

East Valley SELPA
STEERING COMMITTEE MEETING
670 E. Carnegie Drive, San Bernardino, CA 92408

**** AGENDA ****
JULY 18, 2018 8:00 A.M.

“Leadership and Learning are Indispensable to Each Other” John F. Kennedy

PRESENTER

- | | | |
|-----|----------------------------|---------------|
| 1.0 | CALL TO ORDER | Patty Metheny |
| 2.0 | PUBLIC COMMENTS | |
| 3.0 | REVIEW/APPROVAL OF MINUTES | Patty Metheny |
| 4.0 | DISCUSSION/PRESENTATION | |

Finance Items

- | | | |
|-----|---|-----------------|
| 4.1 | FY 2018/19 4th Quarter NPS Reimbursement Transfer | Andrea Tennyson |
| 4.2 | FY 2018/19 SBCSS Fee-for-Service Year-end Totals | Andrea Tennyson |
| 4.3 | FY 2018/19 EV SELPA Regional Program To-date Totals | Andrea Tennyson |
| 4.4 | AB 602 June 2019 CDE Certification SELPA Funding | Andrea Tennyson |
| 4.5 | EV SELPA Schedule REX | Andrea Tennyson |
| 4.6 | EV SELPA Fiscal Reporting Calendar 2019-2020 | Andrea Tennyson |

Program Items

- | | | |
|------|---|-----------------------------------|
| 4.7 | Supporting Inclusive Practices | Kristin Brooks |
| 4.8 | Building Vibrant District MTSS Structures that Include Special Educators | Wesley Sims |
| 4.9 | Catapult Learning NPS | Erik Ryan |
| 4.10 | EV SELPA IEP Forms Revision Update <ul style="list-style-type: none">• Ages 3-5 Disability “Established Medical Disability”• Instructions for New EV-50• Roll-out Date -7/26/19 for New EV-50 | Anne-Marie Foley |
| 4.11 | EV SELPA 2018-2019 District PIR Plans | Patty Metheny
Anne-Marie Foley |

- | | | |
|------|---|-------------------------------|
| 4.12 | SBCSS East Valley Operations | Scott Wyatt |
| 4.13 | EV SELPA Residentially Placed Students | Tracy Schroeder |
| 4.14 | DRDP/CASEMIS/CALPADS Student Data <ul style="list-style-type: none"> • DA Users' Calendar of Meetings • June 30 Data Submission/SSID #s • DRDP July 1 Submission • CALPADS Discipline Data Submission • CASEMIS to CALPADS <ul style="list-style-type: none"> • User Acceptance Testing (UAT with Application Program Interface (API)) | Patty Metheny
Lisa Horsley |
| 4.15 | EV SELPA Low Incidence Guidelines for Approval | Patty Metheny |
| 4.16 | EV SELPA 2019-2020 Brochure <ul style="list-style-type: none"> • EV SELPA Staff Responsibilities | Patty Metheny |
| 4.17 | EV SELPA 2019-2020 Professional Development Catalog <ul style="list-style-type: none"> • Trainings for School Psychologists | Patty Metheny |
| 4.18 | EV SELPA Local Plan Workgroup Meetings | Patty Metheny |
| 4.19 | EV SELPA Community Advisory Committee | Patty Metheny |
| 4.20 | Hot Topics | Committee |

5.0 OTHER

- | | |
|-----|---|
| 5.1 | 2019-2020 EVSELPA Steering Committee Meetings |
| 5.2 | 2019-2020 EVSELPA Board of Directors Meetings |
| 5.3 | 2019-2020 EVSELPA CAC Meetings |
| 5.4 | EV SELPA Professional Development – August & September 2019 |
| 5.5 | Next Meeting – September 12, 2019 8:00 AM |

East Valley SELPA
STEERING COMMITTEE MEETING MINUTES
June 13, 2019

MEMBERS PRESENT:

Dr. Patty Metheny
Janett Nickell
Derek Swem
Jim Stolze

East Valley SELPA
Colton Joint Unified School District
Rim of the World Unified School District
Yucaipa-Calimesa Joint Unified School District

MEMBERS ABSENT:

Todd Rossi
Bridgette Ealy
Dr. Scott Wyatt

Redlands Unified School District
Rialto Unified School District
San Bernardino County Supt of Schools

OTHERS PRESENT:

Amanda Corridan
Rob Pearson
Greg Minton
Patricia Mbugua, Ed.D.
Rick Homutoff, Ed.D.
Anne-Marie Foley
Lisa Horsley
Rosalva Contreras
Tracy Schroeder
Elizabeth Coronel

Colton Joint Unified School District
Colton Joint Unified School District
Redlands Unified School District
Rialto Unified School District
East Valley SELPA
East Valley SELPA
East Valley SELPA
East Valley SELPA
East Valley SELPA
East Valley SELPA

1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny, at the East Valley SELPA, 670 E. Carnegie Drive, San Bernardino, California, called the meeting to order at 8:00 a.m.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the May 9, 2019 meeting were reviewed. Motion to approve the minutes was made by Janet Nickell and seconded by Jim Stolze. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Program Issues

4.1 SELPA Local Plan Requirements 2019-2020

Dr. Metheny presented the new local plan requirements as a result of AB 1808. As the new Local Plan will have to be approved by each district's school board as well as the East Valley SELPA Board of Directors, a timeline to comply with the June 30, 2020 due date was presented. A workgroup for the revision of the local plan will be formed. Dr. Metheny is requesting the named individuals to participate in the local plan revision by July so a calendar of activities can be developed. The workgroup must include general education teachers, special education teachers, district staff and members of the public or parents. Ideally, there will be two representatives from each district plus San Bernardino County School's East Valley Operations. Dr. Metheny would like at least one representative from each district to ensure that every district is represented, and their concerns are addressed.

4.2 CDE Compliance Requirements

Performance Indicator Review (PIR) plans are due to the SELPA office by June 28, 2019. To assist with this process, the directors engaged in an activity to identify root causes and strategies developed to address each indicator. The directors shared the strategies that will be implemented as part of their PIR plans. The EV SELPA will review each PIR plan submitted for compliance and provide them to CDE by the July 31, 2019 deadline. It is anticipated that CDE will require evidence of PIR implementation. Consequently, the directors were encouraged to be proactive and create a binder with all pertinent documents evidencing implementation.

4.3 CASEMIS Student Data

Special education discipline data will be submitted via CALPADS again this year. The submission requires SELPA certification in July. As a result, Dr. Metheny reminded the directors that EV SELPA needs access to CALPADS. Lisa Horsley will be emailing district CALPADS personnel to get access.

The June 30 CASEMIS data submission is the last special education student data via CASEMIS. Ms. Horsley will continue to send error reports and assist districts with data submission. As submission moves to CALPADS, directors were reminded that all students, including infants and students attending private schools while being assessed, must have SSID numbers. Moving forward, the CALPADS data for infants will be the data source for infant funding.

Commencing with the Spring 2019 DRDP data submission, the reporting method and date has changed. Submission will be done directly through the DR Access website and occur July 1, 2019. Lisa Horsley will send reports to the directors to verify the data. These reports will not be submitted until all errors are corrected. Certification of the data will be done electronically. No paper copy will be available.

CDE has requested an Application Program Interface (API) to facilitate the transfer of information between WebIEP and CALPADS. CDE would like this interface ready for

testing on July 2, 2019. CDE is requesting LEAs to volunteer for the testing period of the API. Colton, Rim of the World and Yucaipa-Calimesa Joint may participate in the testing period once more information is available.

4.4 2019-2020 EV SELPA NPS Master Contract

A copy of the FY 19/20 EV SELPA NPS Master Contract was provided for review. Every year, the EV SELPA develops Master Contracts with NonPublic Schools (NPS) and Residential Treatment Centers (RTC) on behalf of the member districts. Additionally, through the Inland Empire SELPA Administrators organization, the EV SELPA engages in rate negotiation with each NPS. The EV SELPA NPS Master Contract is based on the NPS master contract developed by the State SELPA Administrators which is vetted by CDE and legal. The EV SELPA will provide the master contracts and rate schedules to NPS's starting this month.

Additionally, for 2018-2019, CDE is requiring discipline reported by districts via CALPADS include NPS student data and in 2019-2020 include student restraint and seclusion data. For this purpose, Jim Stolze shared that Yucaipa-Calimesa JUSD has developed a Google form and it shared the form with NPS's. Mr. Stolze will share a copy of the google form with the directors via email.

4.5 EV SELPA ERMHS Parent Travel Policy Review

Dr. Metheny and Tracy Schroeder reviewed the ERMHS Parent Travel Policy. A discussion regarding special circumstances for divorced parents traveling separately ensued. The policy will remain as it stands, and special circumstances will be evaluated in a case-by-case manner based on IEP team decisions.

4.6 EV SELPA Private School Individual Service Plan Services

Dr. Metheny reported on the May 23, 2019 Private School Consultation Meeting. It was a productive, well attended, and collegial event. The EV SELPA Private School Policy was reviewed. The Steering Committee decided that the East Valley SELPA will offer consultation of 90 mins per year to private schools. This consultation could be provided via training or consultation to private school staff not parents.

4.7 EV SELPA 2019-2020 Professional Development Catalog

Dr. Metheny presented a draft of the 2019-2020 EV SELPA Professional Development Catalog. Although the final catalog will not be ready until next month, the dates and locations are secured. Dr. Metheny noted that Region 10 trainings are also included and that, this year, the East Valley SELPA will have a strong presence in the Region 10 trainings. This year, EV SELPA employees are chairing the Region 10 Occupational Therapy, Speech and Language Pathologist, and Alternative Dispute Resolution Committees.

4.8 PCM Trainings 2019-2020

A calendar of PCM liaisons meetings, instructors' meetings, and co-training dates was provided. In previous years, the reserve of the Regional Program Management (0273) was large enough that it was used to minimize the cost to districts for these trainings. That will not be in the case in 2019-2020. A cost schedule for 2019-2020 was presented and approved by the Committee. Jim Stolze requested a "Frequently Asked Questions" document to assist

with questions that come up in PCM trainings now that district staff will be providing the annual recertification trainings. It will be provided after program specialists return in August.

4.9 EV SELPA Low Incidence Guidelines - Revised

The revised Low Incidence Guidelines were presented. These guidelines are the result of the work of the EV SELPA Low Incidence Committee. It is hoped the revised guidelines will provide a comprehensive and useful approach to the fast-changing world of low incidence technology. Directors should ensure that both District's Special Education and Information Technology departments are familiar with these guidelines to prevent any delays with tech related low incidence purchases.

4.10 EV SELPA IEP Forms

Anne-Marie Foley provided an update on the EV-50 form revisions. Two additional form of the EV-50 were presented to the Steering Committee for review and approval. Ms. Foley also shared that the IEP Forms Workgroup is working on instructions to post in WebIEP for these revised forms. A PowerPoint template will also be available to districts to customize for trainings.

4.11 EV SELPA ADR Cadre

Anne-Marie Foley provided the 2019-2020 calendar of activities and meeting schedule for the EV SELPA ADR Cadre. Two trainings with Marc Purchin have not been finalized but they will be added to the schedule on dates already listed at a later time. Anne-Marie emphasized the need to build capacity in the region and therefore, she suggests adding a third or alternate member for the cadre. A decision will be made at a later time.

4.12 EV SELPA Due Process Update

Dr. Rick Homutoff reported on a very busy year for due process activities. To date, there have been 46 filings within the EV SELPA for 2018-2019. As previously reported, the cost per case has decreased in comparison to previous years but based on the number of filings, the 2018-2019 due process budget was increased to cover costs.

4.13 SBCSS East Valley Operation

Dr. Wyatt provided an update via email. He reported that he has been approached in relation to the potential for a low cognitive and high behavior program. Opening this program for the FY 19/20 does not provide enough time for planning and implementation. Jim Stolze suggested discussing the program in the fall of 2019 for implementation/opening of the program by FY 20/21. Dr. Metheny shared that Catapult Learning continues their search for a facility in the region and intends to have classes for students with low cognition and high behavior problems. Although Catapult will not be able to open their facility in August, as anticipated, they are hopeful they will be to open sometime in the fall.

Dr. Wyatt also shared one of the EV SELPA districts has a need for an Audio-Visual Therapy (AVT) teacher but did not identify the district. Patricia Mbugua reported that

Rialto USD is currently in need of an AVT since they will have to provide compensatory education to students with these services listed on their IEP.

- 4.14 EV SELPA Educating Together 2018-2019 Accomplishments
Dr. Metheny shared a PowerPoint presentation highlighting the East Valley SELPA accomplishments for 2018-2019.

- 4.15 Hot Topics
No hot topics were shared.

5.0 OTHER

- 5.1 2019-2020 EV SELPA Steering Committee Meetings
- 5.2 2019-2020 EV SELPA Board of Directors Meetings
- 5.3 2019-2020 EV SELPA CAC

6.0 ADJOURNMENT: Meeting adjourned at 1:07 pm. Next meeting will be held on July 18, 2019.

4.0 FINANCE ISSUES

4.1 FY 2018/19 4th Quarter NPS Reimbursement Transfer

East Valley SELPA
18/19 4th Quarter NPS Cost
Invoices received through July 15, 2019

	A	B	C	D	E	F	G	H	I	J
	District	FN	Previously Billed (Q1 - Q3)	April	May	June	June ESY	Total Q1-Q3 Adj	Total Q4 Billing	Total Billing to Date Q1-Q4 (C+I)
1	NPS Education	1180	526,991.96	70,332.85	84,180.01	17,193.67	12,640.86	1,080.00	185,427.39	712,419.35
2	NPS Mental Health	3900	240,135.18	34,400.99	36,626.48	38,374.35	70.00	-	109,471.82	349,607.00
3	Colton		\$ 767,127.14	\$ 104,733.84	\$ 120,806.49	\$ 55,568.02	\$ 12,710.86	1,080.00	\$ 294,899.21	1,062,026.35
4	NPS Education	1180	573,036.25	83,904.49	90,273.35	37,125.38	16,784.19	49,496.00	277,583.41	850,619.66
5	NPS Mental Health	3900	260,783.66	52,763.60	55,163.79	35,779.15	23,742.00	195.62	167,644.16	428,427.82
6	Redlands		\$ 833,819.91	\$ 136,668.09	\$ 145,437.14	\$ 72,904.53	\$ 40,526.19	49,691.62	\$ 445,227.57	1,279,047.48
7	NPS Education	1180	799,659.30	83,785.93	103,158.20	33,793.31	21,249.96	6,112.94	248,100.34	1,047,759.64
8	NPS Mental Health	3900	243,346.19	24,687.71	32,950.41	25,836.06	14,965.51	1,904.44	100,344.13	343,690.32
9	Rialto		\$ 1,043,005.49	\$ 108,473.64	\$ 136,108.61	\$ 59,629.37	\$ 36,215.47	8,017.38	\$ 348,444.47	1,391,449.96
10	NPS Education	1180	158,925.37	22,217.43	24,373.25	1,961.58	9,963.12	-	58,515.38	217,440.75
11	NPS Mental Health	3900	196,810.20	21,803.50	23,200.24	15,306.03	-	-	60,309.77	257,119.97
12	Rim		\$ 355,735.57	\$ 44,020.93	\$ 47,573.49	\$ 17,267.61	\$ 9,963.12	-	\$ 118,825.15	474,560.72
13	NPS Education	1180	229,094.50	23,578.28	28,584.97	12,686.08	2,438.34	1,240.00	68,527.67	297,622.17
14	NPS Mental Health	3900	186,720.94	28,717.82	29,358.67	28,164.15	-	2,940.00	89,180.64	275,901.58
15	Yucaipa		\$ 415,815.44	52,296.10	57,943.64	40,850.23	2,438.34	4,180.00	157,708.31	573,523.75
16	Grand Total		\$ 3,415,503.55	\$ 446,192.60	\$ 507,869.37	\$ 246,219.76	\$ 101,853.98	\$ 62,969.00	\$ 1,365,104.71	\$ 4,780,608.26

4.2 FY 2018/19 SBCSS Fee-for-Service Year-end Totals

EAST VALLEY SELPA
FY 2018-19 FINAL
SBCSS Fee-For-Service

SB COUNTY/EV OPS																			
Service	Rate	Colton		Redlands		Rialto		Rim		Yucaipa		Total EV Districts		Fontana		SB City		Grand Total	
		Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee
SAI/Self Contained	\$37,697	76.00	\$2,864,972	10.50	\$395,819	109.00	\$4,108,973	2.00	\$75,394	14.00	\$527,758	211.50	\$7,972,916	0.00	\$0	1.00	\$37,697	212.50	\$8,010,613
APE	incl	17.50		4.00		32.50		2.00		3.50		59.50		0.00		1.00		60.50	\$0
LSH	incl	51.50		5.00		77.50		1.00		9.50		144.50		0.00		0.00		144.50	\$0
Specialized Health	incl	5.50		1.50		13.50		0.00		2.00		22.50		0.00		0.00		22.50	\$0
Low Incidence																			
DHH Itinerant	\$7,621	41.50	\$316,272	3.50	\$26,674	34.00	\$259,114	4.00	\$30,484	0.00	\$0	83.00	\$632,543	1.00	\$7,621	0.00	\$0	83.00	\$640,164
O&M	\$7,621	12.00	\$91,452	8.00	\$60,968	4.00	\$30,484	1.00	\$7,621	3.50	\$26,674	28.50	\$217,199	0.00	\$0	1.00	\$7,621	29.50	\$224,820
VI Itinerant	\$7,621	22.00	\$167,662	32.50	\$247,683	29.00	\$221,009	3.50	\$26,674	16.00	\$121,936	103.00	\$784,963	0.00	\$0	0.00	\$0	103.00	\$784,963
1:1 Aide (a)	\$52,102	5.50	\$286,561	1.50	\$78,153	5.00	\$260,510	0.00	\$0	0.00	\$0	12.00	\$625,224	0.00	\$0	0.00	\$0	12.00	\$625,224
Intensive Therapeutic Svc (EBD)	\$9,250	8.50	\$78,625	0.50	\$4,625	5.00	\$46,250	0.00	\$0	3.00	\$27,750	17.00	\$157,250	0.00	\$0	0.00	\$0	17.00	\$157,250
FEE FOR SERVICE TOTAL			\$3,805,544		\$813,921		\$4,926,340		\$140,173		\$704,118		\$10,390,094		\$7,621		\$45,318		\$10,443,033
		Colton		Redlands		Rialto		Rim		Yucaipa		Total EV Districts		Fontana					
Early Start	no fee	28.00		0.00		22.00		3.00		7.00		60.00		42.00					
First Class	no fee	0.00		0.00		0.00		22.00		0.00		22.00		0.00					
NON-FFS TOTAL		28.00		0.00		22.00		25.00		7.00		82.00		42.00					

4.3 FY 2018/19 EV SELPA Regional Program To-date Totals

EAST VALLEY SELPA

FY 2018-19

REGIONAL SERVICES PROPORTIONATE SHARE COST

as of 7/16/19

18/19 - Proportionate Share of Expenses based on Service Count as of 4/1/19	Projected Total Expense	Colton			Redlands			Rim			Yucaipa			Rialto			Grand TOTAL		
		Count	Proportionate Share **	Cost	Count	Proportionate Share **	Cost	Count	Proportionate Share **	Cost	Count	Proportionate Share **	Cost	Count	Proportionate Share **	Cost	Total Service Count		Total Cost
<i>MH/Direct Service</i>	\$600,449	24.00	48.00%	\$ 288,216	5.00	10.00%	\$60,045	19.00	38.00%	\$228,171	2.00	4.00%	\$24,018	N/A	N/A	\$0	50.00	100%	\$ 600,449
<i>OT Services</i>	\$1,246,410	56.00	29.95%	\$373,256	81.00	43.32%	\$539,889	12.00	6.42%	\$79,984	37.00	19.79%	\$246,616	1.00	0.53%	6,665	187.00	100%	\$1,246,410
TOTAL				\$ 661,472			\$ 599,934			\$ 308,154			\$ 270,634			\$6,665			\$ 1,846,859

***Proportionate Share % decimal decreased to 2 from 4 for presentation

Proportionate Share based on PY Dec 2017 Pupil Count		Colton			Redlands			Rim			Yucaipa			Rialto			*TOTAL DEC 2017 Pupil	TOTAL COST
		27.16%			26.60%			3.97%			12.93%			29.34%			10,196	100%
<i>Physical Therapy</i>	\$ 65,316	\$ 17,738			\$ 17,373			\$ 2,594			\$ 8,443			\$ 19,167			\$ 65,316	
<i>Assistive Technology</i>	\$ 16,602	\$ 4,509			\$ 4,416			\$ 659			\$ 2,146			\$ 4,872			\$ 16,602	

*Excludes Infants, Juvenile & CDS from EV Ops

DISTRICT NAME	DEC 2010 Pupil Count	DEC 2011 Pupil Count	DEC 2012 Pupil Count	DEC 2013 Pupil Count	DEC 2014 Pupil Count	DEC 2015 Pupil Count	DEC 2016 Pupil Count	DEC 2017 Pupil Count	DEC 2018 Pupil Count	Change from PY 2017
COLTON JUSD	2,320	2,296	2,386	2,467	2,520	2,606	2,669	2,769	2,746	(23)
REDLANDS USD	2,552	2,583	2,690	2,771	2,823	2,809	2,789	2,712	2,796	62
RIALTO USD	2,157	2,269	2,462	2,529	2,722	2,870	3,015	2,992	2,988	(4)
RIM OF THE WORLD	533	525	513	491	451	460	424	405	399	(6)
YUCAIPA	1,098	1,078	1,020	968	998	1,108	1,166	1,318	1,343	25
SBCCS/EAST VALLEY	589	584	535	520	505	503	474	446	470	24
GRAND TOTAL	9,249	9,335	9,606	9,746	10,019	10,356	10,537	10,642	10,742	100

**Infant count without SSID

Redlands 22
SBCCS/East Valley 114

4.4 AB 602 June 2019 CDE Certification SELPA Funding

EAST VALLEY SELPA

AB602 CERT RECAP - JUNE 2019

2016/17	AB602 P-2 June 2017 CERT	AB602 Alloc ANNUAL R1 June 2018 CERT	AB602 Alloc Annual R2 February CERT 2019	AB602 Alloc Annual R3 June 2019 CERT	AB 602 Alloc Rec'd Thru May 2019 (Includes PY Accruals)	AB 602 Adjustment - Balance/(Change)
Colton Joint Unified School District	7,986,710	7,980,282	7,989,014	8,122,867	7,989,029	133,838
Redlands Unified School District	9,867,222	9,920,979	9,938,522	10,061,859	9,938,536	123,323
Rialto Unified School District	7,576,510	7,553,471	7,644,008	7,796,604	7,644,026	152,578
Rim of the World Unified School District	1,616,500	1,589,439	1,589,427	1,610,001	1,589,431	20,570
Yucaipa-Calimesa Joint Unified School District	4,589,270	4,607,029	4,653,880	4,705,802	4,653,886	51,916
FUND 10 TOTAL	31,636,212	31,651,200	31,814,851	32,297,133	31,814,908	482,225
0273 - Regional Services/Program Specialist	1,540,717	1,541,516	1,541,516	1,541,516	1,541,516	-
0276 - Low Incidence	286,903	286,903	286,903	286,903	286,903	-
0270 - Regional Autism Program	314,139	314,140	314,140	314,140	314,139	1
0279 - SELPA Related OT/PT	1,263,120	1,263,120	1,263,120	1,263,120	1,263,120	-
ESRM - SELPA Residential MH Oversight	71,157	71,157	71,157	71,157	71,157	-
2700 - County Services	7,003,458	6,781,230	6,617,305	6,620,361	6,617,307	3,054
FUND 01 TOTAL	10,479,495	10,258,066	10,094,141	10,097,197	10,094,142	3,055
TOTAL	42,115,707	41,909,266	41,908,992	42,394,330	41,909,050	485,280
2017/18	AB602 P-1 February 2018 CERT	AB602 Alloc P-2 June 2018 CERT	AB 602 Annual February 2019 CERT	AB602 Annual R1 June 2019 CERT	AB 602 Alloc Rec'd Thru May 2019 (Includes PY Accruals)	AB602 Adjustment - Balance/(Change)
Colton Joint Unified School District	7,753,137	7,806,234	7,877,721	7,877,721	7,915,978	(38,257)
Redlands Unified School District	9,972,478	10,008,376	10,236,848	10,236,848	10,113,756	123,092
Rialto Unified School District	7,522,648	7,948,252	8,007,329	8,007,329	8,074,124	(66,795)
Rim of the World Unified School District	1,458,998	1,486,048	1,457,275	1,457,275	1,501,200	(43,925)
Yucaipa-Calimesa Joint Unified School District	4,848,768	4,544,000	4,627,389	4,627,389	4,588,360	39,029
FUND 10 TOTAL	31,556,029	31,792,910	32,206,562	32,206,562	32,193,418	13,144
0273 - Regional Services/Program Specialist	1,623,184	1,635,012	1,635,014	1,635,014	1,635,013	1
0276 - Low Incidence	288,231	288,231	288,231	288,231	288,231	-
0270 - Regional Autism Program	337,336	337,336	337,335	337,335	337,336	(1)
0279 - SELPA Related OT/PT	1,498,036	1,498,036	1,498,036	1,498,036	1,498,036	-
ESRM - SELPA Residential MH Oversight	76,969	76,969	76,968	76,968	76,969	(1)
ESEP - Extra-ordinary Program/Cost Pool	-	-	26,801	26,801	21,444	5,357
2700 - County Services	6,960,904	6,699,935	6,483,105	6,483,105	6,458,615	24,490
FUND 01 TOTAL	10,784,660	10,535,519	10,345,490	10,345,490	10,315,644	29,846
TOTAL	42,340,689	42,328,429	42,552,052	42,552,052	42,509,062	42,990
2018/19	AB602 P-1 February 2019 CERT	AB602 Alloc Estimated P-2 June 2019 CERT	AB602 Allocation Rec'd Thru Jan 2019	AB602 P-2 June 2019 CERT	AB 602 Alloc Rec'd Thru May 2019 (Includes PY Accruals)	AB 602 Adjustment - Balance/(Change)
Colton Joint Unified School District	6,888,893	6,829,359	4,049,215	6,849,663	6,320,959	528,704
Redlands Unified School District	10,137,637	10,107,559	5,499,304	10,189,410	9,209,972	979,438
Rialto Unified School District	8,118,105	8,035,698	4,245,084	8,114,619	7,343,500	771,119
Rim of the World Unified School District	1,402,026	1,386,350	781,220	1,427,755	1,277,864	149,891
Yucaipa-Calimesa Joint Unified School District	4,640,890	4,641,663	2,480,775	4,665,539	4,208,867	456,672
FUND 10 TOTAL	31,187,551	31,000,629	17,055,598	31,246,986	28,361,162	2,885,824
0273 - Regional Services/Program Specialist	2,146,229	2,146,229	1,160,665	2,146,229	1,949,117	197,112
0276 - Low Incidence	291,066	291,066	153,242	291,066	263,502	27,564
0270 - Regional Autism Program	179,540	179,540	97,094	179,540	163,050	16,490
0279 - SELPA Related OT/PT	1,222,048	1,222,048	609,742	1,247,048	1,099,586	147,462
2700 - County Services	7,382,495	7,475,945	4,376,049	7,555,381	6,781,205	774,176
ESRM - Residential MH Oversight	145,706	145,706	61,937	250,720	128,953	121,767
FUND 01 TOTAL	11,367,084	11,460,534	6,458,729	11,669,984	10,385,413	1,284,571
TOTAL	42,554,635	42,461,163	23,514,327	42,916,970	38,746,575	4,170,395

4.5 EV SELPA Schedule REX

EAST VALLEY SELPA
2018-19 SCHEDULE REX as of 7/12/19 prior to Closing

LN	SACS RS	DESCRIPTION	A or E?	COLTON	REDLANDS	RIALTO	RIM	YUCAIPA	SBCSS EV OPS	REGIONAL/ SELPA	SELPA	TOTAL (Reflects CDE CERT ADA)
	A	B		C	D	E	F	G	H	I	J	K
ADA FOR AB 602 FUNDING												
I		SELPA Total K-12 ADA	E	21,101.00	20,021.66	24,255.00	3,025.38	8,669.28	570.18			77,642.50
II		Prior Year SELPA Total K-12 ADA	A	21,457.20	20,195.07	24,567.71	3,118.95	8,667.42	602.31			78,608.66
III		PRIOR Prior Year SELPA Total K-12 ADA	A	21,763.76	20,368.28	24,764.51	3,270.12	8,548.86	669.36			79,384.89
IV		SELPA Current Year FUNDED ADA (greater of Line I or Line II)	E	21,457.20	20,195.07	24,567.71	3,118.95	8,667.42	602.31			78,608.66
REVENUE												
1	6500	District Base Apportionment (based on Prior Yr ADA)		11,200,610.23	10,541,781.20	12,824,289.46	1,628,084.90	4,524,373.78	314,404.47			\$ 41,033,544.04
1a		District Base Apportionment %		27.30%	25.69%	31.25%	3.97%	11.03%	0.77%			100.00%
2		COLA Entitlement	A	305,537.34	287,565.38	349,829.09	44,411.93	123,418.73	8,577.00			\$ 1,119,339.48
3		Fiscal Adjustment due to Declining ADA	A	(159,560.41)	(90,153.50)	(102,431.79)	(78,681.98)	61,708.91	(34,893.43)			\$ (404,012.20)
4	6500	Low Incidence								291,066.00		\$ 291,066.00
5	6500	Out-of-Home	A	385,352.00	1,466,221.00	781,174.00	156,364.00	1,190,982.00				\$ 3,980,093.00
6		NET ALLOCATION	A	11,731,939.16	12,205,414.08	13,852,860.77	1,750,178.85	5,900,483.42	288,088.00	-		\$ 45,728,964.28
7		Off-the-Top -										\$ -
8	6500	Autism	A	(49,007.65)	(46,124.98)	(56,111.97)	(7,123.60)	(19,796.15)	(1,375.66)	179,540.00		\$ (179,540.00)
9	6500	Mental Health Oversight	A	(68,437.10)	(64,411.57)	(78,357.98)	(9,947.80)	(27,644.48)	(1,921.08)	250,720.00		\$ (250,720.00)
10	6500	SELPA Regional Svcs/Prog Specialists	A	(585,839.59)	(551,380.02)	(670,764.92)	(85,155.77)	(236,644.01)	(16,445.00)	2,146,229.00		\$ (2,146,229.31)
11		CSSF Fee-for-Service		(3,805,544.00)	(813,921.00)	(4,926,338.00)	(140,173.00)	(704,118.00)	10,390,094.00			\$ (10,390,094.00)
12	6500	OT Fee-for-Service		(373,448.00)	(540,165.00)	(6,669.00)	(80,024.00)	(246,742.00)		1,247,048.00		\$ (1,247,048.00)
13		Property Tax							3,103,060.00			\$ 3,103,060.00
14		Total Recourse 6500 AB 602 State Aid		6,849,663.00	10,189,410.00	8,114,619.00	1,427,755.00	4,665,539.00	7,555,381.00	4,114,603.00		42,916,970.00
15		APPORTIONMENT SUBTOTAL (Prop Tax + Res 6500)		6,849,663.00	10,189,410.00	8,114,619.00	1,427,755.00	4,665,539.00	10,658,441.00	4,114,603.00		46,020,030.00
16	3310	Grant/Local Assistance	A	\$ 4,062,729.00	\$ 3,954,155.00	\$ 4,389,919.00	\$ 594,224.00	\$ 1,933,794.00	\$ 482,715.00	\$ -	\$ -	\$ 15,417,536.00
17	3311	Private School Proportionate Share		\$ 44,980.00	\$ 86,116.00	\$ 7,324.00	\$ 1,464.00	\$ 13,115.00	\$ -			
18	3310	Balance		\$ 4,017,749.00	\$ 3,868,039.00	\$ 4,382,595.00	\$ 592,760.00	\$ 1,920,679.00	\$ 482,715.00			
19	3315	Grant/Fed.Preschool	A	\$ 102,865.00	\$ 82,434.00	\$ 86,661.00	\$ 7,750.00	\$ 64,115.00	\$ 24,660.00	\$ -	\$ 19,394.00	\$ 387,879.00
20	3327	Grant/Mental Health Services	A	\$ 249,058.00	\$ 235,655.00	\$ 285,966.00	\$ 36,371.00	\$ 101,075.00	\$ -	\$ -	\$ -	\$ 908,125.00
21	3345	Grant/Infant-Presch.Staff Dev.	A	\$ 795.00	\$ 637.00	\$ 670.00	\$ 60.00	\$ 496.00	\$ 191.00	\$ -	\$ -	\$ 2,849.00
22	3385	Grant/Part C Early Intervention	A	\$ -	\$ 14,436.20	\$ -	\$ -	\$ -	\$ 57,744.80	\$ -	\$ -	\$ 72,181.00
23	6510	Infant State Aid for Units	A	\$ -	\$ 373,101.00	\$ -	\$ -	\$ -	\$ 1,492,402.00	\$ -	\$ -	\$ 1,865,503.00
24	6512	Mental Health AB 114	E	\$ 1,350,871.00	\$ 1,278,170.00	\$ 1,551,056.00	\$ 197,272.00	\$ 548,221.00	\$ -	\$ -	\$ -	\$ 4,925,590.00
25	6515	Grant/Infant Discretionary	A	\$ -	\$ 7,466.00	\$ -	\$ -	\$ -	\$ 29,865.00	\$ -	\$ -	\$ 37,331.00
TOTAL REVENUE (AB602 Plus Federal Grants & Other State Aid)												
26				\$ 12,615,981.00	\$ 16,135,464.20	\$ 14,428,891.00	\$ 2,263,432.00	\$ 7,313,240.00	\$ 12,746,018.80	\$ 4,114,603.00	\$ 19,394.00	\$ 69,637,024.00
27 EXPENDITURES (Transfers to SELPA)												
28	6500/6512/ 3327	NPS Contract Costs /Tuition FN 1180,	E	\$ (619,736.00)	\$ (719,994.00)	\$ (1,075,357.00)	\$ (209,934.00)	\$ (329,482.00)				\$ (2,954,503.00)
29	6500/6512/ 3327	NPS Mental Health Counseling and Residential/FN 3900 Billback	E	\$ (311,806.00)	\$ (242,247.00)	\$ (310,563.00)	\$ (262,121.00)	\$ (220,543.00)				\$ (1,347,280.00)
30	3327/6512	SELPA MH Regional Program/FFS	E	\$ (357,556.00)	\$ (23,068.00)	\$ -	\$ (230,682.00)	\$ (23,068.00)				\$ (634,374.00)
31	6500	Extraordinary Prog/Inter-SELPA	E	\$ -	\$ -	\$ (172,235.00)	\$ -	\$ -				\$ (172,235.00)
32	9279	Physical Therapy	E	\$ (23,084.00)	\$ (22,609.00)	\$ (24,943.00)	\$ (3,376.00)	\$ (10,988.00)				\$ (85,000.00)
33	9279	Assistive Technology	E	\$ (2,715.00)	\$ (2,660.00)	\$ (2,934.00)	\$ (398.00)	\$ (1,293.00)				\$ (10,000.00)
34	6500	CCS MTU	E	\$ (10,371.00)	\$ (10,158.00)	\$ (11,207.00)	\$ (1,517.00)	\$ (4,937.00)				\$ (38,190.00)
35	6500	Due Process	E	\$ (271,577.00)	\$ (265,987.00)	\$ (293,448.00)	\$ (39,722.00)	\$ (129,266.00)				\$ (1,000,000.00)
36	9273	Information Systems/CASEMIS	E	\$ (65,049.00)	\$ (63,710.00)	\$ (70,288.00)	\$ (9,514.00)	\$ (30,963.00)	\$ (10,476.00)			\$ (250,000.00)
37		TOTAL EXPENDITURES		\$ (1,661,894.00)	\$ (1,350,433.00)	\$ (1,960,975.00)	\$ (757,264.00)	\$ (750,540.00)	\$ (10,476.00)	\$ -	\$ -	\$ (6,491,582.00)
38		BALANCE		\$ 10,954,087.00	\$ 14,785,031.20	\$ 12,467,916.00	\$ 1,506,168.00	\$ 6,562,700.00	\$ 12,735,542.80			

4.6 EV SELPA Fiscal Reporting Calendar 2019-2020

2019/20 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

JULY 2019

- 7/2/19** - SELPA to submit Annual NPS ADA to districts, due to CDE July 8
- 7/7/19** - Districts to provide signed Grant Expenditure Report #3 (Apr 1 – Jun 30 PY) expenditure reports to SELPA
- 7/18/19** - Districts to provide SELPA June PARs and PYR for TPP
- 7/18/19** - SELPA to provide Q4 NPS Reimbursement Transfer for invoices received-to-date to districts
- 7/18/19** - SELPA to present Fiscal Reporting Calendar to Steering/Finance
- 7/18/19** - SELPA to present Final SBCSS Fee-for-Service and Regional Services Costs at Steering/Finance
- 7/18/19** - SELPA to provide June Certs and Schedule REX at Steering/Finance
- 7/31/19** - SELPA finalize closing of FY 17/18
- 7/31/19** - SELPA to submit May and June TPP Service and Certified Invoices to DOR
- 7/31/19** - SELPA to prepare and finalize P-2 June certifications for PY (18/19, 17/18, 16/17) AB602 Funding Allocation

AUGUST 2019

- 8/19/19** - SELPA to provide preliminary MOE (estimates/tests) to district via email and provide ongoing assistance as necessary for MOE and Excess Costs
- 8/19/19** - Districts to provide SELPA August PARs and PYR for TPP

SEPTEMBER 2019

- 9/12/19** - SBCSS to present PY (18/19) fee-for-service year-end actuals and return of funds (if appropriate) to Steering/Finance
- 9/12/19** - SELPA to present PY (18/19) adjusted 4th Quarter NPS reimbursement transfers for invoices to Steering/Finance
- 9/12/19** - SELPA to present PY (18/19) EV SELPA Budgets ending fund balances to Steering/Finance
- 9/15/19** - Districts to submit to SELPA Excess Cost Calculation
- 9/17/19** - Districts to provide SELPA August PARs and PYR for TPP
- 9/30/19** - SELPA to submit July TPP Service and Certified Invoices to DOR

OCTOBER 2019

- 10/10/19** - SELPA to present SEMA, SEMB, SYT, Excess Cost Reports at Steering/Finance
- 10/15/19** - SELPA to begin working on 1st Interim budget updates
- 10/15/19** - SELPA to submit PY (18/19) Annual Infant Funding Report to SBCSS
- 10/15/19** - Districts to provide Grant Expenditure Report 4 (July 1 – September 30 CY) to SELPA if applicable
- 10/15/19** - Districts provide SELPA with CY (19/20) P-1 ADA estimates & changes to PY ADA by Oct 15 for First Interim reporting
- 10/15/19** - Districts to provide SELPA September PARs and PYR for TPP
- 10/31/19** - SELPA/SBCSS to submit CY (19/20) Part C Early Start Application to CDE
- 10/31/19** - SELPA submit Medi-CAL CRCS Report to Medi-Cal Billing Technologies
- 10/31/19** - SELPA to submit Aug. TPP Service and Certified Invoices to DOR
- TBD** - SELPA to begin working on 1st Interim Budget Updates

NOVEMBER 2019

- 9/7/19** - SELPA to present CY (19/20) 1st Interim EV SELPA Budgets at Steering/Finance
- 9/7/19** - SELPA to present CY (19/20) 1st Quarter NPS reimbursement transfer for invoices at Steering/Finance
- 9/15/19** - SELPA to submit Maintenance of Effort SEMA 18/19 Unaudited Actuals vs. 17/18 Actuals to CDE
- 9/15/19** - SELPA to submit Maintenance of Effort SEMB 18/19 Unaudited Actuals vs. 19/20 Budget to CDE
- 9/15/19** - SELPA to submit Excess Cost Calculation(s) to CDE
- 9/15/19** - SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE
- 9/15/19** - SELPA to submit Table 8 due to CDE
- 9/15/19** - Districts to provide Oct PARs and PYR for TPP to SELPA
- 9/30/19** - SELPA to submit Medi-Cal Program Annual report
- 9/30/19** - SELPA to submit September TPP Service and Certified Invoices to DOR

DECEMBER 2019

- 12/15/19** - Districts to provide November PARs and PYR for TPP to SELPA
- 12/21/19** - SELPA to provide CY (19/20) December 1 Count for SBCSS Fee-for-service Students
- 12/30/19** - SELPA to submit October TPP Service and Certified Invoices to DOR

JANUARY 2020

- 1/3/20** - SELPA to provide NPS P-1 ADA to Districts
- 1/15/20** - Districts to verify Dec 1 count for SBCSS FSS
- 1/15/20** - SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
- 1/15/20** - Districts to provide Grant Expenditure Report # 1 (Jul 1 – Dec 31) to SELPA for CY (19/20)
- 1/31/20** - SELPA to submit November TPP Service and Certified Invoices to DOR
- 1/31/20** - Districts to provide December PARs and PYR for TPP to SELPA

FEBRUARY 2020

- 2/7/20** - SELPA to present CY (19/20) 2nd Quarter NPS reimbursement transfer for invoices paid thru December at Steering/Finance and provide year-end projections
- 2/15/20** - Districts to provide January PARs and PYR for TPP to SELPA
- 2/15/20** - Districts to provide SELPA with CY 18/19 P-2 estimates
- 2/28/20** - SELPA to provide Budget Development documents for FY 19/20 to SBCSS Internal Business Services
- 2/28/20** - SELPA to submit December TPP Service and Certified Invoices to DOR
- TBD** - SELPA to prepare February certifications for CY (19/20) and PY (18/19, 17/18) AB602 Funding Allocation

MARCH 2020

- 3/12/20** - SBCSS to submit CY (19/20) Fee-for-Service 2nd Interim update including revised FFS Rates (if applicable) at Steering/Finance
- 3/12/20** - SELPA to present CY (19/20) Regional services Proportionate Share Costs as of 2nd Interim related to OT & MH at Steering/Finance
- 3/15/20** - Districts to provide February PARs and PYR for TPP to SELPA
- 3/31/19** - SELPA to submit January TPP Service and Certified Invoices to DOR
- TBD** - SELPA to present PY (18/19, 17/18) AB602 allocations based on February Certifications by e-mail to districts
- TBD** - SELPA to present the CY (19/20) AB602 Certifications based on P-1 State Funding Exhibit, projected P-2 ADA, and December 1 service counts by e-mail to districts

APRIL 2020

- 4/15/20** - Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) to SELPA for CY (19/20)
- 4/15/20** - Districts to provide March PARs and PYR for TPP to SELPA
- 4/16/20** - SELPA to send districts Low Incidence Inventory Report for review
- 4/16/20** - SBCSS to present proposed FFS rates for FY 19/20 at Steering/Finance
- 4/16/20** - SELPA to provide P-2 NPS ADA to districts
- 4/24/20** - SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE May 1
- 4/30/20** - SELPA to submit February TPP Service and Certified Invoices to DOR
- 4/30/20** - Districts to complete and submit Personnel Data Report via CDE online portal and send copy electronically to SELPA
- TBD** - SELPA to prepare EV SELPA 20/21 budgets to present to Board Budget Ad Hoc
- TBD** - Districts to complete Low Incidence purchases for FY 19/20

MAY 2020

- 5/14/20** - Districts to provide April PARs and PYR for TPP to SELPA
- 5/14/20** - SBCSS to present final proposed FFS rates for FY 20/21 for Steering/Finance recommendation for Board approval
- 5/14/20** - SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
- 5/14/20** - SELPA to present FY (20/21) Preliminary EV SELPA Operating Budgets at Steering/Finance
- 5/14/20** - SELPA to present 20/21 Annual Budget and Service Plans at Steering/Finance
- 5/14/20** - SELPA to present CY 19/20 projections for NPS, Due Process, CCS at Steering/Finance
- 5/15/20** - Districts to return reviewed Low Incidence Inventory Report to SELPA and all Low Incidence reimbursement requests for CY 19/20
- 5/29/20** - SELPA to submit March TPP Service and Certified Invoices to DOR

JUNE 2020

- 6/15/20** - Districts to provide May PARs and PYR for TPP to SELPA
- 6/30/20** - SELPA to submit April TPP Service and Certified Invoices to DOR
- TBD** - SELPA to finalize AB602 CDE Certifications for CY (19/20) and PY (18/19 & 17/18)

PROGRAM ISSUES

4.7 Supporting Inclusive Practices

Supporting Inclusive Practices (SIP) Blueprint for Inclusion



Envisioning

- Cohesive Leadership
- Vision, Mission and Values
- Communicating Clarity and Urgency of Purpose
- Persuasion and First Adopters



Building

- Data Collection with Stakeholder Input
- Root Cause Analysis
- Clear Strategy
- Goals and Measures
- Policies and Practices



Implementing

- Promote a Culture of Growth
- Deepening Learning and Coaching
- Creating Capacity
- Shared Accountability
- Clear Messaging and Dissemination of Information Across Stakeholders



Scaling Up

- Organization-wide Practices
- Increased Resources



Paying It Forward

- Serve as an Exemplar
- Share Expertise, Experiences, and Resources
- Network and Champion Inclusion

Progress Monitoring and Continuous Improvement



THE
EL DORADO SELPAs
Special Education Local Plan Areas



East Valley SELPA

Supporting Inclusive Practices Overview

July 18, 2019

Kristin Brooks
Executive Director



Supporting Inclusive Practices



THE
EL DORADO SELPAs
Special Education Local Plan Areas



Project Mission

To provide tiered technical assistance to local educational agencies (LEAs) focused on building, implementing, sustaining, monitoring, and scaling up evidence-based practices within integrated educational systems to increase inclusion of students with disabilities in general education settings.

Funded by the California Department of Education, Special Education Division

Project Focus

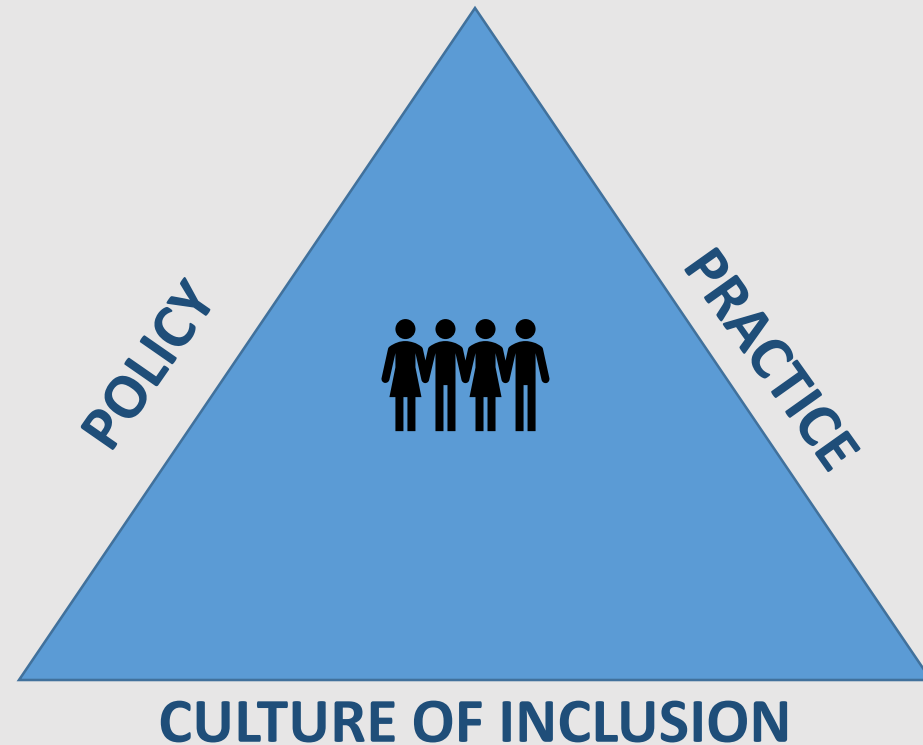
Building sustainable inclusive cultures, practices, and policies through shared leadership coherence at all levels of the organization.

Funded by the California Department of Education, Special Education Division

Project Goals

- State Performance Indicators 3, 5, 6, and 7
- Increase opportunities for students with disabilities to participate in general education LRE and improvement in academic achievement

Essential Elements of Inclusion



Reference: Booth, T., & Ainscow, M. (2002). Index for inclusion: Developing learning and participation in schools. *Center for Studies on Inclusive Education*.

Funded by the California Department of Education, Special Education Division

Exemplar LEAs and SIP Partners

Exemplar LEAs

Arcadia Unified

CHIME Institute

Covina Valley Unified

Eureka City Schools

Orange Unified

Pleasanton Unified

Sanger Unified

Santa Cruz County

SIP Partners

California Department of Education

digiCOACH

El Dorado County/Charter SELPAs

El Dorado County Office of Education

Riverside County Office of Education

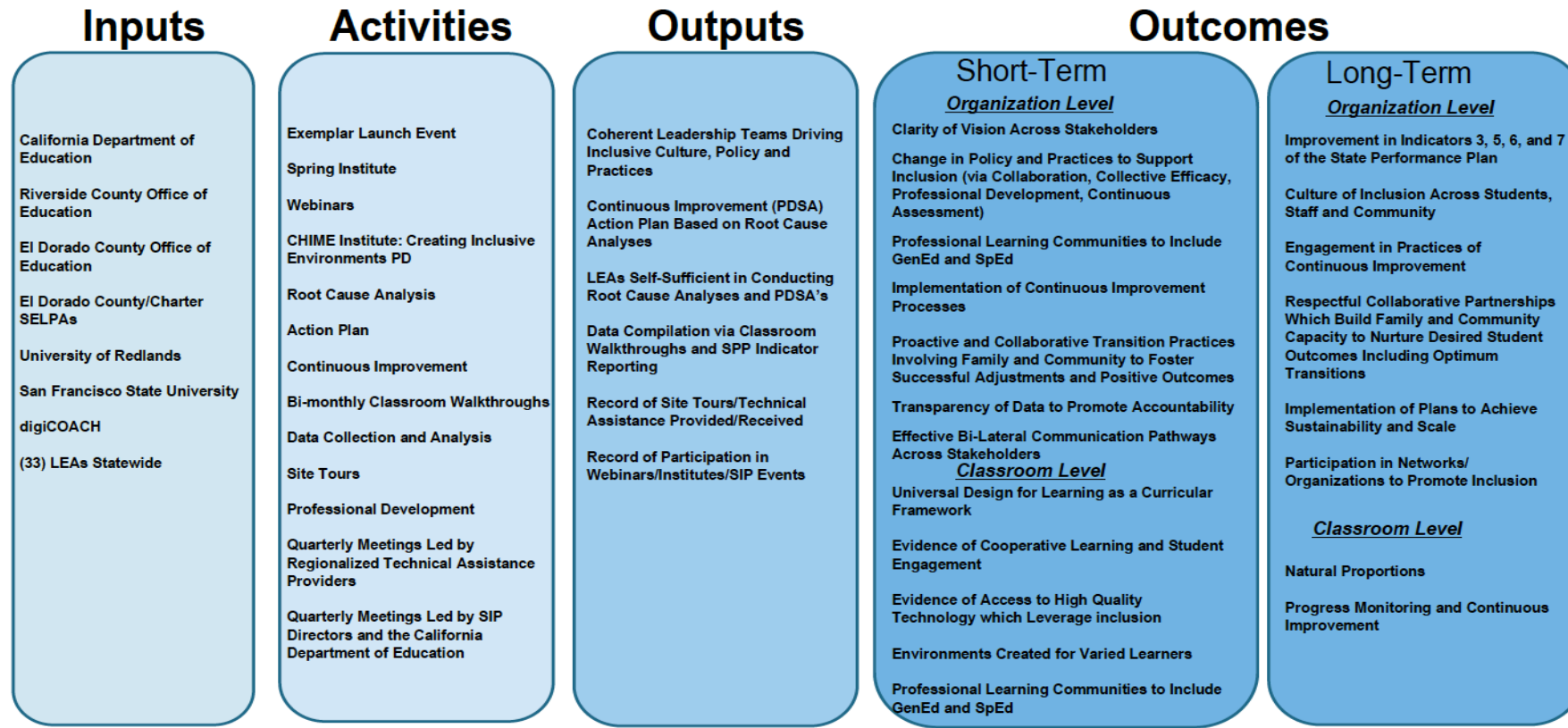
San Francisco State University

University of Redlands

Supporting Inclusive Practices (SIP) Logic Model

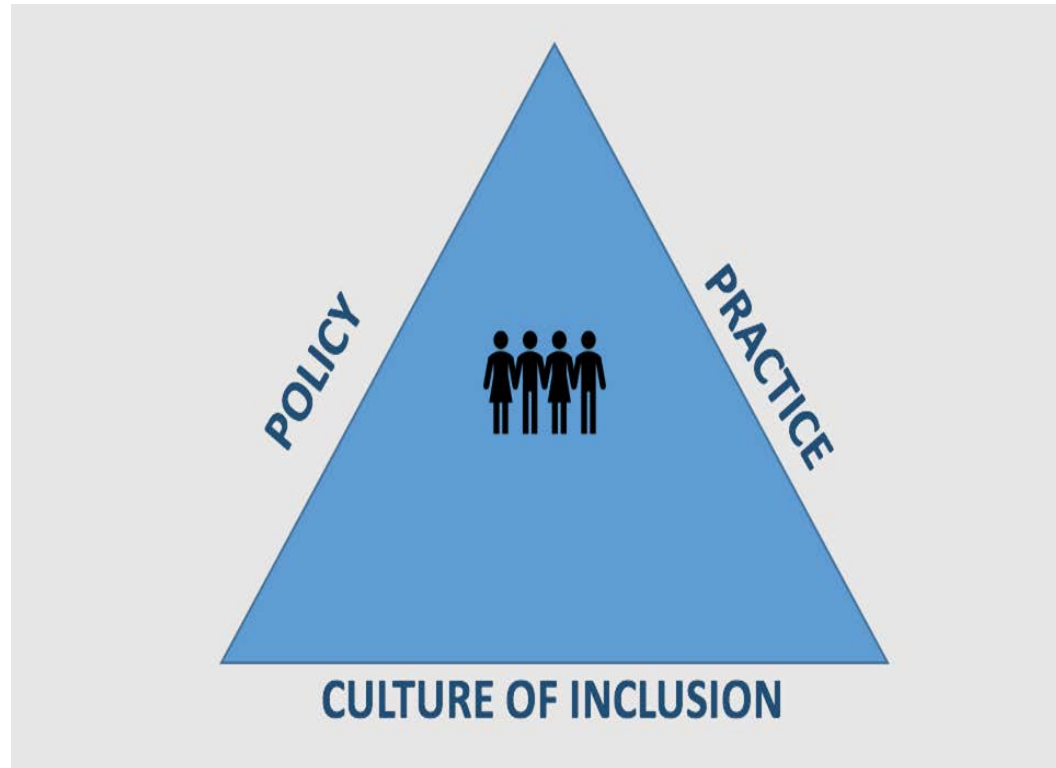


Supporting Inclusive Practices Logic Model 2018-2019



Funded by the California Department of Education, Special Education Division

Intentional Design for Equity, Access, and Inclusion



Supporting Inclusive Practices (SIP) Blueprint for Inclusion



Change is a Process



Current State



Desired State

Funded by the California Department of Education, Special Education Division



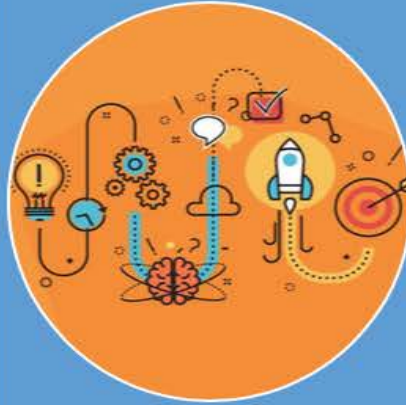
Envisioning

- Cohesive Leadership
- Vision, Mission and Values
- Communicating Clarity and Urgency of Purpose
- Persuasion and First Adopters



Building

- Data Collection with Stakeholder Input
- Root Cause Analysis
- Clear Strategy
- Goals and Measures
- Policies and Practices



Implementing

- Promote a Culture of Growth
- Deepening Learning and Coaching
- Creating Capacity
- Shared Accountability
- Clear Messaging and Dissemination of Information Across Stakeholders



Scaling Up

- Organization-wide Practices
- Increased Resources



Paying It Forward

- Serve as an Exemplar
- Share Expertise, Experiences, and Resources
- Network and Champion Inclusion

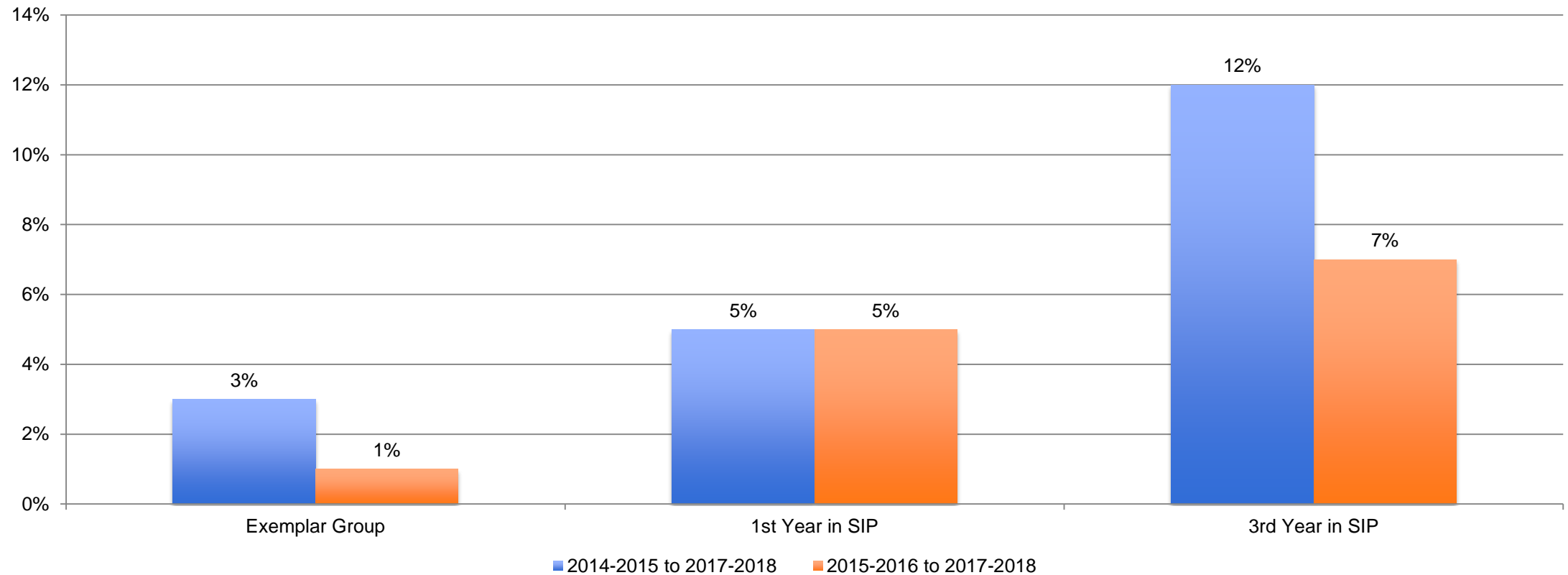
Progress Monitoring and Continuous Improvement



Outcomes Data

LRE Data Analysis Results

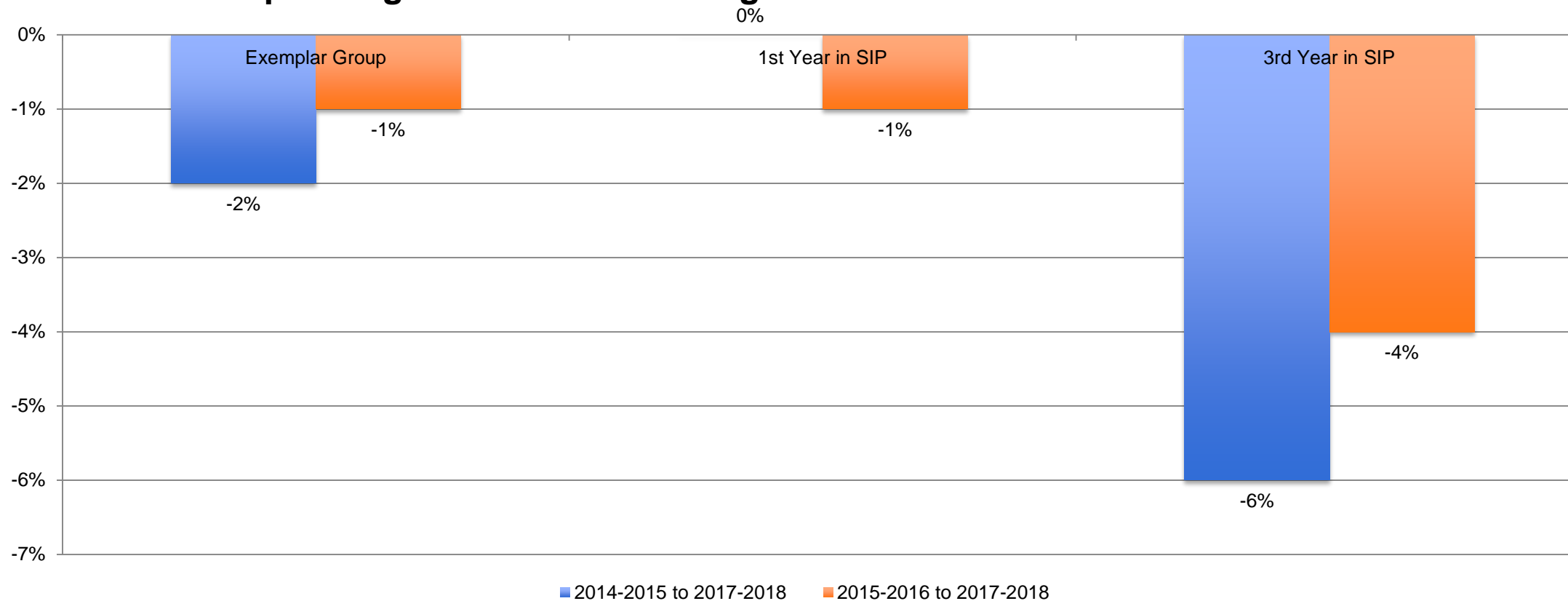
Group Changes Students in a Regular Class Greater than 80%



Outcomes Data

LRE Data Analysis Results

Group Changes of Students in Regular Class Less than 40%





Thank you for being equity
warriors for each and
every student you serve!

<https://www.sipinclusion.org/>

East Valley SELPA

Supporting Inclusive Practices Overview

July 18, 2019

Kristin Brooks
Executive Director



Supporting Inclusive Practices



THE
EL DORADO SELPAs
Special Education Local Plan Areas



Kristin Brooks website links:

SIP-

www.sipinclusion.org

Padlet-

<https://padlet.com/kristinbrooks/SBCSS>

4.8 Building Vibrant District MTSS Structures that Include Special Educators

BUILDING VIBRANT DISTRICT MTSS STRUCTURES THAT INCLUDE SPECIAL EDUCATORS

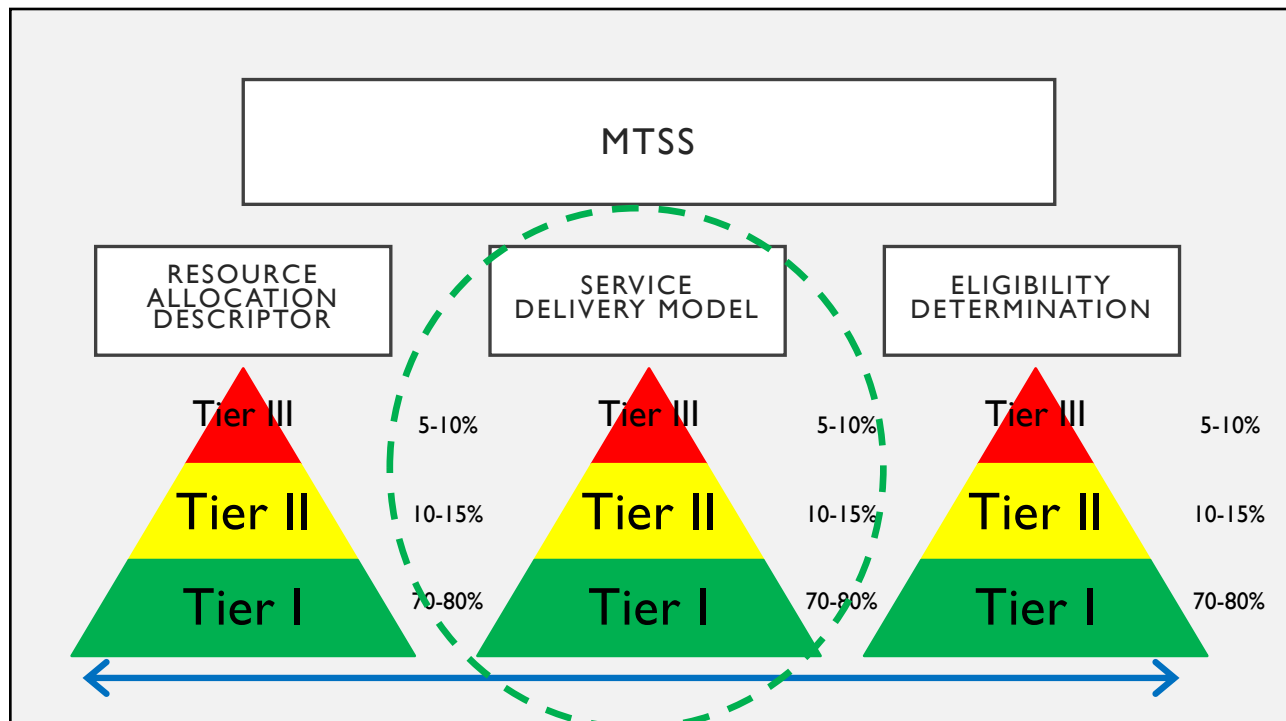
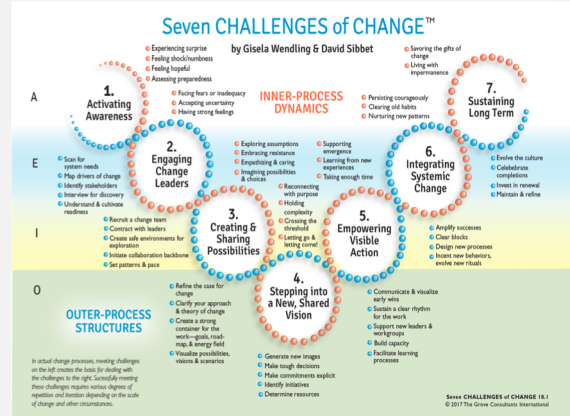
Wesley Sims, Ph.D., NCSP
University of California, Riverside
Graduate School of Education

MTSS = change ?



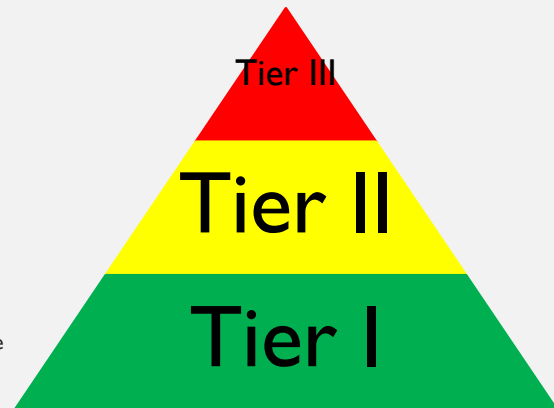
MTSS = CHANGE

- Change is difficult
- Your change vs. someone else's change



MTSS SERVICE DELIVERY MODEL

- Shift in emphasis of problem attribution
 - Fundamental attribution error
 - Within-student to within-environment
 - Hypothesis-driven approach
 - Emphasizing LRE / Inclusion
- Prevention/early intervention approach
 - NOT a fix-all
- Shift away from overreliance on SpEd
 - MTSS should be general education initiative



WHY START HERE?

Bulk of the work implementing MTSS is about change.

Early...

1. Focus on change rather than MTSS specific procedures
2. Focus on underlying meaning of MTSS approach
3. Focus on shift away from overreliance on SpEd

Later...

1. Focus on changing implementation procedures and mechanisms
2. Focus on changing services and supports implemented

TEAM MEMBER ATTRIBUTES

- | | | |
|---|---|---|
| 1. Focus on change rather than MTSS specific procedures | → | 1. Generally open to change... not ambivalent (aka resistant) |
| 2. Focus on underlying meaning of MTSS approach | → | 2. Service delivery oriented perspective |
| 3. Focus on shift away from overreliance on SpEd | → | 3. Problem within environment oriented |

Dispositional & interpersonal rather than MTSS knowledge and skills

TEAM MEMBER ATTRIBUTES CONT.

- Patient
- Tough - “thick skin”
- Respected - not feared, not favored, not liked
- Prior MTSS knowledge & skills
- Collaborative
- Data-driven
- Organized & thoughtful
- Good communicator
- Varied strengths and weaknesses - dispositions, skills, and knowledge

BALANCE

- GenEd and SpEd representation
 - MTSS should be a GenEd driven initiative
 - More SpEd risks perspective that SpEd is THE solution
 - SpEd historically has specialized training that aid in MTSS activities
- Sprinkle in resisters
 - Put them in a position where their resistance will be challenged
- Avoid domineering personalities
 - Don't have too many cooks in the kitchen
- Find some with prior knowledge/skills
- Admin and non-admin members

ADMINISTRATOR INVOLVEMENT

- Administrators will determine whether MTSS (or any other paradigm change) will fail or succeed
 - Modeling support
 - Accountability
- Subordinates behave differently around administrators
 - Admin presence/input can restrict flow of:
 - Ideas
 - Constructive feedback
 - Concerns

DATA, ORGANIZATION, & COMMUNICATION

- Implementation should be as prescriptive as possible
 - Clear expectations increase the likelihood of success
- Implementation Fidelity / Treatment Integrity
 - Rtl failure - Rollout was not prescriptive enough
- Some variability between districts & schools
 - Whatever your processes and procedures are, make sure they're clear

BIP PERSPECTIVE

- This is behavior change... attend to the same considerations you would when developing a good Behavior Improvement Plan
 - Belief behavior can change
 - What is the function of the current behavior (non-MTSS or deficient MTSS)?
 - As simple and succinct as possible – perspective
 - Requires adults of varied skills, abilities, and backgrounds to implement consistently
 - Attend to Antecedents (skills training, precorrections, behavior training, etc.)
 - Clearly define, teach, model, and frequently revisit replacement behaviors (effective, efficient MTSS procedures and processes)
 - Positively reinforce when replacement behaviors occur
 - Be prepared for good days and not so good days - persistence and consistency will pay

RECAP

1. Prioritize attributes & characteristics that support change
2. Prioritize openness towards, acceptance of general approach to service delivery and avoid the righting reflex
3. Prioritize varied general knowledge & skills – data use, organization, communication
4. Strive for balance or moderation in team composition – SpEd/GenEd, strengths/weaknesses
5. Think of MTSS knowledge & skills as added bonuses
6. Slow down, be patient, and get it right the first time (be prescriptive)
7. Take advantage of future supports - specific components, knowledge, and skills & application/implementation

MOVING FORWARD

Two layers of support

1. Knowledge and skills
2. Application to your district/school

ESSENTIAL COMPONENTS FOR PRACTICAL AND EFFECTIVE MTSS AND RTI IMPLEMENTATION


 **East Valley SELPA**
Providing Services

IN COLLABORATION WITH
THE EAST VALLEY SPECIAL EDUCATION LOCAL PLANNING AREA (SELPA)



OCTOBER 17TH AND 18TH, 2019
THE DOROTHY INGHAM LEARNING CENTER
SAN BERNARDINO, CALIFORNIA

 **MTSS**

Building Vibrant MTSS Structures that Include Special Educators

As districts move toward implementation of MTSS, the inclusion of all stakeholders in the conversation and planning is essential. Moving forward with implementation plans requires strategic planning to support students at all levels.

Participants will engage in team building exercises focused on their specific needs. Facilitation activities will ensure participants share common language and understanding for the effective implementation of an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and interventions.

Participants from the University of California, Graduate School of Education and the San Bernardino County Superintendent of Schools will facilitate school teams in developing integrated instruction and intervention that is delivered to students in varying intensities based on student need. Participants will learn how to use "need driven" decision making skills to ensure that district resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve.

Special attention will be given to the role of special educators (i.e. special education teachers, related service providers, and school psychologists) in the development of vibrant MTSS structures that meet the needs of all students while reducing the need for special education services leading to more inclusive educational environments.

Intended Audience: School/district teams consisting of administrators, general education teachers, special education teachers, related service providers and school psychologists, preferably who have attended MTSS professional development/conference sessions.

Register Online or call East Valley SELPA (909) 252-4502

Tuesday December 10, 2019 8:00 am - 3:30 pm Register Online: https://dbscs.k12oms.org/66-171318	Thursday April 9, 2020 8:00 am - 3:30 pm Register Online: https://dbscs.k12oms.org/66-171320
--	---

Location:
Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

28

MOVING FORWARD

Start/continue building MTSS teams/structures

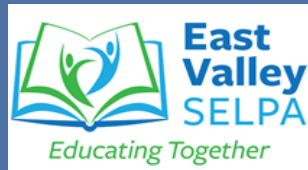
- You may feel comfortable based on your knowledge of your staff
- Consider using formal assessment
 - Several easily accessible assessments targeting dispositional characteristics related to change, communication, leadership, etc.
- Reach out for additional help - internal or external
- Solicit participation
- Internal nomination

QUESTIONS? COMMENTS?

-Question-



ESSENTIAL COMPONENTS FOR PRACTICAL AND EFFECTIVE MTSS AND RTI IMPLEMENTATION



IN COLLABORATION WITH
THE EAST VALLEY SPECIAL EDUCATION LOCAL PLANNING AREA (SELPA)



OCTOBER 17TH AND 18TH, 2019
THE DOROTHY INGHAM LEARNING CENTER
SAN BERNARDINO, CALIFORNIA



CALENDAR OF SESSIONS

THURSDAY

8:30–8:45	WELCOME: Differentiating MTSS from RTI Conference Overview
8:45-10:15	KEYNOTE 1 Big Ideas in Successful MTSS Implementation
8:45-10:15	KEYNOTE 2 Law and MTSS Implementation
10:30-12:00	KEYNOTE 1 (REPEAT) Big Ideas in Successful MTSS Implementation
10:30-12:00	KEYNOTE 2 (REPEAT) Law and MTSS Implementation
12:45-2:15	DAY 1 AFTERNOON PART 1 BREAKOUT CHOICES
	Assessments, Data-Based Decision Making and How to Avoid Fooling Yourself
	Positive Behavior Support as an MTSS Foundation
	Current Thorny Child Find and Eligibility Issues Under the IDEA and Section 504
	Secondary MTSS That Makes Sense
2:30–4:00	DAY 1 AFTERNOON PART 2 BREAKOUT CHOICES
	Got Good Culture? School Climate, Infrastructure, and Mind Frames
	Proactively Designed Basic Skills Screening and Progress Monitoring
	Effective Universal Instruction: An Action-Oriented Approach to Improving Tier 1
	Improving Secondary School and Classroom Behavior Support

FRIDAY

8:30–10:00	KEYNOTE 1 Teach Like Kevin Bacon: What Research-Based Instruction Looks Like!
	KEYNOTE 2 TEAM Unity in MTSS: Balancing the I-Me-We
10:15-11:45	KEYNOTE 1 (REPEAT) Teach Like Kevin Bacon: What Research-Based Instruction Looks Like!
	KEYNOTE SESSION 2 REPEAT TEAM Unity in MTSS: Balancing the I-Me-We
12:45–2:15	DAY 2 AFTERNOON PART 1 BREAKOUT CHOICES
	Research-Based K-5 Literacy Practices
	Decreasing Aggressive Behaviors: Interventions to 'Build a Better Man' in America's Schools
	Blame Free Implementation Fidelity: Fixing the Weak Link in MTSS
	Professional Development: The Secret Sauce
2:30–4:00	DAY 2 AFTERNOON PART 2 BREAKOUT CHOICES
	Research-Based 6-12 Literacy Practices
	Enhancing Your MTSS Implementation Plan
	Enhancing TEAM Unity and Student Outcomes
	Professional Development: The Secret Sauce

Conference Description

Data-Based Conferences is collaborating with East Valley Special Education Local Planning Area (SELPA) to bring state-of-the-art, research-based and practical strategies to promote and improve your MTSS and RTI implementation. We have partnered with state departments of education and universities in Illinois, Ohio, Washington, Tennessee, Nebraska, Oklahoma, and Indiana and are now coming to California.

Through a combination of whole group keynotes and smaller group break outs that participants choose to attend, our nationally recognized presenters offer a range of professional development experiences for schools that are very experienced with MTSS/RTI to those just getting started. Among the key topics will be the following:

BIG IDEAS AND PRACTICES ESSENTIAL FOR K-12 MTSS IMPLEMENTATION SUCCESS

Too many schools are confused about MTSS and RTI, seeing them as identical names for the same hooping jumping practices to "get students into special education." Learn key distinguishing features and practices vital to success from Drs. Mark R. Shinn and W. Alan Coulter.

LAW AND LORE

Legal compliance is often cited as a barrier to MTSS implementation, whether in providing more intensive general education intervention, special education eligibility, 504 plans, behavior supports, and special education practices. Learn about relevant California and national law and regulation from our nation's leading special education law authority, Dr. Perry Zirkel.

RESEARCH-BASED AND EXPLICIT READING INSTRUCTION

There is consensus in the research communities about "what works" to ensure students become successful readers, but there remains a large gap in practice. Learn about effective reading instruction across tiers and interventions from Dr. Nancy Marchand-Martella.

MTSS IN DIVERSE COMMUNITIES FROM TEAMS TO INTERVENTIONS FOR AT RISK MALES OF COLOR

In too many MTSS professional development activities, the importance of socio-economic, cultural, and linguistic diversity gets left behind or left out. In particular, preventive efforts to reduce risk for males of color are neglected. We believe that these topics need explicit attention. Learn about issues of diversity, including teams and teaming, and interventions for high risk males from Drs. Alisia Moutrey and Ramel Smith.

Our other nationally recognized experts will bring professional development on MTSS practices that are scientifically sound, AND PRACTICAL to support your implementation efforts, including:

- * Behavior support strategies to improve school climate
- * Simple and scientifically sound basic skills screening for early intervention and to determine when disability may be suspected
- * Progress monitoring across Tiers and programs
- * Secondary MTSS
- * Supporting high quality and high fidelity implementation.

Join us by going to dbconferences.com and the Pull Down Menu entitled Purchasing Conference Attendance to Register and make Payment Arrangements. For more detailed information, go to the CALIFORNIA MTSS conference page.

Attendance is limited and we expect to fill all available spaces within 45 days of initial announcement.



CONFERENCE LOCATION

Dorothy Inghram Learning Center
670 East Carnegie Drive
San Bernardino, CA 92408

The Dorothy Inghram Learning Center is located just 20 minutes east of the Ontario International Airport and centrally located in the Inland Empire of Southern California with easy access to mountain, desert and beach communities.

Directions can be found at this link:

<http://x.co/EBSELPA>

Parking is Free and Access is Convenient

ACCOMMODATIONS

A list of potential hotels will be developed as the conference date approaches and will be posted on the conference website.

FOR MORE INFORMATION:

dbconferences.com

or contact

mark@dbconferences.com

[847.275.7200](tel:847.275.7200)

COST & REGISTRATION

2-Day Registration

\$350 on or before SEPTEMBER 15TH
\$400 after SEPTEMBER 15TH
\$125 for FULL-TIME graduate students

1-Day Registration

\$250 on or before SEPTEMBER 15TH
\$300 after SEPTEMBER 15TH

REGISTRATION and PAYMENT

1. Go to dbconferences.com and Select the CALIFORNIA MTSS 2-day or 1-day "product."
2. Complete the required information, including payment arrangements. Credit cards are preferred, but payment by a Purchase Order/ Invoice process is accepted.

Registration includes continental-style breakfast and lunch on both days.

- Opportunities to Earn Continuing Professional Development Credit (CPD)
- NASP NCSP CPD Credit for School Psychologists

Payment accepted through credit card, PayPal, or purchase order.

Conference fees are refundable less \$75 if cancelled 30 days prior to conference. No refunds after that point.

Registration is a COMMITMENT to Pay Unless the Cancellation Policy is followed.

For more information, go to dbconferences.com

CONFERENCE SESSIONS

Thursday Schedule

7:45 Registration/Refreshments
8:30–12:00 Keynotes
12:00–12:45 Box Lunch
12:45–2:15 Breakout Session I
2:30–4:00 Breakout Session II

WELCOME SESSION

8:30-8:45

Differentiating MTSS from RTI and Conference Overview

Alan Coulter and Mark R. Shinn

Implementation success of any innovation is based on common vocabulary and understanding.

KEYNOTE 1A

8:45-10:15

Big Ideas in Successful MTSS Implementation

Alan Coulter and Mark R. Shinn

Early efforts for the education innovation that became MTSS began in the late 1970s and many lessons have been learned along the way that contribute to successful implementation. This keynote highlights "big ideas" and essential understandings that are critical to ensure MTSS is research-based AND practical.

KEYNOTE 1B

8:45-10:15

Law and MTSS Implementation

Perry Zirkel

This session addresses the federal and state law provisions specific to MTSS and RTI, with due differentiation between (a) mandatory and permissive legal provisions; (b) legal provisions and agency "guidance," and (c) legal requirements and professional best practices. The session synthesizes applicable case law, identifying those issues that are (a) clearly settled, (b) currently

a matter of controversy, and (c) to a surprisingly predominant extent, left for school districts to decide.

KEYNOTE 2A

10:30-12:00

Big Ideas in Successful MTSS Implementation

Alan Coulter and Mark R. Shinn

Repeat of Keynote 1A

KEYNOTE 2B

10:30-12:00

Law and MTSS Implementation

Perry Zirkel

Repeat of Keynote 1B

LUNCH PROVIDED 12:00-12:45

Please visit with our sponsors and attend some of the targeted lunch demonstrations.

AFTERNOON BREAKOUT SESSIONS I 12:45-2:15

Assessment, Data-Based Decision-Making, and How to Avoid Fooling Yourself

Kim Gibbons and Alan Coulter

The easiest person to fool is yourself and that applies to installing MTSS. This session will introduce a process for participants to self-assess their practices in the areas of assessment, data-based decision-making, practical implementation science, and common cognitive biases in MTSS. Tools will be shared on common implementation errors and ways to prevent them from happening. In addition, tips for streamlining assessments will be shared along with team protocols for decision-making.

Current Thorny Child Find and Eligibility Issues Under the IDEA and Section 504

Perry Zirkel

This session digs deeper on legal issues that are currently a matter of controversy, with a focus on child find and eligibility under the IDEA and Section 504. These issues include (a) the blurry boundary between

general and special education; (b) the interaction between RTI and child find or eligibility; (c) the under- and over-identification of Section 504 students; and (d) alleged new disabilities, including complex trauma, lead exposure, and electromagnetic hypersensitivity syndrome.

Positive Behavior Support as an MTSS Foundation

Jessica Sprick

It is established that a positive school and classroom climate is conducive to student achievement and positive social-emotional development. Some schools think their current practices are “good enough,” but any school implementing MTSS behavior support is striving to continually upgrade universal practices to improve school safety, climate, and discipline.

Secondary MTSS That Makes Sense

Mark R. Shinn

MTSS/RTI often doesn't make sense to secondary teachers. This session describes how secondary MTSS is different—from prevention for core content area instruction to screening and progress-monitoring practices—with attention to differentiating and intervening with students who need *Treatment* versus content area instruction and/or behavioral *Support*.

AFTERNOON BREAKOUT SESSIONS II 2:30-4:00

Got Good Culture?: School Climate, Infrastructure, and Mind Frames

Alan Coulter

While much focus has been placed on assessments and interventions when implementing an MTSS framework, without leaders who build a positive school culture and climate and work to install mind frames for student success, implementation will likely not produce the desired outcomes. MTSS will fail without effective organizational culture. This session identifies the essentials of how leaders can build an infrastructure to support MTSS including 10 mind frames linked to positive student outcomes. A self-assessment tool will be provided for participants to identify strengths and opportunities.

Proactively Designed Basic Skills Screening and Progress Monitoring

Mark R. Shinn

Considerable advances have been made in MTSS screening and progress monitoring that reduces decision-making time and the amount of testing for students and teachers while increasing intervention. This session presents these advances to improve K-12 screening and progress monitoring and expand data use.

Effective Universal Instruction: An Action-Oriented Approach to Improving Tier 1

Kim Gibbons

Today's educators are expected to help every student grow academically. That starts with effective core instruction. However, many schools have found themselves trying to intervene their way to improvement by providing students at risk with Tier 2 or 3 intervention alone. See an action plan that answers 5 questions:

1. Is universal instruction effective?
 2. What must be addressed to ensure it "works."
 3. How can universal instruction needs be addressed?
 4. How can the universal instruction effectiveness and efficiency be monitored over time? and
 5. Are universal instruction improvements effective?
- Tools and resources will be shared to guide the work.

Positive Behavior Support as an MTSS Foundation

Jessica Sprick

It is established that a positive school and classroom climate is conducive to student achievement and positive social-emotional development. Some schools think their current practices are “good enough,” but any school implementing MTSS behavior support is striving to continually upgrade universal practices to improve school safety, climate, and discipline.

CONFERENCE SESSIONS

Friday Schedule

7:45 Refreshments
8:30–12:00 Keynotes
12:00–12:45 Box Lunch
12:30–2:15 Breakout Session I
2:30–4:00 Breakout Session II

KEYNOTE 1A

8:30-10:00

Teach Like Kevin Bacon: What Research-Based Instruction Looks Like

Nancy Marchand-Martella

The one single feature of instruction that improves reading achievement is increasing instructional explicitness. Unfortunately, explicit, more intentional instruction is often treated as a second-class citizen in practice and teacher education programs. Would Kevin Bacon's instructional practices in Footloose be considered "second class?"

KEYNOTE 1B

8:30-10:00

MTSS TEAM Unity: Balancing the I-Me-We

Alisia Moutry and Ramel Smith

This keynote focuses on effective teaming structures that emphasize equity, advocacy, and mindfulness that improve the quality of MTSS implementation. The act of balancing self and others within MTSS will be discussed, showing how these concepts increase the probability of improved results. Participants will gain access to resources that guide and support successful implementation of TEAM unity in the MTSS in schools and districts.

KEYNOTE 2A

10:15-11:45

Teach Like Kevin Bacon: What Research-Based Instruction Looks Like

Nancy Marchand-Martella

Repeat of Keynote 1A

KEYNOTE 2B

10:15-11:45

MTSS TEAM Unity: Balancing the I-Me-We

Alisia Moutry and Ramel Smith

Repeat of Keynote 1B

TIME FOR OUR SPONSORS

11:45-12:00

Please give our sponsors your undivided attention to hear how their products/services can support your MTSS implementation.

LUNCH PROVIDED 12:00-12:45

Please visit with our sponsors and socialize with other attendees

AFTERNOON BREAKOUT SESSION I

12:45-2:15

K-5 Research-Based Literacy Practices

Nancy Marchand-Martella

For more than 40 years, we have known that the more explicit the instruction, the more effective it will be, especially for struggling readers. This session focuses on elementary (K-5) literacy strategies with a focus on explicit learning-to-read and reading-to-learn strategies along with effective reading programs for those needing more intensive interventions.

Decreasing Aggressive Behaviors: Interventions to 'Build a Better Man' in America's Schools

Alisia Moutry and Ramel Smith

Many schools and communities are experiencing an alarming increase in criminal and disrespectful behavior. This session focuses on teaching a middle and high school social skills curriculum, *Building a Better Man*, for adolescent male students of color students that revolves around the Masculine Developmental Hierarchy (MDH). Designed around the three "I's" of *Intrapersonal*, *Interpersonal Skills* and *Involvement*, participants will learn how the MDH curriculum increases prosocial student behavior.

Blame Free Implementation Fidelity: Fixing the Weak Link in MTSS

W. Alan Coulter and Kim Gibbons

The weak link in MTSS implementation is intervention implementation fidelity. When low fidelity is observed, the typical cause is labeled "teacher resistance." This rationale begins a contentious consultation relationship and fidelity measurement is ignored. This session flips the fidelity mindset with 3 tools to enhance consultee relationships and improve implementation fidelity. Participants will learn a protocol and evidence-based steps to use in real-world settings.

Professional Development: The Secret Sauce to MTSS Implementation

Dale Webster

Too often schools proceed in the MTSS implementation overestimating the background knowledge and skills required for success. This session highlights the components of on site professional development and coaching as well on on line training opportunities.

AFTERNOON BREAKOUT SESSION II 2:15-3:45

Secondary Research-Based Literacy Practices

Nancy Marchand-Martella

This session focuses on secondary (6-12) literacy strategies with a focus on explicit learning-to-read and reading-to-learn strategies along with effective reading programs for those needing more intensive interventions.

Professional Development: The Secret Sauce to MTSS Implementation

Dale Webster

Too often schools proceed in the MTSS implementation overestimated the background knowledge and skills required for success. This session highlights the components of on site professional development and coaching as well on on line training opportunities.

Strategic Doing: Enhancing Your MTSS Implementation Plan

W. Alan Coulter and Kim Gibbons

This session is intended to enable attendees to use some of the information gained at the conference to improve the quality of their MTSS implementation.

Strategic Doing: Enhancing TEAM Unity and Focus on Student Outcomes

Alisia Moutry and Ramel Smith

Without an effective team, MTSS will not happen. This session focuses on essential teaming skills including roles and communication routines to implement MTSS. Properly operating school, district, and state teams increase successful implementation and sustainability of MTSS. Strategies for effective teaming will be described that result in relentless nurturing of a vision of equity and excellence. Effective teaming Structures will be described and illustrated with examples as the key to successful and sustainable MTSS.

PRESENTERS



Kimberly Gibbons, Ph.D.

Director, Center for Applied Research and Educational Improvement at the University of Minnesota. Previously, she was executive director of the St. Croix River Education District, which has received national recognition for its pioneering use of RTI since 1979. She has been a director of special education, staff development coordinator, and school psychologist, and coauthored three books on RTI and has supported practical implementation of MTSS with fidelity in multiple districts in multiple states.



Alisia M. Moutry, Ph.D.

President/CEO, 4AM Consulting, LLC and Regional Director for SWIFT (University of Kansas-School-Wide Integrated Framework for Transformation Center). She trains teams implementing MTSS in California. Her interests focus on RTI/MTSS and cross-cultural practices and authored *All Children are Special: RTI for African American Students in Special Education Practices: Personal Narratives of African American Scholars, Educators, and Related Professionals*.



Nancy Marchand-Martella, Ph.D., BCBA-D

Dean, College of Education at Purdue University. Dr. Marchand-Martella has more than 30 years of experience and research on evidence-based reading and instructional practices with more than 180 professional publications. She is an author of *Multiple Meaning Vocabulary*, *Lesson Connections*, and *Core Lesson Connections for Reading Mastery Signature Edition*, and *Read to Achieve*, an adolescent literacy program. She is also coauthor of *SRA FLEX Literacy*.



W. Alan Coulter, Ph.D.

Dr. Coulter has supported MTSS implementation in school districts around the country and served as a court-appointed monitor for school improvements in high needs school districts. Dr. Coulter served on the President's Commission on Excellence in Special Education in 2001-02 and was director of the National Center for Special Education Accountability Monitoring and the National Data Accountability Center.



Mark R. Shinn, Ph.D.

Dr. Shinn has provided staff development to schools and state departments of education in 44 states and recently was involved Tennessee's Middle and High School RTI2 plans. He has published more than 100 book chapters and journal articles on academic screening, SLD identification practices, and progress monitoring and 3 editions of a research-based PreK-12 academic and behavior interventions book for NASP.



Ramel LaMont Smith, Ph.D., LP

Licensed psychologist in Wisconsin and Milwaukee Bucks, a professional NBA team, team psychologist. He is co-author of *Building A Better Man: A Blueprint for Decreasing Violence and Increasing Prosocial Behavior in Men* (Routledge Press). His research interests are cross-cultural competence, community relationship (including schools), and effective service delivery to prevent violence.



Perry A. Zirkel, Ph.D., J.D., LL.M.

Professor emeritus of education and law at Lehigh University. He has a Ph.D. in Educational Administration and a J.D. from the University of Connecticut, and a Master of Laws degree from Yale University. He has written more than 1,500 publications on various aspects of school law, with an emphasis on legal issues in special education. He is the author of CEC monograph *The Legal Meaning of Specific Learning Disability*; the two-volume reference *Section 504, the ADA and the Schools*, now in its third edition; and various updating articles on both SLD case law identification and RTI legal developments.



Dale Webster, Ph.D.

Dale Webster is Chief Academic Officer for CORE, which provides professional development and technical assistance services to schools and districts across the country. Dale earned his Ph.D. in education at the University of California, Irvine, where his research focused on vocabulary development for English learners. Dale has served on the California Curriculum Commission, an advisory body to the California State Board of Education on curriculum frameworks and textbook adoptions and leads the Educational Services division for CORE's educational consulting and management staff.



Jessica Sprick, M.S.

Ms. Sprick, M.S. is an educational consultant and author for Safe and Civil Schools, Ancora Publishing, and ASCD. A former special education teacher for students with behavioral disorders and dean of students, she works to help schools establish effective continuums of behavioral and attendance support that ensure every student receives the services they need to thrive. She is an author of *The School Leader's Guide to Tackling Attendance Challenges*, *Foundations* (2nd ed.), *Interventions* (3rd ed.), *Functional Behavior Assessment of Bullying*, and *Functional Behavior Assessment of Absenteeism & Truancy*. Ms. Sprick is currently completing her Ph.D. at Michigan State University in Educational Psychology and Educational Technology.



MTSS Can Improve the Academic Outcomes for All Students...

When Processes, Instruction and Interventions All Align

While there is no one “right” way to implement MTSS, there is a proven process for developing systems that will ensure successful implementation and lasting change. CORE’s **Designing and Implementing MTSS Institute** assists school leadership teams to implement MTSS as a coordinated PreK-12 system of academic and behavior support.

Over three days, you’ll focus on the academics within MTSS. CORE MTSS math and reading experts will teach your team the knowledge and skills to achieve successful implementation and ensure lasting change.

Empower your team to make a dramatic difference.

Contact CORE: www.corelearn.com | 888.249.6155



Consortium on Reaching Excellence in Education®

Professional Learning to Help Student Achievement Soar

CORE works with administrators and teachers to build the knowledge and skills they need to implement effective, evidence-based classroom practices that result in sustainable academic excellence.

- Training on evidence-based math and literacy instructional practices — online and on-site
- Multi-year job-embedded coaching & mentoring
- Guidance to ensure the effective implementation of your chosen ELA and math programs



TARGETED LEARNING. FOCUSED RESULTS.



Discover specialized learning solutions.

When it comes to struggling students, you're challenged with increasing performance to meet rigorous standards. Research-proven Intervention and Supplemental programs from McGraw-Hill Education pinpoint and address areas of challenge, and deliver measurable results. Help your at-risk students raise their game, and move them on to higher success.



Reading Intervention
Grades PreK-5



Reading Intervention
Grades 3-12



Math Instruction
Grades K-5



Math Instruction
Grades 6-12



Intensive Instruction
Grades K-8

For more information go to mheducation.com

WHATEVER THEIR WINGSPANS, WE HELP STUDENTS FLY...



SOONER. FASTER. HIGHER.

Accelerates literacy gains up to 3X • The most levels of content differentiation in English and Spanish • High-interest articles and customizable scaffolding • Baseline and embedded assessments • Auto-adjustment as students grow • Predictive analytics and actionable reports

Since 2001, Achieve3000 has partnered with schools and districts to accelerate literacy growth for all students in grades 2-12. Learn more about our literacy solutions at [ACHIEVE3000.COM](https://www.achieve3000.com).



Building Vibrant MTSS Structures that Include Special Educators

As Districts move toward implementation of MTSS, the inclusion of all stakeholders in the conversation and planning is essential. Moving forward with implementation plans requires strategic planning to support students at all levels.

Participants will engage in team building exercises focused on their specific needs. Facilitation activities will ensure participants share common language and understanding for the effective implementation of an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention.

Partners from the University of California, Graduate School of Education and the San Bernardino County Superintendent of Schools will facilitate school teams in developing integrated instruction and intervention that is delivered to students in varying intensities based on student need. Participants will learn how to use 'need driven' decision making skills to ensure that district resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve.

Special attention will be given to the role of special educators (i.e. special education teachers, related service providers, and school psychologists) in the develop of vibrant MTSS structures that meet the needs of all students while reducing the need for special education services leading to more inclusive educational environments.

Intended Audience: School/district teams consisting of administrators, general education teachers, special education teachers, related service providers and school psychologists; preferably who have attended MTSS professional development/conference sessions.

Register Online or call East Valley SELPA (909) 252-4502

Tuesday
December 10, 2019
8:00 am - 3:30 pm

Register Online:
<https://sbcss.k12oms.org/46-171318>

Thursday
April 9, 2020
8:00 am - 3:30 pm

Register Online:
<https://sbcss.k12oms.org/46-171320>

Location:

Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

4.9 Catapult Learning NPS



Catapult Learning | East Valley SELPA

NPS Discussion/Planning



Erik Ryan, RVP West

July 18th, 2019





Focus of Discussion

Brief Overview of Catapult Learning

Non-Public School Programming Models

Implementation Pathway and Timeline

Where Are We Now?





Company Overview

Catapult Learning

Education Solutions Group

Instructional Programs

Professional Development

Schools Group

Special Education

Alternative Education

Behavioral Health

ABA Programs



Alliance



HIGH ROAD
ACADEMY



**The Center for
AUTISM & DYSLEXIA**



CAPITAL
EDUCATION

Little Leaves
BEHAVIORAL SERVICES

Little Buds
PROGRAM Watch Us Grow!

The Auburn School
NURTURING UNIQUE MINDS

CAMP ARISTOTLE
AN ABA PROGRAM



Catapult By The Numbers



5,600+

Teachers & Coaches



40+

Years of Experience



200,000+

Students Served



500+

District Partners



25,000+

Teachers Served Through
Professional Development Annually



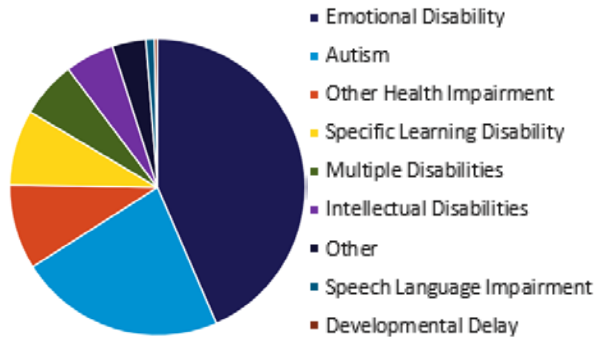
3000+

School Partners



Industry Trends

Our Special Education Student Classification Mix



6,700,000

Special Ed Population

- 6,700,000 students with special education classifications in US
- That makes up 13% of total public school population



Teacher Shortages

- 54 states and territories report shortages in special education
 - 51 in math; 48 in science; 36 in language arts; 34 in ESL
- * US Dept of Education Office of Postsecondary Education*

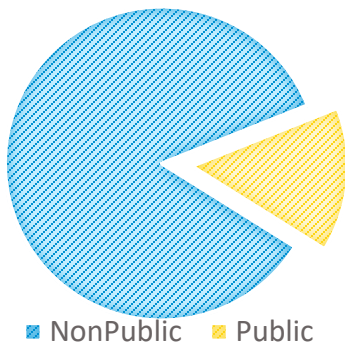


1 in 59

Autism Classification

- 1 in 59 children in the US have autism
- Students with Autism being served has increased 23.9% over last 5 years

Education Solutions Customer Mix



Marketplace

Intervention

- \$350M non-public intervention marketplace; Multi-billion public intervention marketplace

Professional Development:

- \$3B spent on 3rd party annually
- 43,000+ schools receiving over \$100K in Title II funding



65%

Reading Skills

- 65% of U.S. 4th grade students read below grade level ** US Dept of Education*



ELL Students

- 4,800,000 or 10% of students in US
 - Challenge/opportunity for non-public market
- * 2016 National Center for Education Statistics*



Company Overview

Catapult Learning

Education Solutions Group

Instructional
Programs

Professional
Development



Alliance



Schools Group

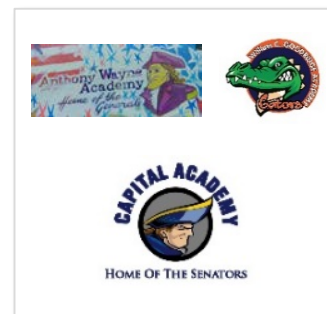
Special Education

Alternative
Education



Behavioral Health

ABA Programs





Catapult Learning Across the Country

Schools Group



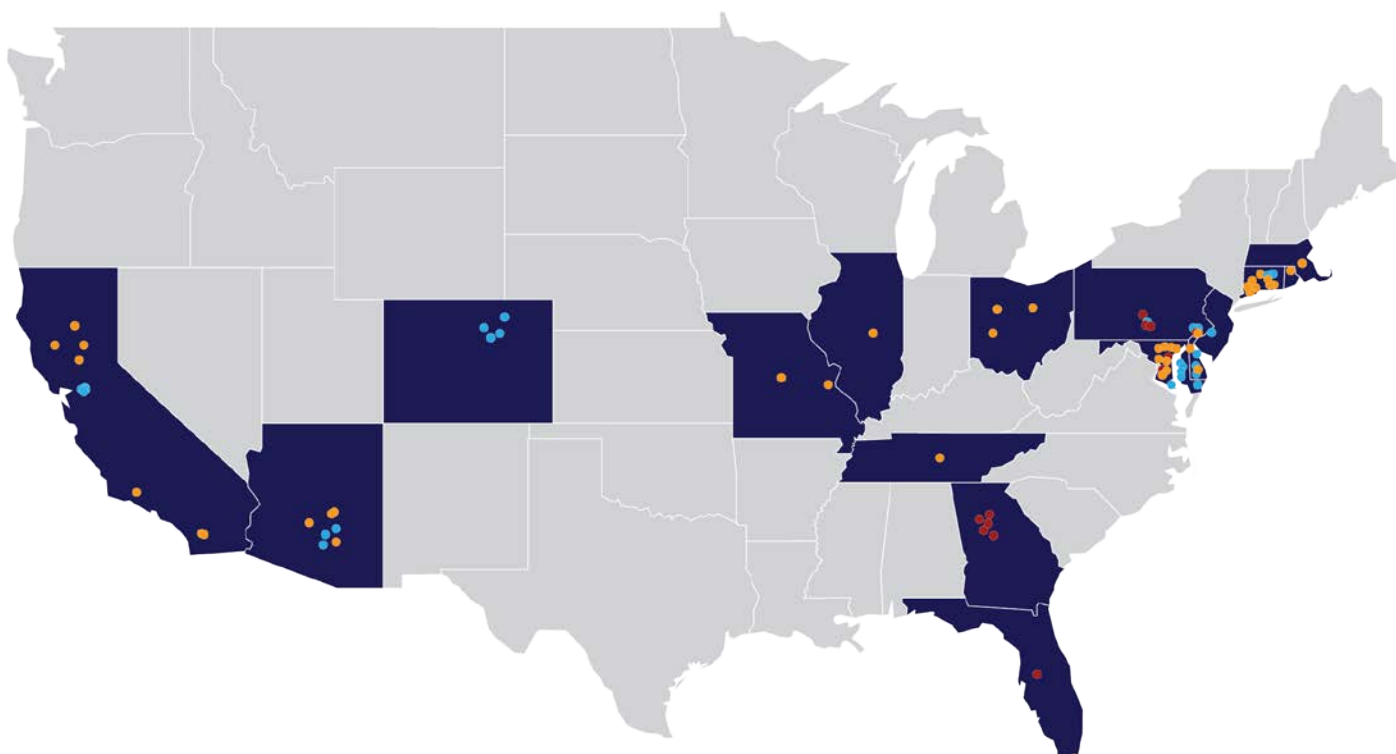
Special Education
School



Alternative
Education School

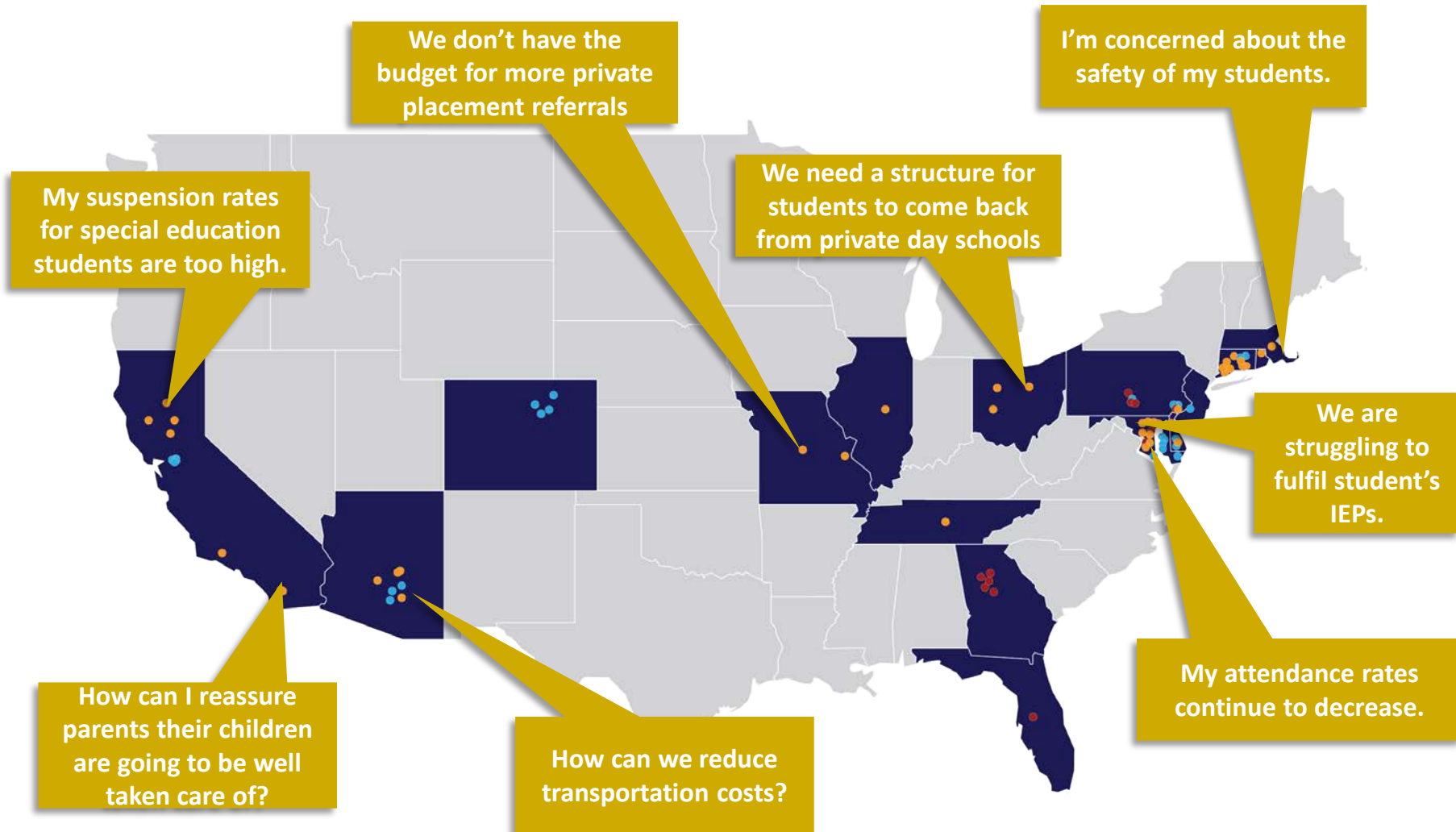


In-District
Classrooms





Challenges Our District Partners Are Facing





Continuum Of Special Education Services

Catapult Learning provides a flexible solution for filling the gap between a general education classroom and a residential facility



General Education
Classroom



In-District Special
Education Classroom



Special Education
Day School



Residential Facility



Special Education

Building confidence and competence through personalized academic & behavioral interventions

■ Non-Public Schools

- Operating 40+ schools in 13 states
- Serving individual or multiple school districts
- Students range from 6–21 (Preschool - High School)
- Research-based behavioral modification
- Data-driven individualized academic interventions
- Life skills training & transitional services

■ In-District Classrooms

- Operating 30+ classrooms in 7 states
- Serving students in their home school
- Students may still be involved in everyday school activities (extracurricular, general education classes, lunch, gym etc.)

What Sets Our Program Apart?



Serving students with an array of classifications



Behavior Modification Management System



Academic Rotational Model
Students with developed means of communication



Broad-Based Educational Services & Therapies (BEST) Language Model

Students who do not presently have functional means of communication



Serving a Broad Range of Students

No matter the classification or severity, our personalized academic and behavioral interventions greatly extend our students' real-world application of acquired skills and abilities and enriches their educational experience.

- Autism Spectrum Disorder
- Emotional Disability
- Speech & Language Impairments
- Intellectual Disabilities
- Learning Disabilities
- Multiple Disabilities
- Other Health Impairments
- ADD/ADHD
- Traumatic Brain Injury



Academic Rotational Model

Students who currently have a developed means of communication are typically placed in our academic model program, which utilizes a rotational system of learning in the acquisition of academic skills.

Teacher-Directed Tutorial Sessions:

Students receive personalized 1:1 instruction based on their individual skill levels, pace, and learning styles.

Technology-Based Workstations:

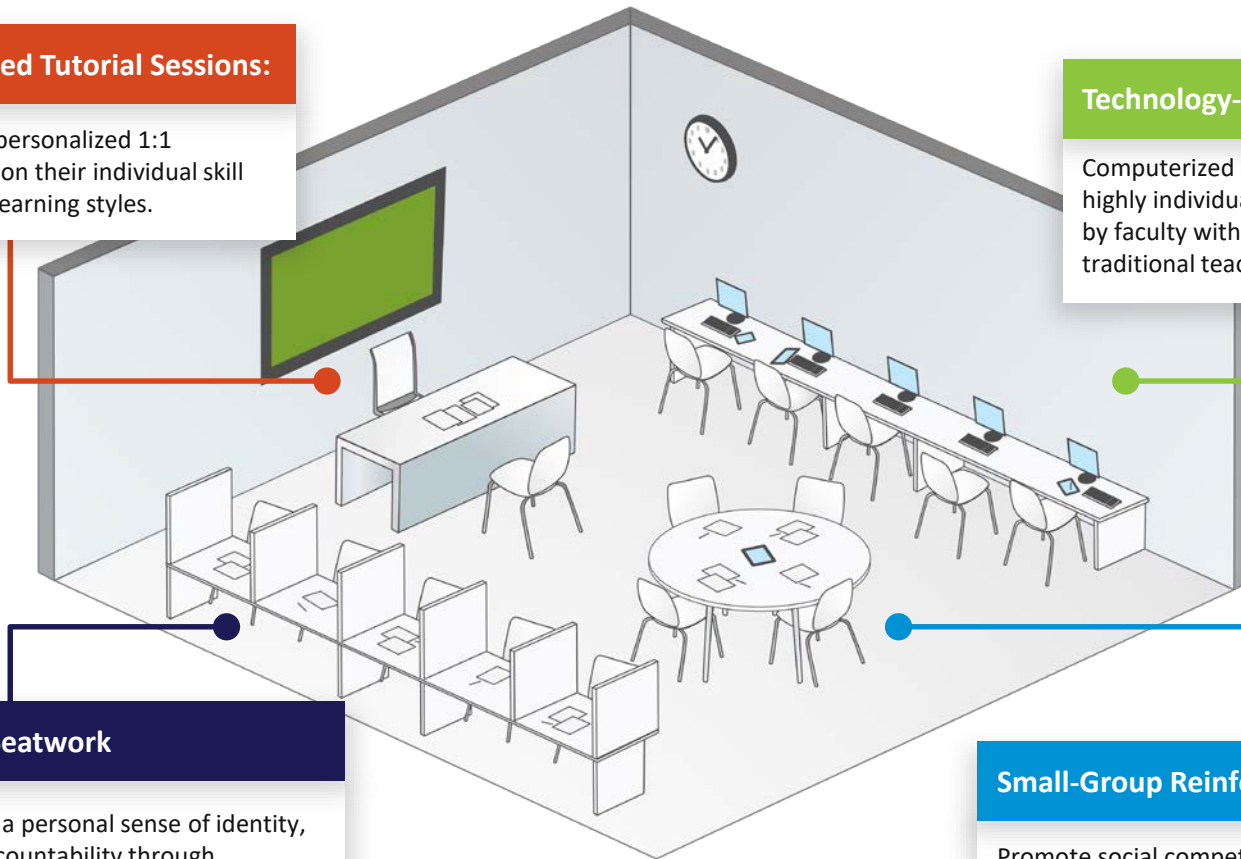
Computerized learning tools allow a highly individualized level of instruction by faculty with the goal of supplementing traditional teaching approaches.

Independent Seatwork

Students develop a personal sense of identity, efficiency, and accountability through Independent Seatwork where they learn to self-monitor and self-motivate through guided practice opportunities with the curriculum.

Small-Group Reinforcement Lessons

Promote social competencies and social interaction while simultaneously bolstering learning proficiency.

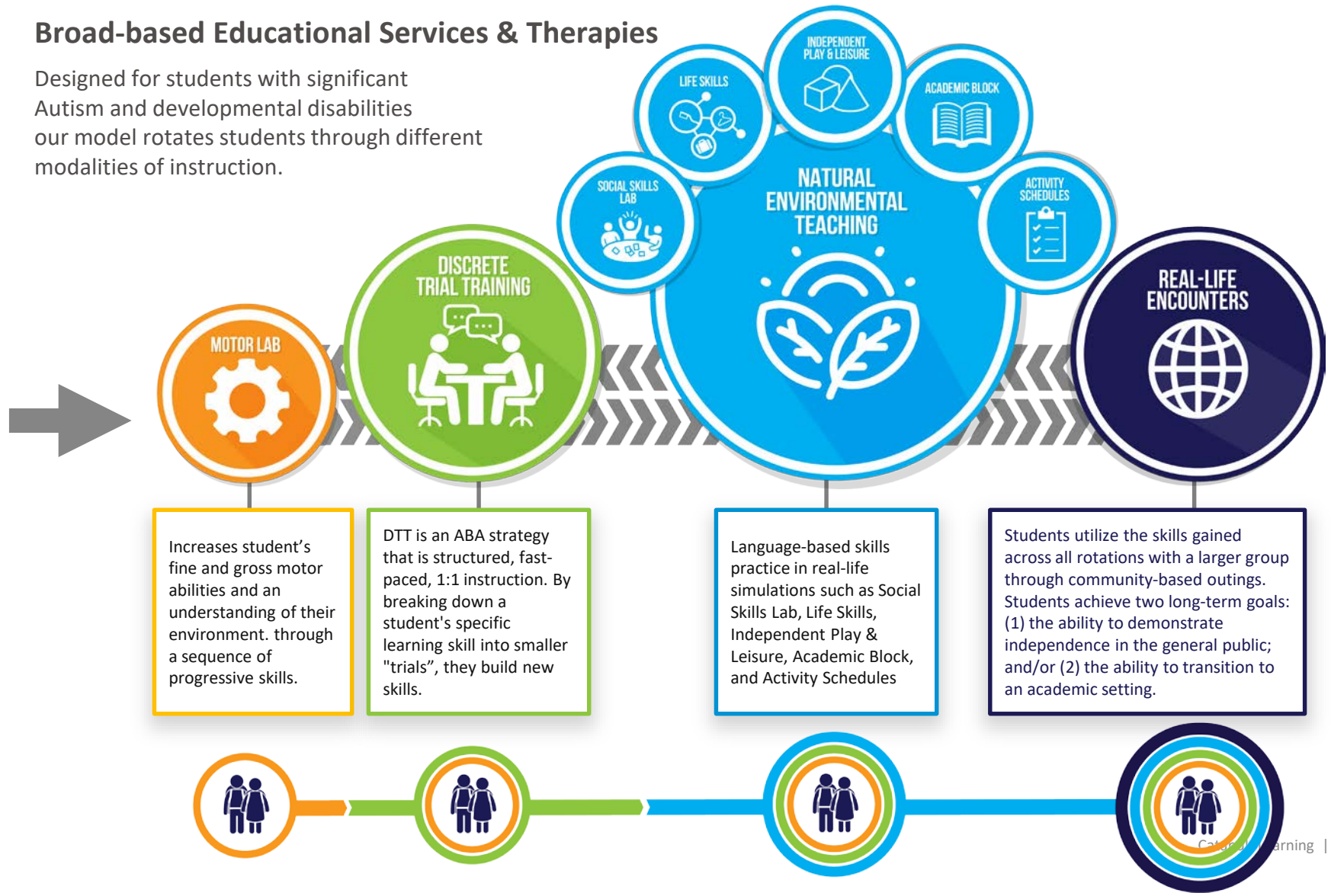




B.E.S.T. – A Language Acquisition Model

Broad-based Educational Services & Therapies

Designed for students with significant Autism and developmental disabilities our model rotates students through different modalities of instruction.





Student Progress Tracking

High Touch Approach To Data Collection

Our ABLE System (Academic, Behavioral & Life Skills Education) software tracks student gains across all areas of concentration: scholastic, behavioral, and real-world life skills and community-based learning.



Academics

Customized lesson planning and gradebook



Student Information

Demographic, student goals, performance plans, etc.



IEP Tracking Tool

IEP progress reporting to specifically address each student's special needs



Behavior Management

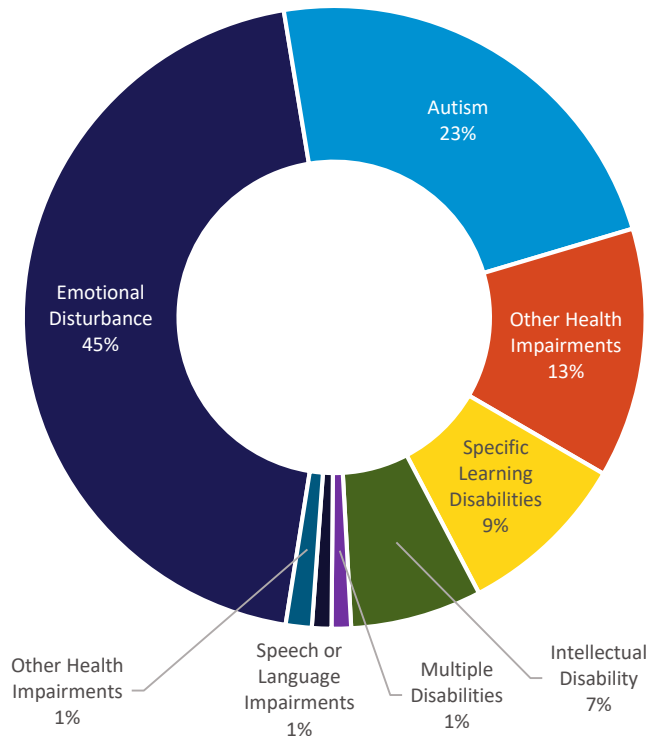
Identify patterns, record action, set & monitor student goals, incident tracking & reporting



Catapult Learning in California

All data represents students served since beginning of 2016-17 school year

1,332 Students Served
since 2016



13%

Students served
graduated or
returned to their
home district

124

School districts
served across the
state of California

13.1%

Reduction in Tier 3
math students

4.2%

Reduction in Tier 3
reading students

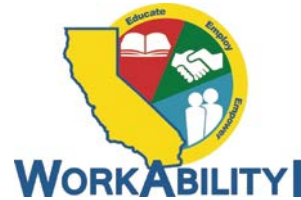


Preparing Students for Life After School



Life Skills Training

Helps students practice the skills necessary to function in mainstream social encounters



The WorkAbility grant provides comprehensive pre-employment training, employment placement, and follow-up for young adults in special education who are making the transition from school to work, to independent living and/or post-secondary education or training.



College Preparation

Admissions counseling, application support, campus tours, on-campus job placement



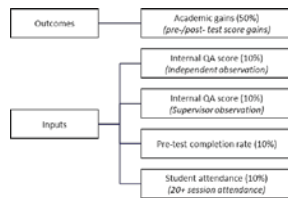


Education Quality

Key mechanisms for ensuring education quality

Education Quality Index (EQI)

Metric to consistently measure the quality of our educational programs



Teacher observation process

Structured form and process used to observe teachers in classrooms and provide them improvement feedback



Training

Teacher, Supervisor, and School Director training, utilizing live virtual, live in-person, and on-demand sessions



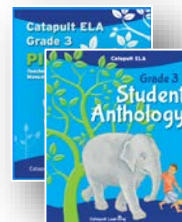
Field coaches

Regional coaches in our schools and Education Solutions classrooms, providing teachers and supervisors/directors with guidance on implementing our models and curriculum at the highest level



New curriculum/models

Significantly revamped ELA curriculum, and formalized Autism model (BEST) that support the continuous improvement of our programming



Accreditation

Went through year-long process to achieve AdvancEd accreditation of our schools and programs





Implementation Pathway & Timeline

March through October, 2019

Present to Regional SELPA Administrators/Local School Systems (Spring)

- Solicit Feedback Regarding Needs and Desired Programming

Identify Key Location(s) for NPS Program Development (Spring/Summer)

- Conduct Real Estate Search for Projected Development
- Enter Lease for Selected Property
- Define Real Estate Improvement/Occupancy Plan with Timelines

Define Program/Staffing Models for Supporting Target Populations (Summer/Fall)

- Establish NPS Rates per Location and Population(s) Served
- Define Needs for Transportation and/or Related-Service Provision
- Solicit Commitment from Local School Systems for SY 2019-2020



Implementation Pathway & Timeline

July through October, 2019

Initiate Local and National Recruitment/Hiring Initiative for SY 2019-2020

- *Licensed/Certified Program Personnel (Summer)*
 - Regional Director for SoCal
 - School Director
 - Teachers
 - Clinicians/Related-Service Therapists
- *Non-Licensed/Certified Program Personnel (Fall)*
 - Assistant Teachers
 - Behavior Specialists
 - Transition Specialists
 - Drivers



Talent Acquisition and Development



Certified & Non-Certified

Locally Hosted Recruitment Events
University Fairs and Partnerships
Strategic Sourcing by Region
Internship Programs
Internal Development & Growth



Incentivizing Personnel

Professional Development/Training
Tuition Reimbursement
Reduced Administrative Demands
Smaller Caseloads
Local and Organizational Support



On-Boarding Process

New Hire Induction/Training Week

- Pre-Service and In-Service Offerings

Job Shadowing

Pro-ACT Training: Initial & Annual Re-Cert



Continuous Skills Development

Bi-monthly Trainings for all Personnel
Organizational Training and Development Initiatives
Company-Sponsored Training through Agency Partners
Online Professional Development



Implementation Pathway & Timeline

July through October, 2019

Host Local Stakeholder Engagement and Education Events (September/October)

- Parents/Guardians
- School System Partners and Community Service Agencies
- Student Intake and Enrollment Sessions

Hire/Train Program Personnel (September/October)

- Catapult's Models for Academic Planning & Instructional Delivery
- Catapult's Models for Effective Behavior Supports & Interventions
- PCM Practitioner 2 Certification



Meet Angel





Catapult Learning

Contact Information

Erik Ryan

Email: erik.ryan@catapultlearning.com

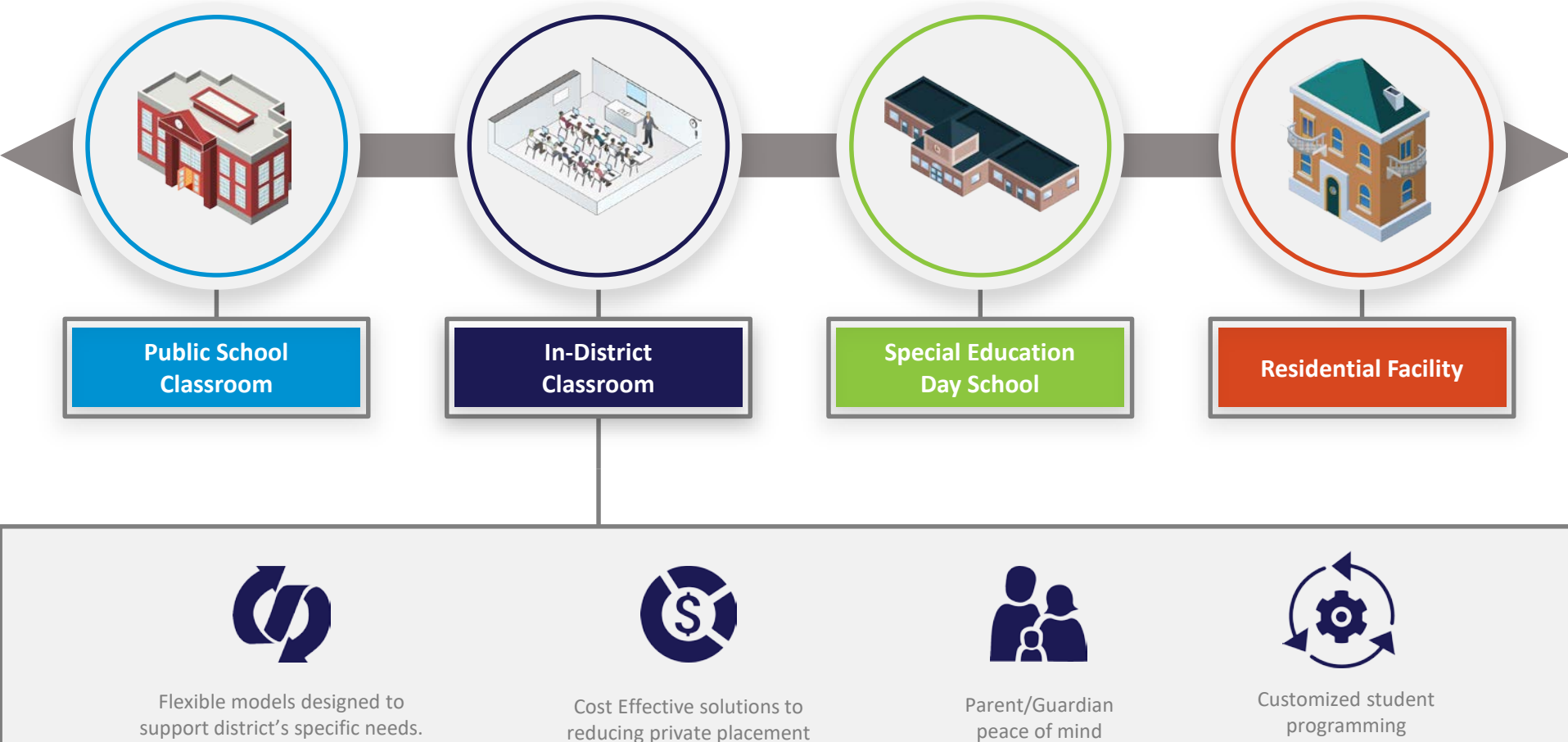
Phone: 623-261-0255

www.catapultlearning.com



Continuum Of Special Education Services

In-District Classrooms provide a flexible programming model that enhances a district's continuum of services for students





Catapult's In-District Partnerships

Keeping Students Connected to the Continuum, Closer to Home

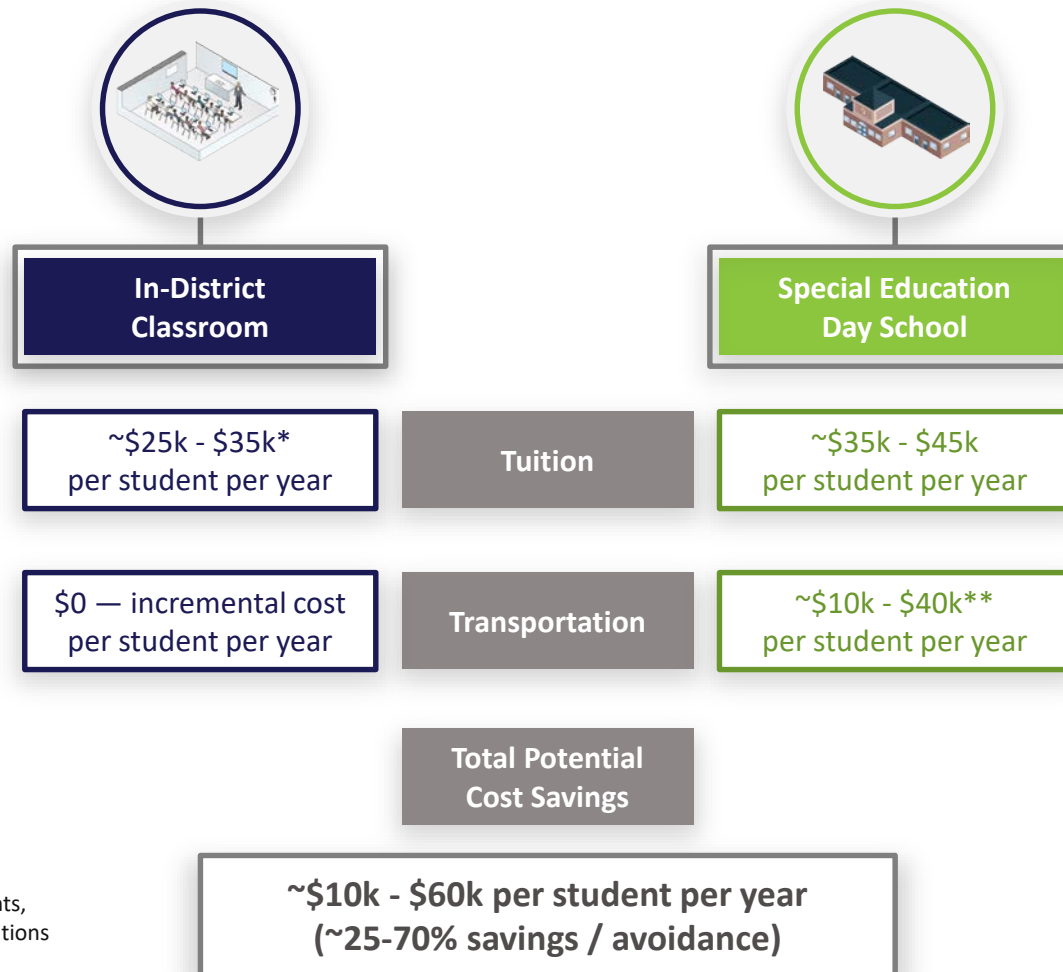
- Rooted in strong collaboration and communication, our In-District Classrooms serve a broad range of classifications
- Located inside a districted operated building, utilize our flexible individualized behavioral and academic models.
- Through these classrooms, students remain in their local community while still receiving the personalized attention they require to succeed.
- Our fully certified and qualified staff works in unison with your special education and general education teachers to ensure that your students receive the maximum benefit from both district resources and our program.





In-District Classrooms

Cost savings of a Catapult Learning In-District Classroom vs. Private Day School placement



*Tuition varies based on # of students, support model, and other considerations

**Transportation costs depend upon variance of new routes required to existing routes



In-District Classrooms





Student Progress Monitoring

Academics

Student: [REDACTED]

Date of Birth: [REDACTED]

Date of Enrollment: 06/06/2018

Date of Plan: 02/26/2018

Grade: 7

Teacher: [REDACTED]

Academic Year: 2017-18

Step 1: Start with assessment data-review and record results.

Standards-Based Testing: iReady K-12 Diagnostic

iReady Reading Scores

Overall:	Level 4
Phonological Awareness:	Tested Out
Phonics:	Tested Out
High-Frequency Words:	Tested Out
Vocabulary:	Level 4
Comprehension (Literature):	Level 4
Comprehension (Info. Text):	Level 4

iReady Math Scores

Overall:	Level 5
Number and Operations:	Level 5
Algebra / Algebraic Thinking:	Level 5
Measurement and Data:	Level 5
Geometry:	Level 5

Overall Scale Scores

Reading:	560
Math:	482

Skill-Based Testing: Formal & Informal by Grade Level

Reading: Core Literacy

Phonological Awareness:	Tested Out
Phonics:	Tested Out
High-Frequency Words:	Tested Out
San Diego Quick Assessment:	Grade 5
MASI-R Oral Reading Fluency:	Gr. 6(114 wpm)
Vocabulary Screening:	Gr. 6(60%)
Reading Maze Comprehension:	Gr.5(Benchmark)

Informal Reading Inventory (QRI)

Graded Word Lists:	
Narrative Comprehension:	
Expository Comprehension:	

Spelling Inventory: Grade 3

Peg Writing Average Trait Score:

Comprehensive Assessment of Reading Skills (CARS):

CARS Level: CARS

Comprehensive Assessment of Math Skills (CAMS):

CAMS Level: E-Grade 5 CAMS 62



Student Progress Monitoring

Academics

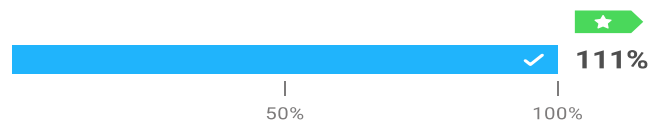
Diagnostic Growth

School: Sierra School at Eastern: Lower School
Subject: Math
Student ID: [REDACTED]
Student Grade: 8

Year-to-Date Growth

Progress to Annual Typical Growth

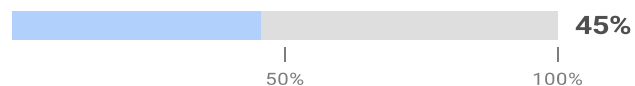
Scale Points: 10/9



This student has made 111% progress towards annual typical growth. Typical growth is the average annual growth for a student at this grade and placement level.

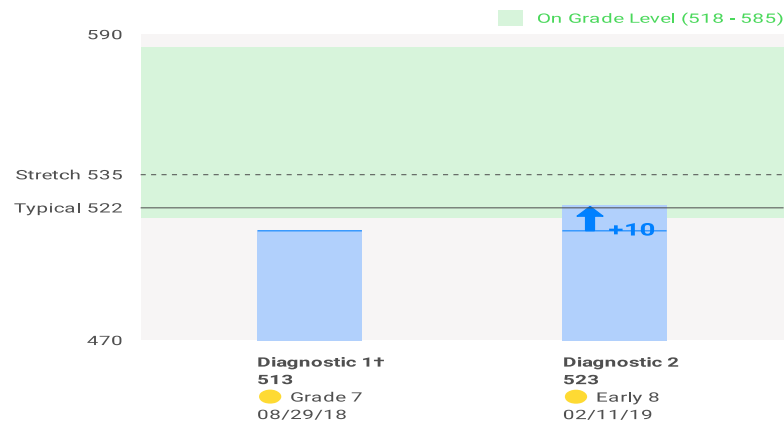
Progress to Annual Stretch Growth

Scale Points: 10/22



This student has made 45% progress towards their stretch growth. Stretch growth is an ambitious but attainable level of annual growth which puts students on a path towards proficiency.

Overall Diagnostic Growth



†This Diagnostic used to establish Growth Measures.

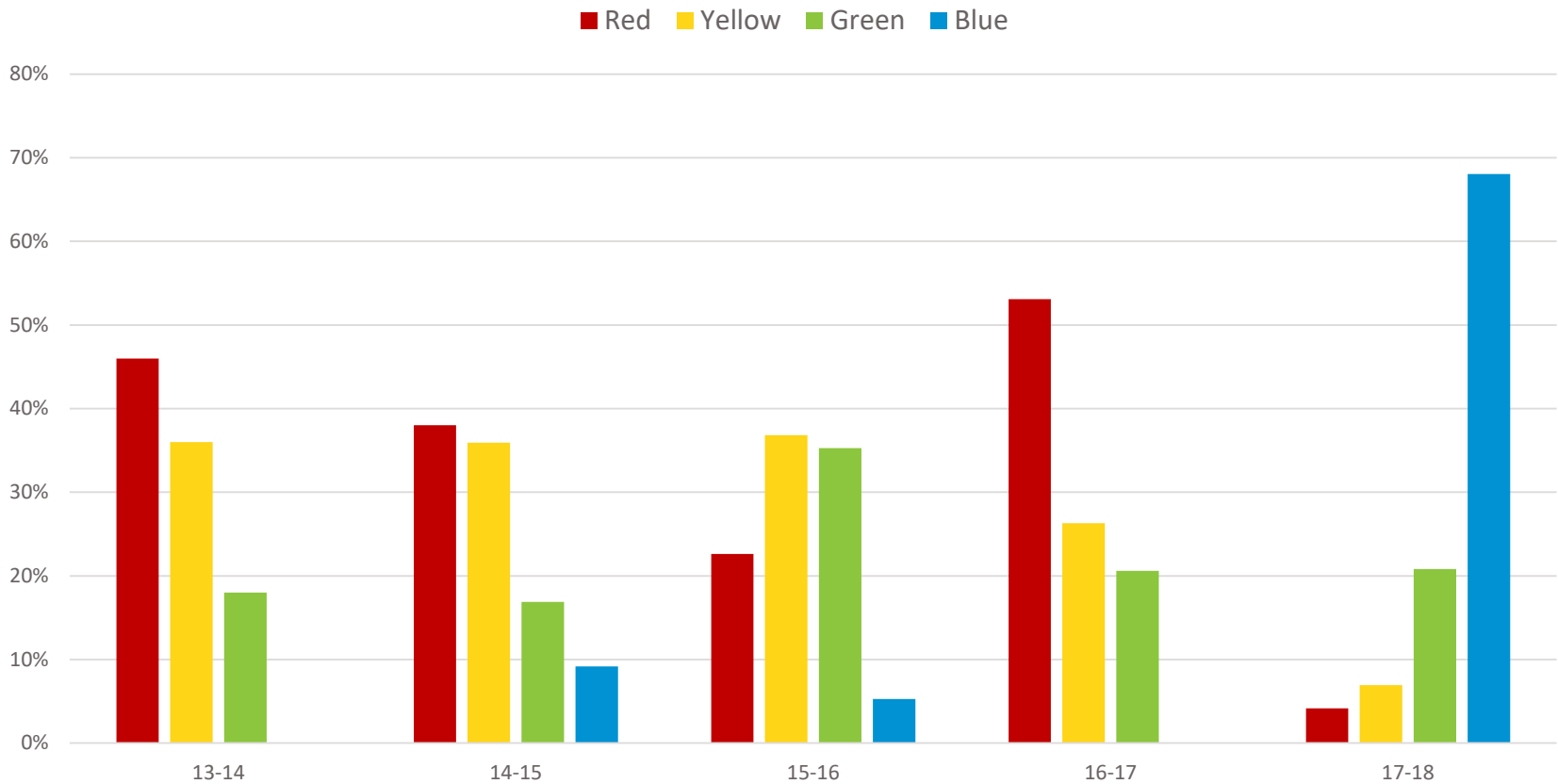
Placement by Domain

Domain	Diagnostic 1	Diagnostic 2
Overall ↑	● Grade 7	● Early 8
Number and Operations	● Mid 8	● Early 8
Algebra and Algebraic Thinking ↑	● Grade 6	● Grade 7
Measurement and Data ↑	● Early 8	● Mid 8
Geometry ↑	● Grade 7	● Early 8



Student Progress Monitoring

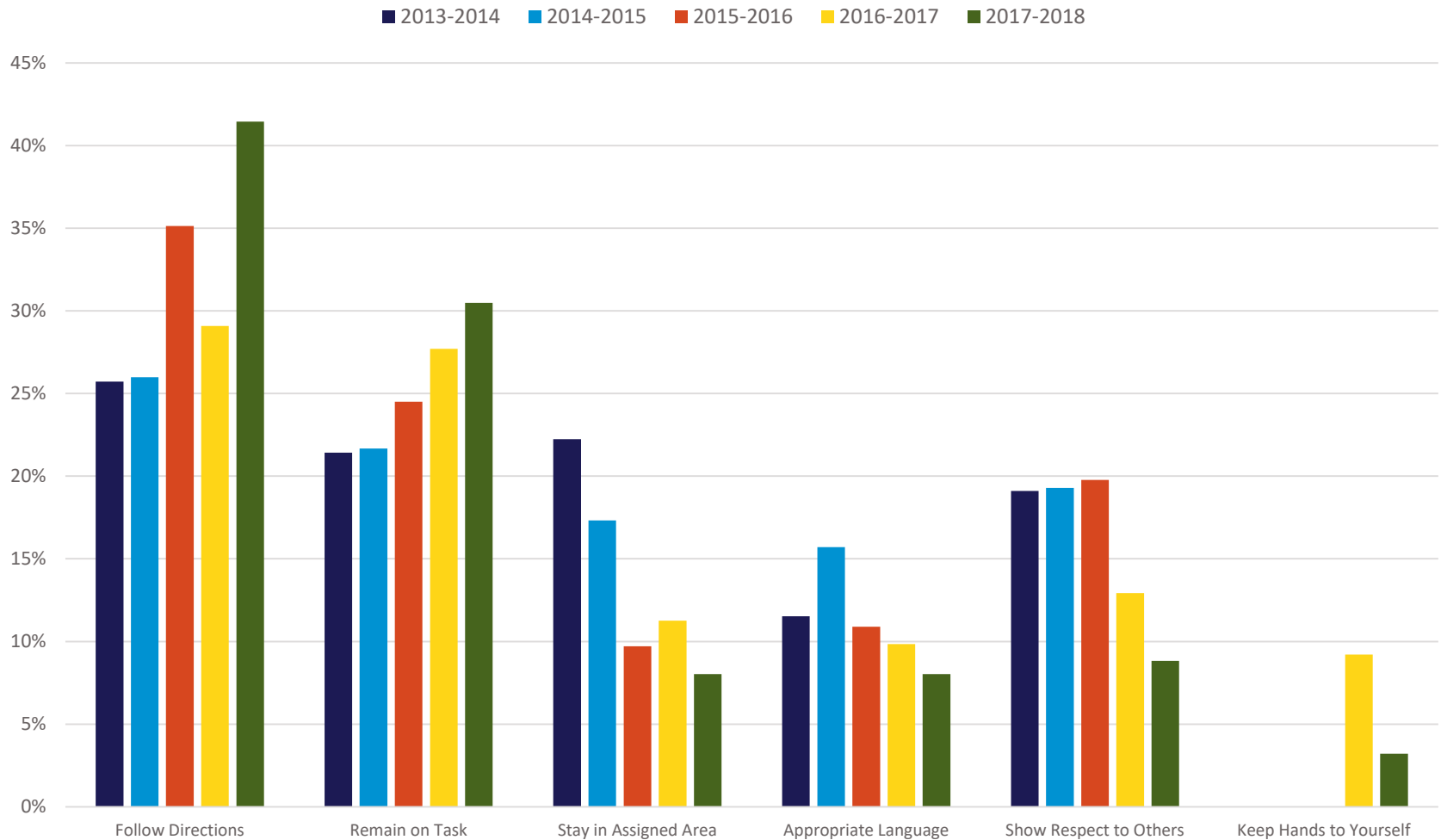
Behavior and Social-Emotional





Student Progress Monitoring

Behavior and Social-Emotional

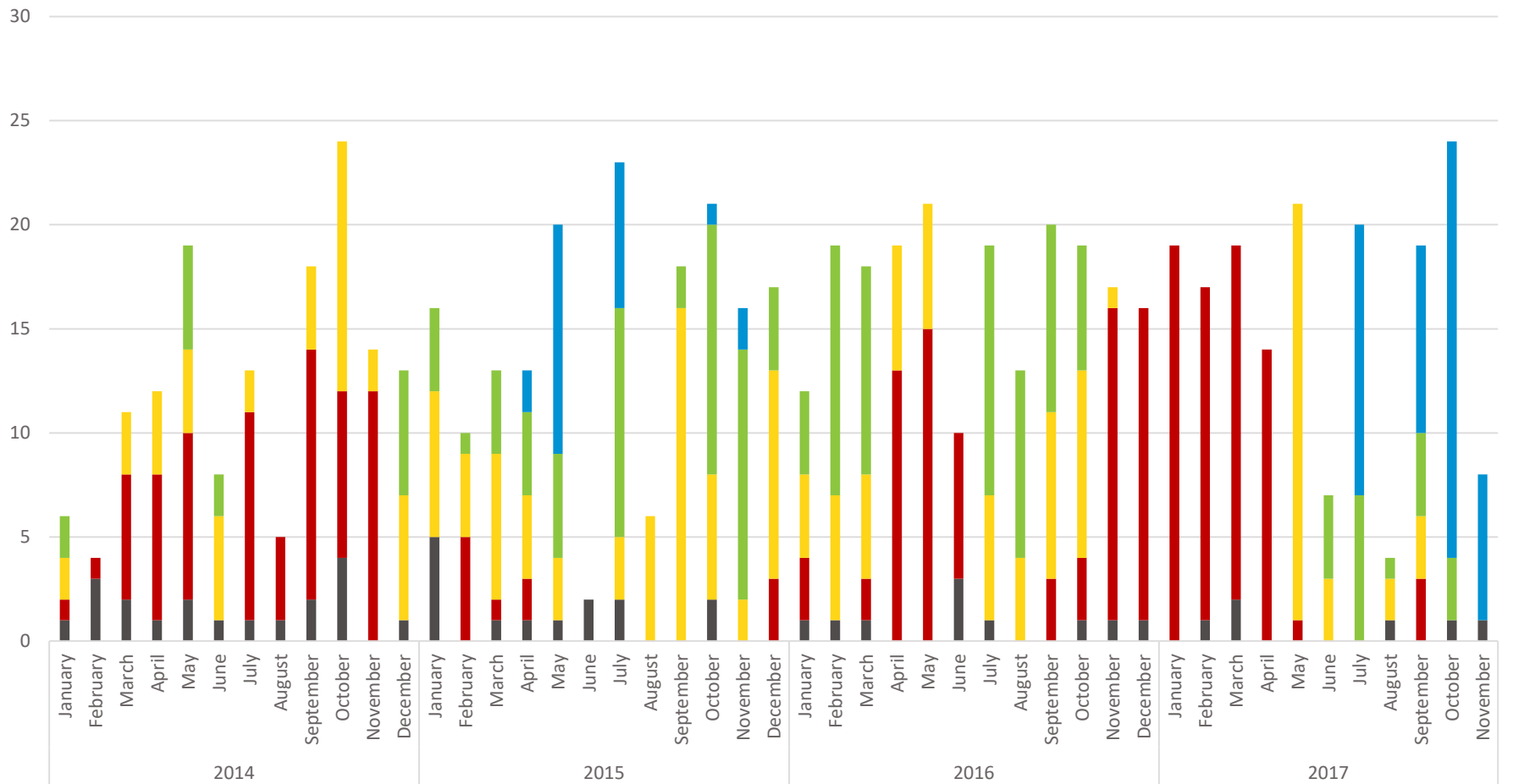




Student Progress Monitoring

Behavior and Social-Emotional

■ Absent ■ Red ■ Yellow ■ Green ■ Blue

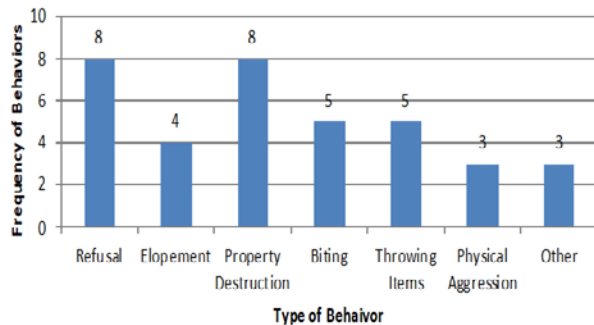




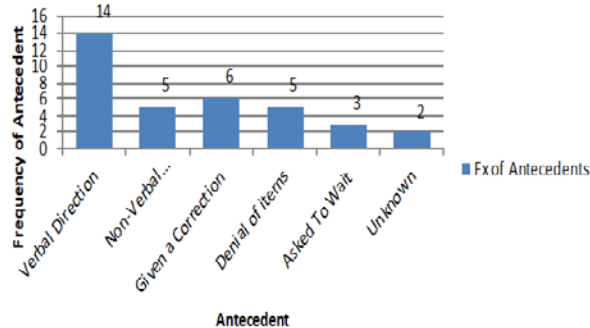
Student Progress Monitoring

Increased data collection for more challenging students

Frequency of Behavior by Topography
2018-2019



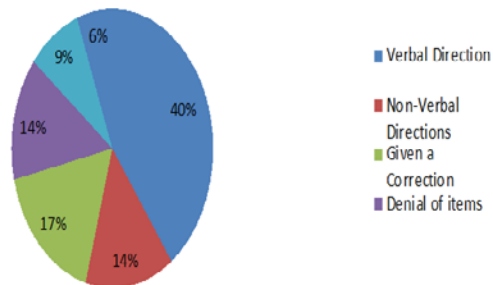
Frequency of Antecedents
2018-2019



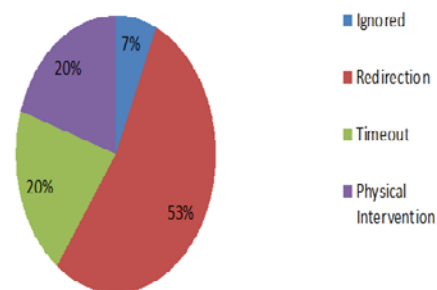
Average # of
Daily Behaviors

0.21

Percentage of Antecedents



Percentage of Consequences



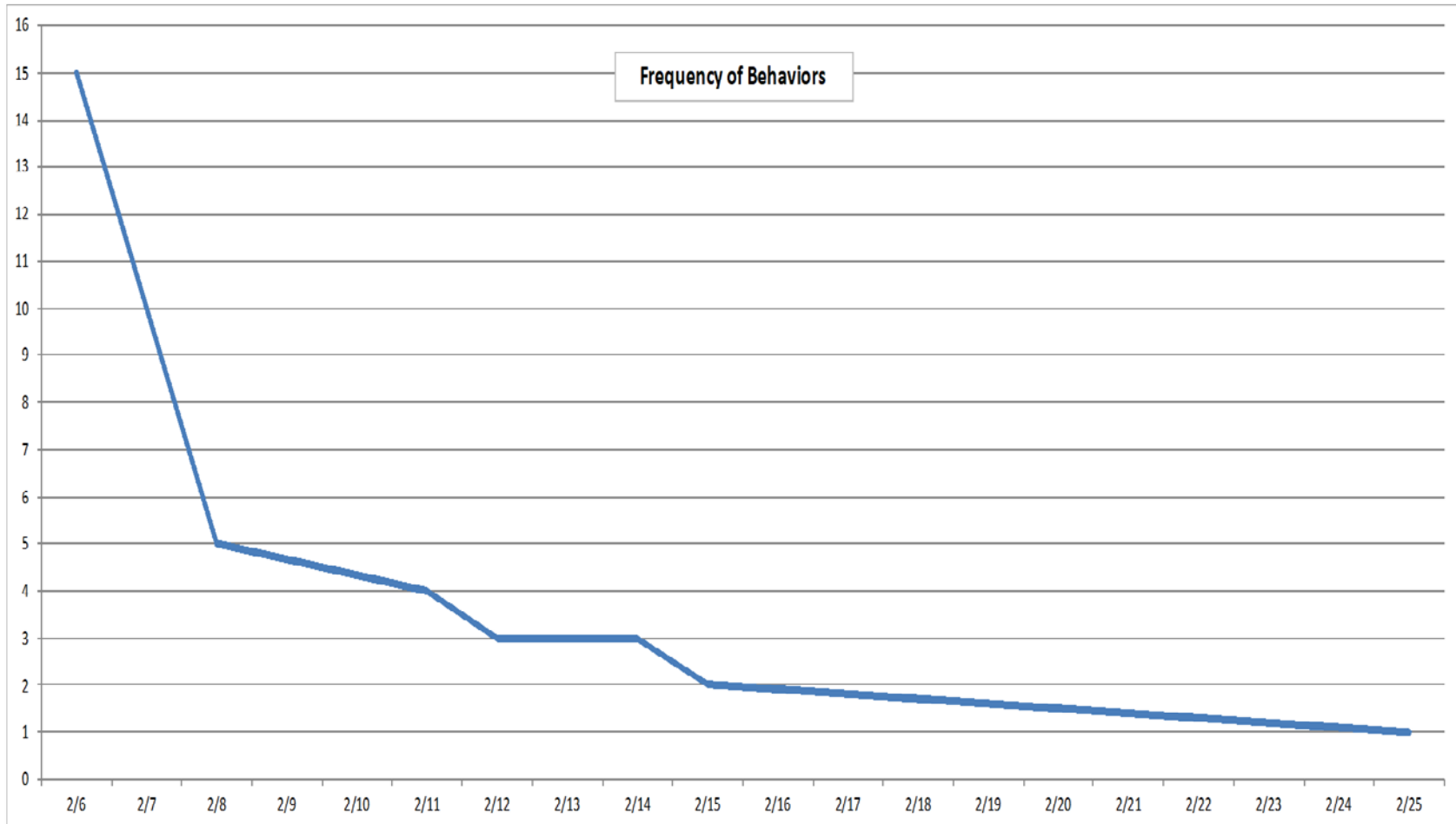
Average Duration
of Incident

6.11



Student Progress Monitoring

Increased data collection for more challenging students





Meet Our Team

Can you give an example of a ‘Little Victory’ you’ve seen students achieve?



Katy Miller, Education Specialist



One of my students that started with me in 2nd grade could not read at all. He was placed in an intervention program upon enrollment. He struggled, which then caused behaviors. We kept consistent, provided supports and strategies as needed, and was patient with the behaviors. In result, when he transitioned to the middle school classroom at 5th grade he was placed in the general ed curriculum. His academic growth continues to this day.



Designated Instructional Services Team



Little wins are exactly what we strive for with our students. This includes seeing them grow in the social pragmatics and academics as well as seeing students’ self-esteem grow which allows them to make and keep friends. One former student used to consistently hide under the table and cry. He always felt like he was in trouble in middle school. Upon leaving Sierra Academy, he was that captain of our football team, graduated with a diploma, had numerous friends, and held a job outside of school.



Devon Ford, Support Specialist



There was a young student who started school with very low self-esteem. He started off on red, in terms of our level system and was quiet and withdrawn from most of his peers. Slowly, through the support of the entire staff, we slowly started to see him begin to open up, become more assertive, develop relationships, and turn his individual program around. He is now eligible to transition to a public school because of his improved behavior as well as his focus on his grades.

4.10 EV SELPA IEP Forms Revision Update

**Steering Committee Meeting
July 18, 2019**

Agenda Item 4.10 – IEP Forms Revisions

Finalized and submitted to FMS – Final revision date 7.16.19

- Form 1 - Data Summary
- Form 2 – Present Levels
- Form 3 - Transition Services
- Form 4 – Goals and Objectives
- Form 5 – LRE & FAPE
- Form 6 – Statewide Assessment
- Form 7 – Comments and PWN
- Form 8 – Meeting Participants
- Form 9 – Consent and Authorization

Steering Committee Review

- Form 5 – LRE & FAPE
 - Revised per Steering input
- Disabilities
 - Established Medical Disability (Ages 3 – 5 only)

In Process

- Training Documentation
 - Using existing manual as a template
 - Workgroup members revising to match new forms
 - Workgroup creating a PPT template for districts to use as basis of training module

IEP Forms Workgroup

- Meeting July 23rd to continue developing manual and training presentation template

New Forms “Roll-Out” Date and Details

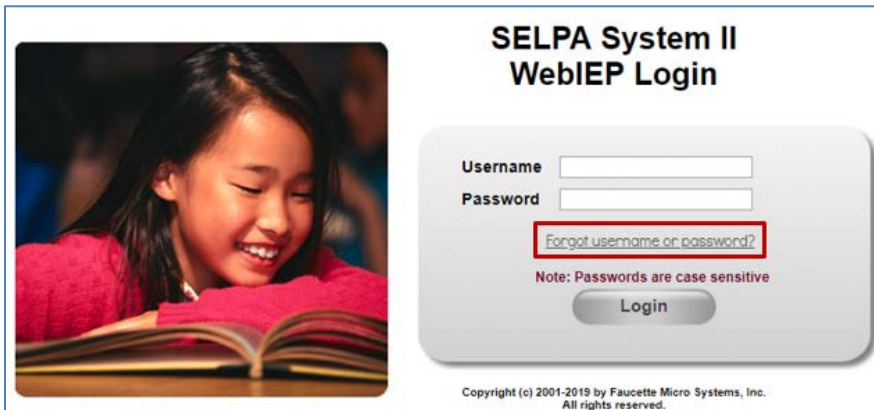
- July 26th
 - WebIEP will be down all day for the process
 - Users will need new passwords for both “live” and “training” modules
 - Instructions attached

WebIEP reset password process

7/9/2019

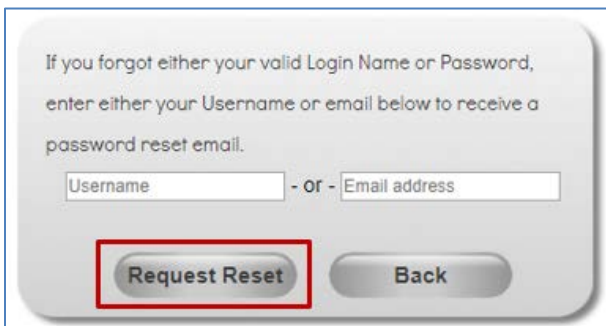
Once the encrypted password feature is in place, all existing WebIEP users will need to reset their password by asking for a password reset email. This process is fully automated.

To ask for a password reset, click “Forgot username or password?”



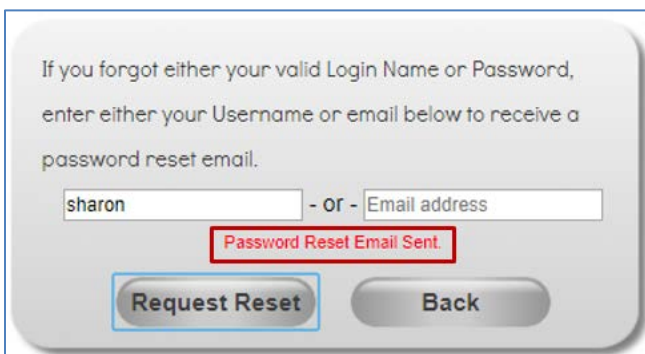
The image shows the SELPA System II WebIEP Login screen. On the left is a photograph of a young girl smiling and reading a book. On the right is a login form with the title "SELPA System II WebIEP Login". The form contains fields for "Username" and "Password", a link "Forgot username or password?" (highlighted with a red box), a note "Note: Passwords are case sensitive", and a "Login" button. At the bottom, it says "Copyright (c) 2001-2019 by Faucette Micro Systems, Inc. All rights reserved."

The user will be redirected to the Request Reset screen. The user can request the reset by entering either their username or email address. If a user has more than one WebIEP account, using the email address option will trigger one email per username. This is not a problem as the email will identify which username is being reset.



The image shows the Request Reset screen. It has a heading "If you forgot either your valid Login Name or Password, enter either your Username or email below to receive a password reset email." Below this are two input fields: "Username" and "Email address", separated by "- or -". At the bottom are two buttons: "Request Reset" (highlighted with a red box) and "Back".

Click “Request Reset”. The message “Password Reset Email Sent” will display if the username or email address is valid.

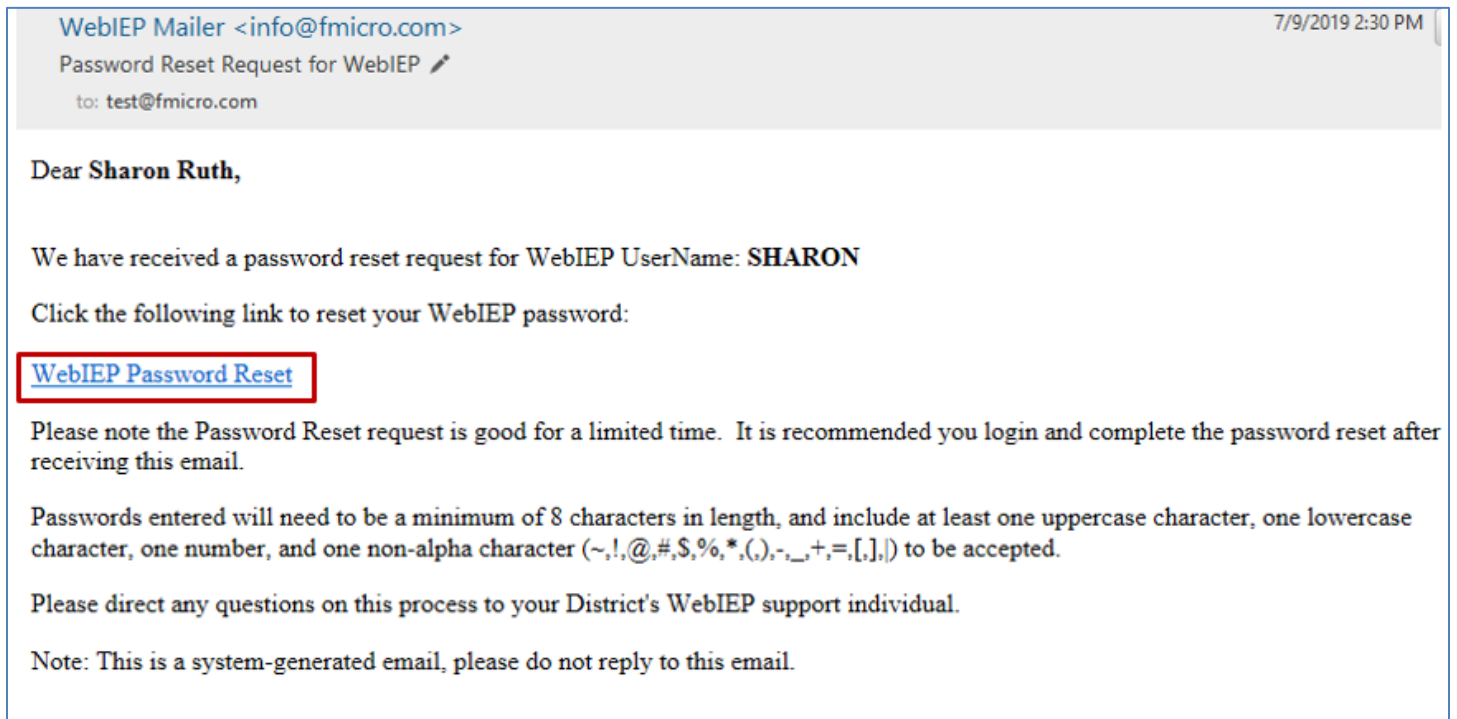


The image shows the Request Reset screen after a successful request. The "Request Reset" button is now highlighted with a blue box. A red box highlights the message "Password Reset Email Sent." below the input fields. The "Back" button remains visible.

The email should arrive in a few minutes and will look similar to this:

WebIEP Mailer <info@fmicro.com>	Password Reset Request for WebIEP
---------------------------------	-----------------------------------

This is the content of the email.



Clicking the link in the email will redirect the user to the Reset Password screen. This reset screen is only active for one hour. So if the user receives a message that the user token has expired, they waited too long to attempt the reset after the email was received. In this case, start over and ask for another password reset.

A screenshot of the WebIEP 'Reset Password' screen. The title is 'WebIEP™ Reset Password'. Below the title, it says 'To reset your password: Input login name and new password below'. There are three input fields: 'Username', 'New Password', and 'Re-enter Password'. Below these fields are two buttons: 'Password Entry' and 'Go to Login'. At the bottom of the form, there is a link labeled 'Password Requirements' which is highlighted with a red box.

The user must type in their WebIEP assigned username, which is listed in the email, then reset their password. Passwords must be a minimum of 8 characters in length, and include at least one uppercase character, one lowercase character, one number, and one non-alpha character to be accepted. Valid non-alpha characters are listed in the email, and are also available by clicking the Password Requirements link on the Reset Password screen. Valid non-alpha characters: ~ ! @ # \$ % * () - _ + = [] |

After the username and password is entered, click Password Entry.



WebIEP™
Reset Password

To reset your password:
Input login name and new password below

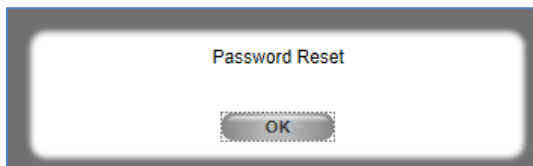
sharon
.....
.....

Password Entry **Go to Login**

[Password Requirements](#)

This screenshot shows the 'WebIEP™ Reset Password' form. It includes a title, instructions, input fields for login name and password, and two buttons: 'Password Entry' (highlighted with a red box) and 'Go to Login'. A link for 'Password Requirements' is at the bottom.

The user will see a confirmation message that the password was successfully reset.



Password Reset

OK

This is a simple confirmation dialog box with the text 'Password Reset' and an 'OK' button.

Click Go to Login to be redirected back to the regular login screen.



WebIEP™
Reset Password

To reset your password:
Input login name and new password below

sharon
.....
.....

Password Entry **Go to Login**

[Password Requirements](#)

This screenshot is identical to the previous one, but the 'Go to Login' button is highlighted with a red box instead of 'Password Entry'.

Enter your username and newly set password. Click Login.



SELPA System II
WebIEP Login

Username
Password

[Forgot username or password?](#)

Note: Passwords are case sensitive

Login

This screenshot shows the 'SELPA System II WebIEP Login' form. It has fields for 'Username' and 'Password', a link for 'Forgot username or password?', a note about case sensitivity, and a 'Login' button.

WebIEP EV-50 Forms				
New Form #	New Name		Old Page #	Old Name
Form 1	Data Summary		Page 1	Data Summary
Form 2	Present Levels of Academic Achievement and Functional Performance		Page 2	Summary of Present Levels of Student Performance Areas
Form 3	Transition Services		Page 3	Goals and Objectives
Form 4	Goals and Objectives		Page 4a	LRE Considerations: Supplemental Aids & Supports
Form 5	LRE and FAPE (tent)		Page 4B	Offer of FAPE: Services
Form 6	Statewide Assessment		Page 5	Offer of FAPE: Additional Considerations
Form 7	Comments and PWN		Page 6A - C	Statewide Assessment
Form 8	Meeting Participants		Page 7	Secondary Transition
Form 9	Consent and Authorization		Page 8	Comments
			Page 9	Meeting Participants and Consent
			Page 11	ELD for ELL

East Valley Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
IEP DATA SUMMARY

Student Name _____ Birthdate _____ IEP Meeting Date _____

Current Annual	Next Annual	Meeting Type:	DOR/DSEA	District of Attendance
Current Triennial	Next Triennial	Additional Meeting Type(s):	Home School	School of Attendance

Original Special Education Entry Date _____ Exit Date _____
 Special Education Re-Entry Date _____ Exit Reason _____

STUDENT DEMOGRAPHICS

Grade _____ Gender _____ Student ID _____ **SSID** _____

Ethnicity: Hispanic or Latino _____ English Language Learner _____ Native Language _____
☐ Yes ☐ No ☐ Yes ☐ No ☐ Reclassified

Race _____

Residency

<input type="checkbox"/> Parent/Guardian Home	<input type="checkbox"/> Homeless	<input type="checkbox"/> Foster Family Home
<input type="checkbox"/> Licensed Children's Institution	<input type="checkbox"/> Residential School	<input type="checkbox"/> Health Institution
<input type="checkbox"/> Incarceration Institution	<input type="checkbox"/> Development Center	<input type="checkbox"/> State Hospital

Parent/Guardian/Foster/LCI (where student resides) _____

Address _____ City _____ State _____ Zip _____

Parent Name/Address (if different from above) _____

Address _____ City _____ State _____ Zip _____

Phone _____ ☐ Home ☐ Cell ☐ Work Contact Name: _____

Phone _____ ☐ Home ☐ Cell ☐ Work Contact Name: _____

Phone _____ ☐ Home ☐ Cell ☐ Work Contact Name: _____

Eligibility _____ Primary Disability _____ Secondary Disability _____

Setting (age 6-22) _____ Transportation ☐ Yes ☐ No Extended School Year (ESY) ☐ Yes ☐ No

Setting (age 3-5) _____ Non-School Agency Involvement _____

For Initial Placements Only

Early Intervening Services ☐ Yes ☐ No Initial Referral Date: _____ Initial Consent Date: _____

Referred by: _____ Initial IEP Date: _____

SPECIAL EDUCATION AND RELATED SERVICES

Service	Provider	Location	Delivery Model	Min.	Freq.	Start Date	End Date
P							
S							
S							
S							
S							
S							
S							
S							
S							
S							
S							
S							
S							
S							

MEETING DATE _____

East Valley Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

PARENT INPUT AND PARTICIPATION

Parent input and/or concerns relevant to educational progress:

☐ Yes ☐ No

As a means of improving services and results for your child, did the school district facilitate parent involvement?

ELIGIBILITY FOR SPECIAL EDUCATION SERVICES**DISABILITY**☐ Not Eligible☐ Eligible – Parent declined FAPE (Parental Private Placement)Primary Disability:☐ Eligible☐ Eligible - Individual Service Plan (ISP) (Parentally placed in Private School)Secondary Disability:☐ Exiting from Special Education☐ Eligible – No Services (other reason)

*Denotes Low Incidence Disability

STATEWIDE ASSESSMENT RESULTS**Assessment*****Current Results****SBAC****Standard Exceeded****Standard Met****Standard Nearly Met****Standard Not Met****Test****Year****N/A****Level 4****Level 3****Level 2****Level 1**

ELA

☐☐☐☐

Math

☐☐☐☐

Science

☐☐☐☐**CAA****Understanding****Foundational Understanding****Limited Understanding****Test****Year****N/A****Level 3****Level 2****Level 1**

ELA

☐☐☐

Math

☐☐☐

Science

☐☐☐**PFT**☐ N/A

Grade Administered:

Overall Status: ☐ Passed ☐ Failed**ELPAC****Well Developed****Somewhat/Moderately Developed****Beginning Stage****Alternative Assmnt:****Test****Year****Level 3****Level 2****Level 1****Level 1**

Listening

☐☐☐☐

Speaking

☐☐☐☐

Reading

☐☐☐☐

Writing

☐☐☐☐

Initial ELPAC

☐ IFEP☐ Intermediate EL☐ Novice EL

Other Assessment Information (e.g., curriculum assessment, other district assessment, etc.):

*Assessment Acronyms

SBAC – Smarter Balanced Assessment Consortium

CAA - California Alternate Assessments

ELPAC - English Language Proficiency Assessments for CA

PFT - Physical Fitness Test

N/A – Not Available

MEETING DATE _____

East Valley Special Education Local Plan Area

INDIVIDUALIZED EDUCATION PROGRAM

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE	
Reading	
Math	
Written Expression	
Communication/Language/Speech	
Social Behavior (Cooperation, Attention, Social Interaction, Responsibility)	
Physical Skills (Fine/Gross Motor)	
Self-Help Skills/Adaptive Behavior (Functional Skills, Independent Skills, Activities of Daily Living)	
Prevocational/Vocational/Career/Exploratory Information/Work Experience	
Attendance	
Health	
<p>Date: _____</p> <p>Comments: _____</p>	<p><u>Hearing</u></p> <p><input type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> Other</p>
<p>Date: _____</p> <p>Comments: _____</p>	<p><u>Vision</u></p> <p><input type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> Other</p>

MEETING DATE _____

East Valley Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

ENGLISH LEARNER NEEDS

☐ Yes ☐ No English Language Learner Language of Instruction: _____

EL Level: _____

Student requires:

- | | |
|--|---|
| <input type="checkbox"/> Primary Language Support | <input type="checkbox"/> English Language Development (ELD) |
| <input type="checkbox"/> Primary Language Instruction | <input type="checkbox"/> Cross Cultural Activities |
| <input type="checkbox"/> Linguistically Appropriate Goals and Objectives that address English Language Development (ELD) needs | |

English Language Development provided in: ☐ General Education ☐ Special Education

Instructional Strategies for comprehensible input in English (specify): _____

CONSIDERATION OF SPECIAL FACTORS

Is the student blind or visually impaired? ☐ Yes ☐ No Is instruction provided in using Braille? ☐ Yes ☐ No
If instruction is not provided in using Braille, specify reading medium or media: _____

Is the student Deaf/Hearing Impaired? ☐ Yes ☐ No
If yes, specify the student's communication mode: _____

Consideration of student's need for Assistive Technology (AT):

- ☐ Educational needs are currently being met without specialized AT.
☐ AT devices, equipment and/or materials are required. Specify: _____

<input type="checkbox"/> AT needs are due to a Low Incidence Disability:	<input type="checkbox"/> Hearing Impairment	<input type="checkbox"/> Deafness	<input type="checkbox"/> Deaf-Blindness
	<input type="checkbox"/> Visual Impairment	<input type="checkbox"/> Orthopedic Impairment	

Does student's behavior impede the learning of self or others? ☐ Yes ☐ No

If yes, specify the positive behavior strategies, interventions and supports needed to address this behavior: _____

Addressed in Behavior goal #(s): _____

Functional Behavioral Assessment (FBA) has been completed: ☐ Yes ☐ No Date: _____

Behavior Intervention Plan (BIP) included in the IEP: ☐ Yes ☐ No Addressed in Goal #(s): _____

MEETING DATE _____

East Valley Special Education Local Plan Area

INDIVIDUALIZED EDUCATION PROGRAM

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

PROGRESS ON PREVIOUS GOALS

☐ N/A - Initial IEP (no previous goals)

Report of Progress on Previous Annual Goals from IEP dated:

[illegible]

AREAS OF NEED

Areas of need to be addressed in goals and objectives for student to receive educational benefit:

MEETING DATE _____

East Valley Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
TRANSITION SERVICES

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

For all students, beginning with the IEP to be in effect when the child is 16 and updated annually thereafter.

STUDENT PARTICIPATION

Describe how the student participated in the Transition IEP process:

- ☐ Attended IEP ☐ Other Meeting ☐ Interview ☐ Interest Inventory ☐ Questionnaire
☐ Other: _____

TRANSITION ASSESSMENTS

Which age-appropriate transition assessments/instruments were utilized?

- ☐ Interview(s) ☐ Observation(s) ☐ Situational Assessment ☐ Work Interest Inventory
☐ Formal Career Assessment ☐ Other(s): _____

Results of Age-Appropriate Transition Assessments:

Education/Training:

Employment:

Independent Living Skills (if appropriate):

MEASUREABLE POSTSECONDARY GOALS

Clearly specify the student's desired post-school goal or vision (what the student will do after graduation from or completion of high school). Include expected level of achievement and timeline for completion.

Student's PostSecondary Goal – Training or Education (Required):

After graduation from or completion of high school, I will	Activities to Support PostSecondary Goal:
Transition Service:	Community Experiences (as appropriate):
Addressed in Transition Annual Goal #	Person/Agency Responsible:

Student's PostSecondary Goal – Employment (Required):

After graduation from or completion of high school, I will	Activities to Support PostSecondary Goal:
Transition Service:	Community Experiences (as appropriate):
Addressed in Transition Annual Goal #	Person/Agency Responsible:

BIRTHDATE _____

After graduation from or completion of high school, I will	Activities to Support PostSecondary Goal:
Transition Service:	Community Experiences (as appropriate):
Addressed in Transition Annual Goal #	Person/Agency Responsible:

[illegible]

☐ Yes ☐ No The student will turn 17 during this IEP period. (If yes, inform parent and student of transfer of rights.)

☐ The student and parent were informed that all rights under the IDEA will transfer to the student at age 18 by:

(staff name) Date:

<input type="checkbox"/> Yes <input type="checkbox"/> No	The student's IEP indicates appropriate measurable postsecondary goal(s) that cover the education or training, employment and, as needed, independent living.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is (are) the postsecondary goal(s) updated annually?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment(s)?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are there transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Do the transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is (are) there annual IEP goal(s) related to student's transition services needs?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is there evidence that the student was invited to the IEP meeting where transition services were discussed?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or adult student?

MEETING DATE _____

East Valley Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
GOALS AND OBJECTIVES

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

MEASURABLE ANNUAL GOALS AND OBJECTIVES

Progress will be provided to parent (Form EV-12) at the: ☐ Quarter ☐ Semester ☐ Trimester

GOAL #	AREA OF NEED:	BASELINE:
By: _____ When given		
Objective <u> A </u> By: _____ When given		
Objective <u> B </u> By: _____ When given		
Method(s) of Measurement:		
Person(s) Responsible for Implementation/Monitoring:		
<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard #: _____ <input type="checkbox"/> Transition goal: <input type="checkbox"/> Education <input type="checkbox"/> Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <input type="checkbox"/> Linguistically appropriate goal <input type="checkbox"/> Addresses other educational needs <input type="checkbox"/> Behavior goal <input type="checkbox"/> Behavior Intervention Plan (BIP) goal		

GOAL #	AREA OF NEED:	BASELINE:
By: _____ When given		
Objective <u> A </u> By: _____ When given		
Objective <u> B </u> By: _____ When given		
Method(s) of Measurement:		
Person(s) Responsible for Implementation/Monitoring:		
<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard #: _____ <input type="checkbox"/> Transition goal: <input type="checkbox"/> Education <input type="checkbox"/> Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <input type="checkbox"/> Linguistically appropriate goal <input type="checkbox"/> Addresses other educational needs <input type="checkbox"/> Behavior goal <input type="checkbox"/> Behavior Intervention Plan (BIP) goal		

MEETING DATE _____

East Valley Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
LEAST RESTRICTIVE ENVIRONMENT & FREE APPROPRIATE PUBLIC EDUCATION

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

LEAST RESTRICTIVE ENVIRONMENT (LRE)

The IEP Team must ensure that, to the maximum extent appropriate, students with disabilities are educated with nondisabled peers, including extracurricular services and activities.

Provide information related to enabling the child to be involved in and progress in the general education curriculum, or, for preschool children, to participate in appropriate activities (20 USC 1414 (b) (2) (A) (ii)):

Service settings considered to address LRE (choose all considered/discussed):

- ☐ General Education Class
- ☐ General Education Class with Consult and/or Collaboration from Special Education Staff
- ☐ General Education Class with Related Service(s)
- ☐ General Education Class with Specialized Academic Instruction (SAI) (Inclusion/Push-In)
- ☐ General Education Class with Specialized Academic Instruction (SAI) in a Separate Class (Pull-out)
- ☐ Specialized Academic Instruction (SAI) in a Separate Class for the majority of the day
- ☐ Specialized Academic Instruction (SAI) in a Separate Class for the majority of the day utilizing Alternate Curriculum
- ☐ State Special School
- ☐ Non-public School/Agency
- ☐ Home/Hospital

In determining LRE, describe the consideration given to any potential harmful effect on the child or on the quality of service(s) that removal from the general education setting may have:

General Education Program Participation with Non-Disabled Peers:

- | | | | | |
|---|---|---|--|---|
| <input type="checkbox"/> Lunch | <input type="checkbox"/> Recess/Passing Periods | <input type="checkbox"/> PE/Modified PE | <input type="checkbox"/> Assemblies/Programs | <input type="checkbox"/> Extracurricular Activities |
| <input type="checkbox"/> Elective Class | <input type="checkbox"/> English/Lang. Arts | <input type="checkbox"/> Math | <input type="checkbox"/> Science | <input type="checkbox"/> History/Social Studies |
| <input type="checkbox"/> Other: _____ | | | | |

Program Setting (Ages 6 – 22 Years): _____

Program Setting (Ages 3 - 5 Years): _____

Activities to Support Transition

- | | | |
|--|--|--|
| <input type="checkbox"/> Pre K to K | <input type="checkbox"/> Spec. Educ. to Gen. Educ. | <input type="checkbox"/> Elem to Middle School |
| <input type="checkbox"/> Middle to High School | <input type="checkbox"/> NPS to Public School | <input type="checkbox"/> N/A |

Document activities designed to support student's transition:

Physical Education

- ☐ General PE
- ☐ Specially Designed PE
- ☐ Requirement Met or Waived by District

Special Transportation ☐ No ☐ Yes

- If yes: ☐ Appropriate program not located at home school
- ☐ Wheelchair and/or other medical equipment
 - ☐ Child Safety Restraint System (CSRS)
 - ☐ Service offered/Parent declined and will transport student

Non-School Agency Involvement

- ☐ N/A
- ☐ California Children's Services (CCS)
- ☐ Inland Regional Center (IRC)
- ☐ Department of Rehabilitation (DOR)
- ☐ Department of Social Services (DSS)
- ☐ Probation
- ☐ Other _____

MEETING DATE _____

East Valley Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
LEAST RESTRICTIVE ENVIRONMENT & FREE APPROPRIATE PUBLIC EDUCATION

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

SUPPLEMENTARY AIDS & SERVICES

Aids, services, and other supports that are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Program Accommodations

Instructional accommodations enable the student to be involved in and progress in the core curriculum (related to the student's disability).
 Accommodations change instruction to provide access but do not alter the content of the curriculum or the learning expectations.

The IEP team discussed and determined program accommodations ☐ are ☐ are not needed in general education classes or education-related settings. If needed, the team identified the following program accommodations:

Program Accommodations	Location	Start Date	End Date

Program Modifications

Instructional modifications enable the student to be involved in and progress in the core curriculum and be educated and participate with other children.
 Modifications alter the content of the curriculum to be more accessible by reducing the complexity and difficulty.

The IEP team discussed and determined program modifications ☐ are ☐ are not needed in general education classes or education-related settings. If needed, the team identified the following program modifications:

Program Modifications	Location	Min	Freq.	Start Date	End Date

Other Supports

Other supports for school personnel, or for student, or on behalf of the student enable the student to be educated with nondisabled children to the maximum extent appropriate.

The IEP team discussed and determined other supports for school personnel, or for student, or on behalf of the student ☐ are ☐ are not needed. If needed, the team identified the following supports:

Other Supports	To Support	Location	Min	Freq.	Start Date	End Date

MEETING DATE _____

East Valley Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
LEAST RESTRICTIVE ENVIRONMENT & FREE APPROPRIATE PUBLIC EDUCATION

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

SPECIAL EDUCATION AND RELATED SERVICES

Programs and services will be provided according to when the student is in attendance and consistent with the public-school calendar and scheduled services, excluding holidays, vacations and non-instructional days unless otherwise specified.

Primary Service: _____ Start Date _____ End Date _____
 Provider: _____ Location _____
 Frequency: _____ Duration (Min): _____ Delivery Model: _____

Secondary Service: _____ Start Date _____ End Date _____
 Provider: _____ Location _____
 Frequency: _____ Duration (Min): _____ Delivery Model: _____

Are all special education services provided at student's home school? ☐ Yes ☐ No If no, rationale: _____

Extended School Year (ESY)

Extended school year services shall be provided for students with exceptional needs who have unique needs and require special education and related services in excess of the regular academic year.

- ☐ Yes ☐ No Does the student have a disability which is likely to continue indefinitely or for a prolonged period?
- ☐ Yes ☐ No Without ESY, would the nature and/or severity of the student's disability cause regression in self-sufficiency and independence skills, making it difficult to recover those skills within a reasonable period of time?
- ☐ Yes ☐ No Based upon the above information, ESY services are determined by the IEP team to be necessary.

Service: _____ Provider: _____ No. of Days: _____
 Location: _____ Duration (Min): _____ Delivery Model: _____

- ☐ Yes ☐ No ESY Special Transportation
- If yes: ☐ Appropriate program not located at home school
☐ Wheelchair and/or other medical equipment
☐ Child Safety Restraint System (CSRS)
☐ Service offered/Parent declined and will transport student

General Education Participation

- ☐ Yes ☐ No Student receives special education services within the general education setting for the entire school day.
- If no: ☐ Removal from the general education environment is necessary based on the nature or severity of the student's disability and not the need for modifications in the general curriculum.
 or
☐ Other: _____

Percent of time student participates in General Education Setting (Ages 6 – 22 Only) _____

MEETING DATE _____

East Valley Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
STATEWIDE ASSESSMENT

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

INDICATE STUDENT'S PARTICIPATION IN THE CALIFORNIA ASSESSMENT SYSTEM

CA Assessment of Student Performance and Progress (CAASPP)
(ELA, Math & Science)

Assessment Program Participation

- ☐ Smarter Balanced Assessment Consortium (SBAC) & California Science Test (CAST)
- ☐ California Alternate Assessments (CAA)
- ☐ The team has reviewed the criteria for taking alternate assessments and participation is appropriate because:

English Language Arts (ELA): Grades 3 – 8 and 11

- ☐ Outside of testing range

SBAC (Universal Tools are available to all students)

- ☐ SBAC without Designated Supports or Accommodations _____
- ☐ SBAC with Designated Supports – Embedded _____
- ☐ SBAC with Designated Supports – Non-embedded _____
- ☐ SBAC with Accommodations - Embedded _____
- ☐ SBAC with Accommodations – Non-embedded _____
- ☐ SBAC with Unlisted Resource (requires CDE approval) _____

CAA (Universal Tools are available to all students)

- ☐ CAA without Designated Supports or Accommodations _____
- ☐ CAA with Designated Supports – Embedded _____
- ☐ CAA with Designated Supports – Non-embedded _____
- ☐ CAA with Accommodations - Embedded _____
- ☐ CAA with Accommodations – Non-embedded _____
- ☐ CAA with Unlisted Resource (requires CDE approval) _____

Math: Grades 3 – 8 and 11

- ☐ Outside of testing range

SBAC (Universal Tools are available to all students)

- ☐ SBAC without Designated Supports or Accommodations _____
- ☐ SBAC with Designated Supports – Embedded _____
- ☐ SBAC with Designated Supports – Non-embedded _____
- ☐ SBAC with Accommodations - Embedded _____
- ☐ SBAC with Accommodations – Non-embedded _____
- ☐ SBAC with Unlisted Resource (requires CDE approval) _____

CAA (Universal Tools are available to all students)

- ☐ CAA without Designated Supports or Accommodations _____
- ☐ CAA with Designated Supports – Embedded _____
- ☐ CAA with Designated Supports – Non-embedded _____
- ☐ CAA with Accommodations - Embedded _____
- ☐ CAA with Accommodations – Non-embedded _____
- ☐ CAA with Unlisted Resource (requires CDE approval) _____

MEETING DATE _____

East Valley Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
STATEWIDE ASSESSMENT

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

Science: Grades 5, 8 and high school

☐ Outside of testing range

CAST (Universal Tools are available to all students)

☐ CAST without Designated Supports or Accommodations _____

☐ CAST with Designated Supports – Embedded _____

☐ CAST with Designated Supports – Non-embedded _____

☐ CAST with Accommodations - Embedded _____

☐ CAST with Accommodations – Non-embedded _____

☐ CAST with Unlisted Resource (requires CDE approval) _____

CAA (Universal Tools are available to all students)

☐ CAA without Designated Supports or Accommodations _____

☐ CAA with Designated Supports – Embedded _____

☐ CAA with Designated Supports – Non-embedded _____

☐ CAA with Accommodations - Embedded _____

☐ CAA with Accommodations – Non-embedded _____

☐ CAA with Unlisted Resource (requires CDE approval) _____

Physical Fitness Test (PFT): Grades 5, 7 and 9

☐ Outside testing range ☐ Without Variation/Accomm. ☐ With Variation/Accomm. ☐ Medically Excused
Variation/Accommodation(s): _____

English Language Proficiency Assessments for California (ELPAC)

(English Learners Only)

Assessment Program Participation:

☐ English Language Proficiency Assessments for CA (ELPAC)

☐ Alternate Assessment: _____

Listening (Universal Tools are available to all students)

☐ Listening without Designated Supports or Accommodations _____

☐ Listening with Designated Supports - Non-embedded _____

☐ Listening with Accommodations - Non-embedded _____

☐ Listening with Unlisted Resource (requires CDE approval) _____

Speaking (Universal Tools are available to all students)

☐ Speaking without Designated Supports or Accommodations _____

☐ Speaking with Designated Supports - Non-embedded _____

☐ Speaking with Accommodations - Non-embedded _____

☐ Speaking with Unlisted Resource (requires CDE approval) _____

Reading (Universal Tools are available to all students)

☐ Reading without Designated Supports or Accommodations _____

☐ Reading with Designated Supports - Non-embedded _____

☐ Reading with Accommodations - Non-embedded _____

☐ Reading with Unlisted Resource (requires CDE approval) _____

Writing (Universal Tools are available to all students)

☐ Writing without Designated Supports or Accommodations _____

☐ Writing with Designated Supports - Non-embedded _____

☐ Writing with Accommodations - Non-embedded _____

☐ Writing with Unlisted Resource (requires CDE approval) _____

Desired Results Developmental Profile (DRDP): Infant (ages 0 – 2) and Preschool (ages 3 – 5)

☐ Without Adaptations

☐ With Adaptations

Adaptations: _____

East Valley Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
COMMENTS & PRIOR WRITTEN NOTICE (PWN)

MEETING DATE _____

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

COMMENTS

MEETING DATE _____

East Valley Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
COMMENTS & PRIOR WRITTEN NOTICE (PWN)

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

PRIOR WRITTEN NOTICE 34 CFR §300.503 <i>Provided to parent(s) prior to district initiation or refusal regarding change of identification, evaluation, educational placement, or provision of free appropriate public education.</i>			
<u>The following shall serve as your Prior Written Notice (PWN) to:</u>			
<input type="checkbox"/> Propose to initiate or change and/or <input type="checkbox"/> Refuse to initiate or change the: <div style="margin-left: 20px;"> <input type="checkbox"/> Identification <input type="checkbox"/> Evaluation <input type="checkbox"/> Educational Placement <input type="checkbox"/> Provision of a free appropriate public education (FAPE) to your child </div>			
Description of the action proposed or refused by the district:			
Reason for the action proposed or refused by the district:			
Description of evaluation procedures, tests, records, or reports used in deciding to propose or refuse this action:			
Description of other options considered and reasons for rejecting them:			
Other factors relevant to the proposal or refusal:			
Parents/Guardians have protections under state and federal procedural safeguard provisions. Please refer to your NOTICE OF PROCEDURAL SAFEGUARDS AND PARENTS' RIGHTS for an explanation of these rights. If you would like further information about your rights or the proposed action, please contact:			
Name of district contact	Position	Phone	Email

MEETING DATE _____

East Valley Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
MEETING PARTICIPANTS

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

SIGNATURES OF MEETING PARTICIPANTS
 (attended & participated in the development/review of this IEP)

_____	_____	_____	_____
Parent/Guardian	Date	Parent/Guardian	Date
_____	_____	_____	_____
Administrator/Designee	Date	Special Education Teacher	Date
_____	_____	_____	_____
Student	Date	General Education Teacher	Date
_____	_____	_____	_____
Additional Participant/Title	Date	Additional Participant/Title	Date
_____	_____	_____	_____
Additional Participant/Title	Date	Additional Participant/Title	Date
_____	_____	_____	_____
Additional Participant/Title	Date	Additional Participant/Title	Date
_____	_____	_____	_____
Additional Participant/Title	Date	Additional Participant/Title	Date
_____	_____	_____	_____
Additional Participant/Title	Date	Additional Participant/Title	Date
_____	_____	_____	_____
Additional Participant/Title	Date	Additional Participant/Title	Date

List Dates and Methods Used to Contact/Notify Parent(s)/Guardian(s) of the IEP Meeting:					
Date	Method	Date	Method	Date	Method
Date	Method	Date	Method	Date	Method

MEETING DATE _____

East Valley Special Education Local Plan Area
**INDIVIDUALIZED EDUCATION PROGRAM
CONSENT AND AUTHORIZATION**

STUDENT'S LEGAL NAME _____

BIRTHDATE _____

CONSENT

Initial Where initialed, my signature below indicates that:

_____ I **consent** to all parts of the Individualized Education Program (IEP) and placement.

_____ I **consent** to the Individualized Education Program (IEP) and placement (all components of the IEP will be implemented) **with the exception of:**

_____ I **do not consent** to the Individualized Education Program (IEP) and placement because:

_____ I understand that my student is:

_____ **eligible** for special education.

_____ **not** eligible for special education.

_____ **no longer** eligible for special education.

PRIVATE SCHOOL ONLY

My student is eligible for special education services. However, I decline the Individualized Education Program (IEP) and placement in the district of residence. I choose to enroll my child in a private school at parent expense.

_____ I request a private school Individual Service Plan (ISP)

_____ I decline a private school individual Service Plan (ISP)

District of Service:

Signature: _____

☐ Parent

☐ Guardian

☐ Surrogate

☐ Adult Student

_____ Date

Signature: _____

☐ Parent

☐ Guardian

☐ Surrogate

_____ Date

VERIFICATION

Parent/Guardian/Adult Student has received a copy of:

- ☐ Procedural Safeguards
- ☐ Individualized Education Plan (IEP)
- ☐ Assessment report(s) when applicable

Interpretation/Translation:

- ☐ Oral/Signed Interpretation of the meeting was provided
- ☐ Oral/Signed Interpretation of the meeting was offered and declined by parent
- ☐ Parent/Guardian/Adult Student requested written translation of the IEP Language: _____

MEDI-CAL/MEDICAID AUTHORIZATION

If child/student is or becomes eligible for public benefits (Medi-Cal/Medicaid), I authorize the LEA/District to release student information for the limited purpose of billing Medi-Cal/Medicaid and to access Medi-Cal health insurance benefits for the applicable services.

Signature: _____

☐ Parent

☐ Guardian

☐ Surrogate

☐ Adult Student

_____ Date

4.11 EV SELPA 2018-2019 District PIR Plans

4.12 SBCSS East Valley Operations

4.13 EV SELPA Residentially Placed Students

East Valley SELPA Educationally Related Mental Health (ERMHS) Residential Placement Services

I. When Considering Residential Referral

Educationally related mental health services (ERMHS) are special education related services provided to students in public schools. They are governed by federal and state laws. ERMHS services are only provided to children with current identified disabilities under the Individuals with Disability Education Act (IDEA). The Individualized Education Program (IEP) team must clearly document the suspected/identified concerns related to ERMHS and that less restrictive services have been attempted or provided for a period of time, that can include community mental health services, change in educational setting, behavioral goals, a behavior intervention plan (BIP), a functional behavior assessment (FBA), ERMHS counseling, or in-home support services commonly called WRAP.

Residential placement is the most restrictive service and should be the last effort to meet the student's social/emotional needs at school. Typically, students considered for residential placement are diagnosed with a mental illness, prescribed medication, and have a history of social/emotional problems at school that impede their learning or the learning of others. Typical behaviors of students that qualify for residential placement are self-harming behaviors, suicide attempts, several hospitalizations, poor grades, aggressive behaviors at school, refusal to attend school due to school anxiety or depression.

Residential placement is not for resolving long-term personal and family issues; it is intended to allow the child an opportunity to regain a level of functioning that permits academic functioning while living at home. Students appropriate for residential placement services must be able to look at underlying causes of behavior, analyze current behaviors and symptoms, learn new skills, and apply /generalize them to different settings. Treatment involves a process of being able to reflect and consider alternative behaviors. In order to benefit from treatment, the student must be able to participate intelligibly.

Student is unlikely to be eligible for and benefit from residential placement services are those with drug use or conduct behaviors as well as those with low cognition (low IQ) and unable to process feelings, thoughts, and behaviors or retain skills learned in a structured setting and transfer those skills to a lower level of setting.

All residential placements require IEP consent and are voluntary.

II. Referral Process

A. Type of Referrals

1. Transfer/Interim Placement (when student is already placed in a facility)
2. Referral for ERMHS Residential Assessment
3. Referral for Placement Via Settlement Agreement

B. Steps to Make a Referral

1. **Transfer/Interim Placement**: The following must be submitted to the EVSELPA via email (evselpa@sbcss.k12.ca.us) within 5 days of student placement in district:
 - a. An EV-21 signed by District Special Education Director
 - b. An EV-83 (Authorization for Use and /or Disclosure of Information) signed by parent/guardian
 - c. Copy of the most current IEP and any addendum IEPs
 - d. Copy of the most recent psychoeducational report and ERMHS assessment report, treatment notes from facility.
2. **Referral for ERMHS Residential Assessment**: It is expected that services and supports for ERMHS have been provided in the least restrictive setting prior to the referral. Before offering a residential assessment referral, the District is expected to consult with the EV SELPA Behavioral Health Program Manager. The following must be submitted immediately to the EV SELPA via email (evselpa@sbcss.k12.ca.us) to ensure compliance with providing parent with an assessment plan within 15 days of an assessment referral.
 - a. An EV-21 signed by Special Education Director
 - b. An EV-83 (Authorization for Use and/or Disclosure of Information) signed by parent/guardian
 - c. An EV-89 Mental Health Referral Form
 - d. Copy of the most current IEP containing clear documentation of need
 - e. Copy of the psychoeducational report
3. **Referral for Placement via Settlement Agreement**: Prior to considering a residential placement via a settlement agreement, the district must consult with both the EV SELPA Due Process Manager Program and Behavioral Health Program Managers. If the decision is to refer or place in residential, the settlement agreement must clearly state the terms and be signed by all parties; then the following must be submitted via email to evselpa@sbcss.k12.ca.us.
 - a. An EV-21 signed by Special Education Director
 - b. An EV-83 (Authorization for Use and/or Disclosure of Information) signed by parent/guardian
 - c. An EV-89 Mental Health Referral Form
 - d. Copy of the most current IEP containing clear documentation of need
 - e. Copy of the psychoeducational report, IEE, and hospital records

III. Procedures Following the Referral

A. Transfer/Interim Placement

1. Upon the timely receipt of a referral, the EV SELPA administrative assistant ensures all the required documentation is complete. If not, the administrative assistant notifies the referral district of the required documents that are needed to process the referral.
2. All completed referral packets are submitted to the EV SELPA Services Specialist who does the following:
 - a. Logs the referral in the ERMHS database.
 - b. Notifies the Behavior Health Program Manager of the referral
 - c. Assigns the student to a behavior health case-manager
4. If the student is from outside the EVSELPA, ERMHS services are delivered according to last signed IEP until the 30-day IEP meeting.
5. If the student is from outside the EV SELPA, a 30-day/IEP is scheduled at a mutually agreed upon date and time.
6. According to ED Code 56325(c)/Section 56836.165, the special education local plan area that contains the district that made the residential nonpublic, nonsectarian school placement is responsible for the funding of the placement, including related services, for the remainder of the school year. An extended year session is included in the school year in which the session ends.

B. Referral for ERMHS Residential Assessment

1. Upon the timely receipt of a referral, the EV SELPA administrative assistant ensures all the required documentation is complete. If not, the administrative assistant notifies the referral district of the required documents that are needed to process the referral.
2. All completed referral packets are submitted to the EV SELPA Services Specialist who does the following:
 - a. Logs the referral in the ERMHS database
 - b. Notifies the Behavior Health Program Manager of the referral
3. The Behavior Health Program Manager reviews the referral, communicates with the referral district, as needed, and assigns an EV SELPA ERMHS staff.
4. The EV SELPA ERMHS staff requests an IEP meeting be scheduled.

C. Referral via Settlement Agreement

1. Upon the timely receipt of a referral, the EVSELPA administrative assistant ensures all the required documentation is complete. If not, the administrative assistant notifies the referral district of the required documents that are needed to process the referral.
2. Go to **Section IV**- regarding placement procedures (in general) – each Settlement Agreement is unique, and steps will vary depending on the terms of the agreement.

IV. Assessment Plan Development Following Receipt of Referral

1. Upon the timely receipt of a referral, the EV SELPA administrative assistant ensures all the required documentation is complete. If not, the administrative assistant notifies the referral district of the required documents that are needed to process the referral.
2. All completed referral packets are submitted to the EVSELPA Services Specialist who does the following:
 - a. Logs the referral in the ERMHS Therapy database.
 - b. Sends out an ERMHS assessment packet to the parent/guardian. This includes:
 - i. Assessment Plan
 - ii. Copy of the Parental Safeguards
 - c. The EVSELPA Services Specialist emails the district contacts on the EV-21 notifying them of the Assessment Packet being mailed to the parent/guardian.
3. When the assessment packet is returned by the parent/guardian (including the signed/consented assessment plan) the EV SELPA Services Specialist processes as follows:
 - a. Date stamps receipt of the assessment plan
 - b. Logs date of assessment plan receipt in the ERMHS database
 - c. Sends the Behavior Health Program Manager an email notification of the ERMHS signed assessment plan
 - d. EV SELPA sends out consents to medical facilities for medical records
 - e. Assigns the student to an EV SELPA ERMHS staff for assessment
 - f. Records date of assignment and name of EV SELPA ERMHS staff in the ERMHS database
4. If the assessment packet is not returned within 15 days, the EV SELPA Services Specialist does the following:
 - a. Sends a second letter to the parent with the Assessment Packet
 - b. Sends an email to the district contacts on the EV-22 to request their assistance in obtaining the assessment packet from parent/guardian

- c. Records date of second mailing and district email contact in the ERMHS database
- 5. If the second Assessment packet is not returned within 10 days from the date of the second letter, the EV SELPA Services Specialist does the following:
 - a. Sends a third letter with the Assessment Packet
 - b. Sends an email to the district contacts on the EV-22 to notify them of the third letter and assessment packet mailing
 - c. Records date of third mailing and district email contact in the ERMHS database
- 7. The referral will be returned to the district if the Assessment Packet is not received after 10 days of the third mailing informing the district the student cannot be assessed due to lack of parental consent.
- 8. The district schedules an IEP to address the lack of parental response in providing consent to assess.

V. Residential Assessment Components

- A. The EV SELPA ERMHS staff will complete a Residential Assessment which includes:
 - 1. Review of records: IEP, psychoeducational reports, discipline records, and attendance records, grades, hospital records, medical reports etc.
 - 2. Parent/Guardian interview/questionnaire
 - 3. Teacher and School staff interviews/questionnaire
 - 4. Medical professional interviews- if involved
 - 5. Observations on different dates and times
 - 6. Standardized and non-standardized assessment tools
 - 7. Generating a written report

VI. Scheduling the IEP Meeting to Review the Assessment

- 1. Upon completion of the ERMHS residential assessment, but no later than 3 weeks before the 60-day deadline, the EV SELPA ERMHS staff will notify the district of the completion of the ERMHS residential assessment and need to schedule an IEP to review the results of the assessment.
- 2. EV SELPA ERMHS staff will notify Special Ed Director and school staff of recommendation prior to the IEP.
- 3. The district schedules a mutually agreed upon day/time for IEP.

VII. In Advance of the IEP meeting

- 1. The EV SELPA ERMHS staff enters appropriate information in the student's IEP in WebIEP.

VIII. IEP Meeting to Review Residential Assessment

1. The EV SELPA ERMHS staff reviews the assessment report.
2. The IEP team determines the most appropriate level of services.
3. If Residential placement is recommended, parents sign consents to release information to facilities and transportation company.
4. The IEP team will reconvene when a placement is found prior to placement.

IX. Following the IEP Meeting

A. If Parent Agrees to the IEP:

1. The EV SELPA ERMHS staff receives a copy of the signed IEP at the IEP meeting.
2. If the parent decides to review the IEP and return it to the district at a later time, the district emails a signed copy of the IEP to the evselpa@sbcss.k12.ca.us email address.
3. The EV SELPA ERMHS therapist notifies the EV SELPA Services Specialist of the recommended services.
4. The EV SELPA Services Specialist updates the EV SELPA ERMHS database roster.

B. If Parent Disagrees with the ERMHS Residential Assessment Report:

1. If the district is in agreement with the Residential Assessment, district administration can send a Prior Written Notice (PWN).
2. The EV SELPA ERMHS staff will provide the necessary documentation to the district to include in the Prior Written Notice (PWN).
3. If the district grants an Independent Education Evaluation (IEE) for an ERMHS Residential Assessment, the district funds the IEE.
4. The district can request representation from the EV SELPA ERMHS staff at the IEP scheduled to review the IEE ERMHS assessment report. A conference notice must include the EV SELPA ERMHS staff as an attendee at the IEP.

D. If the Parent Agrees with the ERMHS Assessment but No Services Offered:

1. The district administration generates a Prior Written Notice.
2. The EV SELPA ERMHS staff will provide the necessary documentation to the district to include in the Prior Written Notice (PWN).

X. Locating a Residential Facility – the Responsibility of EV SELPA

1. EV SELPA ERMHS staff will meet with parent to discuss placement options.
2. EV SELPA will locate a residential facility that best meets the student's emotional/behavioral needs and is located as close to the family's residents as possible. While California placements must be considered first (LRE), it might be

necessary to look outside of the state depending on student needs/behaviors and bed availability.

3. Locating a placement is a time-consuming process; the clinician will maintain contact with the family and school informing them of the status of the placement process. This process might take a while depending on bed availability and severity of behaviors.
4. Once a facility is found, EV SELPA will develop a Master contract with the facility.
5. EV SELPA will notify the district and schedule an IEP.
6. EV SELPA will arrange for transportation.
7. EV SELPA will assist parents with enrollment packet if needed.

XI. IEP Meeting After Selection of the Residential Facility

1. District will open an addendum IEP and EV SELPA will input the information into the IEP.
2. IEP team will discuss Residential placement and EV SELPA will review travel policy with parent. A copy will be provided at the IEP and via email.
3. District will provide EV SELPA a current list of classes and grades and transcripts.

XII. Following the IEP Meeting for Placement at the Residential Facility

1. District will email the EV 97 to EV SELPA within 5 business days.
2. EV SELPA will provide school contact information to the District.
3. District will contact their assessment department and inform them that the student moved to an NPS, so they can provide assessment information to the NPS.
4. If student moves out of state, EV SELPA will complete the out of state form and send it to CDE.
5. District will schedule the 30-day IEP with the facility and the parent. Most NPS do not have general education teachers.

XIII. EV SELPA Monitoring Responsibilities While Student is in the Residential Facility

1. EV SELPA will act as the case-manager and liaison with district, residential facility, and parents. This includes:
 - Maintaining regular communication with parents and district.
 - Conducting quarterly face-to-face contacts with students at the residential facility to ensure access to needed services.
 - Notifying parent and the district if there is a discrepancy between the level of care, supervision, or provision of mental health services and the requirements of the IEP.
 - Requesting and attending 6-month IEP reviews to discuss progress.
 - Coordinating and linking community resources to student and families.
 - Monitoring school progress, classes and credits. Requesting grades/transcripts regularly and providing a copy to district.
 - Approving and reimbursing parent for visits.

XIV. District Responsibilities

1. Identify and provide a district contact person throughout the placement period that can schedule and conduct IEPs.
2. Schedule 6-month review IEP meetings, Annual IEPs, and Triennial IEP.
3. Coordinate and consult with the facilities regarding completion of IEP requirements.
4. Provide district transcripts in a timely manner when requested by EV SELPA or the residential facility to assist with class scheduling and graduation requirements.
5. Coordinate with district assessment department to ensure students meet the state testing requirements.
6. Send out the Assessment Plan and conduct triennial assessments at the Residential facility. EV SELPA can assist with any documentation needed to permit travel by district employee.

XV. Change of Placement

A. Facility Gives Notice of Need for Student to Leave the Residential Facility

1. EV SELPA will notify the school district and parent.
2. EV SELPA will get consent documents signed by parents for residential facilities and send out referrals to locate a new placement facility.
3. EV SELPA will notify school and parent when placement is found.
4. District will schedule an IEP to discuss reasons for change of placement.
5. EV SELPA will arrange transportation.
6. EV SELPA will request final transcripts from the facility and will send them to the district.
7. Within 5 business days, district will transfer place facility transcript information (ie. credits earned) into student district transcripts and confirm what courses the student needs to take.

B. Student Requires Lower Level of Care or Higher Level of Care

1. EV SELPA will notify the school district and parent.
2. EV SELPA will get consent documents signed by parents for residential facilities and send out referrals to locate a new placement facility.
3. EV SELPA will notify school and parent when placement is found.
4. District will schedule an IEP to discuss reasons for change of placement.
5. EV SELPA will arrange transportation.
6. EV SELPA will request final transcripts from the facility and will send them to the district.
7. Within 5 business days, district will transfer place facility transcript information (ie. credits earned) into student district transcripts and confirm what courses the student needs to take.

C. Parent Wants Another Facility or Wants to Bring Their Child Home

1. Placement is voluntary, parent/guardian may remove at any time against district or medical advice.
2. An IEP will be scheduled to address parent's concerns.
3. At the IEP, the team will decide next step regarding education placement.

D. Step-down to Home

1. EV SELPA will request an IEP when the student is ready for a step-down home.
2. District will offer FAPE: education placement at the IEP.
3. District will make arrangements with parent for student to be enrolled in new school and if necessary, arrange for transportation to the new school.
4. EV SELPA will arrange transportation home from the residential facility.
5. EV SELPA will arrange for SELPA in home support services.
6. EV SELPA will request final transcripts from the facility and will send them to the district.
7. District will notify the new school of regarding what classes the student needs to take.

E. Student Moves Out of the district

1. When a parent moves out of the district, EV SELPA will encourage the parent to enroll into their new district as soon as possible.
2. With parent consent, EV SELPA will notify new school district of the student.
3. EV SELPA will consult with the new district regarding transferring the student.
4. According to ED Code 56325(c)/Section 56836.165, the special education local plan area that contains the district that made the residential nonpublic, nonsectarian school placement is responsible for the funding of the placement, including related services, for the remainder of the school year. An extended year session is included in the school year in which the session ends.

4.14 DRDP/CASEMIS/CALPADS Student Data



DISTRICT ACCESS USERS COLLABORATIVE MEETINGS

Facilitated by:

Lisa Horsley, Program Technician (MIS)
Dr. Patty Metheny, EVSELPA Administrator

District Access (DA) users and district representatives are invited to learn more about the latest CALPADS information, including updates and/or changes to District Access. Attendees are encouraged to bring questions, ideas, and suggestions to share with the group.

Intended Audience:

District Access Users and District Special Education Administrators

DATE	TIME	REGISTER ONLINE
Thursday, August 29, 2019	2:00 p.m. - 3:30 p.m.	https://sbcss.k12oms.org/46-167350
Thursday, October 24, 2019	2:00 p.m. - 3:30 p.m.	https://sbcss.k12oms.org/46-167351
Thursday, January 23, 2020	2:00 p.m. - 3:30 p.m.	https://sbcss.k12oms.org/46-167352
Thursday, April 16, 2020	2:00 p.m. - 3:30 p.m.	https://sbcss.k12oms.org/46-167353

(Dates subject to change)

Register Online or call East Valley SELPA at (909) 252-4502



Location:

Dorothy Inghram Learning Center, 670 E. Carnegie Drive, San Bernardino, 92408

4.15 EV SELPA Low Incidence Guidelines for Approval

East Valley SELPA

LOW INCIDENCE GUIDELINES

As part of the Local Plan submitted to the State, each SELPA must describe how funding for specialized books, materials, equipment and services will be distributed within the SELPA. These guidelines have been developed to provide a summary of legal requirements and local procedures for students with low incidence disabilities. In addition to this policy, all requirements outlined under the Annual State Low Incidence Funding Update will be observed.

LEGAL REQUIREMENTS

Education Code Section 56836.22 provides for funds to purchase “specialized books, materials and equipment as required under the student’s individualized education program (IEP) for students with low incidence disabilities as defined in Section 56026.5. As specified in Education Code 56026.5, a low incidence disability eligible for use of low incidence funding means a severe disabling condition with an expected incidence rate of less than one percent of the total statewide enrollment in kindergarten through grade 12. For purposes of this definition, severe disabling conditions are hearing impairments, vision impairments, and severe orthopedic impairments of any combination thereof. For purposes of this definition, vision impairments do not include disabilities with the function of vision specified in Section 56338).

One of the following disabling conditions must be the primary or secondary disability in order for a student to be eligible to receive equipment and/or services specifically through low incidence funds:

Hearing Impairment (def. Means a hearing impairment, whether permanent or fluctuating, that adversely affects a child’s educational performance but is not included under the definition of deafness.)

Deafness (def. Means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child’s educational performance)

Visual Impairment (def. Including blindness means an impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.)

Orthopedic Impairment (def. Means a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by a congenital anomaly; impairments caused by disease (e.g. poliomyelitis, bone tuberculosis), and impairments from other causes (e.g. cerebral palsy amputations, and fractures or burns that cause contractures).

Deaf-Blindness (def. Means concomitant hearing and visual impairments, the combination of which causes severe communication, developmental, and educational needs that they cannot be accommodated in special education

programs solely for children with deafness or children with blindness.)

As a condition of receiving these funds, the SELPA will ensure that:

- the appropriate books, materials and equipment are purchased
- the use of items is determined necessary through the IEP process and/or assessment
- the books, materials and equipment are reassigned within the SELPA once the district/student that originally received the items no longer needs them
- an inventory of low incidence equipment is maintained at the SELPA

Special supplies and equipment purchased with State funds are the property of the State and will be available for use by children with disabilities throughout the State. The Clearinghouse for Specialized Media and Technology (CSMT) is available to facilitate the distribution of unused materials and equipment.

In addition to the equipment fund, the annual State Budget Act may appropriate funds to be used to provide specialized services to students with low incidence disabilities. Education Code Section 56363(b)(16) states “Specialized services for low-incidence disabilities, such as readers, transcribers, and vision and hearing services.”

Equipment purchased with low incidence funds is the property of the State of California. These item(s) are considered “On Loan” to the students who are qualified by the nature of their disability to access materials purchased with low incidence funds.

RESPONSIBILITY

Low Incidence funding is legally the responsibility of the SELPA, including accountability of how the funds are used; reassignment of specialized books, materials and equipment within the SELPA; and sharing with other SELPAs. To meet this responsibility, the SELPA will establish procedures and guidelines for purchases through the Low Incidence fund.

The East Valley SELPA Low Incidence Committee has established guidelines and procedures for purchases through the Low Incidence Fund.

The Low Incidence Committee may include:

- Specialist for the hearing impaired
- Specialist for the orthopedically impaired
- Specialist for the visually impaired
- Speech language pathologist
- Specialist knowledgeable in assistive technology
- Occupational therapist
- Physical therapist
- Information technology specialists
- District administrators
- SELPA administrator
- Other SELPA staff

Each District in the East Valley SELPA is responsible for accessing this fund in accordance with the criteria established in these guidelines and procedures. This includes, but is not limited to, student assessment to determine the unique educational need for specialized books, materials or equipment as well as the submission of a written report and request to include the need for specialized services, materials and equipment; not supplanting; assisting with inventorying equipment; and notifying the SELPA when items need repair and are available for reassignment.

ELIGIBILITY

Funds may be used for all students with the Low Incidence disabilities as defined in law, for both primary and secondary eligibilities. Districts must enter the low incidence eligible disability as either the primary or secondary disability on the student's IEP. Some students identified as having an orthopedic impairment may not be eligible because they do not have a "severe orthopedic impairment" as per the definition of Low Incidence disabilities in Education Code 56026.5. For purposes of the EV SELPA Low Incidence procedures, a severe disability limits a student's access to the curriculum and/or the educational setting.

Education Code Section 56320(g) requires that persons knowledgeable of that disability conduct the assessment of a student with a suspected low incidence disability. A low incidence disability does not guarantee the use of low incidence funds. The IEP team reviews assessment data and determines the most appropriate items or services needed to address the student's unique educational needs. These items or services may or may not be "specialized." Items, which are found in most classrooms, would not be acquired through low incidence funds.

East Valley SELPA
**LOW INCIDENCE
PROCEDURES**

These procedures were developed for EVSELPA Member Districts and SBCSS EV-OPS serving students with severe low incidence disabilities who require specialized services and/or equipment and specialized materials to benefit from their educational program.

A. Low Incidence Funding Parameters

1. Prior to requesting purchase of new equipment, the District should check other sources such as the Clearinghouse for Specialized Media and Technology, District inventory or possible Medi-Cal funding.
2. **Low Incidence funds are available for specialized items to be used with a specific student and not for general classroom curriculum.** If materials are readily available in the student's classroom environment and are utilized by all students in the classroom, these materials are not considered low incidence equipment materials and are not eligible for low incidence funding. However, if academic expectations necessitate the use of equipment that is not readily available for an individual student's sole use, these materials are considered low incidence equipment and are eligible for low incidence funding. Low incidence items are tangible items such as books, materials and equipment. Services are actions performed by a qualified person.
3. Requests for individual items that are under **\$100.00** should not be submitted for low incidence funding and are District responsibility unless and only if the items comprise parts of a single piece of equipment from the same vendor for an individual student that totals over **\$100.00** (i.e., \$100 headrest that will be attached to a \$1000 mobile stander or an iPad with educationally related apps).
4. Equipment purchased with Low Incidence funding is the property of the State of California and is managed by East Valley SELPA.

B. District/ SBCSS IEP Team Steps to Access Low Incidence Item(s) or Services

1. Determine Eligibility: The IEP team determines eligibility for low incidence disability. The low incidence eligibility must be documented on the IEP as a primary or secondary disability.
2. Determine Student Needs for a Low Incidence Assessment: At the IEP meeting when the low incidence assessment is requested, the IEP team records in the comments how the low incidence disability impedes the student's educational/environmental access.
3. Conduct Low Incidence Assessment (If district is requesting the SELPA complete the low incidence assessment be completed by EV SELPA personnel, the district must submit a completed EV-24 following the steps included in Addendum A – "EV SELPA Low Incidence Assessment Referral Procedures")

- a.) Credentialed/licensed personnel **with expertise regarding the student's low incidence disability (e.g. OI, DHH, VI, O&M, SLP, OT, and PT)** assess the student and prepare a written report, or reports as appropriate, explaining the results of the assessment. The report includes, but is not limited to, the need for specialized services, training, materials, and/or equipment for students with low incidence disabilities.
4. Conduct IEP Meeting to Review Results of Low Incidence Assessment Results:
Low incidence assessor shares results and recommendations. The following must be noted in the student's IEP:
 - a.) Goals that address the unique educational needs, not the desired items or services
 - b.) Evidence of a review and discussion of the low incidence assessment report(s) and recommendations.
 - c.) The identification and description of how low incidence item(s) recommended, as appropriate. Do not write in brand names of item(s), use generic terms such as "adaptive seating," or "speech generating device"
 - d.) Indication that the low incidence item(s) will be processed for ordering

C. Trial/ Purchase of Dynamic Display Speech Generating Devices

1. Dedicated dynamic display speech generating devices (SGDs) require a trial. Trials with SGDs can typically be accomplished with a lease/rental agreement with the vendor. Depending on student factors and rental availability, trials should last a minimum of 3 school weeks (ideally a trial period should be up to three months).
2. Before beginning a trial, communication partner training and instruction must be provided in the set-up, basic programming, and device operation to relevant staff members, including teachers, para-educators, speech-language pathologist and others who support the student's communication needs.
3. Data must be collected throughout the trial to determine if the device is appropriate. A district designated staff member will be responsible for supervising and designating the task of collecting the data. Data may be collected for a variety of communicative functions, including requesting, initiating, protesting, commenting, questioning, and other skills pertinent to the student's specific needs and goals.
4. If data suggest that the student is benefitting from the product, an addendum IEP is held to add it to the Low Incidence section of the IEP. The IEP must also include a goal that is tied to the SGD device.

D. District/SBCSS Steps for Accessing Low Incidence Item(s)

A legible EV SELPA Low Incidence Packet must be submitted following the steps below.

1. Complete the "Accessing Low Incidence Specialized Materials/Equipment Request" Form(s) (EV-203): Current request forms must be used. All current request forms for submitting a request for purchase or reimbursement for

equipment are available on the WebIEP or from the EV SELPA. It is expected LI assessor will provide all necessary information for completion of EV-20, including:

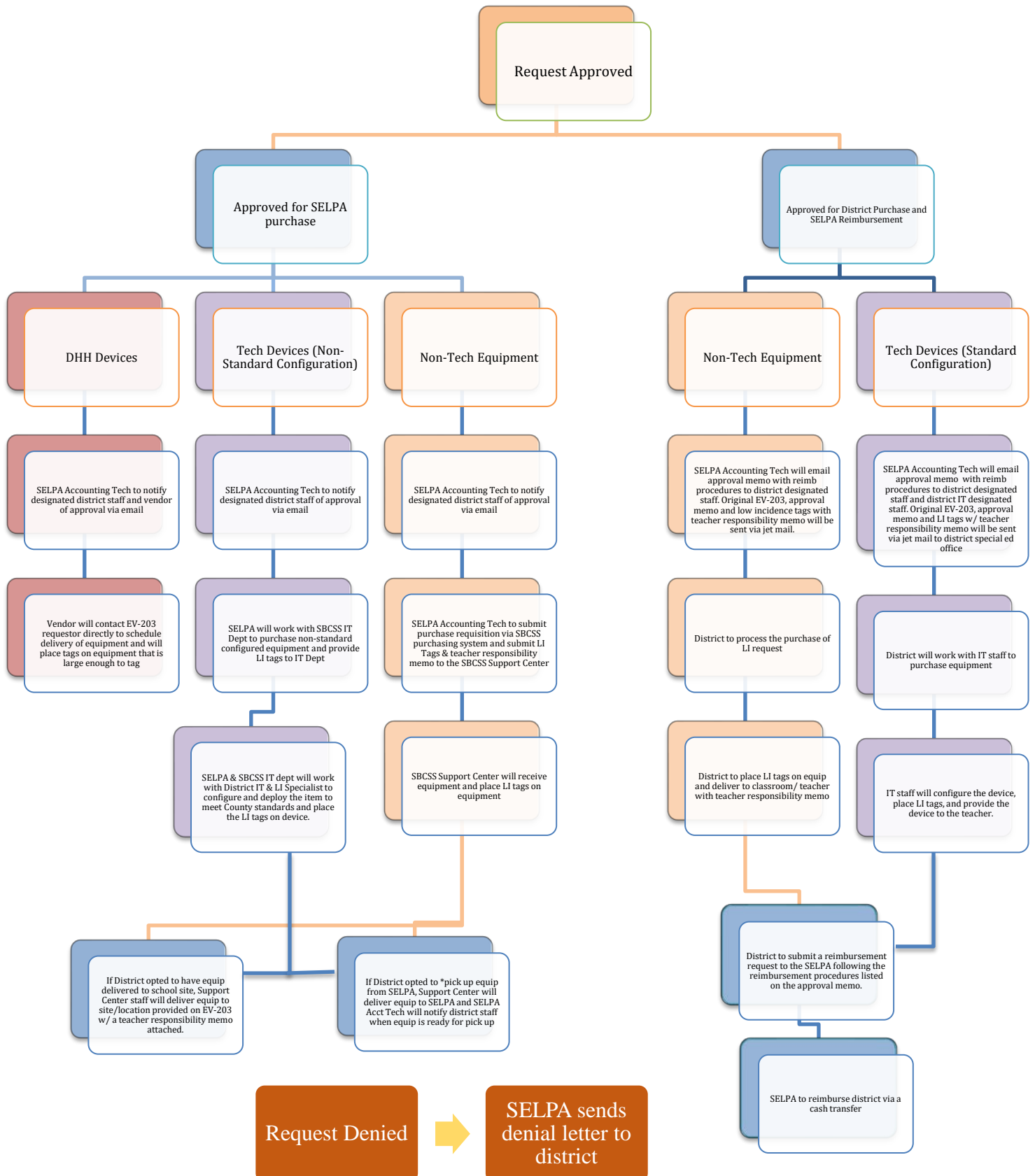
- Obtain vendor quote. A list of preferred vendors is attached as Addendum A.
 - Provide accurate ordering information including tax, shipping and vendor quote.
 - Use a separate request form for each vendor.
 - Provide specific delivery information by completely filling out the delivery information section on the EV-203.
 - Items over 50 lbs. must be delivered to a district location
 - Items under 50 lbs. may be picked up at the EV SELPA office
2. Attach Current IEP: The IEP must be signed and legible.
 3. Attach LI Assessment Report(s): The LI assessment report must indicate the need for low incidence equipment and be authored by an OT, PT, audiologist, VI Specialist, AT Specialist, OI Specialist or SLP.
 4. Attach Medical Release Form (EV-203A) if request is for weight bearing equipment. This form must be completed by a physician whose specialty relates to the need for the equipment. This form must be updated on an annual basis at the annual IEP or as needed if physical conditions change (e.g. surgery) and must be kept on file by district and SELPA.
 5. Obtain District Administrator Authorization: Obtain district/SBCSS special education administration or designee signature (admin designee authorization to be kept on file at the EV SELPA) on EV-203.
 6. Submit entire EV SELPA Low Incidence Packet: Email entire packet to evselpa@sbcss.net. In subject line, write Low Incidence Request. Keep a copy of the request form for your records.

E. EV SELPA Approval Process

1. EV SELPA Administrative Assistant reviews submitted EV SELPA Low Incidence Packet for completeness
 - If packet is not complete, it is returned to district for additional documentation
 - If packet is complete, it is provided to EV SELPA Administrator for approval
2. EV SELPA Administrator reviews submitted EV SELPA Low Incidence Packet for adherence to EV SELPA Guidelines and Procedures
 - If packet is approved, it is provided to EV SELPA Accounting Technician for processing
 - If packet is not approved, it is returned to the district with an explanation of why and steps to follow to resubmit, as appropriate

F. EV SELPA Steps to Access Low Incidence Equipment on Behalf of District

- See Section H. for additional procedural information on technology purchases.



G. Purchase of Technology

1. For standard configured IT equipment:
 - a.) The EV SELPA will contact the student's district IT department to confirm that the item meets the district's standard configuration requirements.
 - b.) With confirmation, the EV SELPA will approve the item for purchase by the district and the EV SELPA will reimburse the district for the cost of the item, including licensing, once evidence of purchase is provided to the EV SELPA.
 - c.) The district's IT department will configure the item to meet its standards and place an EV SELPA tag on it with an EV SELPA contact number.
 - d.) If the student leaves the district, the district will call or email the EV SELPA at evselpa.litech@sbcss.net to arrange for the device to be sent back to the SELPA. The SELPA will have the device wiped clean, will remove the device from the EV SELPA Low Incidence inventory, and will return the device to the district. It is recommended that the item be kept in the special education office.
 - e.) District will designate staff to collect the devices at the end of the school year and re-distribute them at the beginning of the following school year. It is recommended items be kept in the special education office. Name(s) of district designated staff will be provided to the SELPA (See Section Q.4).
2. For non-standard configured IT equipment:
 - a.) The EV SELPA will contact the student's district IT department to confirm the item does not meet the district's standard configuration requirements.
 - b.) With confirmation, the EV SELPA will contact the SBCSS Information Technology department, the district IT department, the low incidence assessor/specialist and the vendor/manufacture to establish a meeting to advise/decide on the purchase of the item.
 - c.) The EV SELPA will approve the item for purchase and will purchase it.
 - d.) Representatives from the SBCSS IT department, the EV SELPA, the district IT department and low incidence assessor/specialist will work together to deploy the item for use. Districts may have to make authentication and other technical exceptions to allow the IEP-required, specialized, non-standard hardware access to the districts wireless network, the internet and/or specified network resources. EV SELPA, working through the SBCSS Technical Services department, will coordinate with IT departments to ensure a technical solution that meets the needs of the student while minimizing IT security implications for districts.
 - e.) SBCSS IT will configure the item to meet County standards and place an EV SELPA tag on it with an EV SELPA contact number.
 - f.) If necessary, and in order to protect districts' administrative passwords, EV SELPA will use program unique administrative credentials to configure the device. Those credentials will be shared with the district's IT department and

the SBCSS Technical Services department when needed to make configuration changes required to provide the device network access, service the machine, and/or install software.

- g.) If the student leaves the district, the specialist will contact the EV SELPA via email at evselpa.litech@sbcss.net.
 - h.) If the student remains within the EV SELPA, the EV SELPA will contact representatives from the SBCSS IT department, the EV SELPA, the student's new district IT department and the specialist so that they can work together to deploy the item for use in the new district.
 - i.) If the student leaves the EV SELPA, procedures in Section N. will be followed.
3. When IT software requires a student email address and communication between the student and the low incidence specialist:
- a.) All EV SELPA member districts provide email addresses for all students, but significantly restrict their use.
 - b.) To allow specialists to communicate with the student using the specialist's work email address (@sbcss.net), the EV SELPA will notify the district IT department of the need to 'white list' the specialist's @sbcss.net email address for that specific student.

H. Purchase of Non-Standard Tech Equipment for the Visually Impaired

- For the most part, tech equipment for the visually impaired requires non-standard configuration.
- Requests for low incidence purchases of visual impairment equipment, such as Braille Devices, must include the purchase of a warranty.
- Requests for low incidence purchases of visual impairment devices will follow the same guidelines as 'Purchase of Technology' in Section G.

I. Purchase of Weight Bearing Devices

The use of weight bearing devices requires the authorization of a physician as such devices can interfere with the student's physical progress. The following procedures apply:

- Medical Release Form (EV-203A) must be filled out by a physician and attached with the EV-203 Low Incidence Equipment Request Form.
- Medical Release Form (EV-203A) must be renewed annually (at time of annual IEP meeting) or after any event (e.g. surgery, injury, new or discontinuation of bracing) that may cause a change in weight bearing status.
- IEP goals need to include in description if leg braces, orthopedic shoes, etc., are needed for the student to use weight bearing equipment.

J. Determine the Need for an IEP to Add or Modify Goals Following the Arrival of Low Incidence Item(s) or Services

1. Does the low incidence item(s) support an existing IEP goal(s) written to address the unique education need (not the item)?
 - Some low incidence item(s), for example, those required for personal care such as toileting, do not require goal(s).
 - Other low incidence item(s), for example, using an AAC device to communicate, do require goal(s).
2. If yes, no additional IEP meeting is necessary at this time. Go to Section L.
3. If no, an additional IEP meeting is necessary immediately to add an IEP goal. Go to Section K.

K. If an IEP Team Meeting is Needed, District/SBCSS IEP Team Adds or Modifies Goals Following the Arrival of Low Incidence Item(s) or Services

1. Conduct IEP Meeting after Low Incidence Item(s) Arrive:
 - a.) Review and update present levels, as appropriate, to reflect assessment information and need for support, if needed.
 - b.) Review/revise goals, as appropriate, and address how the low incidence item(s) will enable the student to access curriculum and/or educational environment. Goals must address the student's unique educational/environmental needs not the use of the specific low incidence item(s). (For example: A student's goal could read that the student will participate in a classroom cooking activity by mixing ingredients together while in a stander and start, "When given a stander..." In this case the low incidence assessment has determined that in order to complete the cooking task for the educational need of developing functional life skills, specialized equipment is required.)
 - c.) List description/features of current low incidence items assigned to the student on IEP page and name the page.
 - d.) Determine the need for support in the use of low incidence items or services.
 - e.) If IEP team determines support is needed, record the type of support in "Program Modification & Support" as appropriate, and describe in the comments section. (For example, if training is needed in use of a low incidence item, 'staff collaboration' is marked along with the minutes, frequency, start/end date, and the training is described in the comments section.)
 - f.) If the item is for weight bearing equipment, see Section I, and indicate if leg braces, orthopedic shoes, etc., are needed for student to use the weight bearing equipment.

- L. At Each Annual IEP Meeting Once A Student Has Assigned Low Incidence Item(s) or Services, IEP team must:**
1. Update present levels.
 2. Review progress on goals and need for new goals to address the unique educational need
 3. Identify current need and appropriateness of low incidence item(s) to determine whether or not the student is using and/or benefitting from the use of the assigned low incidence equipment
 4. Update the Medical Release Form (EV-203A) for weight bearing equipment, if applicable.
 5. If low incidence item(s) no longer needed, follow instructions in Section R.

M. Use of Low Incidence Equipment in the Student's Home, a Non-Public School or a State Special School

Low incidence item(s) may be used by students at home, as well as by students in non-public and state schools, when required by the IEP/IFSP. Reasonable care must be provided, however, to prevent damage, loss or theft. The items remain on the inventory of the EV SELPA and are the property of the State of California. The following procedures apply:

1. The IEP Team must determine the educational need for home use and document a strong rationale for the determination in the IEP document.
2. Duplication of equipment to provide for both home and school use is not seen as appropriate.
3. If the low incidence item(s) are to be used by the student at home, the Parent/Guardian Agreement Form for Home Use of Low Incidence Equipment (EV-204) must be filled out and returned to the SELPA. By doing so, the parent/guardian agrees to:
 - Secure the equipment and supervise proper use, ensuring that there will be no modifications of or additions to equipment, existing programs or software.
 - Agree that equipment will not be used by other members of the family or by friends.
 - Provide necessary and safe transportation of the equipment between home and school
 - Acknowledge that the equipment was purchased for district use with state funds and is the property of the State of California.
 - Assume responsibility for the loss or damage of equipment.
 - Receive training in the use of the equipment before it can be sent home.
 - Acknowledge that the equipment may be called back at any time if it is shown that it is no longer needed or that it is not being used properly.
 - Return the equipment to the district/East Valley SELPA if they move out of the district and at the end of each school year or extended school year.
4. District of attendance will be responsible for loss or damage of equipment if parent fails to make restitution.
5. District will be responsible for tracking the location of the equipment.
6. District will be responsible for collecting low incidence equipment before the end of the school year or extended school year, unless documented otherwise on the student's IEP.

N. Student Moves/Transfers & Low Incidence Equipment

1. Student Changes School Sites: Low incidence item(s) follow the student within the district. This is not considered a transfer. If a student changes school sites, the low incidence item(s) go with the student to the new school sites. The teacher may not retain the item(s) for use with other students. Internal district steps are to be followed and SELPA must be notified via email to evselpa@sbcss.net. Include the following information in the email:
 - Student name
 - Equipment description with EV SELPA tag number(s)
 - New school site name and room number including classroom number, contact person name and best times to contact, phone number (if available)
2. Student Moves to Another District within EV SELPA: Low incident item(s) follow students to another district within the EV SELPA. Notify the EV SELPA via email to evselpa@sbcss.net, EV SELPA will make arrangements to have the equipment picked up and moved to the student's new district. Include the following information in the email:
 - a.) Student name
 - b.) Equipment description with EV SELPA tag numbers
 - c.) New district and school site including classroom number, contact person name and best times to contact, phone numbers (if available)
3. Student Moves Out of SELPA: Per California Department of Education (CDE) FAQs regarding low incidence funds: *"if the books, materials and equipment are still needed by other students with low incidence disabilities in your SELPA, there is no requirement to send it with the student who moved. Providing these resources is the responsibility of the SELPA where the student now resides. If, however, books, materials and equipment purchased with low incidence funds are unused, SELPAs are encouraged to make arrangements with other SELPAs to share the unused equipment, books and materials. The CDE may be contacted for assistance in locating another SELPA that has need of the unused equipment, books or materials."* The following applies:
 - a.) The equipment should follow the student
 - b.) Email the SELPA indicating the student had moved out of the district following the procedures in Section N., 2.
 - c.) If the district receives a request from the student's new district, email the SELPA with this information. The SELPA will review the request, and based on need, determine if the equipment can be sent with the student. SELPA will notify both districts of decision.
 - d.) If it is determined that the low incidence equipment will follow the student, the SELPA will complete the Transfer of Low Incidence Equipment Responsibility Form, this form is signed by the EV SELPA Administrator and the Administrator of the receiving SELPA.
4. Student Moves Into the SELPA: When a student moves into a District with low incidence equipment already purchased for the student in their last placement, the District should notify the EV SELPA. The EV SELPA will contact the previous

SELPA to request for transfer of the low incidence equipment. If the low incidence equipment is sent with the student, an EV SELPA inventory number will be assigned and an EV SELPA tag will be placed on the equipment, any inventory tags from the previous SELPA will be removed.

5. If the previous SELPA/ District is not willing to transfer the equipment, the District should evaluate to determine if the equipment need still exists. If it does, the District should submit an Accessing Low Incidence Specialized Materials/Equipment Request (EV-203) to the SELPA to purchase the item(s) following procedures in Section D.
6. Student Graduates from High School: A graduating high school student or a student exiting at age 22 who has a low incidence disability cannot use the specialized equipment purchased by the SELPA through low incidence funds in college. To do so would be a gift of public funds which is a violation of law. Pursuant to Education Code 56822, books, materials and equipment purchased with low incidence funds remain the property of the State. Since the student has graduated from high school, he is no longer eligible to receive special education services from your District/SELPA. If the SELPA no longer has use for the books, equipment or materials, procedures in Section R will be followed.

O. Maintenance/Repair of Low Incidence Equipment

Broken items *may or may not* be repaired using low incidence funds. If the SELPA determines that there was negligence on the part of the student or District staff that led to the equipment being broken, the SELPA may determine that the equipment will not be repaired. In most cases, the low incidence equipment will be repaired using EV SELPA Low Incidence Service Funds which can be accessed by filling out the **Low Incidence Repair/ Replace Form (EV-205)**.

1. Maintenance/Repair of Technology (Standard Configuration)
Purchase of a Low Incidence device must include the purchase of a warranty or maintenance agreement. District's policies regarding maintenance/repair apply.
2. Maintenance/Repair of Visual Impairment Equipment (Non-standard Configuration)
Purchase of Low Incidence visual impairment equipment must include the purchase of a warranty or maintenance agreement. To request for repairs or maintenance for these devices, fill out and submit the **Low Incidence Repair/ Replace Form (EV-205)** to evselpa@sbcss.net. In the subject line write, Low Incidence Repair/ Replace.
 - a.) EV SELPA Administrative Assistant reviews submitted EV Form and provides it to the EV SELPA Administrator for review and approval.
 - b.) If approved, it is provided to the EV SELPA Accounting Technician for processing.
 - c.) If not approved, it is returned to the District with an explanation.
 - d.) EV SELPA Accounting Technician will contact the person submitting the request for further instructions to have the equipment sent to the SBCSS Support Center.
 - e.) EV SELPA Accounting Technician will submit a work order via the SBCSS School Dude Website to authorize the repair of equipment and

include the Low Incidence account number for billing purposes.

3. Maintenance/Repair of Weight Bearing Equipment

Annual inspection/maintenance of weight bearing equipment will be performed by an EV SELPA contracted vendor. To request for repairs or adjustments for these devices, fill out and submit the **Low Incidence Repair/ Replace Form (EV-205)** to evselpa@sbcss.net. In the subject line write, Low Incidence Repair/ Replace.

- a.) EV SELPA Administrative Assistant reviews submitted EV Form and provides it to the EV SELPA Administrator for review and approval.
- b.) If approved, it is provided to the EV SELPA Accounting Technician for processing.
- c.) If not approved, it is returned to the District with an explanation.
- d.) EV SELPA Accounting Technician will contact the person submitting the request for further instructions.
- e.) EV SELPA Accounting Technician will initiate a request for the vendor to schedule an on-site repair or adjustment.

4. Maintenance/Repair of Hearing Devices and Equipment

Servicing of hearing devices and equipment is performed by a vendor contracted by the EV SELPA. Services are performed on an “on-call” basis and cover any manufacturer repairs/ adjustments and any parts needed for repairs/ adjustments. Loss of equipment with a serial number, expendable parts and replacement parts due to change in student’s personal amplification are not covered. Annual inspection and servicing of hearing devices and equipment are performed during the summer months.

P. Lost or Stolen Equipment/Materials

Lost or stolen low incidence equipment/material *may or may not* be replaced using low incidence funds. If the SELPA determines that there was negligence on the part of the student or District staff that led to the equipment/materials being lost or stolen, the SELPA may determine that the equipment will not be replaced using Low Incidence Funds. To request for replacement of lost or stolen equipment, fill out and submit the Lost or Stolen section of **Low Incidence Repair/ Replace Form (EV-205)** along with a completed EV-203 Form and email to evselpa@sbcss.net. In the subject line write, Low Incidence Repair/ Replace.

- a.) EV SELPA Administrative Assistant reviews submitted EV Forms and provides them to the EV SELPA Administrator for review.
- b.) If approved, procedures in Section F. will be followed.
- c.) If not approved, it is returned to the District with an explanation.

Q. Inventory of Low Incidence Equipment

1. The EV SELPA is responsible for keeping a current inventory of low incidence materials and equipment; however, this requires the cooperation of the districts and district personnel using the materials and equipment with students.
2. The EV SELPA conducts an annual inventory of low incidence equipment with districts. A Low Incidence Inventory Verification report is sent to each district in April or May following the SBCSS Year-End Closing Schedule. Each district is to review and complete the report adhering the deadline dates provided.
3. Inventory of hearing equipment is collected by the EV SELPA contracted vendor at the end of each school year. The hearing equipment is re-distributed at the beginning of each school year.
4. Inventory of VI Equipment is collected by VI Staff at the end of each school year. The equipment is stored at the SBCSS VI Offices and redistributed at the beginning of each school year.

R. Discontinue/Surplus of Low Incidence Equipment

1. Student Graduates from High School or Ages Out at 22-years: A student completing school (graduating or aging out) who has a low incidence disability cannot use the low incidence equipment after high school. To do so would be a gift of public funds which is a violation of law. Pursuant to Education Code 56822, books, materials and equipment purchased with low incidence funds remain the property of the state. Since the student has graduated from high school or aged out, he is no longer eligible to receive special education services from the SELPA. If the student needs similar equipment upon graduating or aging out, the student must contact the Department of Rehabilitation or Regional Center. Follow the procedures below under “Item No Longer Needed by Student” to return the item(s).
2. Item No Longer Needed by Student: If the low incidence item(s) purchased are no longer being used by that student, return the item(s) to the SELPA so that it can be reassigned to another eligible student in need of the item(s). District is to send an email to evselpa@sbcss.net. In the subject line write, Low Incidence Return and include the following information:
 - Students name
 - Item description, tag number(s), and photo of the item(s)
 - Reason for return
 - Item location and site contact information
 - a.) EV SELPA Administrative Assistant reviews email and provides information to EV SELPA Accounting Technician.
 - b.) EV SELPA Accounting Technician contacts district person submitting request to determine how item will be sent back to the SELPA.

- c.) If item will be picked up and sent back to SBCSS Support Center, EV SELPA Accounting Technician submits a work order to have the low incidence equipment picked up and taken to the SBCSS Support Center for re-inventory or surplus.
 - d.) EV SELPA determines if item stays in EV SELPA Low Incidence inventory or is sent for surplus following the procedure in Section Q. 3.
3. Item No Longer Needed by SELPA: Low Incidence materials and equipment that are no longer needed by the EV SELPA must be made available to all the SELPA's in the State of California before submitting for surplus by following the steps below:
- b.) A list of available materials and equipment is sent via email to the Administrators of the SELPA's.
 - c.) SELPA's that identify equipment/ materials on the list that they are in need of will make arrangements with the EV SELPA Accounting Technician for acquiring equipment/materials.
 - d.) EV SELPA will complete the Transfer of Low Incidence Equipment Responsibility Form, this form is signed by the EV SELPA Administrator and the Administrator of the SELPA receiving the materials/equipment.
 - e.) A list of remaining Low Incidence equipment/materials is presented at the Board of Directors Meeting to be approved for surplus.
 - f.) The list of Low Incidence equipment/materials approved for surplus is provided to the SBCSS Support Center to be removed from the EV SELPA Low Incidence inventory.

Addendum A - Vendor List

You may acquire a quote from any vendor, this is a list of vendors already in the SBCSS purchasing system

Vendor Name	Type of Service or Product	Website or Contact Info
AbleNet	AAC	www.ablenetinc.com
Golden Valley Medical & Oxygen*	Adaptive Equipment	www.goldenvalleymedical.com (909) 885-0317
HumanWare	Assistive Technology- low vision or blindness	http://www.humanware.com/en-usa/home
LS&S	Visually Impaired and hard of hearing	www.LSSproducts.com
Max-Ability	Accessibility devices/ equipment	www.max-ability.com
Pacific Hearing Services*	Auditory Trainer/FM Equipment	Rebecca Coming (909) 581-9166
Prentke Romich	AAC	https://www.prentrom.com
RehabMart	Accessibility devices/ equipment	www.rehabmart.com
Rifton Equipment	Adaptive Equipment	www.rifton.com
TherAdapt Products	Adaptive Equipment	www.theradapt.com

*East Valley SELPA Contracted

District: _____ Case Carrier/Teacher: _____ School Student Currently Attends: _____

East Valley Special Education Local Plan Area

LOW INCIDENCE ASSESSMENT

(Low Incidence Disabilities – Deafness, Deaf-Blindness, Hearing Impairment, Orthopedically Impaired, Visual Impairment)

Student: _____ DOB: _____ Student's Primary Language _____

Student Resides With (Name) _____ ☐ Parent ☐ Guardian ☐ LCI/FFH ☐ Other

Person authorized to represent educational rights, if other than above (Name) _____

Parent's Address/City/Zip _____ Phone # _____

Parent's Primary Language _____ Was Parent/Guardian informed of referral? ☐ Yes ☐ No If no, why? _____

Primary Disability: _____ Secondary Disability: _____ Current IEP Date: _____

Agencies involved with student: ☐ CCS ☐ IRC ☐ Other _____

Adaptive Equipment currently used by student: _____

Reason for Referral (Please check/indicate area(s) of concern & interventions implemented) :

☐ Written Communication _____

☐ Oral Communication _____

☐ Self Care _____

☐ Mobility _____

Referral Completed By: (Print Name): _____ Date: _____ Phone: _____

Email address: _____

Name of Person Responsible to Schedule IEP Meeting: _____ Phone: _____

Email address: _____

Referral Approved By (Signature): _____ Date: _____ Phone: _____

District Special Ed. Director's Signature

DIRECTIONS FOR SUBMITTING THIS FORM:

One of three ways: 1) Email the referral EV-24, IEP and current psychoeducational assessment to evselpa@sbcss.net, 2) Fax paperwork to 909/252-4533, or 3) Jet-mail paperwork to EV SELPA.

For EVSELPA Office Use Only:

Date Received: _____ By: _____

East Valley SELPA Low Incidence Assessment Referral (EV-24)

I. Low Incidence Assessments

Education Code Section 56836.22 provides for funds to purchase “specialized books, materials and equipment as required under the student’s individualized education program (IEP) for students with low incidence disabilities as defined in Section 56026.5 (Deafness, Deaf-Blindness, Hearing Impairment, Orthopedic Impairment, Visual Impairment).

Education Code Section 56320(g) requires that persons knowledgeable of low incidence disabilities conduct an assessment of a student with a suspected low incidence disability. A low incidence disability does not guarantee the use of low incidence funds. The IEP team reviews assessment data and determines the most appropriate items or services needed to address the student’s unique educational needs. These may or may not be “specialized.” Items which are found in most classrooms would not be acquired through low incidence funds.

II. Referral Process

A. Steps to make a Referral (see EV SELPA Low Incidence Guidelines 7.18.19)

1. **Low Incidence Assessment:** The following must be submitted immediately upon determination by an IEP team that a low incidence assessment is appropriate to the EVSELPA via email: evselpa@sbcss.net to ensure compliance with providing parent with an assessment plan within 15 days of an assessment referral.
 - a. An EV-24 (LI) signed by Special Education Director
 - b. Copy of the most current IEP containing clear documentation of need for assessment
 - c. Copy of the most current assessment reports, that may include:
 - Psycho-educational
 - Speech-language
 - Adapted physical education
 - Occupational therapy
 - Physical therapy
 - Medical

III. Procedurals Following the Referral

A. Assessment

1. Upon the timely receipt of a referral, the EVSELPA administrative assistant ensures all the required documentation is complete. If not, the administrative assistant notifies the referral district of the required documents that are needed to process the referral.
2. All completed referral packets are submitted to the EVSELPA Services Specialist who does the following:

- a. Logs the referral in the Low-Incidence Assessment (LI) database.
 - b. Sends out an assessment packet to the parent/guardian. This includes:
 - i. Assessment Plan
 - ii. Copy of the Parental Safeguards
 - c. The EVSELPA Services Specialist emails the district contacts on the EV-24 notifying them of the Assessment Packet being mailed to the parent/guardian.
3. When the assessment packet is returned by the parent/guardian (including the signed/consented assessment plan) the EVSELPA Services Specialist processes as follows:
 - a. Date stamps receipt of the assessment plan
 - b. Logs date of assessment plan receipt in the LI database
 - c. Sends the LI assessor an email notification of the signed assessment plan
4. If the assessment packet is not returned within 15 days, the EVSELPA Services Specialist does the following:
 - a. Sends a second letter to the parent with the Assessment Packet.
 - b. Sends an email to the district contacts on the EV-24 to request their assistance in obtaining the assessment packet from parent/guardian.
 - c. Records date of second mailing and district email contact in the LI database
5. If the second Assessment packet is not returned within 10 days from the date of the second letter, the EVSELPA Services Specialist does the following:
 - a. Sends a third letter with the Assessment Packet
 - b. Sends an email to the district contacts on the EV-24 to notify them of the third letter and assessment packet mailing
 - c. Records date of third mailing and district email contact in the LI database
6. The referral will be returned to the district if the Assessment Packet is not received after 10 days of the third mailing informing the district the student cannot be assessed due to lack of parental consent.
7. The district schedules an IEP to address the lack of parental response in providing consent to assess.

B. Assessment Process

1. Assessment includes:
 - a. Review records: IEP, psychoeducational reports, etc.

- b. Parent/Guardian interview/questionnaire
 - c. Teacher interview/questionnaire
 - d. Skilled observations
 - e. Standardized and non-standardized assessment tools
 - f. Generating a written report
2. Within 60 days of receipt of the signed assessment plan, the LI assessor will review the findings during an IEP and make recommendations for appropriate “specialized books, materials and/or equipment.”
 3. Determination of equipment is the responsibility of the IEP team.

C. Scheduling the IEP Meeting

1. Upon completion of the low incidence assessment, but no later than 3 weeks before the 60-day deadline, the LI assessor notifies the district of the completion of the low incidence assessment and the need to schedule an IEP to review the results of the assessment.
2. The IEP Schedule Form is completed by the LI assessor. (Please refer to Appendix A)
3. The district schedules a mutually agreed upon day/time for IEP.

D. In Advance of the IEP Meeting

1. The LI assessor enters appropriate information on EV-50, page 5 of the student’s IEP in WebIEP.

IV. IEP Meeting

- A.** The LI assessor reviews the low incidence assessment
- B.** The IEP team determines the most appropriate equipment

V. Following the IEP Meeting

A. If the parent agrees to the IEP:

1. The EVSELPA LI assessor receives a copy of the signed IEP at the IEP meeting.
2. If the parent decides to review the IEP and return it to the district at a later time, the district emails a signed copy of the IEP to the evselpa@sbcss.net email address.
3. The LI assessor provides a copy of the consented IEP and low incidence report to the District special education director/designee or County principal.
4. The District special education director/designee or county principal follows the procedures for obtaining low incidence equipment as outlined in the East Valley SELPA Low Incidence Policy (Please refer to Appendix B).

B. If parent disagrees with the Low Incidence Assessment report:

1. If the district is in agreement with the LI report, district administration can send a Prior Written Notice (PWN).
2. The EVSELPA LI assessor will provide the necessary documentation to the district to include in the Prior Written Notice (PWN).
3. If the district grants an Independent Education Evaluation (IEE) for low incidence, the district can request representation from the EVSELPA LI assessor at the IEP scheduled to review the IEE low incidence report. A conference notice must include the EVSELPA LI assessor as an attendee at the IEP. The district is responsible for funding the IEE.

**EAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA
FEE FOR SERVICE PROCEDURES**

Request for an IEP
Scheduling Form

Date of Request: _____

Low Incidence Assessment (LI) Assessor making the request: _____

LI Assessor's Email address: _____ LI Assessor's Phone number: _____

Student's Name: _____ Birthdate: _____

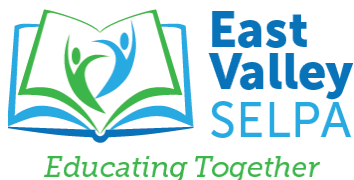
District: _____ School: _____

Date signed AP received by the EVSELPA: _____ 60-day timeline: _____

These are 3 dates and times I am available to meet:

Follow up

IEP scheduled date: _____ time: _____ location: _____



Accessing Low Incidence Specialized Materials/Equipment Request

Date _____ Name of Low Incidence Assessor _____
Phone() _____ - _____ E-mail _____ Grade _____
Student _____ DOB _____ Disability _____
District _____ School Site _____ Teacher _____ Room# _____

PART A: COMPLETE ONE VENDOR PER FORM

EV SELPA Tag#
(To be assigned)

1. Item _____ SKU / Item# _____ Quan. _____ Unit Price _____
2. Item _____ SKU / Item# _____ Quan. _____ Unit Price _____
3. Item _____ SKU / Item# _____ Quan. _____ Unit Price _____
4. Item _____ SKU / Item# _____ Quan. _____ Unit Price _____

Low Incidence Inventory will be checked before purchase is initiated. Requests for weight bearing equipment require the EV SELPA Medical Release Form (EV-203A) to be attached, requests without proper forms will be returned.

PART B:

Copy of signed IEP attached ☐ Replacing lost or stolen item ☐ (attach EV-205)

PART C: COMPLETE VENDOR INFORMATION

Vendor Name _____ Website: _____

Estimated S/H \$ _____ Tax \$ _____ Grand Total of All Items Requested \$ _____ (Including Tax & S/H)
(Include a copy of vendor's quote or web page print out with picture of item)

PART D: DELIVERY INFORMATION (SELECT ONE)

☐ School _____ Address _____ Building/Room# or Location _____

Contact Person at School Site _____ Phone() _____ - _____ Hours of Operation _____

☐ Pick up from EV SELPA Office located at: 670 E. Carnegie Dr., San Bernardino, Ca 92408 **(Only available for items under 50 lbs.)**

Delivery information will be used if the request is approved for EV SELPA purchase, Low Incidence items for Home Instruction students will require the Parent/Guardian Agreement Form for Home Use of Low Incidence Equipment (EV-204) to be completed.

I certify review and approval of this request:

District/County Administrator Signature

Date

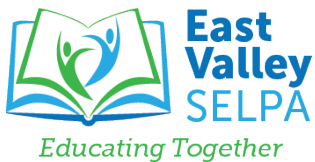
FOR EAST VALLEY SELPA USE ONLY

☐ Request Approved: ☐ EV SELPA Will Purchase ☐ DISTRICT Will Purchase & Request Reimbursement from EV SELPA

☐ Request Denied

EV SELPA Administrator's Signature _____ Date _____

Req. # _____ PO# _____



Parent/Guardian Agreement Form for Home Use of Low Incidence Equipment

Date _____ Name of Low Incidence Assessor _____

Phone() _____ - _____ E-mail _____ Grade _____

Student _____ DOB _____ Disability _____

District _____ School Site _____ Teacher _____

PART A: FILL IN ALL EQUIPMENT/MATERIALS (INCLUDING CHARGERS, CARRY CASE, ETC.)

1. Item _____ Serial# _____ SELPA Tag# _____ Cost\$ _____

2. Item _____ Serial# _____ SELPA Tag# _____ Cost\$ _____

3. Item _____ Serial# _____ SELPA Tag# _____ Cost\$ _____

4. Item _____ Serial# _____ SELPA Tag# _____ Cost\$ _____

PART B: PROVIDE RATIONALE FOR HOME USE DOCUMENTED IN THE IEP

Equipment must be returned to the district at the end of the school year or extended school year, unless documented otherwise on the student's IEP.

As the parent/guardian of _____, I agree to:

1. Secure the equipment and supervise proper use.
2. Ensure that there will be no modifications of or additions to equipment, existing programs or software.
3. Agree that equipment will not be used by other members of the family or by friends.
4. Provide necessary and safe transportation of the equipment between home and school.
5. Acknowledge that the equipment was purchased for district use with State funds and is the property of the State of California.
6. Assume responsibility for the loss or damage of equipment.
7. Receive training in the use of the equipment before it can be sent home.
8. Acknowledge that the equipment may be called back at any time if it is shown that it is no longer needed or that it is not being used properly.
9. Return all equipment to the district/ East Valley SELPA if the student moves out of the district.

Parent/ Guardian Signature *Date* *() - Telephone Number*

Parent/ Guardian Printed Name *Address/ City/ Zip*

District Administrator *Parent Training Provided by*

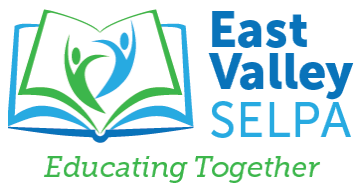
.....
FOR SELPA/ DISTRICT USE ONLY:

Equipment was returned to _____ on _____.

Return this completed form with original signatures to the East Valley SELPA, 670 E. Carnegie Dr., San Bernardino, Ca 91762, (909) 252-4502

Guidelines for Home Use of Low Incidence Equipment

1. The student must have a Low Incidence Disability.
2. The IEP Team must determine the educational need for home use and document a strong rationale for the determination in the IEP document.
3. Duplication of equipment to provide for both home and school use is not seen as appropriate.
4. Parents/ Guardians will be responsible for the loss or damage of equipment.
5. District of attendance will be responsible for loss or damage of equipment if parent fails to make restitution.
6. District will be responsible for completion of Parent/Guardian Agreement Form for Home Use of Low Incidence Equipment (EV-204) and returning completed form to SELPA.
7. District will be responsible for tracking the location of the equipment and collecting it before the end of the school year or extended year.
8. Parents/ Guardians will agree in writing to:
 - a. Secure the equipment and supervise proper use.
 - b. Ensure that there will be no modifications of or additions to equipment, existing programs or software.
 - c. Agree that equipment will not be used by other members of the family or by friends.
 - d. Provide necessary and safe transportation of the equipment between home and school.
 - e. Acknowledge that the equipment was purchased for district use with State funds and is the property of the State of California.
 - f. Assume responsibility for the loss or damage of equipment.
 - g. Receive training in the use of the equipment before it can be sent home.
 - h. Acknowledge that the equipment may be called back at any time if it is shown that it is no longer needed or that it is not being used properly.
 - i. Return all equipment to the district/ East Valley SELPA if the student moves out of the district.



Low Incidence Repair/ Replace Form

Date _____ Person Submitting Request _____
Phone() _____ - _____ E-mail _____ Grade _____
Student _____ DOB _____ Disability _____
District _____ School Site _____ Teacher _____ Room# _____

PART A: COMPLETE FOR REQUEST TO REPAIR EQUIPMENT**EV SELPA
Tag#**

Item _____

Description of repair needed: _____

Building/Room# or Location _____ Hours of Operation _____ Teacher or contact person _____

PART B: COMPLETE FOR REQUEST TO REPLACE LOST OR STOLEN ITEMS**EV SELPA
Tag#**

Item _____

Justification: _____

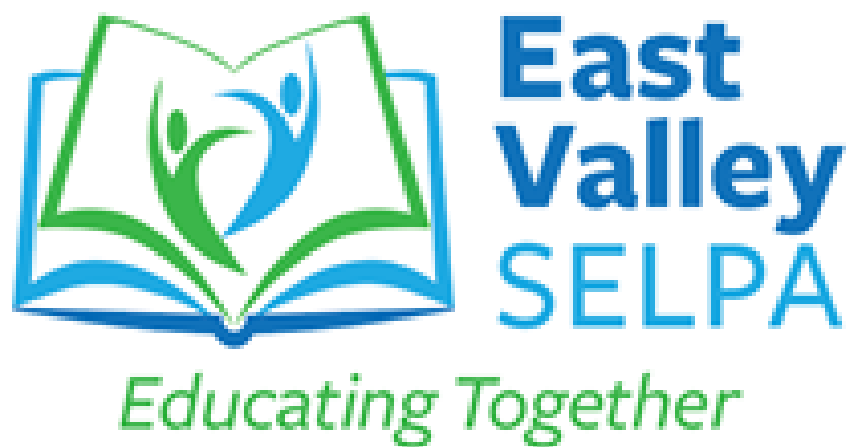
_____**Attach completed EV-203 for requests to replace lost or stolen items.**

E-MAIL COMPLETED FORM TO EVSELPA@SBCSS.NET**FOR EAST VALLEY SELPA USE ONLY**☐ Request Approved: ☐ Request Denied

EV SELPA Administrator's Signature _____ Date _____

4.16 EV SELPA 2019-2020 Brochure

East Valley Special Education Local Plan Area
Information Guide



**670 E. Carnegie Drive
San Bernardino, CA 92408**

<https://evselpa.sbcss.k12.ca.us>

**Dr. Patty Metheny, Administrator
July 1, 2019**

MISSION STATEMENT

The mission of the East Valley Special Education Local Plan Area is to ensure the provision of quality education that recognizes, respects and meets the individual needs of a diverse student population.

In support of this commitment we will provide a well-trained staff dedicated to:

- Working in partnership with schools, families and the community
- Helping each student become a successful member of society
- Encouraging learning as an unlimited, life-long process

OVERVIEW

The East Valley Special Education Local Plan Area (SELPA) coordinates special education services for more than 10,000 special education students within five school districts, including Colton Joint Unified, Redlands Unified, Rialto Unified, Rim of the World Unified, Yucaipa-Calimesa Joint Unified, plus San Bernardino County Schools-East Valley Student Services. The districts have joined together to ensure that students with disabilities are provided appropriate educational services in the least restrictive environment.

The Superintendents from each of the districts and the County Schools Student Services Assistant Superintendent form the Board of Directors of the East Valley SELPA. The Board oversees the implementation of the Special Education Local Plan and gives direction and supervision to the SELPA Administrator.

Personnel in the East Valley SELPA are a resource to all staff members and parents within the member districts. Responsibilities of all SELPA personnel follow the guidelines established by the Board of Directors.

ADMINISTRATION

Patty Metheny, Ed.D., SELPA Administration

The SELPA Administrator is responsible for developing and implementing procedures in accordance with the Board of Directors' policies. Other responsibilities include:

- Serving as the Executive Secretary to the Board of Directors
- Serving as chairperson of SELPA Steering Committee
- Facilitating the SELPA Community Advisory Committee
- Developing and implementing operating procedures
- Coordinating regionalized services
- Developing annual income and expenditure budgets for the SELPA
- Coordinating professional development opportunities
- Developing interagency agreements
- Facilitating the provision of fee-for-service programs
- Ensuring procedural safeguards and due process rights
- Coordinating services via the Transition Partnership Program
- Representing the SELPA at local, regional and state meetings

DUE PROCESS

Rick Homutoff, Ed.D., Program Manager

The Program Manager for due process serves professional staff, parents, students and administrators and is under the direction and supervision of the SELPA Administrator. Working with a representative from each participating district or agency, the Program Manager coordinates activities related to procedural safeguards and due process functions. Responsibilities include:

- Investigating complaints regarding special education programs
- Assisting districts in mediations and fair hearings
- Working with attorneys to represent districts
- Providing information on state and federal law
- Representing SELPA at local, regional and state meetings
- Providing exemplary program information
- Providing in-services to district personnel
- Acting as a resource at Individual Education Program (IEP) team meetings

REGIONAL SERVICES

Anne-Marie Foley, M.A., Program Manager

The Program Manager for regional services supports member districts by working with representative from each participating district or agency as well as SELPA and state personnel to coordinate activities related to compliance and procedural practices. Responsibilities include:

- Assisting districts with compliance review preparation and activities
- Providing oversight for students placed in nonpublic schools
- Facilitating inter-district and inter-SELPA transfers
- Facilitating professional collaboration groups
- Revising SELPA policies and procedures handbook
- Reviewing and revising SELPA forms to comply with state and federal law
- Representing SELPA at local, regional and state meetings

BEHAVIORAL HEALTH

Tracy Schroeder, M.A., Program Manager

The Program Manager for behavioral health oversees the provision of educationally related mental health services and supports the provision of other direct services provided by the SELPA. Responsibilities include:

- Administers the operations of the Behavioral Health program
- Collaborates with private and public agencies including school districts and community agencies;
- Conducts assessments and provides oversight of residentially placed students
- Coordinates in-home behavioral/social work services for students
- Reviews program budget and staffing;
- Trains and supervises staff.

FISCAL SERVICES

Andrea Tennyson, SELPA Consultant

Under the supervision of the SELPA Administrator, the SELPA Consultant is responsible for coordinating the fiscal procedures and functions of the SELPA and acts in an advisory capacity to the districts regarding special education funding. Responsibilities include:

- Special education funding
- Management Information System for special education students
- Fiscal planning and compliance
- Budget development and implementation
- State reporting (fiscal and program/student)
- Service areas are Pupil Count (including Federal Quota & Deaf/blind registry), Grants, Low Incidence, and the Transition Partnership Project)

SELPA SUPPORT SERVICES

The East Valley SELPA provides support to member districts in the following areas:

Special education funding

- Student data maintenance and support
- Nonpublic school and agency contract development, individual service agreements, billing, monitoring
- Professional development scheduling and facilitating
- Low Incidence equipment procurement and processing
- Due process and complaints
- Referral processing and follow-up

STAFF DEVELOPMENT OPPORTUNITIES

The East Valley SELPA offers a spectrum of training activities at a variety of levels designed to match learners' needs with program offerings.

It is the belief of East Valley SELPA that:

- Effective staff development programs recognize principles of adult learning and the continuous professional competence and commitment of all employees.
- Participation in professional development enhances professional effectiveness.
- Staff development is most effective in bringing about change when programs are on-going and there is ample opportunity for follow-up.
- Needs identified by various constituent groups and individuals are the basis for designing staff development activities and trainings.
- Commitment to implement planned change is built through collaboration and communication.

