



**Butte County SELPA**

1870 Bird Street  
Oroville, CA 95965  
(530) 532-5621  
Fax (530) 532-5920

<https://buttecountyselpa.org/>



**Aaron Benton**  
SELPA Director

**Spencer Holtom**  
Governing Board Chairman

**Mary Sakuma**  
Superintendent  
Butte County Office of Education  
Administrative Unit



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Thermalito Union ESD



**“Different. Not less.”**  
-Temple Grandin

**SELPA Directors’ Council Meeting**

April 9, 2024

9:00-11:00 a.m.

Lincoln Center - 1870 Bird Street, Oroville

Or Via Zoom at <https://bcoe.zoom.us/j/95114997455>

**AGENDA**

1. Call to Order.....Aaron Benton
2. Introductions .....Aaron Benton
3. Approval of the Agenda – Action.....Aaron Benton
4. Approval of the Minutes – Action .....Aaron Benton
5. Public Comment.....Aaron Benton
6. *The Short Bus*, Ch. 7-8 – Presentation.....Amanda Ramirez-O’Grady
7. The Continuum of Supports Updates – Action and Discussion.....Aaron Benton
8. Draft Summary Report and Recommendations on Educationally-Related Mental Health Services – Presentation.....Aaron Benton
9. Compliance Monitoring Updates – Discussion.....Aaron Benton
10. Director’s Report..... Aaron Benton
  - a. Inspiration – Achieve Tahoe
  - b. SELPA Staffing Updates
  - c. Special Guest – Seth Lopez from E-Therapy
  - d. Professional Development – Complete 24-25 PD Survey and Come To PPIECESS Refresh - Rollout on August 6-7
  - e. Updates on Discovering What’s Possible: Parent University & Resource Fair at Bidwell JHS on April 27<sup>th</sup> from 9-12 noon
  - f. CAC Student Awards & Recognition – May 16<sup>th</sup> from 6-7:30 p.m. at Lakeside Pavilion
  - g. Future Items from Directors
11. Announcements or Other Items from Directors
12. Next meeting: May 14, 2024





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**SELPA Directors’ Council Meeting**

March 5, 2024

9:00-11:00 a.m.

In-Person at 1870 Bird Street – Large Conf. Room

or Zoom at <https://bcoe.zoom.us/j/93970322018>

**MINUTES**

- 1. Call to Order ..... Aaron Benton

Meeting called to order at 9:01 am.

- 2. Introductions ..... Aaron Benton

Aaron Benton, Thia Osborn (minutes), Maryanne Taylor, Amanda Ramirez-O’Grady, Patience Hervey, Dena Kapsalis, Jen Skala, Katie Todd, Lisa Shaw, Maggie Daugherty, Holly Gutierrez, Tom Miller, Dominic Manfredi, Erin Miller, Carmina Vitale, Beth Madison, Mary Lynch.

- 3. Approval of the Agenda – Action ..... Aaron Benton

Maryanne moved to approve the agenda, Tom seconded. Approved unanimously.

- 4. Approval of the Minutes – Action ..... Aaron Benton

Dominic moved to approve the minutes, Beth seconded. Maggie abstained.

- 5. Public Comment ..... Aaron Benton

No public comment.

- 6. *The Short Bus*, Chapter 5 – Presentation.....Erin Miller

Erin shared a brief presentation about chapter 5 entitled “The Sound of One Hand Clapping” in *The Short Bus*. The slides for the presentation are included in the agenda packet.

- 7. Continuum of Supports Updates - Discussion ..... Aaron Benton

Aaron opened up this discussion. Maryanne advised that she currently has 4 students on a wait list for a Strive class as they are over capacity.

Dena stated that we need to get creative with transportation. She currently has 2 students that have offers from Point Quest but she can’t find a way to transport them there.

Aaron reminded the group that he does have an RFP in process for an NPS, but he is waiting for more facility options as it will need more than only 1 room for the students. Lisa inquired who would run the school (SELPA or ?). Aaron confirmed that the NPS would run the

school and that SELPA would be closely working with them. He agrees that we need to bring our Point Quest students back to Butte County, and this is a way to get that done. Potential lease options/locations were discussed. Aaron reviewed that we need to identify a student-appropriate facility and to have at least 1 teacher in order for CDE to certify a new NPS location. Jen suggested that Aaron discuss with an attorney regarding compliance with the Field Act as they have experienced concerns with this in the past.

Aaron advised that they are currently recruiting for a third teacher at BASES for an autism-focused class which would be for middle/high school grade levels. Response was positive to this comment.

Maryanne advised that their TK2 is completely full. Jen advised that they are opening more classes due to the growing need. Beth and Holly both also mentioned receiving more referrals. Lisa mentioned that Thermalito is also opening TK2. Maryanne asked if other districts can place kids there and Lisa said it may be possible.

Aaron acknowledged that Thermalito district recently submitted a program transfer request form regarding extensive needs students (K-5) for the 2025-26 school year. He referred to the request form which is included in the packet starting on page 19. He advised that he will bring this back for action at the next meeting and will then move it forward to the Governing Board.

8. ERMHS Program Workgroup – Discussion ..... Aaron Benton

Aaron provided the group with a revised question set titled “Problem of Practice Questions & Scenario Analysis – March 4, 2024” and gave them some time to review. After the group had time to review the document on their own, the group came back to discuss the questions/statements together as notated below:

#	Statement	True, False, or Debatable
1.	Based on survey results, a strong (almost unanimous) majority are satisfied with ERMHS Services and do not seek to change the model.	Dena: Paradise didn't attend the meetings as they were satisfied w/ current ERMHS services. Beth: True Lisa: Unsure if true Group agreed the statement is true if we strike out "strong" and "(almost unanimous)."
2.	A couple LEAs have announced they want to keep the money their LEA generates to serve their own students for ERMHS.	Group agreed this statement is true.
3.	An MOU was signed by all LEAs in June 2022 with the purpose to preserve the SELPA's consortium ERMHS model in the manner the Board prescribed.	Lisa: True, but districts were told it was a formality. Aaron clarified this statement. The group then agreed this statement is true.

4.	Our SELPA has a tradition of collaboration and team decision-making, and where possible, likes to be responsive to members who take issue with policy by studying the problem, engaging in creative problem solving, and seeking acceptable compromise.	Group agreed this statement is true.
5.	The allocation of ERMHS dollars happens via the established allocation plan of the SELPA, and it remains a local decision.	<p>Dena and Aaron clarified the wording "local decision" means "local to the SELPA."</p> <p>Jen: Not quite true anymore due to the way the funds are being allocated from the State changing.</p> <p>Lisa: Asked for clarification on if this is where the MOU comes in.</p> <p>Aaron then directed the group to the next statement.</p>
6.	ERMHS dollars distributed to districts are not in essence the property of that district but are the property of the whole and distributed based on the changing needs of students across all districts.	<p>Jen: Disagrees with this statement.</p> <p>Aaron clarified that we have a shared risk, shared cost model.</p> <p>Jen: Agrees we have a shared cost but disagrees with the \$ amounts.</p> <p>Maggie: Agrees with Jen.</p>
7.	The MOU makes it clear that changes to ERMHS allocation can only happen by Board action or approved program transfer.	Aaron: True (this is factual)
8.	Allowing one or two LEAs to opt out creates potential imbalance that must be recognized and addressed in a manner fair to all.	<p>Most of the group said this is true.</p> <p>Jen: Disagrees (Fair to who?)</p> <p>Group is satisfied with changing the wording "in a manner fair to all" to read "to ensure that services remain accessible to all."</p>
9.	The amount of ERMHS funds small LEAs generate is not enough to buy all the services and protections they enjoy from the current model.	<p>Tom: True</p> <p>Dominic: Does it allow for larger LEAs to have money?</p> <p>Maggie: Depends on the services they need.</p> <p>Aaron asked the group if anyone disagrees with the statement and the group stated no.</p>
10.	Almost all, if not all, place value on the administrative support provided for interagency work, supervision, RTC case management, regionalized	The group agreed that this statement is true. No concerns were brought forward.

	services coordination, and professional development.	
11.	ERMHS is a Tier 3 service by definition, although the use of ERMHS funds was made less restrictive around 2019-2020 to allow SELPAs to use these funds for tiered supports in general education and for behavior services.	The group agreed that this statement is true. No concerns were brought forward.
12.	ERMHS is more than a service, it is a program with various component parts.	The group agreed that this statement is true. Refer to statement #10.
13.	No LEAs appear to truly want to cover the full cost of residential placement, and wish to continue the current sort of SELPA insurance provided.	Beth agreed that this is what the ERMHS workgroup agreed upon. The group agreed that this statement is true.
14.	All administrative support is currently funded from ERMHS funds with no billback.	The group agreed that this statement is true. No concerns were brought forward.
15.	All clinician salaries and benefits are currently funded from ERMHS funds with no billback.	The group agreed that this statement is true. No concerns were brought forward.
16.	Mental health and room/board/care residential costs are provided by reimbursement to LEAs from ERMHS funds (with the exception of some Out of Home Care offset this year).	The group agreed that this statement is true. No concerns were brought forward.
17.	The SELPA model itself involves shared services and shared risk, as does ERMHS.	The group agreed that this statement is true. No concerns were brought forward.
18.	Our allocation model in general is an off-the-top model that distributes back all other state and federal funds to LEAs so they can pay for the programs and services they need.	The group agreed that this statement is true. No concerns were brought forward.
19.	Our ERMHS allocation model has always been a full off-the-top model with no distribution back.	The group agreed that this statement is true. No concerns were brought forward.



20.	It is not possible to propose a set of changes to the model that will make all 14 LEAs completely happy.	The group smiled collectively.
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Lisa mentioned that she thinks it would be helpful for them to know how many clinicians there are and what their caseloads look like. She said that part of her districts' concern is that there seems to be an in-balance of services.

Aaron advised the group that the caseload information is being updated and some other scenario analyses are being worked on right now and will be brought forward to the group soon. He said that the perceived unevenness in how many students are served in each LEA comes back to the LEAs understanding of the referral process. He reminded that trainings on ERMHS Best Practices have been provided numerous times, and the SELPA Collaboration process is also there to help LEAs get consultation.

Dominic advised in this model, every student who need ERMHS services gets ERMHS services (open access). Maggie advised she disagrees with that statement as their district has been repeatedly denied services. Lisa added that it comes down to "timely manner." She said she feels that it is quicker for them to serve their own students than it is to go through the referral process. Carmina said it depends on the case. Dena said their district has experienced both sides. They have worked to create their own appeal process that has been helpful. Patience assured the group that she hears what they are saying. She explained that ERMHS is the most restrictive service and part of the process is ensuring that it is necessary and that other options have been exhausted first. Dena shared with the group that their best success has been seen when they have collaborated with the SELPA from Day 1.

The group then proceeded to review the document provided titled "Questions for the Group – New Assumptions and New Ideas" to come up with pros and cons of the options. Aaron asked the group to imagine for a moment that the MOU goes away and the LEA's have access to ERMHS funds. The information discussed is notated below:

#	Option	PRO	CON
1.	The MOU goes away and LEAs keep all their funds.	<p>Holly: Easy access</p> <p>Dena: Some districts may have more money to invest in current programs or start programs.</p> <p>Jen: It would be an opportunity for LEAs to work together in a different way.</p>	<p>Tom: Small districts would not be able to provide appropriate supports</p> <p>Dena: Scarcity of applicants and resources</p> <p>Dominic: ERMHS referrals may be viewed through a monetary lens</p> <p>Maryanne: Districts would have additional billbacks</p> <p>Beth: How would this impact the laws on small districts/funds for homeless youth</p>

2.	<p>Administrative costs required to sustain a SELPA ERMHS program are shifted to off the top SELPA Admin budget.</p> <p>Lisa asked for clarification that the smalls would still be serving their own students. Aaron provided further clarification. A later assumption has to do with service billbacks.</p> <p>Aaron will be bringing back a scenario for this.</p>	<p>Dominic: Multiple districts can still access an administrator who specialized in this area.</p> <p>Aaron: No billback</p> <p>Lisa asked for clarification that the smalls would still be serving their own students. Aaron provided further clarification regarding AB602 funds.</p>	No concerns were brought forward.
3.	<p>A balance of residential cost pool funds totaling \$400,000 per year comes from a combination of ERMHS and OHC funds.</p> <p>Aaron: The part of the bill coming from ERMHS would be proportional for all districts.</p>	<p>Dominic: This preserves the fact that everyone would continue to have an insurance policy</p>	Aaron: Chargeback for contribution
4.	<p>A balance of residential cost pool funds totaling \$400,000 comes only from OHC funds.</p>	<p>Aaron: Again it preserves concept of insurance</p>	Aaron: How long is this sustainable? A scenario will show both options from numbers 3 and 4.
5.	<p>South County LEAs receive a billback for itinerant and/or ACCESS ERMHS services based on their usage.</p> <p>Aaron: This model assumes that a program transfer would not be necessary. Districts could choose to use their own staff. Numbers could vary significantly year to year. We will look at numbers. This would be more work but will help with transparency.</p>	<p>Beth: Pay for what you use / Aaron agreed: Pay as you go</p> <p>Lisa: Set cost/easily calculated (based on how many students referring)</p>	
6.	<p>LEAs would receive a billback for students receiving ERMHS services at BASES.</p>	<p>Beth: Another fee for service</p>	
7.	<p>What other questions should we be asking so that we address any potential blind spots?</p>	<p>Nothing brought forward.</p>	

As a recap, Aaron will be breaking out recommendations to be brought back in April. The smalls are concerned with preserving their access to services/security. Aaron asked that the group think further about this and let him know later in the week if they have other thoughts.

Dominic asked if ERMHS funds are restricted. Aaron clarified that federal dollars are restricted to use only for Tier 3 mental health services for students with an IEP (i.e. unable to be used for gen ed or behavior), while state ERMHS funds are less restrictive allowing for them to be used for other tiered supports including supports for behavior and within general education.

9. All Things Compliance – Information ..... Aaron Benton

Holly discussed her districts' recent audit that was conducted via survey. They did not track attendance of their teachers but should have. Also, they were questioned on how was any tracking documented (written, electronic, both). They also asked how the district was tracking providers with county programs or out of district providers. Holly was unsure how to appropriately track attendance if there were subs. Patience offered that districts can reach out to her for help obtaining the LEA Medi-Cal billing printout for any students who have ERMHS.

Personnel Data Reporting is due April 23<sup>rd</sup>. Aaron advised he emailed it out February 8<sup>th</sup>. He thanked Palermo for being the first to submit their report.

Aaron provided a document (C3 Update) to the group for review regarding upcoming monitoring activities and CALPADS. Aaron reviewed the Annual Determination Letters section starting on page 25 of this document. The letters will come out around 3/18/24. Cycle A and Cycle B were discussed. No smalls will be doing IEP implementation this year as Cycle As did it last year. Aaron directed to page 29 of this document. Fall 1 16.14 Report & Missing Students and IEP Implementation Data window is open May 1<sup>st</sup> with data being due by June 30<sup>th</sup>. Discussed Errors: E155 or E156. These students are not truly late just entered incorrectly. Aaron advised that he provided a fix for this error in the slide on page 59 of your agenda packet.

Please make sure that BERs are being submitted correctly. Erin Miller had created a video on correctly completing BER and it will be shared with the group (also IFA video) for staff training. Please let us know if you have any questions.

10. Director's Report

a. Inspiration – Throwback Thursday on Tuesday

Aaron provided a link to an inspirational video. The link ([Throwback Thursday on Tuesday](#)) is also located on page 75 of your packet. Please watch when you can.

b. LRE on the Dashboard – Information

Discussed previously. We (county-wide) are not at the 80% target. Data is not accurate. LEA snapshot reports will be the most accurate. Remember to pull down your reports.

c. Professional Development – Discussion and Updates

Aaron discussed all of the trainings that the SELPA has trained or facilitated so far this year. All of the upcoming opportunities were also discussed.

d. Discovering What's Possible: Parent University & Resource Fair at Bidwell JHS on April 27<sup>th</sup> from 9-12 noon

Aaron posted the final version of the flyer and asked the group to please share it out widely. This event will be amazing!

e. Parent Engagement Strategies – Discussion

Please keep sharing events and resources to increase parent participation within our CAC training and planning meeting structure.

f. CAC Student Awards & Recognition – May 16<sup>th</sup> from 6-7:30 p.m. at Lakeside Pavilion in Chico

Aaron discussed the confirmed location for the event this year. He advised the group that the surveys for award nominations will go out to the case managers next week.



- g. Reminder: May meeting moved to Tuesday, May 14<sup>th</sup>
- h. Future Agenda Items  
No future agenda items were brought suggested.

11. Announcements or Items from Directors

Nothing was brought forward at this time.

12. Next meeting: April 9, 2024

Meeting adjourned at 10:59 am.

Tasks:

- Aaron – Surveys (ESN projections/numbers for TK2)
- Aaron – Continuing to work with fiscal on ERMHS scenarios
- CAC nomination survey will be emailed out on 3/15/24



**SELPA Governing Board Meeting**

March 20, 2024

9:00-11:00 a.m.

Location: In-Person at Lincoln Center Conference Room

Or Virtual at: <https://bcoe.zoom.us/j/95304895953>

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**MINUTES**

1. Call to Order .....Spencer Holtom  
Meeting called to order at 9:00 am.
2. Introductions.....Spencer Holtom  
Aaron Benton, Thia Osborn (minutes), Spencer Holtom, John Bohannon, Mary Sakuma, Tom Taylor, Greg Blake, Patsy Oxford, Jaclyn Kruger, Marilyn Bertolucci, Alicia Turner, Travis Haskell, Maryanne Taylor, Scott Johnson, Josh Peete, Kathy Andoe-Nolind, Gary Rogers.
3. Approval of the Agenda – Action .....Spencer Holtom  
John moved to approve the agenda, Jaclyn seconded. Motion passed unanimously.
4. Approval of the Minutes – Action .....Spencer Holtom  
John moved to approve the minutes, Jaclyn seconded. Motion passed unanimously.
5. Public Comment .....Spencer Holtom  
Any member of the public may address the Board regarding any item listed for discussion during closed session. (Govt. Code 54954.3)  
No public comment was noted.
6. Convene Closed Session.....Spencer Holtom  
Public Employee Discipline/Dismissal/Release (Govt. Code 54957)  
Public Employee Performance Evaluation (Govt. Code 54957)  
SELPA Director (Governing Board Policy 10)  
Convened to closed session at 9:03 am.
7. Reconvene to Open Session.....Spencer Holtom  
Reconvened to open session at 9:18 am.
8. Public Comment.....Spencer Holtom  
No public comment was noted.
9. The Continuum of Supports – Discussion.....Spencer Holtom  
Aaron updated the group that he was able to obtain RFP samples from other colleagues. He included a draft sample in the packet starting on page 16. The main obstacle right now is the need for an appropriate space for the school. The space that is currently available at Golden Feather may not be the best physical layout for a proposed NPS program.

Aaron offered another option for the group to consider. Possibly in the future, an NPS could merge into the current BASES location and take over the responsibility of running it as long as certain criteria is met to ensure BASES is run in the same respect as it has been. He sees that staffing has been and will be the main obstacle for BASES and any new NPS option.

Greg asked whether a non-public school have the same requirements for facilities that school does. Aaron stated that Charter Schools are exempt from certain requirements as they are LEAs but an NPS is not considered an LEA and could have more restrictive guidelines. Greg then asked if the RFP would be requiring the NPS to find an appropriate location? Aaron confirmed that the RFP could be drafted that way, but that he was hoping to identify a location for them, in an effort to get things moving quicker.

Jaclyn asked for Aaron to clarify the BASES vs NPS and the transitioning. Aaron advised that we need to preserve our staffing in order to meet the needs of our students. He would hope to collaborate to transition with the NPS so that they could become a new option. We do not want the programs to be in competition for staffing or referrals. Spencer asked Aaron to clarify that he wants both programs (BASES & NPS) located on the same campus? Aaron said he was not sure but that it is something that we would need to review further to see if that would be possible.

Mary thanked Aaron for the creative thinking on this. She also wanted to remind everyone that the BCOE Board had to become the authorizing Board for BASES as SELPA is unable to do that. In the future, if it is decided to make significant changes at BASES, the Board would need to be kept in the loop. She also wanted to remind the group that BASES staff are BCOE employees.

Gary asked, "Since we can't find another appropriate location and are suggesting maybe locating the NPS at the BASES campus, are we looking at closing the BASES program? Aaron responded that the goal is to keep the BASES program running. Kathy agreed that it would be great if we can run both programs on the same location as BASES is a program that is working and we would like to keep it. John also expressed that he would be concerned about losing BASES.

Spencer advised the group that the whole facility is leased where BASES is located. We only currently have a few students (less than 5) that would be in the NPS. If we could house them in the 1 available classroom at BASES (at least for now), that would drastically increase our ability to serve students in our county. The students would have less travel time and the location would be more accessible to the parents. John said his understanding is that the NPS would be separate from BASES. Spencer is suggesting that the NPS could be in the 1 available classroom. He understands that the current BASES staff would have to work together with the NPS staff.

Marilyn asked if we went that direction, would it be feasible to fully separate the BASES students from the NPS students. Aaron advised that we would not be able to entirely separate them without some very creative scheduling. Aaron asked the group to continue to think of options and to let him know if they have anything to suggest. He stated he understood that this needs more research and discussion. Jaclyn appreciated that Aaron is looking at having both programs on the same location in order to serve more students. Maryanne clarified the BASES students vs the NPS students. She reminded the group that it is 2 different groups of students but that there is definitely some crossover.

Aaron reviewed the Request for Special Education Program letter that Thermalito has submitted. The request is included in the packet starting on page 42. He asked Greg to speak on this. Greg discussed the direction their district would like to go. This notice is early, but it is a first step in the process.

10. ERMHS Program Next Steps – Discussion .....Aaron Benton

Aaron gave the group an update on where this topic stands after multiple discussions. He referred to the pros and cons list starting on page 52 of the packet that was discussed at the 2/6/24 Directors' Council meeting. He advised the group that he will be putting everything reviewed together and then will bring back those scenarios to present to the group. Spencer asked Aaron if he will be providing visual financial documentation when he brings it back to the group. Aaron confirmed that yes, he will bring it all back in April as a discussion item only. Gary asked if it would be a weighted vote when it is brought back as an action item. Aaron confirmed that it would be a weighted vote.

Spencer encouraged Aaron to bring back multiple different proposals so that the group can have a full look and be able to make the best decisions. Jaclyn asked if the set of questions on page 53 of the packet have been reviewed previously by the Director's Council. Aaron confirmed that it was reviewed at the 3/5/24 DC meeting and he referenced those minutes included in the agenda packet starting on page 11.

Greg asked if the presentation that is brought back can be detailed enough to show what each district would be paying either way? Aaron confirmed that the report he brings back will have scenarios that will be detailed in a way that the districts can easily calculate what they would be spending.

Spencer agreed that we are making good progress on this, but also wanted to remind that the budgets will be getting tighter. How can we keep sustaining Out of Home Care funding during the tight budget times? Aaron confirmed that all this will be shown in those scenarios. Greg asked how much we traditionally spend on the residential cost pool? Aaron discussed that it depends and why that varies.

11. Compliance and Improvement Monitoring - Information .....Aaron Benton

Aaron summarized the CDE documents regarding the CIM process starting on page 56 of the packet:

1. CIM stands for compliance and improvement monitoring. There are no new CIM plans this year. Moving forward to next year, the annual determination letters will go out in January.
2. Some of the CIM monitoring levels have been improved. If you have improved, you will have less progress reporting required. Smalls means less than 100 students enrolled with disabilities. Small districts and charters – there 13 small districts in our SELPA. Everyone should have received their notification letter this week that tells what “cycle” they are on.
3. Timeline compliance for IEPs/reevaluations – Federal timelines we work with each year, not able to be waived.
4. Service tracking - March 1<sup>st</sup> to April 29<sup>th</sup> is the current service log window. This is to be annually. The 1<sup>st</sup> of May, you will receive your lists of students that will require data collection, calculation, and certification of reporting by each superintendent.

12. Director's Report .....Aaron Benton

a. Inspiration – [A Blast from the Past](#)

Aaron shared the link to a video on YouTube of Lily Tomlin incorporating sign language into Sesame Street's popular song, “Sing.”

b. Professional Development for Butte County SELPA

Aaron discussed the large number of trainings that have been offered and attended this year. We will be working with directors to develop a full PD calendar for the upcoming school year.

c. State SELPA & SSOS Professional Development

Aaron briefly discussed the many State SELPA trainings that have been offered recently such as Jenny Ponzuric Pattern of Strengths and Weaknesses; Heather Forbes, Classroom 180 Trauma Training; Celeste Roseberry McKibbin, English Learners with Potential Developmental Language Disorder. They were able to fund these through LEA Medi-Cal Collaborative funds. Staff also

attended the CalECSE Be the One Summit in San Diego and the State ADR Conference in Riverside.

- d. Parent University & Resource Fair – April 27<sup>th</sup> 9 a.m. to 12 noon @ Bidwell JHS  
Aaron discussed the collaborative Parent University & Resource Fair that is upcoming. He referred to the updated flyer included in the agenda packet starting on page 66.
- e. Community Advisory Committee Student Awards & Recognition – May 16<sup>th</sup> 6 p.m. to 7:30 p.m. @ Lakeside Pavilion in Chico  
Aaron discussed that we have secured Lakeside Pavilion in Chico for this event. We are looking at having it catered by Roots Catering. The link to the nomination form has been sent out and we have already starting receiving nominations. The official flyer and more information will be provided soon.
- f. Next meeting: April 17, 2024  
Please let Aaron know if there are other items you would like to discuss for the next meeting.

- 13. Good of the Order, Future Agenda Items ..... Spencer Holtom  
Nothing further was brought forward at this time.
- 14. Adjournment..... Spencer Holtom  
Meeting adjourned at 10:20 am.

To Do Items:

- Aaron will continue adjusting the NPS RFP draft and thinking about possible approaches to space
- Aaron is continuing to work on the ERMHS summary report with detailed fiscal scenarios





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Chico USD  
Durham USD  
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Gridley USD  
Manzanita ESD  
Oroville City ESD  
Oroville UHSD  
Palermo Union SD  
Paradise USD  
Pioneer UESD  
Thermalito Union ESD



**“Different. Not less.”**  
*-Temple Grandin*

**SELPA DIRECTORS’ COUNCIL MEETING**

**Agenda Item Summary**

PREPARED BY: Aaron Benton

MEETING DATE: April 9, 2024

AGENDA ITEM: 6

TOPIC/ ISSUE: The Short Bus, Chapter 5 - Presentation

BACKGROUND: This year's book club selection is *The Short Bus: A Journey Beyond Normal* by Jonathan Mooney, also the author of *Learning Between the Lines*, and *Normal Sucks*. Jonathan's story is inspirational and sets the stage for discussions we will be having in the future related to universal screenings for reading difficulties including dyslexia.

Between January and our May meeting, we have been covering what will be nine chapters from the book, sharing the most essential learnings and providing directors with some talking points they can use with their own teams. This month, Program Specialist Amanda Ramirez-O'Grady will summarize Chapters 7-8.

FINANCIAL IMPACT: NA

SELPA RECOMMENDATION: NA



# THE SHORT BUS

Jonathan Mooney

**CHAPTERS 7 - 8**

Amanda Ramirez





# 7 HOW TO CURSE IN SIGN LANGUAGE ASHLEY AND RICHMOND VA

We meet Ashley, 8 yrs old. Born 14 weeks premature, deaf and blind, smelling of alcohol, with a rare condition which causes tumors to form all over the body - in need of lifelong care... and Deborah - Mom, adopted Ashley, divorcee, police officer, a fighter for educational rights in a local public school



At first sight, Mooney could not stop “staring.” He at first, “wondered if Ashley belonged to the same species.” Of Ashley’s appearance and behaviors of navigating her life with only 3 senses through clicks and sounds and screeches. Many had concluded that Ashley was limited to learning functional life skills. She was treated as though she was incapable of understanding. Ashley’s school gave up on inclusion. First attempts were limited, with untrained staff and a lack of understanding deaf and blind students. Mooney touched upon the historically common trend of dismissal of those who cannot communicate the same as others. Historically, the deaf have been dismissed from society and labeled as unable to learn and/or function. With the dismissal of ASL within her first district of attendance, Ashley was placed into a non-integrated special education room. Deborah believes many formative years were lost when this happened.

Ashely enrolled in a new school that embraced the use of ASL, touch communication, and inclusion. This change has greatly benefited Ashley. Mooney was able to observe what a day looked like for Ashely. He watched as service providers communicated with Ashley, and how Ashley communicated back. Mooney could see the child in Ashley, “In that moment I saw Ashely not as a collection of problems, but as a little girl who loved more than anything to curse out her teachers in a language many did not understand.” Her defiance and will to communicate were relatable.

Ashley was a little girl trying to navigate the world around her, without sight or sound. She wants what we want and need - stimulation from the world around us.



# 8

## I DON'T KNOW, I DON'T REMEMBER, IT DOESN'T SEEM TO MATTER ANYMORE

Mooney begins by reflecting upon his journey of acceptance and seeking a place where he can be “normal” amongst his challenges and differences.

After leaving Ashley and Deborah, Mooney stops in Charlottesville, Virginia. He hopes to find a memorial dedicated to Carrie Buck, “the most famous casualty of the American eugenics movement - which dehumanized people with disabilities.” Buck, an epileptic woman who was raped, gave birth to the perpetrator’s child and was sterilized “because three generations of imbeciles are enough.”

Eugenicists have attempted to alter human gene pools by excluding people and groups judged to be inferior or promoting those judged to be superior (late 1800's - early 1900's).

After calling the main tourist line and stopping directly at the historical information center, Mooney loses his temper as he repeatedly is told that no one has heard of Buck’s memorial.

He reflects on ableism - the idea that our culture’s treatment of people with different cognitive and physical experiences is a form of discrimination.

At last Mooney questions who he wants to be. “ I used to want to be normal like them. But not anymore.”





# Connections to Today

## INCLUSION



When we look at inclusion, there is often a debate among educators about whether or not students with significant disabilities should be included in everyday general education classes or only stay in special education, self-contained classrooms. Mooney meets Ashley, who is blind, deaf, and has other medical problems. Mooney, like many others, are quick to assume the limitations that Ashley's disability can play in her involvement as an individual within our society. The lack of trained and educated staff supporting Ashley's disabilities would have guaranteed a world of limitations. When we lower the bar, we lower expectations and limit a student's potential. Deborah fought for others to believe in Ashley. Now that she is at a school, allowing her to show her true self, we can see a person trying to navigate her world.

## ABLEISM



In the late 1800s and early 1900s, the eugenics movement had an impact on people with disabilities within the United States. As Mooney attempts to find a memorial dedicated to a victim of the eugenics movement, no one knows who or what he was speaking of. This outraged Mooney, hushing the forced sterilization of disabled individuals.

“I walked outside and sat on the steps in front of the building. I thought about the trip to find this invisible testimony to what was an invisible past.” (pg 129)

Today, we now see a “push” for students with significant disabilities to be placed within the same classroom as their general education peers. The fight for inclusion continues. De-valuing those with disabilities continues - lowering the bar... because we believe that they are unable or just cannot do.





**Butte County SELPA**

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<http://www.buttecountyselpa.org>



**Aaron Benton**  
*SELPA Director*

**Spencer Holtom**  
*Governing Board Chairman*

**Mary Sakuma**  
*Superintendent*  
*Butte County Office of Education*  
*Administrative Unit*



*Proudly Serving*  
Bangor UESD  
Biggs USD  
Butte COE  
Chico USD  
Durham USD  
Golden Feather UESD  
Gridley USD  
Manzanita ESD  
Oroville City ESD  
Oroville UHSD  
Palermo Union SD  
Paradise USD  
Pioneer UESD  
Thermalito Union ESD



**“Different. Not less.”**  
*-Temple Grandin*

**SELPA DIRECTORS’ COUNCIL MEETING**

**Agenda Item Summary**

PREPARED BY: Aaron Benton

MEETING DATE: April 9, 2024

AGENDA ITEM: 7

TOPIC/ ISSUE: The Continuum of Supports Updates – Action and Discussion

BACKGROUND: This is an opportunity for the group to share any concerns about the continuum of supports across the county. Butte COE will share any information received regarding projections and needs for the coming year. The Director will give an update on discussions about a non-public school request for proposals. The group will have additional discussion about potential space, goals for BASES, and discussion regarding general education placement issues.

The group will return to the discussion on the program transfer application from Thermalito UESD regarding extensive needs students K-5 for the 2025-26 school year and a program transfer of most DIS services to begin in the 2025-26 school year. The members may choose to take action on the application.

FINANCIAL IMPACT: NA

SELPA RECOMMENDATION: NA

**BUTTE COUNTY OFFICE OF EDUCATION**

REQUEST FOR QUALIFICATIONS

**RFQ No. \_\_\_\_\_**

**Issued: \_\_\_\_\_, 2024**

**SPECIAL EDUCATION SERVICES**

**Federal Funding Involved**

**BUTTE COUNTY OFFICE OF EDUCATION**  
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BUTTE COUNTY OFFICE OF EDUCATION

REQUEST FOR QUALIFICATIONS

**RFQ No. \_\_\_\_\_**

**Special Education Services**

NOTICE OF INVITATION

Notice is hereby given that the Butte County Office of Education (BCOE) is soliciting vendors ("Proposers") for Request for Qualifications (RFQ) **No. \_\_\_\_\_, Special Education Services**. The RFQ is to prequalify a pool of Proposers to provide direct and indirect Special Education Services for a new School Program designed to serve school-aged students with disabilities , and to provide the requisite support for the implementation of interventions provided to these students.

- **CATEGORY A - Professional Development related to School Program:** Professional Development that supports the educators who provide Special Education Services in at the specialized school location or for those who will be utilizing the School Program. These services include providing individual or group education, coaching, advising and demonstration.
- **CATEGORY B - Indirect/ Direct Student Services for School Program:** Direct services are face-to face services or virtual services provided to the identified students as determined by the IEP team and outlined on the services for that IEP. Services may also include assessment to determine eligibility for services. These services must be provided by those who are experienced and have specific training or knowledge to best serve students via Special Education Services. Indirect services include participating in meetings with educational partners, and coaching and modeling effective techniques and interventions to ensure student needs are being addressed.

These categories of Special Education Services will include services provided by an Educational Specialist Teacher, Paraprofessional, Behavior Specialists, Behavior Paraprofessionals or Technician, Mental Health Clinician, and School Administration. Other services that may be offered but are not required include Speech Language Pathologist, Speech Language Pathologist Assistant, Inclusion Specialist, Sign Language Interpreting, Occupational Therapy, Physical Therapist, Orientation and Mobility Specialist, Adapted Physical Education Specialist, Orthopedic Impairment Specialist, School Psychologist, Psychologist, .A Pre-conference regarding statement of qualifications submittal is scheduled **March XX, 2024, at \_\_\_\_ AM/PM**. The virtual Pre-conference will be hosted via [\_\_\_\_] with options to join online or over the phone.

Statements of Qualifications (SOQ) will be received prior to **2:00 P.M.** on **April 22, 2024** at BCOE's office located at 1859 Bird Street, Oroville, CA 95965. SOQ's received later than the designated time and date will not be accepted. Facsimile (FAX), mailed or emailed copies of submittals will not be accepted. Submissions will not be read out loud since based on qualification criteria which could result in multiple awards.

Each SOQ must conform and be responsive to the requirements set forth in this RFQ. The BCOE reserves the right to waive any informalities or irregularities in received SOQ's. Further, the BCOE reserves the right to reject any and all SOQ's and to negotiate contract terms with one or more Proposers for one or more of the work items. The BCOE retains the sole discretion to determine issues of compliance and to determine whether a Proposer is responsive, responsible, and qualified.

If you have any questions regarding this RFQ please call or email Aaron Benton, SELPA Director at (530) 532-5620 or [abenton@bcoe.org](mailto:abenton@bcoe.org) before 2:00 p.m. on April 15, 2024. Answers will be posted on the BCOE website [www.bcoe.org](http://www.bcoe.org)

at 5:00 p.m. on April 19, 2024.

## I. RFQ INSTRUCTIONS

1. **RFQ Submittal.** The BCOE is seeking Statements of Qualifications (SOQ or Proposal(s)) from experienced persons or entities (Proposers) for a new School Program to be staffed by Educational Specialist Teacher, Paraprofessional, Behavior Specialists, Behavior Paraprofessionals or Technician, Mental Health Clinician, and School Administration. Other services that may be offered but are not required include Speech Language Pathologist, Speech Language Pathologist Assistant, Inclusion Specialist, Sign Language Interpreting, Occupational Therapy, Physical Therapist, Orientation and Mobility Specialist, Adapted Physical Education Specialist, Orthopedic Impairment Specialist, or School Psychologist. for five (5) years in the categories of Professional Development and Indirect/Direct Student Services (Services). A Proposer, if selected by the BCOE to provide the Services, will act as an independent contractor and consultant ("Contractor") pursuant to an Independent Contractor Services Agreement ("ICA").

Proposer's SOQ shall include the information/documentation addressing each of the minimum requirements outlined in Section V. DESIRED SERVICES. Proposals will be evaluated on **100-possible points** based on each Proposer's Cover Letter, Background on Organization, Organization of Human Resources, Scope of Practice, Qualifications, Insurance and Regulatory Matters, Proof of Licensure and Certification, and Pricing Structure.

2. **Pre-Proposal Conference.** If required by listing in the RFQ, interested Proposers must attend the Pre-proposal conference in order to have their Proposal accepted as responsive.

In order to have questions addressed at the Pre-Proposal Conference, Proposers must submit questions 48-hours prior to the conference to **Aaron Benton, SELPA Director at (530) 532-5620 or abenton@bcoe.org**

All questions regarding this RFQ are to be submitted to **Aaron Benton, SELPA Director at (530) 532-5620 or abenton@bcoe.org** Questions must be submitted by **2:00 P.M. on April 15, 2024**, to allow sufficient time for release of any final addendum prior to the RFQ closing date and time. The BCOE will distribute to all Proposers the questions and answers by addendum as deemed appropriate.

From the period beginning on the date of the issuance of this RFQ and ending on the date of the award of the contract, no person, or entity responding to this RFQ, nor any officer, employee, representative, agent, or consultant representing such a person or entity shall contact through any means or engage in any discussion regarding this RFQ, the evaluation or selection process/or the award of the contract(s) with any member of the BCOE, or with any employee of the BCOE except for clarifications and questions as described herein. Any such contact shall be grounds for the disqualification of Proposers.

3. **Qualifications.** Submittals must be received prior to the date and time identified in the Notice of Invitation. Facsimile (FAX) copies or email copies of the RFQ will not be accepted.

Proposers shall submit qualifications at BCOE's office located at 1859 Bird Street, Oroville, CA 95965.

The BCOE reserves the right to request information for clarification of the information submitted and request additional information from any Proposer in determining the most responsive, responsible proposal that best meets the BCOE's desired services or products.

The BCOE reserves the right to conduct discussions with any or all Proposer(s), but may, at its sole discretion, elect to conduct interviews with highest ranking Proposer(s).

4. **Accept or Reject Firm.** The BCOE reserves the right to accept or reject any or all Proposer(s) or to negotiate



with any or all responsible parties submitting a response to this RFQ, and to waive any informality in the RFQ process. The cost for developing responses to this RFQ are entirely the responsibility of the Proposer and shall not be chargeable to BCOE.

5. **Signing of Proposal.** Each SOQ must be executed by the Proposer or its authorized representative. Proposer may be asked to provide documentation of that authority (e.g., an authenticated resolution of its Board of Directors, a power of attorney evidencing the capacity of the person signing the Proposal Form to bind the Firm to its submission, etc.).

If a Proposer is a joint venture or partnership, it may be asked to submit an authenticated Power of Attorney executed by each joint venturer or partner appointing and designating one of the joint venturers or partners as a management sponsor to execute the SOQ on behalf of Firm. Only that joint venturer or partner shall execute the form. The Power of Attorney shall also: (1) authorize that particular joint venturer or partner to act for and bind Proposer in all matters relating to the SOQ; and (2) provide that each venturer or partner shall be jointly and severally liable for any and all of the duties and obligations of Proper assumed under the SOQ and under any agreement arising therefrom. The SOQ shall be executed by the designated joint venturer or partner on behalf of the joint venture or partnership in its legal name.

6. **Tentative Timeline.**

<u>RFQ Schedule of Events</u>	<u>Dates</u>
RFQ release date	04/08/2024
Questions due for Pre-Proposal conference	04/XX/2024 by 2:00 PM
Pre-Proposal conference	04/XX/2024 at 10:00 AM
Deadline to receive final questions	04/15/2024 by 2:00 PM
Proposal due date	04/22/2024, by 2:00 PM
Evaluation of Proposals	04/25/2024 – 04/01/2024
Interviews (by invitation only) week of	Tentative 05/01/2024 – 05/12/2024
Anticipated Board Award Date	05/17/2024

7. **Withdraw of Submission.** Proposal may be withdrawn at any time prior to the due date of the RFQ with written notification to the BCOE. Proposers may be relieved through written consent by the BCOE.

8. **Exceptions.** All exceptions which are taken in response to this RFQ, including but not limited to the ICA set forth in Exhibit A and incorporated herein, must be stated clearly in the SOQ. The failure to identify exceptions/deviations will constitute an acceptance by the Proposer of the RFQ as proposed by the BCOE. The BCOE reserves the right to reject an SOQ containing any deviations, including but not limited to exceptions, additions, qualifiers, or conditions. The taking of RFQ exceptions or providing false, incomplete or unresponsive statements may result in the disqualification of the proposal. Allowance of exceptions will be determined by the governing board whose decisions shall be final. Any RFQ exceptions or additional conditions requested after RFQ closure, which are not detailed within the RFQ response, may result in disqualification of the proposal. No oral or telegraphic modification of any proposal submitted will be considered and a confirmation of the telegram duly signed by the Proposer was placed in the mail prior to the opening of the RFQs.

9. **Prohibited Interests/Conflict of Interest.** Proposer is responsible for understanding and ensuring adherence to California Government Code section 1090 et seq., with respect to the RFQ and Services. Pursuant to Government Code section 1090, no BCOE officers or employees shall be financially interested in any contract made by them in their official capacity, or by any body or board of which they are members. Nor shall BCOE officers or employees be purchasers at any sale or Proposers at any purchase made by them in their official capacity. No official

or employee of BCOE who is authorized in such capacity and on behalf of BCOE to negotiate, make, accept, or approve, or to take part in negotiating, making, accepting or approving, any contract for Services or any subcontract in connection with Services, shall become, directly or indirectly, financially interested in the Services or in any part thereof. An officer shall not be deemed to be interested in a contract entered into by the BCOE Board of Education if the officer has only a "remote interest" in the contract (as "remote interest" is defined in Government Code section 1091(b)) and if the fact of that interest is disclosed to the BCOE Board of Education and noted in its official records, and thereafter the BCOE Board of Education authorizes, approves, or ratifies the contract in good faith by a vote of its membership sufficient for the purpose without counting the officer's vote with the remote interest per Government Code 1091.

10. **Anti-discrimination.** The BCOE prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment.

11. **Public Records Act.** Proposals, and any other supporting materials submitted to the BCOE in response to this RFQ will not be returned and will become the property of the BCOE unless portions of the materials are designated as proprietary at the time of submittal, and are specifically requested to be returned. Vague designations and/or blanket statements regarding entire pages or documents are insufficient and will not bind the BCOE to protect the designated matter from disclosure. Pursuant to *Michaelis, Montanari, & Johnson v. Superior Court* (2006) 38 Cal.4th 1065, SOQ packages shall be held confidential by the BCOE and shall not be subject to disclosure under the California Public Records Act until after either: (1) the BCOE and the successful Proposer have completed negotiations and entered into an Agreement, or (2) the BCOE has rejected all Proposals. Furthermore, the BCOE will have no liability to the Proposer or other party as a result of any public disclosure of any Proposal.

## II. INTRODUCTION

The Butte County SELPA serves approximately 26,000 total students and 4,200 students with disabilities ages birth to 22 years. We are located 60 minutes north of Sacramento at our southernmost border, and 70 minutes to the county seat in Oroville and 90 minutes to our largest city of Chico. Our smallest district serves approximately 30 students while our largest serves 12,500. Enrollment by ethnicity indicates ethnicities of 53.3% White, 26.9% Hispanic or Latino, 7.3% Two or More Races, 6.2% Asian, 1.9% African American, 1.9% American Indian or Alaska Native, 0.4% Filipino, 0.3% Pacific Islander, and 1.7% Not Reported. [Source: 2022-23 CDE Data Quest]

The Butte County SELPA's continuum of special education options includes everything from part-time specialized academic instruction, or "resource specialist support," and "speech and language impairment only" all the way to regional programs for students identified with emotional disturbance, autism, intellectual disability, deaf and hard of hearing. Our most restrictive placement in the county is currently located in Oroville at BASES Learning Center. The program replaced what was once Sierra School of Butte County although it is authorized by Butte County Office of Education and operated by the Butte County SELPA. In addition to BASES Learning Center, the Butte County SELPA provides regional services or consultation in educationally related mental health, assistive technology and AAC, behavior, and employment services. We also offer a robust professional development calendar, compliance monitoring support, and IEP facilitation.

This RFP is specific to a gap in our current continuum: We do not currently have a certified non-public school closer than Sacramento, and we currently transport a small number of students to a non-public school for a two-hour, one-

way trip daily. In spite of our efforts to create local programs, we have a group of students for whom even BASES Learning Center is not a viable option. We are seeking a partnership with a certified non-public school operator who can provide programming for one to two classrooms, for middle school to high school students, on either a comprehensive campus or a stand-alone facility.

It is important to note is that we border Sutter County, Yuba County, Plumas County, Glenn County, and Tehama County. We are also fairly close in proximity to Colusa County and Shasta County. None of these counties current have a non-public school option in their bounds either, so between the needs of Butte County and other local SELPAs, we anticipate a full and stable average enrollment.

The Butte County SELPA member districts have a reputation for collaboration and working in the best interests of their students and families. For example, BASES Learning Center is in its fifth year of operation with the continued commitment of 14 superintendents. The SELPA is relied upon for expert consultation and coaching and would serve as a resource to operators of the program in understanding local needs, available facilities and staffing. We welcome the opportunity to answer questions about this RFP and look forward to speaking with successful candidates during the interview phase.

BCOE intends to award a contract to one or more Proposers with a contract period of five (5) years. However, BCOE is under no obligation to award a Proposer.

The Selection Committee will pre-qualify a Proposer(s) and submit to the BCOE for approval. More than one Proposer may be pre-qualified.

Requests for price adjustments must be supported by justification. The BCOE reserves the right to accept or reject price adjustments, and remove a Proposer from prequalified status for any reason that are in the best interest of the BCOE. Price adjustments must be approved by the Executive Director of Purchasing.

### III. GENERAL TERMS AND CONDITIONS

**STATEMENT OF QUALIFICATIONS.** To receive consideration, Proposals shall be developed in accordance with the following terms:

1. **THE PROPOSAL** – If applicable by inclusion of a Proposal form, all items in the SOQ should be stated in figures, and signatures of all individuals must be in long hand. The completed SOQ should be without interlineations, alterations, or erasures. Unsigned SOQ's will not be accepted.
2. **PROPOSER DILIGENCE** - Submission of Proposal signifies careful examination of the RFQ and all attachments thereto, including but not limited to the ICA, and a complete understanding of the nature, extent, and location of Services to be performed.
3. **ELECTRONIC SUBMISSION OF SEALED SOQ's** - Unless otherwise stated in the RFQ INSTRUCTIONS, Proposals shall be submitted at BCOE's office located at 1859 Bird Street, Oroville, CA 95965. Proposers are solely responsible for timely submission of Proposals to the BCOE in the manner set forth herein, including allowance for upload speeds.

Each Firm shall ensure that its Proposal:

- a. Contains all documents as required herein; and

b. Is submitted via upload by date and time shown in the above Schedule or as modified by Addendum.

4. **DEFINITIONS** – Responsible; a proposing party possessing the skill, judgment, integrity and financial ability necessary to timely perform and complete the contract being solicited by a Proposal. Responsive; an SOQ which meets all of the specifications set forth in the request for proposal.

5. **ACCEPTANCE OR REJECTION OF SUBMISSIONS** – The BCOE may accept all or part of an SOQ, whichever is in the best interest of the BCOE. Proposals shall remain open and valid and subject to acceptance for ninety (90) calendar days after the SOQ opening.

6. **DEFAULT BY CONTRACTOR** – The BCOE shall hold the Contractor(s) responsible for any damage which may be sustained because of failure or neglect to comply with any terms or conditions listed herein. It is specifically provided and agreed that time shall be of the essence in meeting the contract requirements. If a Contractor fails or neglects to furnish or deliver any of the Services listed herein at the prices named and at the time and place herein stated or otherwise fails or neglects to comply with the terms of the RFQ, the BCOE may, upon written notice to the Proposer, cancel the ICA in its entirety or cancel or rescind any or all Services affected by such default, and may, whether or not the ICA is cancelled in whole or in part, purchase Services elsewhere without further notice to the Proposer. The prices paid by the BCOE at the time such Services are acquired are made shall be considered the prevailing market price. Any extra cost incurred by such default may be collected by the BCOE from the Contractor, or deducted from any funds due the Proposer.

7. **INSURANCE** – Without limiting Contractor indemnification, it is agreed that Contractor shall secure and maintain in force during the term of the ICA. A Commercial General Liability policy (Contractual liability included) utilizing an occurrence policy form, with limits of not less than two million (\$2,000,000) dollars per occurrence, four million (\$4,000,000) annual aggregate limit. Business automobile Liability Insurance shall be maintained for owned, scheduled, non-owned or hired automobiles with a combined single limit not less than two million (\$2,000,000) dollars per occurrence. In the event Contractor is working with students individually or providing professional services to students, Contractor shall maintain a policy providing coverage for sexual molestation and/or abuse claims. In the event that Contractor's Commercial General liability policy excludes coverage for sexual molestation and/or abuse claims shall be required to procure a separate or supplemental policy providing such coverage. The limits of coverage for the abuse and molestation policy shall be not less than \$2,000,000 per claim and \$4,000,000 aggregate. If any of the required policies provide coverage on a claims-made basis then the following shall apply; 1) The retroactive date must be shown, and must be before the date of the contract or the beginning of contract work; 2) Insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the contract work; (3) If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective date, the Contractor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of work. Self-insured retentions must be declared to and approved by BCOE. The BCOE may require Contractor to provide proof of ability to pay losses and related investigations, claims administration and defense expenses within the retention. The policy shall provide, or be endorsed to provide, that the self-insured retention may be satisfied by either the named insured or the BCOE. The BCOE shall be named as an additional insured on the policies by separate endorsement. A Certificate of Insurance and endorsements shall be attached to the Agreement as proof of insurance. The Contractor policy shall provide that it is primary such that insurance maintained by the BCOE, if any, shall be excess and not co-primary. Contractor shall produce the policy for BCOE, upon request.

8. **INVOICES AND PAYMENTS** – Unless otherwise specified, the successful proposer(s) shall render invoices in duplicate for materials delivered or services performed under the contract, to Travis Haskill at the Fiscal Services Department of the BCOE, [thaskill@bcoe.org](mailto:thaskill@bcoe.org). Invoices shall be submitted under the same firm name as shown on the SOQ and must include the Purchase Order Number. The successful Proposers shall list separately any taxes PAYABLE BY THE BCOE and shall certify on the invoices that Federal Excise Tax is not included in the prices listed thereon. The BCOE shall make payment for materials, supplies, or services furnished under the contract within a reasonable and proper time after acceptance thereof and approval of the invoices by the authorized BCOE Representative.

9. **MISCELLANEOUS PROVISIONS:**

- a) **Assignment of Contracts** – The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the BCOE.
- b) **Binding Effect** – This ICA shall inure to the benefit of and shall be binding upon the Contractor and BCOE and their respective successors and assigns.
- c) **Severability** – If any provisions of the ICA shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provisions hereof.
- d) **Amendments** – The terms of the ICA shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by the parties.
- e) **Entire Agreement** – This RFQ and all attachments thereto, including the ICA, constitutes the entire agreement between the Proposer and the BCOE. There are no understandings, agreements, representations or warranties, express or implied, not specified in the RFQ and all attachments thereto, including the ICA. Proposer, by the execution of his/her signature on the Proposal Signature Page Form acknowledges that he/she has and read the RFQ, understands it, and agrees to be bound by its terms and conditions stated in the RFQ.
- f) **Non-Exclusive Contract.** Any resultant ICA will be awarded with the understanding and agreement that it is for the sole convenience of the BCOE. The BCOE reserves the right to obtain like Services from another source when necessary.
- g) **Hold Harmless Clause** – The Contractor agrees to indemnify, defend and save harmless the BCOE, its governing board, related divisions and entities, officers, agents, and employees from and against any and all claims, demands, losses, defense costs, or liability of any kind or nature which the BCOE, its officers, agents, and employees may sustain or injure or which may be imposed upon them for injury to or death of persons, or damage to property as a result of, arising out of, or in any manner connected with the Proposer or Proposer's agents, employees or subcontractor's performance under the terms of this contract, expecting only liability arising out of the sole negligence of the BCOE.
- h) **Law** – In the event of any conflict or ambiguity between the RFQ and state or federal law or regulations, the latter shall prevail. Additionally, all Services to be performed under the proposal shall conform to all applicable requirements of local, state and federal law.
- i) **Governing Law and Venue** – In the event of litigation, the RFQ documents, specifications and related matters shall be governed by and construed only in accordance with the laws of the State of California. Venue shall only be with the appropriate state or federal court located in Butte County.
- j) **Permits and Licenses** – The Contractor(s) and all of its employees or agents shall secure and maintain in force such licenses and permits as are required by law, in connection with the furnishing of materials, articles or services herein listed. All operations and materials shall be in accordance with law.
- k) **Independent Contractor** – While engaged in providing Services, the Contractor agrees by his/her signature on the RFQ that he/she is an independent contractor and not an officer, employee or agent of the BCOE. Proposer(s) agree to utilize the Master Contract with the related terms and conditions as set forth in Exhibit A.

#### IV. SPECIAL TERMS AND CONDITIONS

A. **AGREEMENT TERM** – Upon award, the SOQ will be effective for a period of five (5) years.

**B. COMPLIANCE WITH FEDERAL PROVISIONS** IN ACCORDANCE WITH 2 CFR PART 200 APPENDIX II

- (A) Contracts for more than the simplified acquisition threshold, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.
- (B) All contracts in excess of \$10,000 must address termination for cause and for convenience by the non-Federal entity including the manner by which it will be effected and the basis for settlement.
- (C) Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."
- (D) Davis-Bacon Act, as amended (40 U.S.C. 3141-3148). When required by Federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland "Anti-Kickback" Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency.
- (E) Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the non-Federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

- (F) Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of "funding agreement" under 37 CFR § 401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.
- (G) Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended - Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).
- (H) Debarment and Suspension (Executive Orders 12549 and 12689) - A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.
- (I) Byrd Anti-Lobbying Amendment (31 U.S.C. 1352) - Contractors that submit an SOQ for an award exceeding \$100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

C. **PROFESSIONAL RELATIONSHIP.** It shall be the sole right and responsibility of Contractor to create and maintain a professional relationship, with the BCOE, its employees, its agents and its partners.

## V. DESIRED SERVICES

A. **SCOPE OF WORK** – Please recopy the rewritten portions from above for this section.

**\*\*Proposers may qualify for one or more categories. If submitting for multiple categories, submit one proposal with a cover letter separating response to each category.\*\***

## VI. SOQ CONTENT REQUIREMENTS (Maximum of 10 pages not including cover letter and required forms or documentation)

To be considered, Proposals must be clear, concise, complete, well organized and demonstrate both Proposer's qualifications and ability to follow instructions. The quality of answers, not length of responses or visual exhibits is what is important.



1. Cover Letter (you must indicate the category/categories you are submitting for)
  - a. Provide a letter of introduction signed by an authorized officer of the Proposer. If the Proposer is a joint venture, duplicate the signature block and have a principal or officer also sign on behalf of each party to the joint venture.
  - b. Include a brief description of why your firm is well suited for, and can meet, the BCOE's needs.
  - c. Clearly identify the individual(s) who are authorized to speak for the firm during the evaluation process.
  - d. A statement as to whether Proposer, if successful, is prepared to enter into the BCOE's form of ICA without objections. If not, Proposer shall indicate what provisions of the Agreement it seeks to amend.
  - e. Proposer shall certify that no official or employee of the BCOE, nor any business entity in which an official of the BCOE has an interest, has been employed or retained to solicit or assist in the procuring of the resulting contract(s), nor that any such person will be employed in the performance of any/all contract(s) without immediate divulgence of this fact to the BCOE.
  - f. Proposer shall certify that no official or employee of the firm has ever been convicted of an ethics violation.
  - g. Proposer must include evidence that Proposer is legally permitted and properly licensed for the Services.
  - h. Proposer shall sign and add the following language: "By virtue of this submission, [INSERT PROPOSER'S NAME] declares that all information provided is true and correct."
2. Background on Organization
  - a. Please list the following:
    - Company name.
    - Address
    - Telephone
    - Email
    - Website
    - Name and email of main contact
    - Type of organization (i.e. corporation, partnership, etc.).
    - A brief description and history of the firm, including number of years the firm has been in business and date firm was established under its given name.
    - Number of employees (licensed professionals, technical support).
3. Organization of Human Resources
  - a. Please describe your firm's day-to-day operations.
4. Scope of Practice
  - a. Program Philosophy and Mission
    - Please describe your firm's philosophy, mission, goals, etc.
  - b. Description of Programs
    - Please outline the types of programs your firm provides
    - Include demographics (e.g. age, grade, etc.) of students served by your programs.
  - c. Service implementation plan
5. Qualifications
  - a. Proposer's experience during the last five (5) years as a provider of Professional Development and Indirect/ Direct Student Service. What type of services and where they were provided (i.e. school sites, districts, communities, and/or neighborhoods)?
  - b. Proposer's organizational skills and how its resources will be utilized on behalf of BCOE. Include a

discussion of the Proposer's financial strength in terms of net capital, assets and presence within the State of California (number of offices, number of employees, etc.).

- c. Proposer's program evaluation method including metrics, benchmarks, and goals. Metrics should reflect the proposed impact of said services. How will the Proposer's services positively impact the department's goals?
  - d. Provide resumes of up to five (5) certified individuals in your firm in positions of leadership members to be assigned to work with BCOE, including their areas of expertise, years of experience, list the office locations, telephone numbers and email. Include a one paragraph summary for each individual.
  - e. Provide resumes of up to five (5) staff members to be assigned to work with BCOE, including their areas of expertise, years of experience, list the office locations, telephone numbers and email. No summary for each individual necessary. addresses for these individuals and indicate the primary contact assigned to BCOE (Can be submitted at a later date when staff is known)
  - f. List a minimum of three (3) references from individuals or agencies that can speak to the Proposers' work. At least one (1) reference shall be from a current public educational agency utilizing Proposer for student program placement.
6. Insurance and Regulatory Matters
    - a. Provide information on the professional liability insurance carried by Proposer.
    - b. List any claims and/or lawsuits the Proposer is involved in or party to within the past five (5) years.
  7. Proof of Licensure and certification: who meets all requirements to provide service in specified area.
  8. Pricing Structure – Proposers are asked to provide their proposed pricing structure using Appendix A. Total cost (i.e. cost for Services, materials, supplies, mileage, lodging, etc.) should be included in the unit cost (i.e. Hourly cost if applicable). Pricing rates shall be specified for each service type.

## VII. EVALUATION PROCESS

- A. The process that will be used by the BCOE in prequalifying Proposer to perform Services as outlined in this RFQ will be as follows:
  1. Evaluation Committee – An Evaluation Committee may be made up of BCOE administrators, members and staff, will review and evaluate submittals.
  2. The Evaluation Committee will use a scoring matrix method of **100 possible points**. Proposers with a cumulative score of at least **70-points** will be recommended for prequalification. The possible points for each area are provided in Section VIII. Evaluation Criteria.

The Butte County SELPA will evaluate all Proposals. Each Proposal must be complete. Incomplete Proposals will be considered nonresponsive and grounds for disqualification. The BCOE retains the sole discretion to determine issues of compliance and to determine whether a Proposer is responsive, responsible, and qualified. Based upon the information presented in the submissions, the BCOE may elect to conduct interviews with some or all of the Proposers. After the interviews, if any, the BCOE will identify the Proposer(s) that can provide the greatest overall benefit to the BCOE. Proposals may be evaluated using, among other things, the following criteria:

- The Proposer's approach to, and understanding of, the Services
- The Proposer's experience with similar contracts and clients
- The experience and qualifications of the Proposer's staff and subconsultants, if any,

- in providing services similar to the Services
- The Proposer’s demonstrated ability to deliver Services on time and within budget
- The extent to which Proposer’s previous clients have found the Proposer’s services acceptable
- Previous experience with the Proposer, if any
- Cost of Proposer to deliver the Services
- Other qualifications/criteria, as deemed appropriate in the BCOE sole discretion

3. The Governing Board – The BCOE Board of Education will approve a pool of prequalified Proposers.
4. The BCOE will issue Purchase Order(s) to prequalified Proposer(s) on an as-needed basis.

**VIII. EVALUATION CRITERIA**

<b>Evaluation Criteria</b>	<b>Maximum Points</b>
Cover Letter	<b>5</b>
Organization Description and Service Implementation Plan	<b>30</b>
Qualifications	<b>40</b>
Insurance and Regulatory Matters	<b>10</b>
Proof of Licensure and certification - meets all requirements to provide service in specified area.	<b>5</b>
Pricing Structure	<b>10</b>
<b>Total</b>	<b>100 points</b>

## SUBMITTAL CHECK LIST

*The listed documents below are required to be provided as part of your submittal*

- SOQ not to exceed 10-pages (not including cover letter, required forms, and documentation) in accordance with Section V. SOQ CONTENT REQUIREMENTS. **If submitting for multiple categories, submit one Proposal with cover letter separating each category. You must indicate the category/categories you're submitting for in your cover letter.**
- Request for References Form
- Non-Collusion Declaration Form
- No Prohibited Interest/Conflicts of Interest Declaration Form
- Proposal Signature Page Form
- Certification Regarding Lobbying
- Disclosure of Lobbying Activities (If nothing to disclose, please indicate "N/A" and sign)
- Certifications to be Completed by Contractor
- Appendix A - Pricing Sheet (Insert your pricing on page 25 or label your pricing page as Appendix A – Pricing Sheet)

## REQUEST FOR REFERENCES

All Proposers shall submit with their proposal at least three (3) previous jobs of similar scope and size in the last five years. They must include a contact name and phone number for verification purposes. Failure to provide reference may result in your SOQ being determined non-responsive.

1. Name of Reference Contact Person:

Address:

Phone:

Scope of Work:

2. Name of Reference Contact Person:

Address:

Phone:

Scope of Work:

3. Name of Reference Contact Person:

Address:

Phone:

Scope of Work:

**NON-COLLUSION DECLARATION TO BE EXECUTED BY AND SUBMITTED WITH SOQ**

Public Contract Code section 7106

The undersigned declares:

I am the \_\_\_\_\_ [name/title]  
of \_\_\_\_\_ [company], the party making the foregoing  
Proposal.

The Proposal is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The Proposal is genuine and not collusive or sham. The Respondent has not directly or indirectly induced or solicited any other Proposer to put in a false or sham Proposal. The Proposer has not directly or indirectly colluded, conspired, connived, or agreed with any Respondent or anyone else to put in a sham Proposal, or to refrain from promising. The Proposer has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the price of the Proposal, or to fix any overhead, profit, or cost element of the Proposal price, or of that of any other Proposer. All statements contained in the Statement of Qualifications are true. The Proposer has not, directly or indirectly, submitted his or her Proposal price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, Proposal depository, or to any member or agent thereof, to effectuate a collusive or sham Statement of Qualifications, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a Proposer that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the Proposer.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on \_\_\_\_\_ [date], at \_\_\_\_\_ [city], \_\_\_\_\_ [state].

\_\_\_\_\_  
Printed name of Authorized Company Representative

\_\_\_\_\_  
Signature of Authorized Company Representative

**NO PROHIBITED INTEREST/CONFLICTS OF INTEREST DECLARATION**

I hereby certify and declare that the undersigned Proposer has reviewed and understands Section. I, Article 9 Prohibited Interests/Conflict of Interest of the RFQ Instructions, and that Proposer has no business relationship with any member of the Butte County Office of Education ("BCOE") Board of Education ("BOE") that gives any BOE member a financial interest in any contract between Proposer and the BCOE, other than a financial interest that qualifies as a "remote interest" or a "noninterest," and that no Prohibited Interests/Conflicts of Interest exist which violate this article and thereby preclude Proposer from contracting with the BCOE. Proposer further understands that the provision of a Statement of Qualifications to Proposer over 5 years prior to a BOE member's election or appointment, without the goods or services included in the Statement of Qualifications actually being furnished to Proposer, i.e., an unaccepted Statement of Qualifications, does not qualify to cause a financial interest to be a "remote interest" as that term is defined in California Government Code section 1091(b)(8).

Consistent with the foregoing and with this article, Proposer understands that if Proposer is awarded the contract for Services and a Prohibited Interests/Conflict of Interest is thereafter discovered, the Master Contract between Proposer and the BCOE may be void, and in such event Proposer may be required to disgorge all monies received pursuant to such void contract.

I declare under penalty of perjury under the laws of the State of California that 1) Proposer has reviewed all necessary documents and exercised all due diligence in determining that no Prohibited Interests/Conflicts of Interest exist as set forth above and as described in Section I, Article 9. Prohibited Interests/Conflict of Interest of the RFQ Instructions, with respect to the undersigned Respondent, 2) I am authorized by Proposer to execute this form on Proposer's behalf and to make the certifications contained herein, and 3) the representations and certifications set forth herein are true and correct.

Dated: \_\_\_\_\_

\_\_\_\_\_  
[Company Name]

\_\_\_\_\_

[Name and Title of Respondent's Representative]

\_\_\_\_\_

[Signature]



**PROPOSAL SIGNATURE PAGE FORM**

The undersigned, having carefully examined the RFQ and all addenda, proposes and agrees to be bound by all terms and conditions of the complete Contract Documents. I have thoroughly reviewed the Pricing Sheet for RFQ \_\_\_\_, **Special Education Services** submitted herewith and agree to provide services consistent with the terms of the RFQ at the prices identified in Appendix A - Pricing Sheet submitted in my proposal.

"I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct."

To be signed by authorized company agent acknowledging submittal of SOQ. Submittals by corporations must be signed with the legal name of the corporation, followed by the signature and designation of the president, secretary, or other person authorized to bind the corporation in this matter. The name and title of each person signing shall also be typed or printed below the signature. When requested by the BCOE, satisfactory evidence of the authority of the officer signing on behalf of the corporation shall be furnished.

\_\_\_\_\_

Signature/Title

\_\_\_\_\_

Area Code / Telephone Number

\_\_\_\_\_

Type or Print Name

\_\_\_\_\_

Area Code / Fax Number

\_\_\_\_\_

Name of Company as Licensed

\_\_\_\_\_

E-Mail Address

\_\_\_\_\_

Address

\_\_\_\_\_

Professional License No. / Type / Exp. Date

\_\_\_\_\_

City                      State      Zip Code

**Certification Regarding Lobbying**

**The undersigned certifies, to the best of his or her knowledge and belief, that:**

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form- LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents of all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub- recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Organization: \_\_\_\_\_

Street address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

\_\_\_\_\_  
CERTIFIED BY: (type or print)

\_\_\_\_\_  
TITLE:

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

## Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352 (See reverse for public burden disclosure)

<b>Type of Federal Action:</b> contract b. grant cooperative agreement loan loan guarantee loan insurance	<b>Status of Federal Action:</b> bid/offer/application b. initial award c. post-award	<b>Report Type:</b> initial filing b. material change <b>For material change only:</b> Year _____ Quarter _____ Date of last report _____
<b>4. Name and Address of Reporting Entity:</b> Prime _____ Subawardee _____ Tier _____, if Known: _____  <b>Congressional District, if known:</b>	<b>If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</b>    <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable: _____	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant</b> <i>(if individual, last name, first name, MI):</i>	<b>b. Individuals Performing Services</b> <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
<b>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</b>	<b>Signature:</b> _____ <b>Print</b> <b>Name:</b> _____ <b>Title:</b> _____  <b>Telephone No.:</b> _____ <b>Date:</b> _____	

**Federal Use Only**

**Authorized for Local Reproduction Standard Form -  
LLL (Rev. 7-97)**

## INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to Title 31, U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP- DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.  
  
(b) Enter the full names of the individual(s) performing services and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

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According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

CERTIFICATIONS TO BE COMPLETED BY CONTRACTOR

THE UNDERSIGNED MUST **CHECK EACH BOX** AND EXECUTE THIS FORM AND HEREBY CERTIFIES TO THE BUTTE COUNTY OFFICE OF EDUCATION THAT:

He/she is a representative of the Contractor,

He/she is familiar with the facts herein certified and acknowledged,

He/she is authorized and qualified to execute this Agreement and these certifications on behalf of Contractor and that by executing the Agreement and these Certifications he/she is certifying the following items.

**Workers' Compensation** (Labor Code Sections 1860-1861. In accordance with Labor Code section 3700, every contractor will be required to secure the payment of compensation to his or her employees. I acknowledge and certify under penalty of perjury that I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of this contract.

**Debarment.** As required by Executive Order 12549, Debarment and Suspension, for participants or FIRMS in primary covered transactions:

A. The participant or FIRM'S certifies that it and its principals:

1. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
2. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
3. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
4. Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

B. Where the participant or FIRM is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.



**Russian Sanctions Certification**

On March 21, 2022, President Biden issued Executive Order 14065 (<https://www.whitehouse.gov/briefing-room/presidential-actions/2022/02/21/executive-order-on-blocking-property-of-certain-persons-and-prohibiting-certain-transactions-with-respect-to-continued-russian-efforts-to-undermine-the-sovereignty-and-territorial-integrity-of-ukraine/>; "**Federal Order**") imposing economic sanctions and prohibiting many activities including, but not limited to, investing in, importing to, exporting from, and contracting with, areas of Ukraine and in Russia. On April 4, 2022, California Governor Newsom issued Executive Order N-6-22 requiring state agencies to take steps to ensure any agency and entity under contract with state agencies comply with the Federal Order (<https://www.gov.ca.gov/wp-content/uploads/2022/03/3.4.22-Russia-Ukraine-Executive-Order.pdf>; "**State Order**").

The BCOE requires the Contractor, as a vendor with the BCOE, to comply with the economic sanctions imposed in response to Russia's actions in Ukraine, including the orders and sanctions identified on the U.S. Department of the Treasury website (<https://home.treasury.gov/policy-issues/financial-sanctions/sanctions-programs-and-country-information/ukraine-russia-related-sanctions>).

If your Firm's contract with the BCOE has a cumulative value of \$5 million or more, your certification here constitutes your written response to the BCOE, indicating:

- (1) that your Firm is in compliance with the required economic sanctions of the Federal and State Orders;
  
- (2) the steps your Firm has taken in response to Russia's actions in Ukraine, including, but not limited to, desisting from making new investments in, or engaging in financial transactions with, Russian entities, not transferring technology to Russia or Russian entities, and directly providing support to the government and people of Ukraine.

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**I ACKNOWLEDGE AND CERTIFY UNDER PENALTY OF PERJURY THAT I AM DULY AUTHORIZED TO LEGALLY BIND THE CONTRACTOR TO ALL PROVISIONS AND ITEMS INCLUDED IN THESE CERTIFICATIONS, THAT THE CONTENTS OF THESE CERTIFICATIONS ARE TRUE, AND THAT THESE CERTIFICATIONS ARE MADE UNDER THE LAWS OF THE STATE OF CALIFORNIA.**

Date: \_\_\_\_\_

Proper Name of Contractor: \_\_\_\_\_

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_

END OF CONTRACTOR CERTIFICATIONS



**GREGORY BLAKE**

*Superintendent*

[gblake@thermalito.org](mailto:gblake@thermalito.org)

**CODY WALKER**

*Assistant Superintendent of*

*Business & Operations*

[cwalker@thermalito.org](mailto:cwalker@thermalito.org)

**BOARD OF TRUSTEES**

*Jaymes Lackey*

*Darlene Fultz*

*Mark Walker*

*Richard Meyer*

*Tracell Biddle-Lewis*

*"In a safe and respectful environment, we inspire, educate, and challenge our students, empowering them to succeed in an ever-changing world."*

Butte County SELPA  
1870 Bird Street  
Oroville, CA 95965

February 26, 2024

Dear SELPA Governing Board:

Please accept this letter and attached Request for Special Education Program Transfer as notification of Thermalito UESD's intention to transfer special education services from the Butte County Office of Education (BCOE) to Thermalito UESD (TUESD) in accordance with SELPA GBP 20.

Thermalito UESD intends to expand the offering of its special education services beginning July 1, 2025, for the 2025-26 school year. Specifically, TUESD intends to open Extensive Needs/SDC classes for its K-5 students during the 2025-26 school year and for its 6-8 grade students during the 2026-27 school year. Beginning July 1, 2025, TUESD also intends to provide services for most of its students receiving services billed under the DIS category, including speech, occupational therapy, and adaptive physical education.

We will engage in the prescribed K-5 staff transfer process during the 2024-25 school year in preparation for the 2025-26 school year. We will engage in the prescribed 6-8 staff transfer during the 2025-26 school year in preparation for the 2026-27 school year.

Finally, pending the outcome of the discussion on ERMHS funding and a potential revision or rescinding of the current MOU, TUESD intends to transfer ERMHS programming from BCOE to TUESD for the 2025-26 school year and will engage in the prescribed staff transfer process during the 2024-24 school year if needed.

Sincerely,

A handwritten signature in blue ink that reads "Gregory Blake".

Gregory Blake

Superintendent

Thermalito Union Elementary School District

## **Application for Special Education Program Transfer**

### **Part I: Identification (Education Code 56207)**

1. Receiving Agency: Thermalito Union Elementary School District
2. Sending Agency: Butte County Office of Education
3. Date of Request: February 12, 2024
4. Effective Date of Transfer: July 1, 2025
5. Type of Request: Regular Track

### **Part II: List the type of programs and services being transferred:**

1. Number of students: ~30
2. Number of staff: TBD
3. Description of Program: K-8 Extensive Need/SDC Classes, DIS services, and ERMHS services

\*If a partial transfer of program, please list the type of program and services remaining:

### **Part III: Education Code 56207 requires school districts and county offices requesting a program transfer to develop a plan that addresses the seven areas listed below as related to the impact of the transfer:**

1. Pupil Needs (Describe how the students' special education needs will be addressed.):

Students' special education needs will be met by appropriate program offerings at Poplar Avenue Elementary School for grades TK-5 and Nelson Avenue Middle School for grades 6-8. DIS and ERMHS services will be offered districtwide at all district sites and programs as needed.

2. Availability of a full continuum of services to affected students:

The full continuum of services currently offered in BCOE Extensive Needs/SDC classes will be offered at Poplar Avenue Elementary School and Nelson Avenue Middle School. DIS and ERMHS services will be offered districtwide at all district sites and programs as needed.

3. Functional continuation of the current individual educational program for affected students:

Affected students' current individual educational programs will be offered at Poplar Avenue Elementary School and Nelson Avenue Middle School instead of at the current sites at which SDC classes are offered by BCOE. DIS and ERMHS services will be offered districtwide at all district sites and programs as needed.

4. Provision of services in the least restrictive environment from which the affected students can benefit:

Poplar Avenue Elementary School and Nelson Avenue Middle School will provide services in the least restrictive environment to affected students. For this program transfer, that includes being provided services in a campus located within their school district rather than needing transportation to services offered in other school districts.

5. Maintenance of all appropriate support services:

All appropriate support services will be maintained.

6. Assurance of compliance with all federal and state laws, regulations, and policies of the Butte County SELPA:

Thermalito UESD will comply with all federal and state laws, regulations, and policies of the Butte County SELPA.

7. Means by which parents and staff were represented in the planning process of the transfer:

Appropriate general education and special education staff were involved in the planning process of the transfer through a series of discussions. Generally, parents of children with special needs have preferred staying in Thermalito schools to the extent to which their special education needs can be met.

Describe any special factors or conditions that might affect the ability of the receiving LEA to provide comparable services to the affected students:

No special factors or conditions are anticipated.

#### **Part IV: Administrative Approval of All Three Entities:**

Important Note: All entities involved in the program transfer are advised to read the following requirements prior to signing below.

1. The sending agency, the receiving agency, and the governing body of the Special Education Local Plan Area (SELPA) of which the agencies are members, agree to the transfer.

2. In addition, by signing this form, all signatories assure that:

- a. Special Education instruction and related services provided by each affected LEA comply with all state and federal requirements;
- b. The level of services and the opportunity of the affected students to interact with the general school population is not diminished as a result of the program transfer; and
- c. The transfer is consistent with all SELPA policies and the local plan.

3. If either the sending or receiving agency disagrees with the proposed transfer, the matter will be resolved by the alternative resolution process established pursuant to Education Code Section 56207(c).

**CERTIFICATIONS**

Sending Program Operator Name:

Butte County Office of Education

\_\_\_\_\_  
Superintendent or Authorized Designee

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Date

Receiving Program Operator Name:

Thermalito Union Elementary School District

  
\_\_\_\_\_  
Superintendent or Authorized Designee

(530)  
538-2900  
\_\_\_\_\_  
Telephone

2/26/24  
\_\_\_\_\_  
Date

Governing Body of SELPA:

Butte County SELPA Governing Board

\_\_\_\_\_  
SELPA Governing Board Chair

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Date





**Butte County SELPA**

1870 Bird Street  
Oroville, CA 95965  
(530) 532-5621  
Fax (530) 532-5920

<http://www.buttecountyselpa.org>



**Aaron Benton**  
*SELPA Director*

**Spencer Holtom**  
*Governing Board Chairman*

**Mary Sakuma**  
*Superintendent*  
*Butte County Office of Education*  
*Administrative Unit*



*Proudly Serving*  
Bangor UESD  
Biggs USD  
Butte COE  
Chico USD  
Durham USD  
Golden Feather UESD  
Gridley USD  
Manzanita ESD  
Oroville City ESD  
Oroville UHSD  
Palermo Union SD  
Paradise USD  
Pioneer UESD  
Thermalito Union ESD



**“Different. Not less.”**  
*-Temple Grandin*

**SELPA DIRECTORS’ COUNCIL MEETING**

**Agenda Item Summary**

PREPARED BY: Aaron Benton

MEETING DATE: April 9, 2024

AGENDA ITEM: 8

TOPIC/ ISSUE: Draft Summary Report and Recommendations on Educationally-Related Mental Health Services – Presentation

BACKGROUND: The Director will present the first draft of "Summary Report with Recommendations on the Butte County SELPA Educationally-Related Mental Health Services Program." The directors will ask questions and provide feedback to strengthen the content that will next be shared in draft form at Governing Board.

FINANCIAL IMPACT: NA - this is not an action item at this time, however there would be fiscal impacts if recommendations are ultimately adopted.

SELPA RECOMMENDATION: NA



## Summary Report with Recommendations on the Butte County SELPA Educationally-Related Mental Health Services Program

by Aaron Benton, SELPA Director

### Background

Review of funding and allocation policy occurs periodically based on the changing local needs of the Butte County SELPA. For example, several studies were conducted over a twenty-year period related to our previous “regional unit model AB 602 allocation plan.” When the fairness of the model was challenged by some charter schools and one member district during the 2018-19 school year, and another fiscal study was undertaken that resulted in a new SELPA voting process and also fiscal recommendations including a shift to a fee-for-service model. [See [AB 602 Summary Report by Jack Lucas.](#)] The program and fiscal model for educationally-related mental health services (ERMHS) was last studied in the 2019-20 school year based on concerns related to program integrity and fiscal sustainability. Recommendations were made that resulted in, among other reforms, a reduction of overall clinician staffing and partial program transfer. [See [ERMHS Summary Report by Maureen O’Leary Burness.](#)]

During the 2021-22 school year, the Governor’s Education Omnibus Trailer Bill AB 181 proposed to shift state and federal ERMHS dollars to LEAs instead of SELPAs. As a professional Association, the SELPA Administrators of California provided a response to the proposals around ERMHS, and Butte County SELPA followed suit with a similar letter voicing our concerns particularly due to the fact that many of our districts are relatively small and rural, and we anticipated the continuing need to work together in an economy of scale. The Director co-authored an article on the subject that was published in ACSA *Leadership* Magazine, [Sustaining Tiered Mental Health Options and Collaborations](#) and produced several [SELPA Making It Happen Podcasts](#) related to the importance of shared service models and equitable, high-quality ERMHS programming.

Since trailer bill language can change on a dime, and it was unclear whether implementation would still begin to apply during the 2022-23 school year, the Director decided to draft an [ERMHS Memorandum of Understanding \(MOU\)](#) with the assistance of Heather Edwards, Esq., partner at Edwards, Stevens & Tucker. The purpose of the MOU was protective in nature, and was intended to (a) ensure consistency of service provision for all districts in Butte County SELPA no matter how large or small; (b) to affirm our collective understanding regarding our allocation model; (c) to affirm our mutual commitment to one another in service to all students in Butte County SELPA; (d) to facilitate the transfer back of ERMHS funds from LEAs to the SELPA in order to continue to allocate in the manner already approved by the Governing Board; and (e) to provide some clarity in advance of what would later become a confusing and controversial situation.

The MOU provides that the agreement itself becomes “null and void” if the Governing Board, following SELPA procedures, makes changes to the service delivery model, program operators, Local Plan, and/or Allocation Plan. Changes to ERMHS services could also be authorized via current program transfer policy, if applicable. The MOU was reviewed in detail and the Director facilitated

discussion and answered questions from the Governing Board, who acted to unanimously pass the MOU at the June 2022 Governing Board Meeting.

In the end, implementation of the trailer bill language related to ERMHS funding shifts was put off for an additional year, and, in accordance with trailer bill language, districts began to receive state and federal ERMHS dollars, which were subsequently transferred back to the SELPA per the MOU in order to facilitate the usual allocation. As district leaders have become more keenly aware of the amount of ERMHS funds generated by their LEA, it has caused some of them to question the value or effectiveness of the SELPA ERMHS program that has been in place since 2012. This sentiment was predicted not only by the SELPA Association but, in a March 2023 ERMHS Allocation memorandum from the Director in background narrative produced to support ERMHS discussions, cautionary language was provided about this very likelihood. [See [ERMHS Memo](#) at pp. 36-37.]

In September of 2023, Gridley USD sent a letter requesting to opt out of the ERMHS MOU stating they had determined it was not in the district's best interest to participate in the fund transfer beyond the current academic year, and subsequently sent in an application for program transfer. The SELPA responded to the request by considering it a request to study the Butte County SELPA ERMHS allocation model itself. In consultation with the Governing Board Chair and Members, an ERMHS Program Workgroup was convened to begin to study the model.

## Process

Respecting the concerns raised by Gridley as well as the input of all other member LEAs, all members of the Directors' Council, the Governing Board, and the Business Advisory Group were invited to participate in three, 2-hour meetings on November 28 and December 11, 2023, and January 16, 2024. The process was designed to be thoughtful, inclusive, and transparent. Some of the key questions this workgroup attempted to answer included:

- *How did we arrive at our current ERMHS program and fiscal models?*
- *How representative are our models of other ERMHS programs across the state?*
- *Are other models viable, and if so, what would be the potential impact on services to students?*
- *What recommendations should be brought forward for consideration?*

The focus for the first meeting was to review background of ERMHS programming and funding in Butte County SELPA and at the state level. Reference material included a variety of sources including policy language, written background information, and excerpts from articles and podcasts on the subject. The second meeting focused on a review of our model as compared to other models, and develop survey questions for member LEAs. Seven other SELPAs shared their [ERMHS models](#) (El Dorado, Marin, North Santa Cruz, San Luis Obispo, Tri Valley, West End, and West Orange County) which were reviewed in small groups at the meeting. This revealed similarities across plans including the use of an ADA basis for allocation; offering similar services; a residential cost pool and claims process; an "off the top" allocation for administrative supports; established ERMHS eligibility criteria; and provisions for small LEAs. After this review, possible survey items were reviewed and amended by the group in order that the survey could be completed prior



to the next meeting. The third meeting was used primarily to discuss survey responses and possible simulations based on caseloads and funding information.

Due to some concerns about inconsistent or uneven attendance and participation, the Director removed the work to Directors' Council for two additional meetings, in a transparent, layered manner with updates and minutes provided to the Governing Board. The fourth meeting focused on the potential positive and negative impacts of implementing specific concepts that sparked interest from individual or multiple LEAs. The focus of the fifth meeting was on a set of statements developed by the Director with discussion around whether they appeared to be true, false, or up for debate. This was followed by several assumptions statements that were again reviewed for potential positive and negative impacts of implementation.

Using a process similar to the assessment process used by school psychologists, the Director designed a sort of "R.I.O.T." protocol. The Workgroup and Council members reviewed extensive background information (R - records review), and were interviewed over several meetings (I - interview), sharing their personal observations related to ERMHS (O - observation). Minutes were taken to capture individual and collective input. Finally, a survey tool was used to identify areas of concerns and gauge consensus (T - testing). The [Butte County SELPA ERMHS Program Workgroup Survey](#) was developed within the Workgroup prior to sending, and the final results were summarized for review at the following meeting and included information regarding program satisfaction, impact of potential changes, perceived urgency, and more.

In the classic book for negotiators, [Getting To Yes](#), Fisher, Ury, and Patton outline four principles for dispute resolution: (1) separate the people from the problem; (2) focus on interests and not positions; (3) invent options for mutual gain; and (4) insist on using objective criteria. The series of healthy discussions in which we engaged helped tease out and confirm respective interests of LEAs and areas of potential consensus and disagreement. From these, possible solutions and compromises took shape. Four concepts stood out most clearly and each is framed as a question in the "Analysis" section below that is then answered by applying the relevant historical information, survey results, statements shared in workgroup and director-level discussions, and fiscal representations based on the most current revenue and caseload information. The report will conclude with specific SELPA recommendations for additional discussion and action. The last part of our process will be taking these recommendations and getting to "Yes."

## **Analysis**

**Question One: Can the Butte County SELPA continue to ensure that high-quality ERMHS services are available in an equitable manner across all its LEAs if the Governing Board seeks to void the current ERMHS MOU?**

**Short Answer:** Yes, as long as key funding and equity provisions are addressed and approved at the same time.

**Discussion:** Since the passage of AB 114 in 2011, the State of California has provided SELPAs with funding to provide mental health services to individuals with exceptional needs. SELPA governing boards have determined how these funds would be

utilized within the limitations of the law. Subsequently, in 2019, the Legislature lifted the limitation that these funds be utilized only for students with exceptional needs so that funds could be used to benefit all students. The Department of Finance then posited that since these state funds were no longer restricted special education dollars, they should be distributed in the same manner as other state funding. As a result, starting with the 2023-2024 school year, AB114 funds are no longer provided to the SELPA but are distributed directly to LEAs. The Department of Finance decided to distribute federal ERMHS dollars in the same manner, although federal dollars remain restricted to use only for ERMHS services for students with disabilities.

While the Butte County SELPA ERMHS MOU from June 2022 was intended to be protective enough to allow our SELPA to continue with its approved allocation model for ERMHS and provide stability in staffing and service provision, the MOU itself does state it becomes null and void upon adoption of recommendations that functionally change the overall ERMHS Allocation Plan and that program transfer was another way ERMHS service delivery could be altered. It is important to note that the SELPA Governing Board previously acted to approve the current ERMHS Allocation Plan, and that the plan is built on principles of shared service delivery and shared risk. This means that ERMHS dollars are sometimes used to support LEAs who are heavier users of services or have high cost residential treatment center or WRAP service needs in some years, while fewer dollars are used to support LEAs with fewer needs.

As previously stated, since funds now go directly to LEAs and they receive fiscal reports of how much funding is generated based on their ADA, some LEAs have compared the amount funding to the services they are receiving and wondered whether they might access or retain those funds rather than continue to participate in a shared service delivery and shared risk model. This led to questions about what it would take to serve their own students up to and including building an entire ERMHS program of their own. At least two LEAs seem to have expressed a sense of regret in signing the MOU in the first place, suggesting that it perhaps worked an unfairness toward their LEAs by transferring back those funds for shared use.

This particular argument, that under our ERMHS Allocation Plan shared dollars are being inequitably allocated for services for heavier users of ERMHS, is similar to the argument made in 2018-19 when several charters and one member district argued against an off-the-top allocation of approximately 45% of AB 602 dollars to regional programs. As a result of the study of our overall Funding and Budget Allocation Policy at that time (subsequently revised and labeled as GBP 9), our regional programs adopted a fee-for-service model without a set percentage of AB 602 funds taken off-the-top.

Our [Funding and Budget Allocation Policy \(GBP 9\)](#) contains some helpful language regarding the nature of the shared service delivery, shared decision-making, and shared risk model used under the Butte County SELPA Local Plan. Specifically, the section on "Mission and Purpose" reads as follows (emphasis added):

*The Governing Board of the Butte County SELPA is committed to the principles of equity, transparency, accuracy, and sustainability in the allocation and distribution of federal, state, and local dollars to provide educationally appropriate programs and services to all students with disabilities within the boundaries of Butte County. The SELPA recognizes, however, that the cost of providing special education programs regularly exceeds available funding sources. It is critical that the SELPA*

*facilitates participation, cooperation, and communication among its member LEAs to address the funding of special education programs. This means the SELPA must work to provide all available and necessary information to its LEAs to assist them in making appropriate fiscal decisions in order to provide special education services to the students they serve.*

It goes on to outline several other principles in bullet points, including the following (emphasis added):

- *The Budget Allocation Plan must ensure that the needs of ALL students in the Butte County SELPA are met;*
- *The Budget Allocation Plan should be easily understood and transparent;*
- *Funding should be primarily focused on access to quality, effective special education programs to ensure positive, measurable outcomes for students with disabilities;*
- *Revenues should be distributed as indicated in the SELPA Budget Allocation Plan adopted by the SELPA Governing Board;*
- *The impact of special education funding on the overall budget of each LEA is considered, and providing for the impact to small districts should be part of the Plan..."*

Our Funding and Budget Allocation Policy (GBP 9) acknowledges the difficulty involved in allocating limited resources to ensure a service continuum exists for all, and speaks to the need for collaborative decision-making. Equitable allocation does not automatically translate to equitable service provision. As in SELPAs across California, in Butte County, cooperation and compromise are an essential part of our model. While there are opportunities to voice concern and even disagreement, we have always responded by studying the problem, engaging in creative problem-solving, and seeking acceptable compromise. These ERMHS funding shifts require we focus our attention on the benefits and compromises connected with the set of proposals for each question posed in the "Analysis" section of this report. That said, we should proceed with the understanding that it will not be possible to craft a set of solutions to ERMHS funding shifts in a manner that will entirely satisfy the diverse needs of our 14 LEAs. This is the nature of compromise.

Through the Butte County SELPA ERMHS Program Workgroup Survey, we learned that a significant majority of LEAs are satisfied with the services and supports provided in the current ERMHS model and were not seeking to change the current model or practices. There were a small number of statements about the ERMHS referral process with a couple LEAs indicating their preference to serve their own students. The survey revealed a general lack of urgency about addressing ERMHS funding and program changes. When asked "Do you feel that the current Butte County SELPA ERMHS MOU prevents you from meeting the mental health needs of students?" all answered "No," with two LEAs qualifying their "No" with a preference to try to serve their students in house. An additional two LEAs were interested in how a fee-for-service model could provide them with choice to use the SELPA for ERMHS services.

In Directors' Council discussions, when asked about an option whereby the MOU goes away and LEAs keep all their ERMHS dollars, some supportive comments were made such as how that would allow easy access for LEAs to services and funds; give some districts more money to invest in current programs or start their own; and provide an opportunity for LEAs to work together in a

different way. Alternative views included the inability for small districts to provide appropriate supports; a resulting scarcity of applicants and resources; having to produce new billbacks for LEAs; and the potential for ERMHS referrals to be viewed through a monetary lens. In Workgroup discussions, one superintendent commented that while generally satisfied with the ERMHS program and services provided, the looming recession means he may need access to these dollars to support other programs. Numerous small LEA superintendents and special education directors also indicated that even if they retained their funds, they would not be able to fund an entire ERMHS program on their own.

A central question the group struggled with became how to balance the perceptions of a majority of LEAs who don't seek changes to the program and who enjoy the protections of the current ERMHS model against the needs of the minority who are looking for greater financial control and decision-making. We discussed whether it was reasonable to allow one LEA to opt out of MOU participation, and the Council had concerns about how services and loss of funding would be impacted given the reliance on shared administrative support and a residential treatment center cost pool. There was concern about precedent and whether others might request the same treatment. It became clear that simply voiding the ERMHS MOU for all LEAs and asking LEAs to determine how to serve their own students would create diverse impacts for LEAs with a disproportionately negative impact for smaller districts. Voiding the MOU could only happen if balanced with other agreements that would provide security and stability for all LEAs.

Butte County SELPA							
Education Related Mental Health Services (ERMHS) Passthrough Projections							
2023-24 First Interim Budget							
SELPA Member	State Funding			Federal Funding			Total ERMHS Passthrough
	Projected 2023-24 State ERMHS Funding	Amount Retained by the District	Amount to be Passed Through to BCOE	Projected 2023-24 Federal ERMHS Funding	Amount Retained by the District	Amount to be Passed Through to BCOE	
Bangor Union	\$ 4,952	\$ -	\$ 4,952	\$ 816	\$ -	\$ 816	\$ 5,768
BCOE	\$ 23,099			\$ 3,982			\$ 27,081
Biggs Unified	\$ 36,183	\$ -	\$ 36,183	\$ 5,964	\$ -	\$ 5,964	\$ 42,148
Chico Unified	\$ 877,377	\$ (729,117)	\$ 148,259	\$ 144,617	\$ -	\$ 144,617	\$ 292,877
Durham Unified	\$ 71,339	\$ -	\$ 71,339	\$ 11,759	\$ -	\$ 11,759	\$ 83,098
Golden Feather Union	\$ 4,409	\$ -	\$ 4,409	\$ 727	\$ -	\$ 727	\$ 5,136
Gridley Unified	\$ 143,878	\$ -	\$ 143,878	\$ 23,715	\$ -	\$ 23,715	\$ 167,593
Manzanita	\$ 22,967	\$ -	\$ 22,967	\$ 3,786	\$ -	\$ 3,786	\$ 26,753
Oroville City Elementary	\$ 149,997	\$ -	\$ 149,997	\$ 24,724	\$ -	\$ 24,724	\$ 174,721
Oroville Union High	\$ 155,800	\$ -	\$ 155,800	\$ 25,680	\$ -	\$ 25,680	\$ 181,480
Palermo Union	\$ 84,491	\$ -	\$ 84,491	\$ 13,927	\$ -	\$ 13,927	\$ 98,418
Paradise Unified	\$ 135,003	\$ -	\$ 135,003	\$ 22,252	\$ -	\$ 22,252	\$ 157,255
Pioneer Union	\$ 2,034	\$ -	\$ 2,034	\$ 335	\$ -	\$ 335	\$ 2,369
Thermalito Union	\$ 109,075	\$ -	\$ 109,075	\$ 17,979	\$ -	\$ 17,979	\$ 127,053
<b>Total</b>	<b>\$ 1,820,604</b>	<b>\$ (729,117)</b>	<b>\$ 1,068,387</b>	<b>\$ 300,263</b>	<b>\$ -</b>	<b>\$ 296,281</b>	<b>\$ 1,391,750</b>

Figure 1: The chart above reflects, using current year information, the amount of state and federal funds that LEAs would retain (in yellow as "Total ERMHS Passthrough") to provide all ERMHS programming if the MOU was made void. Note: Chico USD already retains salary and benefits costs for five FTE clinician positions under a prior program transfer. This does not include 2024-25 salary and benefits changes.

**Quick benefits:** The MOU becomes null and void. LEAs retain all ERMHS funds without a transfer back to SELPA. This would allow some LEAs to spend ERMHS funds on general education for mental health and behavior services as needed.

**Quick drawbacks:** Only works if the ERMHS Administrative Support and Residential/WRAP Cost Pool are maintained, and the SELPA moves to a fee-for-service billback for ERMHS services.

**Question 2: Is maintaining current levels of ERMHS Administrative Support to member LEAs in the best interest of students and LEAs themselves, and how can that be best achieved?**

**Short Answer:** Yes.

**Discussion:** There is no controversy about the value provided by SELPA ERMHS Administrative Support, and due to the complex nature of the work, this value would not be easily replaced in each district. It truly requires a consortium approach. As shared in prior communications and in ERMHS-specific discussions, centralized SELPA ERMHS Administrative Support includes, but is not limited to, the following services provided to member LEAs:

- Provision of itinerant ERMHS services across one or more LEAs
- Provision of ERMHS clinicians within therapeutic classrooms for ACCESS and BASES
- ERMHS Coordinator position with part-time clerical support
- Weekly, county-wide interagency coordination and staffing on complex cases
- Professional development for psychologists and clinicians
- Clinician supervision to support credentialing and/or licensure
- Frequent assessment consultation on complex cases including SELPA Collaboration
- Residential/NPS case management including obtaining appropriate placements, making required visitations, etc.

ERMHS Workgroup Program Survey results indicated a strong bias toward keeping current SELPA ERMHS Administrative Support in place. Some of the main concerns centered around the knowledge base needed and capacity for LEAs to take on this highly specialized work. Two LEAs commented they had one-school districts that could not offer or provide those supports on their own. When LEAs were asked whether they were interested in building an ERMHS program of their own, a significant majority indicated they were not and those who were possibly interested stated they would need more information about what would be required. Workgroup and Directors' Council conversations also included comments confirming that districts appreciate and rely on the support and consultation provided through the SELPA and believe that this support limits their legal exposure.

Although respondents clearly value these centralized supports, when it came to adding a new billback for ERMHS Administrative Support, a significant majority responded they would not want that. When combining that fact with the feeling expressed by some LEAs that they presently, or may in the future, need to access more of their ERMHS dollars, it became clearer that the support should continue but perhaps be paid for off-the-top in the same way as other SELPA Administrative costs. This is similar to decision-making that took

place earlier this school year in the Santa Barbara County SELPA, for example, where one LEA requested a transfer back of their mental health funds. They too considered various options and ultimately their Governing Board decided they so valued the variety of ERMHS programs, services, and supports they had created, that they would fund their \$3 million ERMHS Program as an off-the-top from AB 602 Base Grant dollars and allow LEAs to keep their ERMHS dollars.

AB 602 Base Grant funds are to be used to provide IEP-based special education and related services to students in grades K through 12. Funds may also be used for preschool related activities for students with disabilities that have an IEP. State ERMHS dollars may be used for educationally-related mental health services which may also include support for students with or without disabilities in the areas of mental health and behavior services. Federal ERMHS dollars are to be used for educationally-related mental health services for students with an IEP. If one of our goals is for LEAs to keep their ERMHS funds without a transfer back to SELPA, and we want to avoid a billback to maintain our current level of ERMHS Administrative Support, then taking this amount from AB 602 Base Grant funds could be a logical option.

**Program Transfer:** In September, 2023, the SELPA received a letter from Gridley requesting to opt out of the SELPA ERMHS MOU, and a subsequent application for program transfer. The application for program transfer was admittedly suggested by the SELPA Director based on timeline concerns in the event a program transfer was an appropriate vehicle for their request to discontinue participation in a shared services model. It was timely submitted for “fast track” program transfer consideration meaning that if it was approved it would take effect in Fall of 2024. Upon further review of the material, it became clear that a program transfer in this case was not so cut and dried. After consultation with the SELPA Governing Board Chair and two district superintendents, the Director opted to take up the larger set of questions presented within the context of an ERMHS Program Workgroup format.

The reasons for this decision were many. First, it was believed that further review and study could result in changes to our allocation plan, rendering the MOU void and the request unnecessary. Second, program transfer policy appears inadequate to address changes in service provision alone when there are not enough students to precipitate a transfer or reduction in staffing. In this case, Gridley’s application discussed how services would be delivered to their four students receiving ERMHS; however, a maximum caseload for one FTE clinician is 20 students and there is no precedent for how the SELPA should handle the request for a fraction of a staff member. Gridley seemed to be requesting all ERMHS funds generated by their ADA in order to provide counseling to four students. It is important to note that Chico USD engaged in an approved program transfer process for the 2020-2021 school year. At the time, Chico had over 90 students receiving some form of ERMHS, and the transfer would ultimately impact several FTE clinicians from BCOE if approved. During this process, Chico made it clear that their request only pertained to services provided by clinicians but that they intended to continue to use the SELPA ERMHS Administrative Support and have the ability to access the ERMHS Residential Cost Pool.

Finally, the larger issue has to do with the difference between ERMHS as a “service” and ERMHS as a “program.” Throughout the course of Workgroup and Council meetings on ERMHS, it was explained to participants that ERMHS is not just a Tier 3 service for students with disabilities with intensive counseling needs, but in Butte County SELPA, ERMHS is an overall program. Our ERMHS program has, since 2011, included a cost pool for funding residential placements; a mental health services team which includes an ERMHS coordinator, clinician supervisor, and a mental health clinician team; mental health clinician support at BASES Learning Center; and SELPA administrative costs including supplies and equipment, legal services related to ERMHS, mileage and travel, and more. The ERMHS

Coordinator plays a central role in the overall ERMHS program, representing the interests of LEAs in interagency staffing meetings where specific student needs and funding of potential placements is discussed. The Coordinator also assists LEAs in locating appropriate residential placements, providing expert consultation on master contracts and transportation, as well as conducting legally-required supervision and visitation of those placements, in addition to many other responsibilities.

While the program transfer application submitted indicates a clear interest in assuming responsibility for ERMHS services, it was not as clear about the extent to which the district would assume responsibility for the specific aspects of the ERMHS program that the SELPA provides, such as clinician support for ACCESS and BASES students, professional development including crisis prevention intervention training, interagency work, locating appropriate residential placement if needed, etc. Participation in the residential cost pool is also more of a budgetary issue for the SELPA Governing Board and not subject to program transfer as it is not a placement or service.

<b>Butte County SELPA</b>				
<b>2023-24 AB 602 Funding Change for ERMHS Off the Top Scenario</b>				
<b>LEA Name</b>	<b>Total AB 602 Revenue Based on Current Local Plan</b>	<b>Revenue With ERMHS Off the Top</b>	<b>Change</b>	<b>% Change</b>
Bangor	\$ 71,219	\$ 69,879	\$ (1,340)	-1.88%
Biggs Unified	\$ 563,319	\$ 554,918	\$ (8,401)	-1.49%
BCOE	\$ 739,023	\$ 733,443	\$ (5,580)	-0.76%
Chico Unified	\$ 13,169,627	\$ 12,980,157	\$ (189,470)	-1.44%
Durham Unified	\$ 1,022,878	\$ 1,007,205	\$ (15,673)	-1.53%
Golden Feather	\$ 62,340	\$ 61,259	\$ (1,081)	-1.73%
Gridley Unified	\$ 2,062,225	\$ 2,032,030	\$ (30,195)	-1.46%
Manzanita	\$ 306,490	\$ 301,548	\$ (4,942)	-1.61%
Oroville Elementary	\$ 2,423,243	\$ 2,391,744	\$ (31,499)	-1.30%
Oroville High	\$ 2,321,318	\$ 2,288,536	\$ (32,782)	-1.41%
Palermo	\$ 1,127,077	\$ 1,107,980	\$ (19,097)	-1.69%
Paradise Unified	\$ 2,195,670	\$ 2,163,972	\$ (31,698)	-1.44%
Pioneer	\$ 77,996	\$ 77,996	\$ -	0.00%
Thermalito	\$ 1,465,858	\$ 1,442,766.00	\$ (23,092)	-1.58%
SELPA	\$ 1,866,448	\$ 2,261,298	\$ 394,850	21.16%
<b>Total</b>	<b>\$ 29,474,731</b>	<b>\$ 29,474,731</b>	<b>\$ -</b>	

Figure 2: The chart above reflects, using current year information, the net change in the amount of AB 602 Base Grant funds that would be required in order to fund off-the-top SELPA ERMHS Administrative Support. Amounts are based on best information available and do not include salary or benefit changes for 2024-25.

**Quick benefits:** SELPA ERMHS Administrative Support continues to be provided. No billback would be necessary. The cost would be shared in an equitable manner for all. This would free up additional ERMHS dollars for flexible, allowable uses. The methodology aligns well with the rest of our Funding and Budget Allocation Plan, which includes an off-the-top for SELPA Administrative costs.

**Quick drawbacks:** While State ERMHS dollars can be used on general education students and AB 602 Base Grant funds cannot, still the use of AB 602 Base Grant funds may be considered by some to be more flexible than ERMHS funds.

**Alternative:** While a new billback is clearly not preferred for this purpose, it could provide flexibility to LEAs who could choose to pay using ERMHS or AB 602 Base Grant funds.

**Question Three: Can the Butte County SELPA continue to provide a cost or risk pool for residential treatment center and WRAP services without requiring an ongoing commitment of ERMHS funds?**

**Short Answer:** Yes, comfortably for the next several years, all things remaining relatively constant.

**Discussion:** Like many multi-district SELPAs across California, the Butte County SELPA has carved out of its ERMHS budget an amount that is used to reimburse LEAs for highly restrictive placements in non-public school, residential treatment centers and for costly WRAP intensive individual counseling, parent and family counseling, and social work services. The amount of the allocation has varied from approximately \$500,000 total in 2018-19 to the current allocation of \$330,000, and that reduction happened in 2021-22 based on successive years of having one or no students in residential placement.

The current ERMHS Allocation Plan calls for reimbursement for mental health and room, board, and care costs of residential placement, and it pays full cost directly for WRAP services. Currently, WRAP services cost over \$35,000 per student per year while residential treatment centers can cost \$200,000 or more per student per placement. The residential placement portion that is reimbursed has an approximate minimum cost of \$150,000 per student per year. Individual LEAs remain responsible to fund the non-public school "basic education" cost, student transportation, and periodic student or family visits.

As in other SELPAs and LEAs across California, Butte County has experienced an uptick in students requiring this most restrictive placement, in part due to a commonly observed increase in challenging student behaviors post-COVID. At present, two students are in residential treatment center non-public school settings and two are pending acceptance. There are an additional two students who recently began receiving WRAP services. In many cases, the need for residential placement is not entirely education's responsibility, and the Butte County SELPA ERMHS Coordinator plays a key role in weekly interagency advocacy on behalf of students and our LEAs to ensure that the responsible agency steps up to fund placements when appropriate. Changes in philosophy or directives of some state agencies have made the interagency work more challenging this year, with many agencies looking to education to fund placements where the responsibility more clearly rests with them.



At the same time, obtaining placement has become considerably more challenging. [California Education Code § 56365](#) now requires LEAs and SELPAs to exhaust in-state placement options before looking for an out-of-state placement. What used to take a few weeks is now taking months, with our last several searches resulting in over 27 documented rejections each prior to an acceptance. This is also due to changes in Education Code in other states specific to appropriate behavioral response. California law has long restricted in-state residential treatment centers from holding a student in a placement against their will, i.e. a locked down facility, which is why so many LEAs sought placement outside the state. While many states still allow for locked down residential treatment centers, in recent years several states have also adopted strict policies regarding the use of restraint and seclusion, and they are now more reluctant to accept students with significant aggression, even facilities that in the past would not have rejected students with similar behavior profiles. Therefore, while placement needs for students are increasing, access to appropriate placements is shrinking.

Based on to multiple incidents of inappropriate and unsafe behavior techniques within California-approved non-public schools (which resulted in the death of more than one student), [California Education Code § 566366.1](#) now requires more frequent visitation and new monitoring responsibilities for placing agencies. LEAs must physically visit once prior to initial placement and again within 30 days of the placement. In Butte County SELPA, the ERMHS Coordinator conducts an extensive inspection of the educational environment, facilities and grounds, and living arrangements at each placement, and keeps copious records of interviews with the placement staff and the student.

ERMHS Program Workgroup Survey information proved out that almost no LEA wished to fund full cost for residential placement going forward, and in Workgroup and Directors' Council discussions, many likened the pool to an insurance policy that is there when you have the need. Some commented that they did not want to lose that protection but speculated about our ability to budget that from Out of Home Care (OHC) funds. Based on a review of other models around the state, the Workgroup learned that other LEAs have opted to fund their residential treatment center placement costs partially or completely from OHC dollars.

Out of Home Care funds can be used to provide IEP-based special education and related services to students aged 3 through 21. In the Butte County SELPA, an OHC reserve has accrued over the last several years in anticipation of the application of a new state funding methodology for OHC dollars. [Out of Home Care Program](#) funding is described in [California Education Code § 56836.168](#) and is based in part on the number of beds available in licensed children's institutions (LCI), i.e. group homes or short-term residential treatment programs (STRTP). Our funding level until very recently was based on a bed count that included several group home facilities destroyed in the Camp Fire. (Currently, the only LCIs in Butte County SELPA are at Richvale in Biggs USD and Nighthawk Way in Chico USD).

Out of an abundance of caution, OHC funds were reserved in the event we needed to pay back a portion of funds distributed after implementation of the new methodology. The annual OHC funding level for Butte County SELPA has been reset at \$699,039 per year, down from approximately \$900,000 per year. Based on fiscal projections, given our current known commitments from OHC funds, it is estimated that a reserve of \$400,000 per year for an RTC/WRAP cost pool would in fact be sustainable for at least the next four to five years or longer. While this is promising news, it is important to annually review the fund balance and sustainability, to discuss and agree on reinvestment of unused amounts set aside for this purpose, and to conduct periodic monitoring of claims payment and cost pool usage across the year.

**Quick benefits:** Continues to insulate LEAs against bearing mental health and room, board, and care costs for residential treatment center placements. LEAs would have additional ERMHS funds available for flexible uses.

**Quick drawbacks:** N/A.

**Note:** While this could be approved as a stand-alone funding shift, doing so would not adequately and timely address ERMHS Allocation Plan concerns of member LEAs in a comprehensive manner.

Butte County Office of Education							
SELPA Out of Home Care Funding							
		Projections	Projections	Projections	Projections	Projections	
State Resource Category	Object	23-24	24-25	25-26	26-27	27-28	Notes
Beginning Balance	9791	2,111,642	2,137,740	2,088,568	2,107,680	2,127,819	
State Revenue	8311	852,161	699,039	699,039	699,039	699,039	Excess funds for 23-24 only
<b>Total Revenues</b>		<b>2,963,803</b>	<b>2,836,779</b>	<b>2,787,607</b>	<b>2,806,719</b>	<b>2,826,858</b>	
BASES LCI Set-Aside		100,000	100,000	100,000	100,000	100,000	
BASES Contribution for Staffing		240,000	170,000	100,000	100,000	100,000	
MTU Operations Costs Contribution		27,860	29,253	30,716	29,253	30,716	
Jail Services Contribution		8,053	8,456	8,709	9,145	9,419	
<b>Total Contributions</b>		<b>375,913</b>	<b>307,709</b>	<b>239,425</b>	<b>238,398</b>	<b>240,135</b>	
Residential Risk Pool		400,000	400,000	400,000	400,000	400,000	Indirect applied only on \$25K of this due to rules around how much you can charge indirect on with independent contractors.
BASES Playground/Building Repairs		43,114	35,000	35,000	35,000	35,000	
<b>Total Expenses</b>		<b>443,114</b>	<b>435,000</b>	<b>435,000</b>	<b>435,000</b>	<b>435,000</b>	
<b>Indirect</b>		<b>7,036</b>	<b>5,502</b>	<b>5,502</b>	<b>5,502</b>	<b>5,502</b>	
Ending Balance		2,137,740	2,088,568	2,107,680	2,127,819	2,146,222	

Figure 3: This chart reflects the effect of adding a budget line for Residential Risk Pool for \$400,000 for the next five years. For the 2023-24 school year, the P1 Apportionment included another one-time distribution of excess OHC funds of \$153,122 bringing the total state revenue to \$852,161.

**Question Four: Can moving to a service billback for all ERMHS services including itinerant, ACCESS, and BASES services provide LEAs with greater equity in allocation without negatively impacting service provision?**

**Short Answer:** Yes, this is possible, but with areas of caution noted below.

**Discussion:** All ERMHS funding has traditionally flowed from the State to the SELPA, and the continuum of ERMHS services for Butte County SELPA has been managed centrally, meaning LEAs have not needed to review or monitor the number of referrals and clinician caseload sizes; to hire, assign staff, or supervise staff; or to actually provide ERMHS services. Just a few years ago, the program transfer of five FTE clinicians to Chico USD meant their LEA would take over the recruitment and hiring of clinician staff, create its own in-house procedure for processing referrals, and monitor staffing assignments and the provision of ERMHS services. Still, under the current ERMHS MOU, all clinician salaries and benefits, whether SELPA or Chico USD, are currently funded from ERMHS funds with no billback.

While this system has been successful for some time, the new shifts of ERMHS funding to LEAs has brought more attention to how those funds translate to student services actually being delivered within LEAs. This is reminiscent of the argument used by charters and one member district when discussing whether they would remain part of the Butte County SELPA, namely that lighter users of programs and services were in a sense subsidizing heavier users of centralized programs and services. The ERMHS Program Workgroup Survey demonstrated a majority of LEAs expressed a high level of satisfaction with SELPA ERMHS services and quality and were not seeking changes to the current model. Among LEAs who indicated they wish to see some level of change to the ERMHS program, when asked about their motivation, the highest marks were for “financial control.”

When asked about the reason for the unevenness of ERMHS usage across LEAs, the Director and ERMHS Coordinator shared that it appears to be a function of the LEA’s understanding about the referral process, of individual LEA staff preferences about accessing centralized services, and of the perceived effectiveness of participating in any SELPA Collaboration. Two LEAs, both motivated by financial control of ERMHS funds, shared reasons for their dissatisfaction, including frustration with the “time-consuming” process of accessing services and “denials” of ERMHS services. One LEA stated that in their experience the ERMHS clinician was not involved until assessments were complete and that students receiving ERMHS services have made minimal growth.

Some LEAs countered that they understand the referral process well and are able to access ERMHS services and SELPA Collaboration when needed, and that the SELPA team is always supportive and able to meet student needs. The ERMHS Coordinator commented that the referral process operates within an MTSS framework similar to other programs and services designed to support higher tiers of intervention. One LEA stated that a lack of understanding about the referral process is an issue more properly addressed with the particular LEA staff but does not necessarily require a change to the entire ERMHS model.

In the 2021-22 school year, following an extensive study of our internal practices and interviews with other models around the state, the Butte County SELPA wrote and released the [ERMHS Best Practices in Assessment and Service Provision](#) and accompanying [ERMHS Best Practices Presentation](#), and provided multiple opportunities for training of school psychologists and clinician staff from the ERMHS Coordinator. While most LEAs sent staff to this training, some did not, and in places where staff did not attend training,

inappropriate referrals have been made and communication breakdowns continue to occur. The document and presentation slides review in detail the need for pre-referral interventions, their relationship to the least restrictive environment, protocols for communication with the ERMHS Coordinator, the purpose for SELPA Collaboration, and how the ERMHS clinician is to be included by the LEA as part of the assessment process.

No matter one's feelings about SELPA ERMHS service quality or effectiveness, however, many LEAs feel that a service billback has the potential to provide not just equity and transparency but also choice for those who do not wish to access SELPA-provided ERMHS services and instead provide these services in their own LEA. As SELPA Governing Board Chair, Spencer Holtom, stated, "The nice thing about a billback is that it's specific to each individual district. If we need the service, it's available, and we can pay for it. If I don't need the service, then I have the benefit of having the money and can use it in house for other student needs."

The Butte County SELPA has no interest in persuading LEAs to use its ERMHS services per se; however, the SELPA does have a clear interest in preserving a continuum of services for all LEAs who need them, which means that in moving to a service billback, we must proceed with some caution. When shifting to a full fee-for-service model from the 45% AB 602 off-the-top model five years ago, the Governing Board approved some carefully crafted, protective policy language. The goal was to support a smooth transition with the understanding that abrupt fiscal changes, if adopted, could potentially undermine the health of the continuum of program and services. If some LEAs began to make decisions about service through a monetary lens and attempted to return students to in-house special education programs and services, centralized provider caseloads would suddenly decrease and costs for remaining users could dramatically increase.

The language added to the Butte County SELPA Funding and Budget Allocation Plan reads:

*Enrollment protections must be built into the plan with the goal of obtaining accurate projections at each reporting period. This will avoid unexpected inflation of program costs...*

*Financial predictability has been one of the benefits of the Butte County Budget Allocation Plan that for many years provided approximately 45% of a shared cost from AB 602 funds. In moving away from this model, users of formerly regional units benefited from all districts paying into that shared cost. In this version of the SELPA Budget Allocation Plan, only actual users of these programs will bear the cost of the programs. Costs will look higher for each type of placement and service, and for that reason, projections of enrollment must be accurate and based on a combination of best source information. It is understood that sudden movement of students away from these programs could cause serious detrimental effects not just on bill-backs, but also on students and staff. While enrollment projection procedures for centralized or special education programs and services may vary across LEAs, projections for Centralized Programs and Services will utilize current and previous enrollments to build class lists for the coming year...*

It should be noted that program transfer policy also exists in [California Education Code 56207](#) to ensure consistency of service delivery and staffing by requiring careful planning over an allotted time period of at least a year and a day in most cases. As noted in our own policy language, this presents another situation where any sudden movement could have real impact on the availability and

access to the SELPA ERMHS program currently provided in an economy of scale. However, it can also cause sudden changes in expectations LEAs have about the size of the service billback they can expect in transitioning to this model.

Fortunately, we have a well-established process for developing billbacks for shared programs and services. SELPA provides centralized assistive technology and augmentative and alternative communication services and the BASES Learning Center program as a billback. The BCOE Special Education Division currently provides program billback for its special day class programs, and services billbacks for speech and language, occupational therapy, adapted physical education, visual impairment, deaf and hard of hearing, orthopedic impairment, and orientation and mobility. The billback process is fully transparent, and the methodology used to compute billback information is well understood by our LEAs, and is included in our SELPA Funding and Budget Allocation Plan.

**Cautions:** To ensure that all services currently provided for in a full off-the-top model with no billback would continue in the same manner for students and staff if we transition to a service billback, several agreements would need to be made.

First, LEAs who currently utilize itinerant, ACCESS, or BASES clinician services would receive a billback, beginning in the 2024-25 school year, based on their level of usage. In simulating what that service billback could look like, ERMHS usage was averaged across all service delivery types (itinerant or therapeutic classroom), and based on an average of total clinician salaries and benefits in the current year. This resulted in a total estimated average cost of \$8,013 per service. It is important to note that unlike BCOE, who provides a variety of services and is able to derive one rate for any DIS or related service, ERMHS is a single type of service and our caseload for ERMHS has a max of 20, far less than a max of 55 students for speech and language pathologists, for example. The total services cost of \$804,208 for 5.5 FTE SELPA clinicians is very comparable to the costs for 5.0 FTE Chico USD clinicians at \$729,117. Projections for the first year would be based on prior year usage and adjusted over the year, and responsible LEA staff would need to provide solid projections for the following year when requested.

Second, for the sake of consistency and predictability, and in light of the fact that this funding change could potentially alter services to students in a manner that program transfer policy was designed to protect against, LEAs would need to agree that students currently receiving ERMHS services from the SELPA would continue to receive SELPA ERMHS services for the first school year (2024-2025). During that year, LEAs can stop making new referrals if they decide to provide Tier 3 ERMHS in-house. Transfers of ERMHS student services back to district would have to be in accordance with existing program transfer policy and timelines.

Third, it would be confusing and detrimental to therapeutic classroom programs such as ACCESS and BASES to have clinicians from multiple LEAs serving students. ACCESS and BASES already have dedicated clinician time and staff in these programs have considerable experience with trauma and crisis response that put them in the best position to provide classroom-based ERMHS. Therefore, LEA take-back of ERMHS services would apply only to itinerant ERMHS services due to the need for consistency, safety, and coordination of services.

Finally, as with the prior major decision made around the Butte County SELPA Funding and Budget Allocation Plan in the 2018-19 school year, it is important to have consensus, which is easier when a “winners versus losers” situation can be avoided. Based on preliminary review of estimated service billback costs for each LEA and the reduction in AB 602 funds to in order to fund the ERMHS

Administrative costs, even when compared to the amount of ERMHS funds each LEA would retain, there would appear to be some clear winners and losers. To “soften the landing” for some LEAs who are heavier service users, a multi-year transition is proposed to support eventual full ownership of service costs, similar to the three-year transition plan used in our initial move to our current fee-for-service model.

<b>Components of Services Cost</b>	<b>Overall Services Cost</b>
Clinicians Salaries/Benefits	\$ 702,516
Equipment/Supplies/Mileage	\$ 15,625
Conference/Travel/Legal	\$ 10,770
Indirect	\$ 75,297
<b>Total Services Cost</b>	<b>\$ 804,208</b>

Figure 4: This chart reflects at left the total clinician costs associated with providing all South County ERMHS itinerant and ACCESS services and, for the entire SELPA, clinician services provided at BASES Learning Center. At lower left, each LEA student counts at three points from the current year are used to form an average, a percentage, and a total services billback for each LEA. Note that Chico USD itinerant and ACCESS classroom clinician services are provided in-house and therefore numbers are not reflected in this data.

<b>Location</b>	<b>March</b>	<b>January</b>	<b>Oct</b>	<b>Total Avg Students</b>	<b>% of Total</b>	<b>Total Services Billback</b>
Comeback	3	2	0	1.67	1.98%	\$ 15,893
Hearthstone	2	3	1	2.00	2.37%	\$ 19,072
TMS	2		0	0.67	0.79%	\$ 6,357
BCCS			1	0.33	0.40%	\$ 3,179
Bangor						
Biggs	1	1	1	1.00	1.19%	\$ 9,536
CUSD	5	4	5	4.67	5.53%	\$ 44,502
Durham	1	1	3	1.67	1.98%	\$ 15,893
Golden Feather	1	1	1	1.00	1.19%	\$ 9,536
Gridley	6	5	5	5.33	6.32%	\$ 50,859
Manzanita						
OCESD	15	12	13	13.33	15.81%	\$ 127,147
OUHSD	22	24	22	22.67	26.88%	\$ 216,151
Palermo	2	2	3	2.33	2.77%	\$ 22,251
Paradise	27	25	23	25.00	29.64%	\$ 238,401
Pioneer	0	0				
Thermalito	3	3	2	2.67	3.16%	\$ 25,429
<b>Total ERMHS Student Count</b>	<b>90</b>	<b>83</b>	<b>80</b>	<b>84.33</b>	<b>100.00%</b>	<b>\$ 804,208</b>



SELPA Member	Total ERMHS Passthrough	Total Services Billback Projection	AB 602 Share of ERMHS Off the Top Contribution	Available ERMHS Funds Retained
Bangor Union	\$ 5,768.00	\$ -	\$ (1,340.00)	\$ 4,428.00
BCOE	\$ 27,081.00	\$ (44,501.00)	\$ (5,580.00)	\$ (23,000.00)
Biggs Unified	\$ 42,148.00	\$ (9,536.00)	\$ (8,401.00)	\$ 24,211.00
Chico Unified	\$ 292,877.00	\$ (44,502.00)	\$ (189,470.00)	\$ 58,905.00
Durham Unified	\$ 83,098.00	\$ (15,893.00)	\$ (15,673.00)	\$ 51,532.00
Golden Feather Union	\$ 5,136.00	\$ (9,536.00)	\$ (1,081.00)	\$ (5,481.00)
Gridley Unified	\$ 167,593.00	\$ (50,859.00)	\$ (30,195.00)	\$ 86,539.00
Manzanita	\$ 26,753.00	\$ -	\$ (4,942.00)	\$ 21,811.00
Oroville City Elementary	\$ 174,721.00	\$ (127,147.00)	\$ (31,499.00)	\$ 16,075.00
Oroville Union High	\$ 181,480.00	\$ (216,151.00)	\$ (32,782.00)	\$ (67,453.00)
Palermo Union	\$ 98,418.00	\$ (22,251.00)	\$ (19,097.00)	\$ 57,070.00
Paradise Unified	\$ 157,255.00	\$ (238,401.00)	\$ (31,698.00)	\$ (112,844.00)
Pioneer Union	\$ 2,369.00	\$ -	\$ -	\$ 2,369.00
Thermalito Union	\$ 127,053.00	\$ (25,429.00)	\$ (23,092.00)	\$ 78,532.00
<i>SELPA to provide subsidy of full service billback coverage for 24-25 and 50% subsidy for 25-26. This would be \$208,778 in the first year and approximately \$110,000 in the second year. It is proposed that OHC funds are used for this purpose, and there are \$152,000 in excess OHC funds that can be used in year one.</i>				

Figure 5: This chart projects the amount of funds LEAs would ultimately retain after paying for SELPA ERMHS services and contributing to ERMHS Administrative Support. Chico USD continue to retain its projected clinician costs of \$729,117. Under this scenario, the four impacted LEAs would be made whole for 2024-25 and partially subsidized for 2025-26 from both excess OHC funds and excess residential cost pool funds.

