: none"> <li>-Impulse control</li> <li>-Stress Management</li> <li>-Self-discipline</li> <li>-Self-motivation</li> <li>-Goal setting</li> <li>-Organizational skills</li> </ul>	<ul style="list-style-type: none"> <li>-Perspective-taking</li> <li>-Empathy</li> <li>-Appreciating diversity</li> <li>-Respect for others</li> </ul>	<ul style="list-style-type: none"> <li>-Communication</li> <li>-Social engagement</li> <li>-Relationship building</li> <li>-Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>-Identifying problems</li> <li>-Analyzing situations</li> <li>-Solving problems</li> <li>-Evaluating</li> <li>-Reflecting</li> <li>-Ethical responsibility</li> </ul>

Adapted from CASEL, 2017



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# ADDITIONAL RESOURCES



[Center for Disease Control \(CDC\) Guidance for Schools](#)

[California Department of Public Health Industry Guidance: Schools and School Based Programs](#)

[California Department of Education \(CDE\) Stronger together: A Guidebook for the reopening for California's Public Schools](#)

[San Bernardino County Public Health Department COVID-19 Response Guidance for K-12 Schools](#)

[California Interscholastic Federation \(CIF\) Statement Regarding 2020-21 Sports Calendar and Bylaw Modification](#)

[American Academy of Pediatrics COVID-19 Planning Considerations: Guidance for School Re-entry](#)

[How to Talk with Children about COVID-19: A Parent Resource](#)

## San Bernardino County Department of Public Health on Social Media

- [Facebook](#)
- [Instagram](#)
- [Twitter](#)

## San Bernardino County Updates

[sbccovid19.com](http://sbccovid19.com) (information on COVID-19 and testing opportunities)

[San Bernardino County Incidence Rates by School Districts and Cities](#)

## Mental Health Resources

SBCDBH: [24 Hour & Emergency Services Division](#)

CDC: [Coping with Stress](#)

CDC: [Helping Children Cope During COVID-19 Outbreak](#)

CDC: [Helping Children Cope with Emergencies](#)

CDC: [Coping After a Disaster \(Ages 3-10\)](#)

CDE: \_\_\_\_\_

[Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools Mental](#)

[Health and Well-Being of All \(Pages 34-36\)](#)

NIH: [Teen Depression](#)

## Parent/Guardian Resources

CDC: [Checklist for Parents](#)

## San Bernardino County Contacts

San Bernardino County Response Contacts	Phone Number
Public Health School Liaison (primary contact)	(909) 387-4578
Communicable Disease Section (CDS)	(800) 722-4794
Communicable Disease Section (CDS) After Hours	(909) 677-7168
General COVID-19 Hotline (Monday-Friday 9 a.m. – 5 p.m.)	(909) 387-3911

## School Resources

CDC: [Checklist for Teachers](#)

CDC: [Reopening Guidance](#)

CDPH: [Guidance for Schools](#)

CDPH: [Schools and School Based Programs Guidance](#)

CDE: [Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)

DHS: [Guidance on the Essential Critical Infrastructure Workforce](#)

FDA: [Food Safety and the Coronavirus Disease](#)

OSHA: [Guidance on Preparing Workplaces for COVID-19](#)

## Centers for Disease Control and Prevention

CDC: [Considerations for Schools](#)

## Cleaning and Disinfecting Resources

CDC: [Cleaning and Disinfecting Your Facility](#)

EPA: [Disinfectant for Use Against SARS-CoV-2](#)

## U.S. Department of Health & Human Services

HSS: [HIPAA and COVID-19](#)

## Health Promotion Materials

CDC: [Keeping Hands Clean](#)

CDC: [Handwashing: A Family Activity](#)

ASA's Daily COVID-19 Self Assessment

*Please review this Self-Assessment each day before coming to campus. If your child or anyone in the household answers yes to any of the questions below, stay home. Thank you for your understanding.*

Do you have a fever of over 100.3° without having taken any fever-reducing medication?

Yes  No

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Loss of Taste or Smell?

Yes  No

Muscle Aches?

Yes  No

Sore Throat?

Yes  No

---

Shortness-of-Breath?

Yes  No

Headaches?

Yes  No

Chills?

Yes  No

---

Have you experienced any gastrointestinal symptoms such as nausea, vomiting, diarrhea, or loss of appetite?

Yes  No

---

Have you, or anyone you have been in close contact with, been diagnosed with COVID-19, or been placed on quarantine for possible contact with COVID-19?

Yes  No

---

Have you been asked to self-isolate or quarantine by a medical professional or a local public health official?

Yes  No



## WAIVER APPLICATION COVER FORM

For use by a Local Education Agency or equivalent

I. BACKGROUND INFORMATION	
Name of Applicant (Local Educational Agency or Equivalent): <b>Allegiance STEAM Academy</b>	
School Type: Traditional Public School Charter School Private, Independent, or Faith-Based School	
School District:	
Number of Schools:	Enrollment:
Superintendent (or equivalent) Name:	
Street Address of School:	
City:	Zip Code:
Grades to be Reopened: <input type="checkbox"/> TK <input type="checkbox"/> K <input type="checkbox"/> 1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup> <input type="checkbox"/> 4 <sup>th</sup> <input type="checkbox"/> 5 <sup>th</sup> <input type="checkbox"/> 6 <sup>th</sup>	
Total Number of Students by Grade: TK:    K:    1 <sup>st</sup> :    2 <sup>nd</sup> :    3 <sup>rd</sup> :    4 <sup>th</sup> :    5 <sup>th</sup> :    6 <sup>th</sup> :	
Date of Proposed Reopening:	
Name and Title of Person Completing Application: Name:    Title:	
Phone Number:	Email:
Signature:	Date:

## II. CONSULTATION

Please confirm consultation with the following groups:

### LABOR ORGANIZATION

Name of Organization(s) and Date(s) Consulted:

### PARENT and COMMUNITY ORGANIZATIONS

Name of Organization(s) and Date(s) Consulted:

If no labor organization represents staff at the school, please describe the process for consultation with school staff: