



Background

Beginning in November 2018, SELPA hosted a series of meetings to review current regional programs for the purpose of developing long-term recommendations for the SELPA Superintendents' Council consideration.

Process

Meetings were attended by LEA Superintendents, Special Education Administrators, and CFOs. The group reviewed student population, enrollment and staffing data for each program to determine if our collective needs are being met by existing programs. Additionally, the group evaluated the need for each program by responding to the following prompts:

- Is the program accessed by most districts?
- Is there an ongoing student need for this program?
- Is this an economy of scale?
- Are there any alternatives to the current approach?

Findings

1. Student enrollment and use of regional programs are consistent with the proportional size of districts.
2. SELPA funding is provided for all regional programs even though some programs are not utilized by all districts (e.g., elementary districts do not access high school programs and vice versa).
3. The regional program model benefits all districts by sharing the cost for low frequency, high-cost services and programs.

Recommendations

1. Continue a cooperative approach to operate and fund the following programs and services:
 - DHH
 - Infant Development Program
 - Preschool Assessment Team
 - Preschool Self-Contained Classrooms
 - Low Incidence (OI and VI) and Adaptive Physical Education Services
 - Moderate / Severe Self-Contained Classrooms (ED Programs - Elementary, Middle, High School)
 - LEAD Classrooms
 - Autism Classrooms
 - Transition & Workability (Pacific Street and Tunnel Street Classrooms)
2. Explore alternative approaches to provide Speech and Language Services for students enrolled in district programs.
3. Consider the Regional Program Growth Request 2019-20 (attached).

Next Steps:

1. SELPA will propose alternative models for the provision of speech and language services to students in district programs, including staffing levels, fiscal considerations and transition process. Begin developing an outline of a revised regional program funding model that is sustainable. Once adopted, the new model will be implemented in the 2020-21 school year.
2. Superintendents have examined student and district needs to identify effective and economical approaches to supporting students currently served in regional programs. Superintendents will continue to evaluate alternative program models where appropriate. The SELPA will begin developing a revised allocation plan for superintendent discussion and action in the fall of 2019.