**Quick Benefits:** This aligns with the philosophy of our SELPA Funding and Budget Allocation Plan in that, in addition to an off-the-top for administrative cost sharing, funds are distributed to LEAs so they can pay for the programs and services they need. Program transfer of services becomes moot.

**Quick Drawbacks:** Producing a billback is additional work. Not everyone enjoys receiving a billback which are sometimes a source of complaint. Heavier users would see higher estimated service costs unless a transition plan is put in place.

**Quick Cautions:** Projections must be solid. Current SELPA ERMHS services continue through SELPA for year one, however LEAs may choose to not refer future students to the SELPA for ERMHS. Take back of ERMHS must be applied to itinerant services only to prevent disruption to therapeutic classrooms. Transition over time to full ownership of service costs will encourage consensus and protect LEAs who are heavier users of ERMHS.

## Regarding the Recommendations

In the Butte County SELPA, it is expected that items with programmatic and fiscal impact are brought for discussion first with the Directors' Council who reviews, advises, and approves items prior to going to the Governing Board. Superintendents depend on the counsel of their trained special education staff to ensure the needs of their students are adequately considered. There is also an expectation that accurate and transparent fiscal information will be presented for consideration. The Board has also at times indicated it relies on the expertise of, and wants clear recommendations from, the SELPA Director. While the written observations and analysis for this report is the work of the Director, the recommendations in the next section are those of the SELPA as a whole, as interpreted by the Director based on all available information. This information included our own policy language, survey data, financial information, and minutes from Workgroup and Directors' Council discussions. In the end, the recommendations are an attempt to resolve most of the concerns of the group with the least impact to student programs and to staff as possible.

Our history of collaborative local decision-making on fiscal and programmatic issues has ensured the full continuum, including ERMHS, remains available to all students served by the SELPA. When disagreement arises in the context of Governing Board or Directors' Council, as it can with any due process situation, the parties come together to mediate toward successful resolution. Judges acting as state mediators are sent from the Office of Administrative Hearings to help the parties resolve their disagreements. They often start out with a prepared introductory speech wherein they explain to the parties that although they can choose to protract the disagreement by proceeding to due process, mediation provides them the opportunity for the interests of both sides to be heard. The parties can then craft solutions that may not check every box of what they wanted, but in the end, they better understand all points of view and can live with the overall nature of the compromise knowing it is something over which they, and not a judge, had control in the moment.

As the Director's evaluation approaches, it is important to note that the [Butte County SELPA Governance Policy \(GBP 10\)](#) states, "It is the SELPA Director's responsibility to represent the interests of the SELPA as a whole without promoting any particular LEA interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, the SELPA Director will assist the parties in reaching a reasonable solution of the issue(s)." Because the Director is unable to agree with 14 LEAs on every position, the most we can ask for is an open process that will lead us to consensus. And, the greater the consensus, the greater the likelihood any new plan for ERMHS will endure.



### **Specific Recommendations Package**

1. The previous ERMHS MOU from June 2022 becomes inactive upon adoption of the full package of recommendations herein. LEAs retain all state and federal ERMHS funding effective for the 2024-2025 school year.
2. SELPA ERMHS Administrative Support becomes part of the off-the-top costs of the SELPA Administrative Budget effective for the 2024-2025 school year. [NOTE: If this is a pain point for some, alternately, SELPA ERMHS Administrative Support could be added to the service billback detailed below. LEAs could then choose whether to fund the cost with their AB 602 or ERMHS dollars.]
3. Effective for the 2024-2025 school year, fund the Residential Treatment Center and WRAP cost pool in the amount of \$400,000 per year to come entirely from Out of Home Care funds. Review on an annual basis the continuing fund balance for sustainability.
4. Implement a service billback for utilization of SELPA itinerant clinician services, as well as ACCESS and BASES therapeutic classroom clinician services effective for the 2024-2025 school year, with the following caveats:
  - a. Projections for the 2024-25 school year will be based on current year usage. Accurate projections for usage will be provided by the LEA when requested.
  - b. Students receiving SELPA ERMHS services will continue to receive these services from the SELPA for the 2024-2025 school year. Transfers of ERMHS student services back to district beyond the 2024-2025 school year would have to be in accordance with existing program transfer policy and timelines.
  - c. Any LEA take-back of ERMHS services will apply only to itinerant ERMHS services, and not therapeutic classroom clinician services, due to the need for consistency, safety, and coordination of services in those environments.
  - d. Funding will be provided to ensure a smooth transition to a service billback over a three-year period, with full funding of LEA "shortfalls" for 2024-25, partial funding for the 2025-26 school year, and full LEA ownership in 2026-27.
5. Clarify the current allocation plan language specific to ERMHS funding and program changes agreed to in this process. [For example, language on Out of Home Care funding currently indicates distribution of anything over \$500,000, which is conflict with these recommendations.]

In the alternative, if the Governing Board does not approve this full package through our governance process, the Butte County SELPA ERMHS MOU will remain in effect until another agreement can be achieved.

**Dispute Resolution:** While this part of our Butte County SELPA Governance Policy (GBP 10) has not been tested, it is important to note there is a written process for disputes and grievances. It reads in part:

*If a dispute arises over the responsibility for service provision, governance activities, program transfer, or distribution of funding; or if a school district, including any charter school LEA, group of school districts, or the county office believes that an action taken by the SELPA Governing Board will create an undue hardship on member LEAs or county office; or that an action taken exceeds the authority granted the Governing Board within the Local Plan and /or state or federal statute, the aggrieved district(s) or county office may submit the matter for dispute resolution. [EC 56205(b)(5)].*

*The goal of the SELPA is for disputes to be resolved at the lowest possible level. The first step in the dispute resolution process, therefore, is for the aggrieved party(s) to contact the other party(s) and attempt to resolve the matter informally. If the matter is not resolved at this level, the aggrieved party(s) may request formal mediation. Any request for mediation must be submitted in writing to the SELPA Director. If the issue is related to an action taken by the Governing Board, the request must be submitted within thirty (30) days of the action taken by the Governing Board. The written request must clearly identify the reason(s) for the request and the potential resolution(s) to the problem. If mediation is not successful, the aggrieved party(s) may request a review by an independent review panel of the results of the mediation. A request for review by an independent review panel must be submitted in writing to the SELPA Director within thirty (30) days of the completion of the mediation process, and must include the reason(s) for the request and the potential resolution(s) to the problem.*

### **Acknowledgments**

Special thanks to the Butte County SELPA Governing Board, Directors' Council, and Business Officials for their contributions to the content that formed the basis for this report. The SELPA especially thanks the Butte County Office of Education for the extra attention provided by the Fiscal Services Team that supports the SELPA. Travis Haskill, Assistant Superintendent of Fiscal Services, and Alicia Turner, Director of Internal Fiscal Services, participated in the Workgroup and met several times with the SELPA Director in order to create scenarios that would capture some of the concepts proposed in an efficient, accessible way. Finally, special thanks also to Patience Hervey, SELPA ERMHS Coordinator, and the entire ERMHS Team for detail work to ensure the accuracy of the data used to develop the fiscal elements of the report.

## **Reference Material**

[ERMHS Study Report, Maureen Burness, December 2019](#)

[Allocation Plan Study Reports, Jack Lucas, 2019](#)

[Minutes from November 28, 2023 ERMHS Program Workgroup](#)

[Minutes from December 11, 2023 ERMHS Program Workgroup](#)

[Minutes from January 16, 2024 ERMHS Program Workgroup](#)

[Minutes from February 6, 2024 Directors' Council ERMHS Discussion Item](#)

[Minutes from March 5, 2024 Directors' Council ERMHS Discussion Item](#)

[ERMHS Memo from March 2023 by Aaron Benton](#)

[Sustaining Tiered Mental Health Options and Collaborations](#) - *ACSA Leadership Magazine*, Nov/Dec 2022

[SELPA Association ERMHS Funding Letter](#)

[State SELPA Making It Happen Podcasts](#) - brief selections

- [Veronica Coates - Tehama County Office of Education](#)
- [Todd Brose - Red Bluff Joint Union High School District](#)
- [Michele Bowers - Lancaster School District](#)
- [Trina Frazier - Fresno County Office of Education](#)

[Butte County SELPA Budget and Allocation Plan \(GBP 9\)](#)

[Butte County SELPA Governance Policy \(GBP 10\)](#)

[Financial breakdown - October 2023](#)

[Financial information - March 2024](#) (used for summary report)

[Caseload information - October 2023](#)

[Caseload information - January 2024](#)

[Caseload information - March 2024](#) (used for fiscal scenarios)

[ERMHS Best Practices in Assessment and Service Provision](#)

[ERMHS Best Practices in Assessment and Service Provision Presentation](#)



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*Governing Board Chairman*

**Mary Sakuma**

*Superintendent*

*Butte County Office of Education  
Administrative Unit*



*Proudly Serving*

**Bangor UESD**

**Biggs USD**

**Butte COE**

**Chico USD**

**Durham USD**

**Golden Feather UESD**

**Gridley USD**

**Manzanita ESD**

**Oroville City ESD**

**Oroville UHSD**

**Palermo Union SD**

**Paradise USD**

**Pioneer UESD**

**Thermalito Union ESD**



**“Different. Not less.”**

*-Temple Grandin*

**SELPA DIRECTORS' COUNCIL MEETING**

**Agenda Item Summary**

PREPARED BY: Aaron Benton

MEETING DATE: April 9, 2024

AGENDA ITEM: 9

TOPIC/ ISSUE: Compliance Monitoring Updates - Discussion

BACKGROUND: Annual Determinations have been released and they include some bright spots for Butte County SELPA. The Director will summarize the new data and provide an overview of what to expect. Small LEA Cyclical Monitoring will also be discussed. A plan for IEP Implementation data collection and communication for centralized services will be brought forward. The Director will also review a new field in CALPADS on Student Degree of Support.

FINANCIAL IMPACT: NA

SELPA RECOMMENDATION: NA

LEA Name	2022 Level	2023 Level	Grad Rate 22	Grad Rate 23	Drop Rate 22	Drop Rate 23	ELA 22	ELA 23	Math 22	Math 23	Suspension 22
Chico	Tar 2 - Perf	Tar 2 - Dispro	"Low" - YES	YES	8.76 - YES	1.36-YES	"Very Low" - NO	"Red" - NO	"Very Low" - NO	"Orange" - NO	"Very Low" - NO
Durham	Tar 2 - Perf	Tar 1 - Perf	"Medium" - YES	N/A	0.00 - YES	0.00 - YES	"Very Low" - NO	"Orange" - NO	"Very Low" - NO	"Yellow" - YES	"Very High" - YES
Gridley	Tar 2 - Dispro	Tar 2 - Perf	"Low" - YES	N/A	15.79 - NO	0.00 - YES	"Very Low" - NO	"Orange" - NO	"Very Low" - NO	"Orange" - NO	"Low" - YES
Oroville City	Int 1 - SchAge	Tar 3 - SchAge	NA	N/A	NA	0.00 - YES	7.46 - NO	"Red" - NO	4.39 - NO	"Orange" - NO	10.96 "Very Low" - NO
Oroville Union	Tar 3 - Dispro	Tar 3 - Dispro	"Low" - YES	"Red" - NO	10.64 - NO	5.05 - YES	"Very Low" - NO	"Red" - NO	"Very Low" - NO	"Red" - NO	"Low" - YES
Palermo	Tar 3 - SchAge	Tar 2 - Perf	NA	N/A	NA	N/A	11.36 - NO	"Orange" - NO	6.82 - NO	"Orange" - NO	"Low" - YES
Paradise	Tar 3 - SchAge	Tar 3 - SchAge	"Low" - YES	N/A	11.11 - NO	2.70 - YES	12.21 - Undefined	"Red" - NO	9.3 - Undefined	"Orange" - NO	15.20 - 1st Decile
Thermalito	Tar 3 - SchAge	Tar 3 - SchAge	NA	N/A	NA	0.00 - YES	6.86 - NO	"Orange" - NO	4.85 - NO	"Orange" - NO	10.22 - 1st Decile

Small LEAs on 3 Year SELF-REVIEW CYCLE			
	Cycle A 2022	Cycle B 2024	Cycle C 2026
Bangor			X
Biggs		X	
BCOE			X
Golden Feather		X	X
Manzanita		X	
Pioneer	X		
CCCS		X	
Come Back			X
Forest Ranch	X		
Hearthstone	X		
Home Tech		X	
Ipakanni			X
PCMS		X	

\*\* CDE coding changed from "Very Low, Medium, etc." to "Blue, Green, Yellow, Orange, Red"

\*\*\* This is not reported for 2022.

Suspension 23 **	LRE 5a 22	LRE 5a 23	LRE 5b 22	LRE 5b 23	LRE 5c 22	LRE 5c 23	LRE 6a 23 ***	LRE 6b 23***	LRE 6c 23***	Parent Inv. 23	Child Find
"Red" - No	47.79 - NO	53.22-NO	15.87 - YES	14.17 - YES	0.42 - YES	0.22 - YES	40.71 - NO	33.19 - NO	6.64 - NO	99.96 - YES	14.01 - YES
"Yellow" - YES	70.54 - YES	74.31-YES	7.14 - YES	8.26-YES	0.00 - YES	0.92- YES	00.00 - NO	00.00 - YES	00.00 - YES	100.00 - YES	10.44 - YES
"Orange" - NO	50.72 - NO	58.65 - NO	24.46 - NO	20.83 - NO	0.36 - YES	1.28 - YES	18.18 - NO	45.45 - NO	36.36 - NO	99.24 - YES	14.69 - YES
"Orange" - NO	56.73 - NO	58.57 - NO	17.54 - YES	17.43 - NO	1.75 - YES	0.86 - YES	31.71 - NO	53.66 - NO	2.44 - YES	99.36 - YES	15.68 - YES
"Orange" - NO	63.78 - YES	59.23 - NO	10.76 - YES	12.40 -YES	1.84 - YES	1.65 - YES				99.73 - YES	15.47 - YES
"Red" - NO	70.23 - YES	72.66 - YES	12.98 - YES	10.79 - YES	0.00 - YES	0.00 - YES	65.00 - YES	10.00 - YES	0.00 - YES	100.00 - YES	10.96 - YES
"Yellow" - YES	65.61 - YES	65.17 - YES	17.39 - YES	18.62 - NO	0.40 - YES	1.03 - YES	84.62 - YES	00.00 - YES	15.38 - NO	99.15 - YES	17.54 - YES
"Red" - NO	63.52 - YES	66.27 - YES	11.32 - YES	13.25 - YES	2.52 - YES	3.01 - NO	73.33 - YES	10.00 - YES	10.00 - NO	99.59 - YES	9.72 - YES

Targets Not Met	Chron Abs	Dispro In...?	Deciles 1 or 2 In...?
7		AA OHI	
2		NO	
8		NO	
7	42.26 - 2nd Decile	White ED	ELA, Susp, Abs.
5		White ED	
3		NO	
4	47.63 - 1st Decile	NO	Susp, Abs
5	25.00 - 8th Decile	NO	ELA, Math, Susp



# CALPADS Special Education Data Spring Roadshow

## PROFESSIONAL DEVELOPMENT

**Training Title: CALPADS Special Education Data Spring Roadshow**

**PRESENTER:** California Department of Education

**INTENDED AUDIENCE:** SELPA, District and site level special education data coordinators and staff, CALPADS LEA administrators may attend if space permits.



The training will include:

- End-of-Year reporting deadlines

- End-of-Year reminders for auditing the data in your local special education data system

- Reporting and reviewing disciplinary incident data and reports for students with disabilities, including restraint and seclusion

- Reporting and reviewing data and reports for special education plans, special education program exits, and post-school outcomes.

- End-of-Year monitoring and compliance data and reports in CALPADS

- IEP Implementation Data Collection

- Changes for 2024-2025

### WHEN:

**Monday, May 6, 2024**  
**9:00 a.m. - 12:00 p.m.**

### WHERE:

SCOE Conference Center

3661 Whitehead St. #100, Mather CA, 95655

Virtual option also available (link will be accessible after you register)

**The CDE will provide the latest updates on data collection in CALPADS End-of-Year 3 and 4 reporting for students with disabilities.**

**Participants should bring laptops if possible.**

**[CLICK HERE TO REGISTER](#)**

For questions about registration, please contact  
Wendi Beatty at [wbeatty@scoe.net](mailto:wbeatty@scoe.net)



# Interpreting your Annual Determination Letter for Small Local Educational Agencies

## Focused Monitoring and Technical Assistance for Small Local Educational Agencies Unit

*This chart is meant to assist small local educational agencies (LEAs) (100 or fewer students with disabilities) with understanding their identification from their Annual Determination Letter (ADL) and the next steps for the LEA. In the ADLs, small LEAs have been identified for one of the following:*

Cycle	Determination	Action required
	<b>Meets Requirements</b>	LEA has no corrective actions or timeline issues to fix. There is nothing the LEA needs to do now.
	<b>Compliance Only</b> (Needs Assistance) <i>Cycle A 2022 Corrective Actions</i> <b>AND/OR</b>	Complete all corrective actions and the Prong follow-up review process, as applicable.
<b>Cycle A 2022</b>	<b>Compliance Only</b> (Needs Assistance) <i>Timeline Compliance</i>	LEAs need to check their local special education information system for reporting accuracy and ensure timeliness of individualized education programs (IEPs) and reporting prior to the next data pull in August 2024.
	<b>Compliance Improvement Monitoring-Small (CIM-S) Identification</b>	<b>Targeted-S (Needs Assistance):</b> Attend the CIM-S Overview webinar on March 21. LEAs need to work with their <b>Special Education Local Plan Area</b> for assistance with required activities for developing a CIM-S Plan. <b>Intensive-S (Needs Intervention):</b> Attend the CIM-S Overview webinar on March 21. LEAs will receive direct support from the Focused Monitoring and Technical Assistance-Small Consultant with developing a CIM-S Plan.
<b>Cycle B 2024</b>	Selection for Cyclical Monitoring in Cycle B 2024 (Meets Requirements)	Monitoring will begin in Fall 2024. LEAs will be sent an additional notification with more details and an invitation to a Cycle B 2024 Overview webinar.
	<b>Timeline Compliance</b> (Needs Assistance)	LEAs need to check their local special education information system for reporting accuracy and ensure timeliness of IEPs and reporting prior to the next data pull in August 2024.
<b>Cycle C 2026</b>	Preliminary selection for Cyclical Monitoring in Cycle C 2026 (Meets Requirements)	Monitoring will begin in Fall 2026. LEAs do not need to do anything now.
	<b>Timeline Compliance</b> (Needs Assistance)	LEAs need to check their local special education information system for reporting accuracy and ensure timeliness of IEPs and reporting prior to the next data pull in August 2024.

Please reach out to [SmallMonitoring@cde.ca.gov](mailto:SmallMonitoring@cde.ca.gov) or your assigned consultant if you have any further questions.



## **IEP Implementation (Service Tracking) Special Instructions for Related Services Reporting for Centralized Programs and Services**

### **May 15**

Send your student lists to centralized program and service providers as appropriate.

**Please indicate which students have ANY BCOE or SELPA related services** such as speech, OT, APE, OI, O/M, VI, DHH, ERMHS, AT/AAC, etc.

For BCOE, please send your lists directly to Maryanne Taylor at [mtaylor@bcoe.org](mailto:mtaylor@bcoe.org)

For SELPA, please send your lists directly to Aaron Benton at [abenton@bcoe.org](mailto:abenton@bcoe.org)

For other centralized programs, please send your lists directly to the Special Education Director that operates that program option.

### **June 3**

Service logs will be compiled and sent to Special Education Directors and Superintendents in order to complete calculations within the allotted time.

### **June 21**

Complete your IEP Implementation submission to CDE to enable the SELPA to confirm the submissions by the deadline of June 28.

## **Student Degree of Support – Frequently Asked Questions**

**This questionnaire was developed to assist local educational agencies (LEAs) in meeting their reporting requirements for the Student Degree of Support field for students with disabilities in the California Longitudinal Pupil Achievement Data System (CALPADS). Student Degree of Support will be a required data element for the Fall 1 Submission in CALPADS beginning with the 2024–25 academic year.**

### **Which students with disabilities require population of the Student Degree of Support field?**

The Student Degree of Support field is only required to be populated for students on **Individualized Education Programs (IEPs)** in grades Transitional Kindergarten (TK) through 12 identified with the following primary or secondary disabilities:

- Intellectual Disability (ID)
- Orthopedic Impairment (OI)
- Other Health Impairment (OHI)
- Specific Learning Disability (SLD)
- Deaf-blindness (DB)
- Multiple Disabilities (MD)
- Autism (AUT)
- Traumatic Brain Injury (TBI)

This questionnaire is only applicable to the students described above.

### **Why is the Student Degree of Support collected?**

For students with certain primary and secondary disabilities that are served in special education settings identified in CALPADS with an Instructional Strategy Code of 700 – Special Education (scheduled classes where ALL students in the classroom are students with disabilities [SWD] and the curriculum was specifically designed for SWD), the Student Degree of Support is collected to assist the Commission on Teacher Credentialing (CTC) in determining whether the teacher of record assigned to the course has the appropriate credential and authorizations to teach the students in the class based on:

- Primary and secondary disability; and
- The student support needs required to implement the student's IEP.

These assignment determinations are made in the California State Assignment Accountability System's (CalSAAS) annual monitoring process.

The CTC's Authorization for Special Education Settings can be found at the following web page: <https://www.ctc.ca.gov/credentials/calsaas-information/Appropriate-credentials-for-SPED>

### **What are the definitions of Mild Moderate Support Needs and Extensive Support Needs?**

In reporting the Student Degree of Support, the options are Mild Moderate Support Needs or Extensive Support Needs. The definitions of Mild Moderate Support Needs and Extensive Support Needs are taken directly from the Authorization Statements for each of these credentials as determined by the CTC.

Definition of Mild to Moderate Support Needs for use in Authorization Statement:

Mild to Moderate Support Needs includes providing specially designed instruction to access grade level California Content Standards in the Least Restrictive Environment. The education specialist **provides instruction** and supports in **one or more** of the following domains: academics, communication, gross/fine motor, social-emotional, behavioral, vocational, and learning environment access skills. **The supports may also include** health, movement and sensory support. Mild to Moderate Support Needs practices may include lower student to educator ratio.

Definition of Extensive Support Needs for use in the Authorization Statement:

Extensive Support Needs include providing specially designed instruction to access grade level California Content Standards in the Least Restrictive Environment. The education specialist **provides intensive instruction** and supports **in two or more** of the following domains: academics, communication, gross/fine motor, social-emotional, behavioral, vocational and adaptive/daily living skills. **The supports also often include** health, movement and sensory support. Extensive Support Needs practices include lower student to educator ratio.

### **Which staff are responsible for identifying the Student Degree of Support?**

Each LEA should determine which staff are responsible for identifying the Student Degree of Support. Input should be gathered from special education staff, including members of the IEP team and the special education student data coordinator, and these staff should utilize information from the student's IEP document to make these determinations.

**Is the Student Degree of Support part of the IEP document?**

No. These data are captured in the student data section of local special education data systems but are not part of the legal IEP document. Although these data are not captured in the IEP document, data from the student's IEP will be necessary to make these determinations for each student.

### Student Degree of Support Identification – Guiding Questions

1. Is the student on an Individualized Education Program (IEP)?
  - a. If yes, *go to question 2.*
  - b. If no, **STOP, this questionnaire ONLY applies to students on IEPs.**
  
2. Is the student's grade level Transitional Kindergarten through 12<sup>th</sup> Grade (including adult-age students with disabilities in transition programs)?
  - a. If yes, *go to question 3.*
  - b. If no, **STOP. This questionnaire does not apply to students with grade levels of Infant (IN), Prekindergarten (PS), or Adult (AD).**
  
3. Is the student's primary OR secondary disability one of the following?
  - Intellectual Disability (ID)
  - Orthopedic Impairment (OI)
  - Other Health Impairment (OHI)
  - Specific Learning Disability (SLD)
  - Deaf-blindness (DB)
  - Multiple Disabilities (MD)
  - Autism (AUT)
  - Traumatic Brain Injury (TBI)
  - a. If yes, *go to question 4.*
  - b. If no, **STOP. This questionnaire only applies to students with the primary or secondary disabilities identified above.**
  
4. Is the student's primary OR secondary disability 300 – Deaf-blindness?
  - a. If no, *go to question 5.*
  - b. If yes, **STOP. The student's degree of support should be ESN – Extensive Support Needs.** Students with a primary disability of deaf-blindness can only be taught by an educator with one of the following credential authorizations:

Education Specialist Instruction Credential:

- Extensive Support Needs (R3EN)1
- Deaf and Hard-of-Hearing (R3HD or R3DH)
- Visual Impairments (R3VB or R3VI)
- Moderate/Severe Disabilities (R3MS)

Education Specialist Added Authorization:

- Deaf-Blind (AADB)

Education Specialist Bridge Document:

- Extensive Support Needs (R3BE)<sup>1</sup>

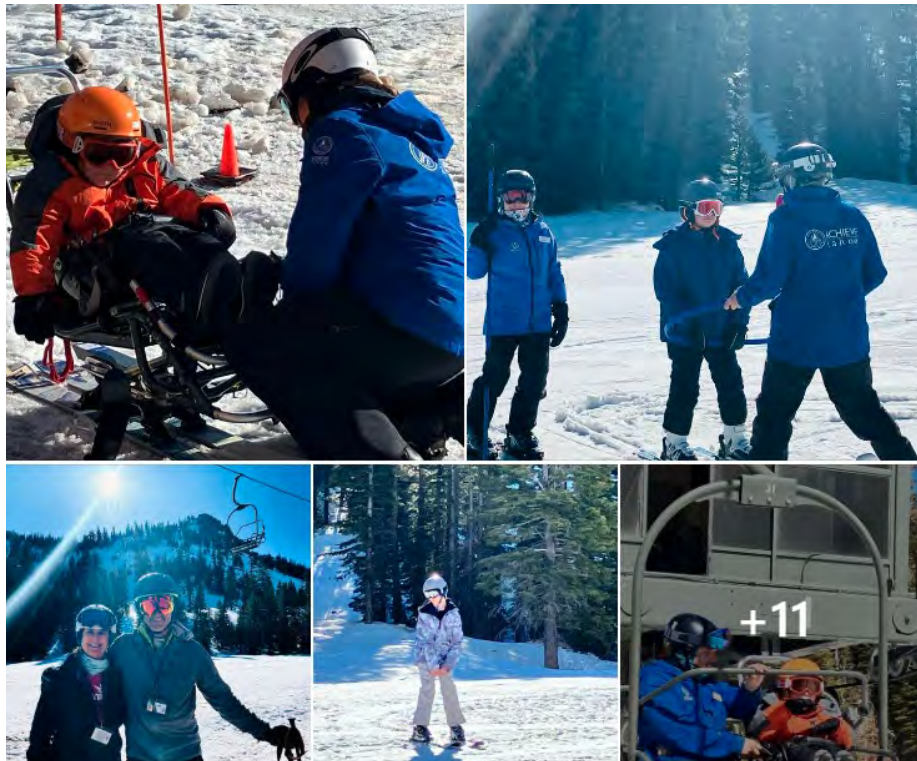
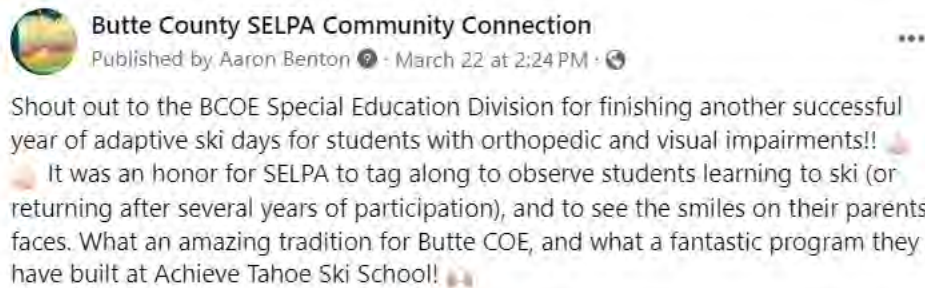
5. Is the student eligible to take the California Alternate Assessments (Cal Alt and Alternate English Language Proficiency Assessments for California [ELPAC])? (**Generally** students taking the alternate assessments will require ESN.)
  - a. If no, then go to question 6.
  - b. **If yes, STOP. The Student Degree of Support will likely be ESN – Extensive Support Needs.**
6. If unable to determine degree of support using a specific disability or statewide assessments, consider all domains for which the student requires support in their IEP goals based on their primary and secondary disabilities. Mark all that apply:
  - a. academics
  - b. communication
  - c. gross/fine motor
  - d. social-emotional
  - e. behavioral
  - f. vocational
  - g. learning environment access skills
  - h. adaptive/daily living skills
  - i. health support
  - j. movement support
  - k. sensory support
7. Does the student require INTENSIVE instruction and supports in two or more of the domains above?
  - a. **If yes, the Student Degree of Support is ESN – Extensive Support Needs**
  - b. **If no, the Student Degree of Support is MMSN – Mild Moderate Support Needs**



## Directors' Council Meeting April 9, 2024

### 10. Director's Report

- a. **Inspiration** – Achieve Tahoe Adaptive Ski Day – Check out the Butte County SELPA Community Connection Facebook page and this [Photo and video share](#)



- b. **Staffing Updates** -

The Director will provide an update on SELPA staffing particular to the SELPA Office, BASES, and the ERMHS program.



**c. Special Guest –**

Seth Lopez from E-Therapy will speak briefly about the services they are able to provide through their company and field any questions from Directors.

**d. Professional Development Updates – Discussion and Updates**

The diversity of training experiences this year has been pretty incredible and we would like next year to be equally amazing. Please click on and complete the following [Butte County SELPA Professional Development Survey for 2024-25](#).

The Director will also discuss in greater detail the refresh of the Come To PPIECESS framework that will be delivered to all therapeutic classroom staff August 6-7. We will be looking for a venue for the training and hosting a 2-day immersive experience for all teachers, clinicians, paras, and any other support staff such as psychologists or administrators.

**e. Update on Discovering What's Possible: Parent University and Resource Fair at Bidwell JHS on April 27<sup>th</sup> from 9-Noon**

The Director will review the final stage plans for this event and encourage directors to send the revised flyer so Directors can get a feel for the scale of the event to make sure we get families there and connected with community resources. The collaboration between us and Butte Coordinating Council, the State Council on Developmental Disabilities, Rural Education Institute, and Arc of Butte County, is all working out to our mutual advantage. Please plan to stop by and enjoy!!

**f. CAC Student Awards & Recognition**

We sent out nomination forms in mid-March and are asking again for your help in sending the word out. This is one of the only opportunities some of our students have to get recognition for the progress they have made in overcoming obstacles to be successful in their educational careers. It always gives me the feels. Hope to see you there!

**g. Future Agenda Items**

# 2024 - 2025 Professional Development Survey

As we begin developing our Professional Development calendar for 2024-25 school year, we would like to hear about your needs and top priority areas. Please fill out this survey to help us, help you!

**abenton@bcoe.org** Switch account



\* Indicates required question

Email \*

Your email



Most preferred time for trainings to occur: \*

	1 - Most Preferred	2	3	4	5 - Least Preferred
1/2 day morning (8:30 am - 12:30 pm)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1/2 day afternoon (12:30 pm - 4:30 pm)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full Day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After School (3 pm - 5 pm)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early Evening (5 pm - 7 pm)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which two of these are your most preferred locations for trainings to occur? \*

- SELPA/BCOE Office - Lincoln Center/Boardroom (Orville)
- Chico Unified District Office
- School sites
- Virtual (Zoom)
- SELPA/BCOE Benatar Office (Chico)
- Any location is fine by me!



For CPI trainings, which do you prefer \*

- Schedule CPI training for just my staff based on our non-student days
- SELPA schedule trainings through out the year that my staff can choose to attend

If you prefer to schedule CPI training for just your staff based on your non-student \* days, please list proposed dates below:

Your answer

Which training options for the IEP Process would be beneficial for your district/staff? (Select all that apply) \*

- SEIS
- Best Practices for IEP Meetings
- IEP Writing (e.g. Present Levels, Goals, Services, Accommodations, Transition Planning)
- IEP Goal Progress Reports
- Prior Written Notice
- BIP Writing
- IEP Compliance
- ADR (Alternative Dispute Resolution)
- Other:



Which training options for Inclusion would be beneficial for your district/staff? \*

(Select all that apply)

- Universal Design for Learning (UDL)
- Behavior Support Strategies
- Trauma (Research and Classroom Strategies)
- Social/Emotional Learning Strategies
- Equity/Diversity
- Disability Awareness
- Co-Teaching
- Academic Strategies for Struggling Learners
- Other:

Which training options for Mental Health would be beneficial for your district/staff? \*

(Select all that apply)

- Evidence Based Practices
- Parent Training and Support
- Preventative Models for Mental Health
- Suicide Prevention and Threat Assessment
- Nurtured Heart Approach
- Tier 1 and Tier 2 Supports
- ABC's of Behavior
- Other:



Which training options for Instructional Assistants would be beneficial for your district/staff? (Select all that apply) \*

- ABC's of Behavior
- Data Collection and Analysis
- Environmental Supports and Proactive Strategies
- Facilitating Independence
- Prompting Hierarchies
- Other:

Are there other training opportunities you would like SELPA to provide during the 2024-25 school year? (Please be specific) \*

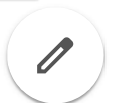
Your answer

For those of you in currently in CIM, are there Compliance Monitoring related training opportunities you would like SELPA to provide during the 2024-25 school year? (Please be specific) \*

Your answer

Did you feel adequately supported by SELPA while writing your CIM, Small LEA Self-Review, and LCAP? \*

- Yes
- No



If No, please let us know how we can better support you in the future:

Your answer

Submit

Clear form

Never submit passwords through Google Forms.

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Google Forms



# REGISTRATION OPEN!!!

*Discovering What's Possible*

1ST ANNUAL BUTTE COUNTY

## PARENT UNIVERSITY & RESOURCE FAIR

APRIL 27, 2024  
9 A.M. TO NOON

BIDWELL JUNIOR H.S.  
2376 NORTH AVE, CHICO



**CLICK TO  
REGISTER**

- ✓ Numerous workshops by varied providers on parenting and educating students with disabilities
- ✓ Connecting and networking with parents and community providers
- ✓ Access to information from providers and vendors serving the greater Butte County community

*Food &  
Fun &  
Activities  
for Kids*

*Butte County*  
**SELPA**  
Special Education Local Plan Area

 (530) 532-5875

 [www.buttecountyselpa.org](http://www.buttecountyselpa.org)

 [selpasupport@buttecountyselpa.org](mailto:selpasupport@buttecountyselpa.org)



*A collaboration between the Butte County Coordinating Council, the Rural Education Institute, State Council on Developmental Disabilities, Arc of Butte County, and the Butte County SELPA*



## SCHEDULE

9:00 to 9:15 Check-In  
9:15 to 10:00 Session 1  
10:15 to 11:00 Session 2  
11:15 to 12:00 Session 3

## SPANISH AND ASL

Several of the sessions will offer real-time Spanish translation and ASL interpretation

## CHILD CARE

Child care supervision and activities will be provided only for those families who are pre-registered by April 19th

## WORKSHOP SESSIONS

*Strands for early childhood, and high school through transition will be offered, with more sessions to be added.*

The Transition from the IFSP to the IEP  
How to Read Your Child's IEP  
Child Development Programs and Early Start  
An Orientation to Rowell Family Empowerment  
Positive Behavior in the Home  
Effective Home to School Communication  
Supporting Student Mental Health  
Transition to Adulthood  
Feeling Safe, Being Safe Emergency Preparedness  
Employment Programs and Options  
Useful Technology Tips for Parents

## EXHIBITORS

*Over 30 exhibitors are expected with the following already confirmed:*

Ability First, Anthony's Balloons, Arc of Butte County, Boys & Girls Club, Butte College Disabled Student Programs and Services, Butte County Behavioral Health, Butte COE Child Development Programs and Services, Butte County SELPA, Butte County WorkAbility1, CalABLE, California Children's Services, CAPTAIN North State, Chico Area Recreation District (CARD), Compass, CSU Chico Clinic for Communication Disorders, Chico USD Special Education Parent Advisory Committee, Butte County Department of Employment and Social Services (DESS), Disability Action Center - Chico, Department of Rehabilitation, Family First, Far Northern Regional Center, Here's the Deal, Level Up NorCal, New Beginnings Housing Foundation, Office of Clients' Rights Advocacy, Rowell Family Empowerment of Northern California, State Council on Developmental Disabilities, We Care A Lot Foundation, and more!!



*Special thanks to our event partners!!*



# !!! RESERVA LA FECHA !!!

*Descubriendo lo que es posible*

## PRIMERA EDICIÓN ANUAL DE LA FERIA DE RECURSOS Y UNIVERSIDAD PARA PADRES DEL CONDADO DE BUTTE

**27 DE ABRIL DE 2024  
DE 9 A. M. A MEDIODÍA**

**BIDWELL JUNIOR H.S.  
2376 NORTH AVE, CHICO**

**HAZ CLIC PARA  
REGISTRARTE**

- ✓ Numerosos talleres impartidos por diversos proveedores sobre crianza de los hijos y educación de estudiantes con discapacidades
- ✓ Conexión y creación de redes con padres y proveedores comunitarios
- ✓ Acceso a información de proveedores y prestadores de servicios para la comunidad del condado de Butte

*Butte County*  
**SELPA**  
Special Education Local Plan Area

 (530) 532-5875

 [www.buttecountyselpa.org](http://www.buttecountyselpa.org)

 [selpasupport@buttecountyselpa.org](mailto:selpasupport@buttecountyselpa.org)

*Comida y  
diversión y  
actividades  
para niños*



## CRONOGRAMA

9:00 a 9:15	Ingreso
9:15 a 10:00	Sesión 1
10:15 a 11:00	Sesión 2
11:15 a 12:00	Sesión 3

## ESPAÑOL Y LENGUA DE SEÑAS

Se ofrecerán varias sesiones con interpretación en tiempo real en español y lengua de señas estadounidense.

## CUIDADO INFANTIL

Solo habrá actividades para niños y supervisión infantil disponibles para las familias que se preinscriban antes del 19 de abril

## SESIONES DE TALLERES

*Se ofrecerán módulos para primera infancia y secundario hasta transición y se añadirán más sesiones.*

La transición del IFSP a IEP  
Cómo leer el IEP de su hijo/a  
Programas de desarrollo infantil y Early Start  
Orientación para Rowell Family Empowerment  
Comportamiento positivo en el hogar  
Comunicación eficaz entre el hogar y la escuela  
Apoyar la salud mental de los estudiantes  
Transición a la adultez

Estar y sentirse seguros: preparación para emergencias  
Programas de empleo y opciones  
Consejos útiles sobre tecnología para padres

## EXPOSITORES

*Se espera la presencia de más de 30 expositores, con las siguientes confirmaciones:*

Ability First, Anthony's Balloons, Arc of Butte County, Boys & Girls Club, Butte College Disabled Student Programs and Services, Butte County Behavioral Health, Butte COE Child Development Programs and Services, Butte County SELPA, Butte County WorkAbility1, CalABLE, California Children's Services, CAPTAIN North State, Chico Area Recreation District (CARD), Compass, CSU Chico Clinic for Communication Disorders, Chico USD Special Education Parent Advisory Committee, Butte County Department of Employment and Social Services (DESS), Disability Action Center - Chico, Department of Rehabilitation, Family First, Far Northern Regional Center, Here's the Deal, Level Up NorCal, New Beginnings Housing Foundation, Office of Clients' Rights Advocacy, Rowell Family Empowerment of Northern California, State Council on Developmental Disabilities, We Care A Lot Foundation, ¡y muchos más!



*¡Un agradecimiento especial a nuestros socios de eventos!*