PROGRAM SPECIALISTS

To efficiently meet the needs of each district in the East Valley SELPA, the Program Specialists serve as a resource to administrators, general education teachers, special education teachers, related services personnel, students and parents, and are under the direction and supervision of the SELPA Administrator. The services they provide include:

Behavior Intervention: develop, together with the teacher and student, behavior support plans for specific students

Core Curriculum: assist in developing and/or adapting the core curriculum to meet the changing needs of special education individuals in the classroom

IEP Meetings: serve as a resource person for IEP teams in development of IEP goals and objectives

Instructional Techniques: demonstrate specific instructional techniques or the use of specific materials

Inclusion/Collaboration: give assistance to teachers, parents and students in providing integration of special education students into regular education classrooms or into the community

Observation: observe or provide informal assessment of students about whom school personnel have serious concerns

General Education Students with Special Needs: provide strategies and materials to use with the child who does not qualify for special education services

Specialized Materials: assist in locating or preparing specialized materials for students with unique problems

Training: provide training to regular and special education teachers, instructional aides, administrators and parents on a variety of topics based on specific needs or requests

Transition: assist in planning for students at all levels who are preparing for transition from formal education to adult life

ITINERANT STAFF

Itinerant staff provide direct assistance to administrators, individual teachers, support staff, parents, and students as requested. Itinerant staff work in the following service areas:

School-Based Occupational & Physical Therapy

- Provide occupational therapy assessment & consultation for children 3-22 years of age in special education as part of a multidisciplinary team
- Evaluate abnormal patterns of posture & movement
- Assist teachers in developing functional fine motor goals for the IEP.
- Provide school-based, short-term occupational therapy

Educationally Related Mental Health Services

- Evaluate need for school-based mental health services
- Provide individual in-school counseling and residential monitoring
- Collateral contact with teachers and parents
- Social Work Services: case-manager services (TBS, Success First)

Transition Partnership Project

- Partner with the Department of Rehabilitation and SELPA member districts to support employment for special education high school seniors and recent graduates
- Work with local employers to access and support student work experience and long term employment

East Valley SELPA Personnel

Administration

Patty Metheny, Ed.D, Administrator

TELEPHONE #

252-4507

Due Process

Rick Homutoff, Ed.D., Program Manager

252-4541

Regional Services

Anne-Marie Foley, Program Manager

252-4521

Behavioral Health

Tracy Schroeder, Program Manager

252-4522

Fiscal

Andrea Tennyson, Consultant

252-4508

Support Staff

Rosalva Contreras, Administrative Assistant

252-4507

Elizabeth Coronel, Accounting Technician

252-4542

Tami Goldstein, SELPA Services Specialist

252-4502

Lisa Horsley, Program Technician

252-4509

April Neuman, SELPA Services Specialist

252-4564

Robin Robbins, SELPA Services Specialist

252-4541

Program Specialists

Courtney Beatty, Program Specialist

252-4519

Susanne Ferguson, Autism Program Specialist

252-4520

Mary Anne Klenske, Program Specialist

252-4524

Colleen Meland, Program Specialist

252-4525

Shannon Vogt, Program Specialist

252-4523

School-Based Occupational Therapy Staff

Jo-Ann Vargas, Lead School Occupational Therapist II

252-4538

Danielle Allen, School Occupational Therapist II

252-4518

Hailey Campa, School Occupational Therapist II

252-4545

Patricia Chavez, School Occupational Therapist II

252-4511

Suzy Linett, Contract Occupational Therapist

252-4507

Nicole Ortiz, School Occupational Therapist II

252-4513

School-Based Physical Therapy Staff

Belinda Block, Physical Therapist

Educationally Related Mental Health Services Staff

Stacy Gray, Behavioral Health Counselor

252-4510

Sepehr Kalantari, Behavioral Health Counselor

Gloria Ybarra, Behavioral Health Counselor

252-4537

Transition Partnership Project Staff

Elizabeth Dickson, Transition Case Technician

252-4517

Dawn Henderson, Transition Case Technician

252-4515

Helen Junker, Transition Case Technician

252-4514

Sandie Gutierrez, Transition Case Technician

252-4516



East Valley SELPA Support Contact List
Administrator - Patty Metheny, Ed.D.
Patty.Metheny@sbcss.net

Rosalva Contreras – Rosalva.Contreras@sbcss.net – (909) 252-4507

- Support to Administrator, Patty Metheny, Ed.D.
- EV-Forms and Referrals
- Low Incidence requests
- Inter-SELPA permits
- Contracts
- Board
- Steering & Finance

Tami Goldstein – Tami.Goldstein@sbcss.net – (909) 252-4502

- Workshops
- Trainings
- Staff Development Registration
- Special Events (Mental Health Vendor Fair, TPP Career Day)
- PCM

Lisa Horsley – Lisa.Horsley@sbcss.net – (909) 252-4509

- WebIEP
- WebDA
- Bridge
- CASEMIS
- Special Education Directory

Robin Robbins – Robin.Robbins@sbcss.net – (909) 252-4541

- Due Process
- WebIEP/DA (backup for Lisa)
- CDE Complaints
- EV SELPA Website

April Neumann – April.Neumann@sbcss.net – (909) 252-4564

- Occupational Therapy, Physical Therapy & Low Incidence assessment referral
- Mental health referral process & status update
- TPP Support

Elizabeth Coronel – Elizabeth.Coronel@sbcss.net – (909) 252-4542

- NPS processing, referrals and billing
- Low Incidence materials processing, ordering, tracking, inventoring & status update
- Fiscal data

Andrea Tennyson – Andrea.Tennyson@sbcss.net - (909) 252-4508

- AB 602's/ Fiscal Allocation Overviews
- MOE/ Excess Cost
- Fee for Service
- NPS Annual Expenses/ADA

4.17 EV SELPA 2019-2020 Professional Development Catalog

2019 - 2020 PROFESSIONAL DEVELOPMENT CATALOG





East Valley Special Education Local Plan Area (SELPA)

Patty Metheny, Ed.D., Administrator

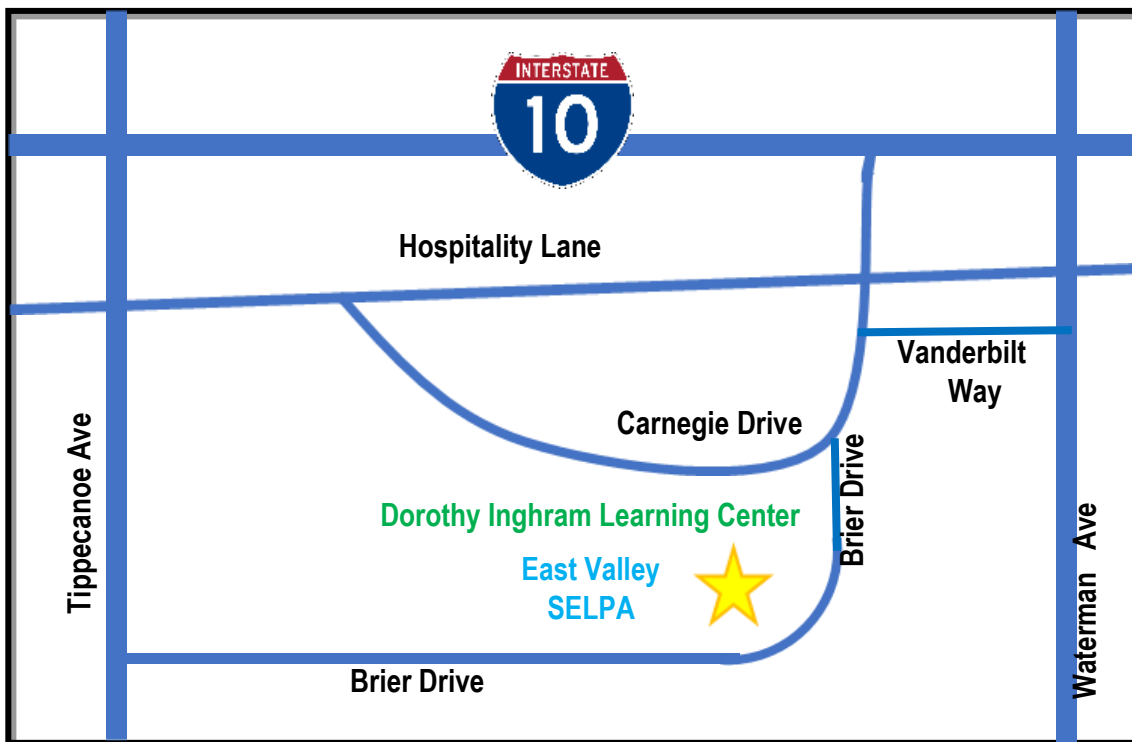
Ph. 909.252.4507 Fax 909.252.4533

patty.metheny@sbcss.net

evselpa.sbcss.k12.ca.us

Dorothy Inghram Learning Center

670 E. Carnegie Drive, San Bernardino, CA 92408



Please park in the large parking lot off of Brier Drive.
Enter building on North side.

East Valley SELPA's MEMBER DISTRICTS



Colton Joint Unified School District

Rob Pearson, *Director, Pupil Personnel Services*
10435 Cedar Avenue, Bloomington, CA 92316
Ph. 909.580.5002 ext. 6336 Fax 909.876.4080
rob_pearson@cjusd.net
www.colton.k12.ca.us



Redlands Unified School District

Todd Rossi, *Interim Executive Director, Student Services*
33 West Lugonia Avenue, Redlands, CA 92374
Ph. 909.748.6962 Fax 909.748.6992
Todd_Rossi@redlands.k12.ca.us
www.redlands.k12.ca.us



Rialto Unified School District

Bridgette Ealy, *Lead Special Services Agent*
182 East Walnut Avenue, Rialto, CA 92376
Ph. 909.820.7700 ext.2371 Fax 909.421.3471
bealy@rialto.k12.ca.us
www.rialto.k12.ca.us



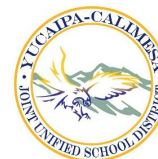
Rim of the World Unified School District

Derek Swem, *Director, Pupil Personnel Services*
P.O. Box 430, Lake Arrowhead, CA 92352
Ph. 909.336.4118 Fax 909.336.4162
Derek_Swem@rimsd.k12.ca.us
www.rimsd.k12.ca.us



San Bernardino County Superintendent of Schools, East Valley Operations

Dr. Scott Wyatt, *Area Director*
scott.wyatt@sbcss.net
Bernadine Hollingsworth, *Principal*
bernadine.hollingsworth@sbcss.net
Lisa Garcia, *Principal*
lisa.garcia@sbcss.net
601 North E Street, San Bernardino, CA 92415
Ph. 909.386.2722 Fax 909.386.5791
www.sbcss.k12.ca.us



Yucaipa-Calimesa Joint Unified School District

Jim Stolze, *Executive Director, Student Services*
35912 Avenue H, Yucaipa, CA 92399
Ph. 909.790.8550 ext.5301 Fax 909.790.8541
jim_stolze@ycjusd.us
www.yucaipaschools.com

EAST VALLEY SELPA STAFF CONTACT INFORMATION

Leadership Team

Patty Metheny, Ed.D., Administrator	909.252.4507	patty.metheny@sbcss.net
Rick Homutoff, Ed.D., Program Manager, Due Process	909.252.4526	rick.homutoff@sbcss.net
Anne-Marie Foley, M.S., Program Manager, Regional Services	909.252.4521	anne-marie.foley@sbcss.net
Andrea Tennyson, Consultant	909.252.4508	andrea.tennyson@sbcss.net
Rosalva Contreras, Administrative Assistant	909.252.4507	rosalva.contreras@sbcss.net
Tracy Schroeder, LCSW, Program Manager, Behavioral Health	909.252.4522	tracy.schroeder@sbcss.net

Program Specialists

Courtney Beatty, M.A., BCBA	909.252.4519	courtney.beatty@sbcss.net
Mary Anne Klenske, M.A.	909.252.4524	maryanne.klenske@sbcss.net
Colleen Meland, M.A.	909.252.4525	colleen.meland@sbcss.net
Shannon Vogt, M.A.	909.252.4523	shannon.vogt@sbcss.net

Autism Program Specialist

Susanne Ferguson, EdS, CCC-SLP, BCBA	909.252.4520	susanne.ferguson@sbcss.net
--------------------------------------	--------------	----------------------------

Occupational Therapists

Danielle Allen, MOTR/L	909.252.4518	danielle.allen@sbcss.net
Hailey Campa, MOTR/L	909.252.4545	hailey.campa@sbcss.net
Patricia Chavez, OTR/L	909.252.4511	patricia.chavez@sbcss.net
Nicole Ortiz, OTR/L	909.252.4513	nicole.ortiz@sbcss.net
Jo-Ann Vargas, OTR/L, Lead OT	909.252.4538	joann.vargas@sbcss.net

Physical Therapist

Belinda Block, PT	909.252.4544	belinda.block@sbcss.net
-------------------	--------------	-------------------------

Behavioral Health Counselors

Stacy Gray, LMFT	909.252.4510	stacy.gray@sbcss.net
Sepehr Kalantari, LMFT	909.252.4546	sepehr.kalantari@sbcss.net
Gloria Ybarra, LMFT	909.252.4537	gloria.ybarra@sbcss.net

Support Staff

Elizabeth Coronel, Accounting Technician	909.252.4542	elizabeth.coronel@sbcss.net
Tami Goldstein, SELPA Services Specialist	909.252.4502	tami.goldstein@sbcss.net
Lisa Horsley, Program Technician (MIS)	909.252.4509	lisa.horsley@sbcss.net
April Neumann, SELPA Services Specialist	909.252.4564	april.neumann@sbcss.net
Robin Robbins, SELPA Services Specialist	909.252.4541	robin.robbs@sbcss.net

Transition Partnership Project (TPP) Staff

Elizabeth Dickson, Transition Case Technician	909.252.4517	elizabeth.dickson@sbcss.net
Sandie Gutierrez, Transition Case Technician	909.252.4516	sandie.gutierrez@sbcss.net
Dawn Henderson, Transition Case Technician	909.252.4515	dawn.henderson@sbcss.net
Helen Junker, Transition Project Assistant	909.252.4514	helen.junker@sbcss.net

TABLE OF CONTENTS

2019-2020 Calendar of Events.....	6
About our Presenters.....	12
Alternative Dispute Resolution (ADR).....	15
Assessment and Eligibility.....	19
Autism.....	25
Behavior.....	31
District Access (DA) Users Meetings.....	33
Educationally Related Mental Health Services (ERMHS).....	35
L.A. Diagnostic Center Presentations	38
IEP Development.....	41
Instructional Practices.....	44
MTSS: Multi-Tiered System of Supports	48
Occupational Therapists Professional Development Opportunities	61
Parent Workshops.....	65
Professional Crisis Management (PCM) Training.....	71
Requesting On-Site Support or Professional Development.....	75
School Psychologists Professional Development Opportunities	78
Speech Language Pathologists Professional Development Opportunities	82
Transition	85

2019 – 2020 CALENDAR OF EVENTS

JULY / AUGUST	HOST	TIME	TITLE	PAGE
7/29 - 30	EVSELPA	8:30 - 4:30	Professional Crisis Management (PCM) Practitioner Training	72
7/31, 8/1 - 2	EVSELPA	8:30 - 4:30	Professional Crisis Management (PCM) Practitioner 2(P) Training	74
8/20 - 22	EVSELPA	8:30 - 3:30	Applied Behavior Analyst (ABA) Training	26
8/28	EVSELPA	8:00 - 3:30	Transition Partnership Project (TPP) Teacher In-service	86
8/28 - 30	EVSELPA	8:00 - 4:00	Professional Crisis Management (PCM) Practitioner 2(P) Training	74
8/29	EVSELPA	2:00 - 3:30	District Access (DA) Users Collaborative Meeting	34
8/30	EVSELPA	9:00 - 12:00	Professional Crisis Management (PCM) Re-training Session	73
SEPT.	HOST	TIME	TITLE	PAGE
9/3	RCOE	8:30-3:00	Region 10 Coordinating Council: You Must Be Regulated Before You Can Learn: How Sensory Processing and Self-Regulation Impact Behavior and School Performance	62
9/4 - 5	EVSELPA	8:30 - 4:30	Professional Crisis Management (PCM) Practitioner Training	72
9/4 - 6	EVSELPA	8:30 - 4:30	Professional Crisis Management (PCM) Practitioner 2(P) Training	74
9/9	EVSELPA	8:30 - 3:30	The Inclusive Classroom: Specialized Academic Instruction (SAI) for Reaching All Students	45
9/10	EVSELPA	8:30 - 3:00	8th Annual Residential Treatment Center (RTC) Network Meeting and Vendor Fair	36
9/12	EVSELPA	12:30-3:30	ERMHS Network Connection Series	37
9/12 - 13	EVSELPA	8:30 - 3:30	Structuring the Classroom for Student Success: Strategies that Work!	46
9/16	EVSELPA	8:30 - 3:00	School Psychologist Workshop: Tips, Tricks, Tools and Best Practice for Eligibility Assessment	79
9/17	EVSELPA	8:30 - 3:30	IEP Goal Review	43
9/17	EVSELPA	8:30 - 3:00	Region 10 ADR Committee Presentation: Applying Neuroscience Research in Special Education Mediation	16
9/19	West End SELPA	8:30-11:30	L.A. Diagnostic Center Presentation: Social Narratives and Story-Based Interventions"	39
9/23	EVSELPA	6:30 - 8:30	Parent Workshop: IEP Basics for Parents	66
9/25 - 26	EVSELPA	8:30 - 3:30	IEP Goal Development and Progress Monitoring	42
9/26	EVSELPA	8:30 - 1:30	Quarterly Adult Transition Program (ATP) Network Meeting	89
9/26	EVSELPA	1:30 - 3:30	Quarterly East Valley Transition Advisory Committee (EVTAC) Local Plan Agreement (LPA) Meeting	89
9/26	Ontario-Montclair	8:30-2:30	L.A. Diagnostic Center Presentation: Evidence-Based Practices for Students with Mild-Moderate Autism Spectrum Disorder (ASD)	39
9/27	EVSELPA	9:00 - 12:00	Professional Crisis Management (PCM) Re-training Session	73

2019 - 2020 CALENDAR OF EVENTS

OCTOBER	HOST	TIME	TITLE	PAGE
10/1 - 2	EVSELPA	8:30-4:30	Professional Crisis Management (PCM) Practitioner Training	72
10/1 - 3	EVSELPA	8:30-4:30	Professional Crisis Management (PCM) Practitioner 2(P) Training	74
10/2	EVSELPA	8:30-3:30	Transition Partnership Project (TPP) Teacher In-service	87
10/3	Temecula Valley USD SELPA	8:30-2:30	L.A. Diagnostic Center Presentation: "Evidence-Based Practices for Students with Mild-Moderate ASD "	39
10/8	EVSELPA	8:30-2:30	L.A. Diagnostic Center Presentation: Reading Between the Lines"	47
10/15	EVSELPA	8:30-3:30	IEP Goal Review	43
10/17 - 18	EVSELPA	8:00-5:00	MTSS/RTI Conference	49
10/18	Fontana		Region 10 Coordination Council presents: Practical Therapy Ideas for School-Based SLPs	83
10/21 - 22	EVSELPA	8:30-3:00	AAC in the Classroom: Empowering ALL Students to Communicate	27
10/22	Corona-Norco SELPA	8:30-11:30	L.A. Diagnostic Center Presentation: "Social Narratives and Story-Based Interventions"	39
10/22	West End SELPA	8:30-2:30	L.A. Diagnostic Center Presentation: "Inclusive Education for Students with Mild-Moderate Disabilities"	39
10/24	EVSELPA	9:00-12:00	Professional Crisis Management (PCM) Re-training Session	73
10/24	EVSELPA	8:30-2:30	L.A. Diagnostic Center Presentation: "The ABCs of Preschool Assessment"	21
10/24	EVSELPA	2:30-3:30	District Access (DA) Users Collaborative Meeting	34
10/28 - 30	EVSELPA	8:30-3:30	Got Behavior? We've Got Solutions!	32
10/29	West End SELPA	8:30-12:45	L.A. Diagnostic Center Presentation: "Do This, Not That! The Educator's Guide to Working with Mental Health Conditions"	39

2019 - 2020 CALENDAR OF EVENTS

NOVEMBER	HOST	TIME	TITLE	PAGE
11/7	EVSELPA	12:30-3:30	Educationally Related Mental Health Services (ERMHS) Network Connection	37
11/7	Temecula Valley USD SELPA	8:30-11:30	L.A. Diagnostic Center Presentation: "Still Not Producing: Assessment and Intervention for Executive Function Difficulties"	39
11/12-13	EVSELPA	8:30-4:30	Professional Crisis Management (PCM) Practitioner Training	72
11/14	EVSELPA	9:00-12:00	Professional Crisis Management (PCM) Re-training Session	73
11/14	EVSELPA	8:30-3:00	Region 10 Alternative Dispute Resolution (ADR) Committee Presentation: "Lost in Translation: Cross-Cultural Dispute Resolution in Special Education"	17
11/18	EVSELPA	8:30-3:00	School Psychologists Workshop: "Trauma Informed Care and Practices"	80
11/18	EVSELPA	6:30-8:30pm	Parent Workshop: Intro to Augmentative & Alternative Communication (AAC) for Parents	67
11/19	EVSELPA	8:30-3:30	IEP Goal Review	43
11/20-22	EVSELPA	8:30-4:30	Professional Crisis Management (PCM) Practitioner 2(P) Training	74
11/21	EVSELPA	8:30-1:30	Quarterly Adult Transition Program (ATP) Network Meeting	89
11/21	EVSELPA	1:30-3:30	Quarterly East Valley Transition Advisory Committee (EVTAC) Local Partnership Agreement (LPA) Meeting	89
11/21	Temecula Valley USD SELPA	8:30-2:30	L.A. Diagnostic Center Presentation: "Reading Between the Lines"	40



2019 - 2020 CALENDAR OF EVENTS

DEC.	HOST	TIME	TITLE	PAGE
12/3	EVSELPA	8:30-2:30	L.A. Diagnostic Center Presentation: "Untestable to Testable: Transforming Students Who Are "Difficult" to Access"	23
12/5-6	EVSELPA	7:30-5:30	Region 10 Occupational Therapy Committee Presentation: "Bal-A-Vix: Balance/Auditory/Vision Exercises for Brain & Brain/Body Integration"	63
12/10	EVSELPA	8:00-3:30	Building Vibrant MTSS Structures that Include Special Educators	60
JAN.	HOST	TIME	TITLE	PAGE
1/14	Desert/ Mountain SELPA	8:30-2:30	L.A. Diagnostic Center Presentation: "Teaching Students with Moderate to Severe Autism Spectrum Disorder (ASD)"	40
1/15	EVSELPA	8:30-3:30	Evidence-Based Practices for Students with Autism Spectrum Disorder: Reinforcement, Functional Communication Training, Visual Supports, and Antecedent-Based Interventions	28
1/16	Fontana USD	8:30-2:30	L.A. Diagnostic Center Presentation: "Behavior is Communication"	40
1/16-17	EVSELPA	8:30-4:30	Professional Crisis Management (PCM) Practitioner Training	72
1/21	EVSELPA	8:30-3:30	IEP Goal Review	43
1/22-24	EVSELPA	8:30-4:30	Professional Crisis Management (PCM) Practitioner 2(P) Training	74
1/23	Ontario- Montclair SD SELPA	8:30-12:45	L.A. Diagnostic Center Presentation: "Cognitive-Behavioral Techniques for Educators"	40
1/23	EVSELPA	2:00-3:30	District Access (DA) Users Collaborative Meeting	34
1/27	EVSELPA	8:30-12:30	Transition Partnership Project (TPP) and Department of Rehabilitation (DOR) Cross Training	88
1/27	EVSELPA	6:30-8:30pm	Parent Workshop: "Knowing Your Rights as a Parent of a Child with a Disability"	68
1/28-30	EVSELPA	8:30-3:30	Got Behavior? We've Got Solutions!	32
1/30	EVSELPA	9:00-12:00	Professional Crisis Management (PCM) Re-training Session	73

2019 - 2020 CALENDAR OF EVENTS

FEB.	HOST	TIME	TITLE	PAGE
2/3	EVSELPA	8:30-3:30	School Psychologist Workshop: "The Manifestation Determination Process and Functional Behavioral Analysis"	81
2/4	EVSELPA	8:30-3:30	The Inclusive Classroom: Specialized Academic Instruction for Reaching All Students	45
2/6	EVSELPA	8:30-1:30	Quarterly Adult Transition Program (ATP) Network Meeting	89
2/6	EVSELPA	1:30-3:30	Quarterly East Valley Transition Advisory Committee (EVTAC) Local Partnership Agreement (LPA) Meeting	89
2/6	Desert/Mountain SELPA	8:30-12:45	L.A. Diagnostic Center Presentation: "The Trauma-Informed School"	40
2/7			Culturally & Linguistically Responsive Assessment & Intervention	84
2/7 & 11	EVSELPA	8:30-4:30	Professional Crisis Management (PCM) Practitioner Training	72
2/7,11 & 12	EVSELPA	8:30-4:30	Professional Crisis Management (PCM) Practitioner 2(P) Training	74
2/11	Ontario-Montclair SD SELPA	8:30-11:30	L.A. Diagnostic Center Presentation: "Autism Spectrum Disorder (ASD): What Every Paraeducator Should Know"	40
2/11	EVSELPA	8:00-3:30	Region 10 Coordinating Council Presents: Legally Compliant Assessments and Reports	64
2/12	EVSELPA	8:30-12:00	Autism & Anxiety: Evidenced-Based Practices to Support Students with Autism Spectrum Disorder (ASD)	29
2/18	EVSELPA	8:30-3:30	IEP Goal Review	43
2/20	EVSELPA	9:00-12:00	Professional Crisis Management (PCM) Re-training Session	73
2/20	Desert/Mountain SELPA	8:30-11:30	L.A. Diagnostic Center Presentation: "It's a Match! Applying In-Vivo Supports to Students with Mild-Severe Intellectual Disabilities"	40
2/20	Moreno Valley SELPA	8:30-2:30	L.A. Diagnostic Center Presentation: "The ABCs of Preschool Assessment"	40
2/20-21	EVSELPA	8:30-3:30	IEP Goal Development & Progress Monitoring	42
2/24	EVSELPA	6:30-8:30pm	Parent Workshop: "What Will Your Child Do After High School: Transition into Life"	69
MARCH	HOST	TIME	TITLE	PAGE
3/3,4 & 6	EVSELPA	8:30-3:30	Applied Behavior Analysis (ABA) Training Series: Evidenced-Based Practices for Students with Autism Spectrum Disorder	26
3/10	Riverside County SELPA	8:30-2:30	L.A. Diagnostic Center Presentation: "School is a Playground, Here are the Rules"	40
3/13	EVSELPA	9:00-12:00	Professional Crisis Management (PCM) Re-training Session	73
3/16-17	Riverside Convention Ctr	8:30-3:30	State SELPA Administrators Alternative Dispute Resolution (ADR) Conference	18
3/19	Ontario-Montclair SD SELPA	8:30-2:30	L.A. Diagnostic Center Presentation: "Inclusive Education for Students with Mild-moderate Disabilities"	40

2019 - 2020 CALENDAR OF EVENTS

APRIL	HOST	TIME	TITLE	PAGE
4/7-8	EVSELPA	8:30-4:30	Professional Crisis Management (PCM) Practitioner Training	72
4/7-9	EVSELPA	8:30-4:30	Professional Crisis Management (PCM) Practitioner 2(P) Training	74
4/9	EVSELPA	8:00-3:30	Building Vibrant MTSS Structures that Include Special Educators	60
4/13	EVSELPA	8:30-3:30	IEP Goal Review	43
4/14-15	EVSELPA	8:30-3:30	Structuring the Classroom for Student Success: Strategies that Work!	46
4/16	EVSELPA	8:30-11:30	Overview of CAPTAIN and Resources for Evidence-Based Practices for Students with Autism Spectrum Disorder (ASD)	30
4/16	EVSELPA	12:30-3:30	Educationally Related Mental Health Services (ERMHS) Networking Connection	37
4/16	EVSELPA	2:00-3:30	District Access (DA) Users Collaborative Meeting	34
4/17	EVSELPA	9:00-1:00	21st Annual Transition Partnership Project (TPP) Career Information Day	90
4/20	EVSELPA	6:30-8:30pm	Parent Workshop: Understanding Your Child's Behavioral, Emotional and Social Needs	70
4/21 - 22	EVSELPA	8:30-3:00	AAC in the Classroom: Empowering ALL Students to Communicate	27
4/29	EVSELPA	9:00-12:00	Professional Crisis Management (PCM) Re-training Session	73
4/30	EVSELPA	8:00-1:30	Quarterly Adult Transition Program (ATP) Network Meeting	89
4/30	EVSELPA	1:30-3:30	East Valley Transition Advisory Committee (EVTAC) Local Plan Agreement (LPA) Meeting	89
MAY	HOST	TIME	TITLE	PAGE
5/4	EVSELPA	8:30-3:30	School Psychologist Workshop: "Tips, Tricks, Tools and Best Practice for Eligibility Assessment"	79
5/6-8	EVSELPA	8:30-4:30	Professional Crisis Management (PCM) Practitioner 2(P) Training	74
5/11	EVSELPA	8:30-3:30	IEP Goal Review	43
5/12-13	EVSELPA	8:30-4:30	Professional Crisis Management (PCM) Practitioner Training	72
5/21	EVSELPA	9:00-12:00	Professional Crisis Management (PCM) Re-training Session	73

ABOUT OUR PRESENTERS

Dr. Patty Metheny, Ed.D., Administrator

Since 2015, Dr. Patty Metheny has been the Administrator for the East valley SELPA. She is currently a member of the Executive Team for the SELPA Administrators of California. Dr. Metheny has over 37 years of service in public education. She served as the Director of Student Services for 13 years and spent many years prior to that as a School Psychologist and Teacher for the Yucaipa-Calimesa Joint Unified School District, as well as a School Psychologist for the Colton Joint Unified School District. She earned her Ed.D. in Organizational Leadership from the University of La Verne, Her M.A. from Azusa Pacific University, and her B.A. from the University of California, Riverside, graduating Magna Cum Laude and as a member of Phi Beta Kappa. Her dissertation focused on identifying alternatives to special education due process for inclusion in IDEA. Dr. Metheny is a strong proponent of alternative dispute resolution (ADR) practices and developing strong family-school relationships. Her expertise and interests include parent education, early childhood education, MTSS, PBIS, inclusive education, assessment practices, and special education compliance/policies and procedures.

Rick Homutoff, Ed.D., Program Manager, Due Process

Dr. Rick Homutoff is the Program Manager for Due Process in the East Valley SELPA. He provides support and technical assistance to member district's special education directors and administrators to help ensure compliance with state and federal laws and regulations regarding special education. Rick also assists member districts with Due Process Complaints, including Alternative Dispute Resolution (ADR), Early Resolution Conferences, and Mediations, as well as participates in Due Process Hearings. Prior to coming to the EVSELPA, he was a special education teacher and transition specialist for the Los Angeles County Office of Education, Special Education Coordinator for Azusa Unified School District and Special Services Coordinator for Redlands Unified School District. Rick earned a Bachelor's Degree from Vanguard University, a Master's in Special Education from Cal Poly Pomona and a doctorate degree from the University of La Verne. His doctoral research focused on coping strategies developed and maintained by families having a child or sibling with a disability. He is also an Adjunct Professor for Azusa Pacific University's credential and Master's programs.

Anne-Marie Foley, M.S., Program Manager, Regional Services

Anne-Marie Foley is the Program Manager for Regional Services in the East Valley SELPA. She provides support and technical assistance to member districts to help ensure compliance with CDE accountability and compliance processes, policies and procedures, NPS oversight, and alternative dispute resolution. She has over 29 years of experience in special education including service as Coordinator II and Special Education Director in San Jacinto USD, Coordinating Psychologist in Yucaipa-Calimesa and School Psychologist in both Yucaipa-Calimesa and Rialto. Anne-Marie earned her Bachelor's Degree in Psychology from St. Mary's College of CA and her Master's Degree in Counseling/School Psychology from CSU East Bay (Hayward). She has presented at the district, SELPA, state and national levels on topics including Response to Intervention, assessment and progress monitoring practices as well as accountability measures.

ABOUT OUR PRESENTERS

Tracy Schroeder, LCSW, Behavioral Health Program Manager

Tracy Schroeder is the Program Manager for Behavioral Health for the East Valley SELPA. She manages counselors who provide Educationally Related Mental Health Services (ERMHS) to students in the member districts. Tracy received her Master's Degree in social work from California State University of San Bernardino. She has been licensed as a Social Worker since 2005 and has her PPS in counseling. Tracy has worked in a variety of multi-cultural environments serving as a therapist, case manager, and supervisor for adults, children, and families.

Jo-Ann Vargas, OTR/L, Lead Occupational Therapist

Jo-Ann Vargas is the Lead Occupational Therapist for the East Valley SELPA. She has over 28 years of experience in Occupational Therapy. Jo-Ann holds a Master's degree in Education, holds a California License and National Certification. Her latest trainings are in Sensory Integration and Praxis, Handwriting Interventions, and Executive Dysfunction. Jo-Ann and her team of OT's, work with school-age children with a variety of special education needs throughout the member districts of the EV SELPA. Her special interest is in working with children with attention difficulties impacting handwriting.

Lisa Horsley, Program Technician (MIS)

Lisa Horsley has been with the East Valley SELPA for 29 years. Lisa has been a Program Technician for two and a half years. Prior to that she was a SELPA Specialist and an Office Specialist I & II. Prior to joining the East Valley SELPA, Lisa worked at Riverside County Office of Education in Human Resources. During her many years with the East Valley SELPA, she has gained knowledge in CALPADS Trainings and working with the knowledgeable East Valley SELPA staff. Lisa uses this knowledge to educate EV SELPA member district staff in completing compliant IEPs using the WebIEP Program. She is also responsible for maintaining student data used for State reporting. Her areas of expertise are training and technical support for WebIEP and WebDA.

Courtney Beatty, M.A., BCBA, Program Specialist

Courtney Beatty has been a Program Specialist with the East valley SELPA for 2 years. She has worked in the field of special education for the past 12 years in various settings including in-home therapy and general and special education classrooms. Courtney received her Master's in Special Education, Education Specialist Credential Moderate to Severe, and Multiple Subjects Credential from California State University of San Bernardino. She is also a Board Certified Behavior Analyst (BCBA). Her professional interests include behavioral intervention and analysis and overall classroom management strategies for students across the continuum.

Susanne Ferguson, Ed.S., CCC-SLP, BCBA, Autism Program Specialist

Susanne Ferguson is East Valley SELPA's Autism Program Specialist. She has worked with learners with Autism Spectrum Disorders in public schools since 1997 in various positions, including speech-language pathologist, inclusion specialist, and behavioral specialist. Susanne holds an M.A. degree in Communicative Disorders from California State University, Fullerton and an Ed.S. degree in Special Education from North Central University. She is a nationally certified and state licensed speech-language pathologist (SLP) and board certified behavior analyst (BCBA). In addition, Susanne possesses certificates in autism interventions from California State University, San Bernardino and the University of Massachusetts, Lowell. Her professional interests are broad but include Alternative and Augmentative Communication (AAC), Functional Communication Training (FCT), and the development and implementation of visual supports for exceptional students.

ABOUT OUR PRESENTERS

Mary Anne Klenske, M.A., Program Specialist

Mary Anne Klenske has been a Program Specialist, with an emphasis in Behavior Support, for the East Valley SELPA for 22 years. She received her Master's Degree in Special Education from California State University of San Bernardino in 1993. Mary Anne has been working in the field of education for 28 years. She taught special education full-time, as well as served as a district wide Inclusion Specialist, and is a member of the Positive Environments Networks of Trainers (PENT) since its inception in 2003, joining the Leadership Team in 2011. Mary Anne continues to develop her professional skills and knowledge by attending classes, workshops, and conferences with a focus in Applied Behavior Analysis (ABA).

Colleen Meland, M.A., Program Specialist

Colleen Meland has been a Program Specialist for the East Valley SELPA for 19 years and brings 18 years of classroom experience, having taught both general education and special education classes, working as a Special Day Class Instructor and a Resource Specialist. Colleen enjoys supporting teachers with their varied classroom needs. She has a particular interest in supporting the Transition Partnership Project (TPP) and Adult Transition Programs. Colleen's support role includes parent trainings, staff development, school bus driver training for transporting special education students, assessing students' needs in the use of Assistive Technology (AT) and Augmentative Alternative Communication (AAC) devices.

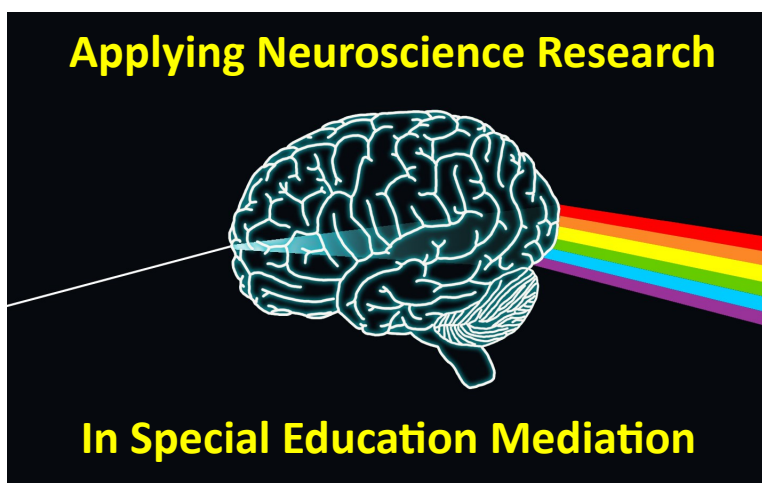
Shannon Vogt, M.A., Program Specialist

Shannon Vogt has been a Program Specialist for the East Valley SELPA for 5 years. She has been working in the field of special education for the past 11 years in numerous settings supporting students with disabilities to progress behaviorally, socially, functionally, and academically. She obtained a Master's Degree in Education, Curriculum and Instruction: Applied Behavior Analysis through Arizona State University. As a model teacher in an ABA classroom, she had many unique experiences which provided her the ability to manage staff, train in class, complete assessments, and individualize curriculum for students. She has been completing and providing training in the area of Assistive Technology (AT) Assessments. Her passion for Behavioral Intervention continues to drive her.

Jessica M. Lascano, M.A., LEP, NCSP, School Psychologist

Jessica M. Lascano is a school psychologist with the San Bernardino County Superintendent of Schools. Jessica has 15 years of experience as an educator. She has worked as a special education teacher, program specialist, and school psychologist. Jessica earned two Master's degrees from Azusa Pacific University in Special Education, and Educational Psychology. She is credentialed as a mild to moderate education specialist, school counselor, and school psychologist. Jessica is a NASP Nationally Certified School Psychologist, and a Licensed Educational Psychologist. Jessica works to continually sharpen her skills, and has participated in on-going continuing education throughout her career. Jessica enjoys giving back to the community, as well as the profession. She has worked as an adjunct professor, provided parent training, social skills training, and university level mentorship for teachers as well as school psychologists. Jessica has an interest in helping others to grow in the profession, and is very dedicated to supporting all children.





Speaker:
Jennifer Kresge

Tuesday
SEPTEMBER 17, 2019
8:30 am - 3:00 pm

Registration Fee: \$60.00

Register Online:
<https://sbcss.k12oms.org/46-169276>
Or call East Valley SELPA 909.252.4502

Location:
Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino 92408



Lost in Translation: Cross-Cultural Dispute Resolution in Special Education

Presented by:
Jason A. Harper
Mediator & Conflict Resolution Specialist

**Thursday
NOVEMBER 14, 2019
8:30 am - 3:00 pm**

In education, we encounter a wide range of people with different cultures and norms. Even the most skilled and experienced professional will face new challenges in cross-cultural communication. Based on the different dimensions of culture, you will encounter behaviors that can present a barrier to effective communication and dispute resolution. In this training, participants will learn about the concept of culture, the different styles of communication, and give you tips to mitigate those barriers in the joint search of the best solution for the student.

Learning Outcomes:

1. Identify and analyze various dimensions of culture including, but not limited to: communication styles, behaviors, values, and worldviews.
2. Evaluate how cultural factors affect the negotiation process.
3. Discuss the concept of implicit bias and how it can affect our communication strategies.
4. Develop a strategy to address cultural factors affecting the dispute resolution process.

Registration Fee:

\$60.00

Register Online:

<https://sbcss.k12oms.org/46-169282>

Or call East Valley SELPA 909.252.4502

Location:

**Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino CA 92408**

Registration Opens September 3, 2019
for the State SELPA Administrator's

2020 ADR Conference

**One Team, One Goal:
Utilizing Mindfulness to Build**

**Riverside
Convention Center
March 16 & 17, 2020**



**Hotel Accommodations at
Hyatt Place, Marriott and
Mission Inn**

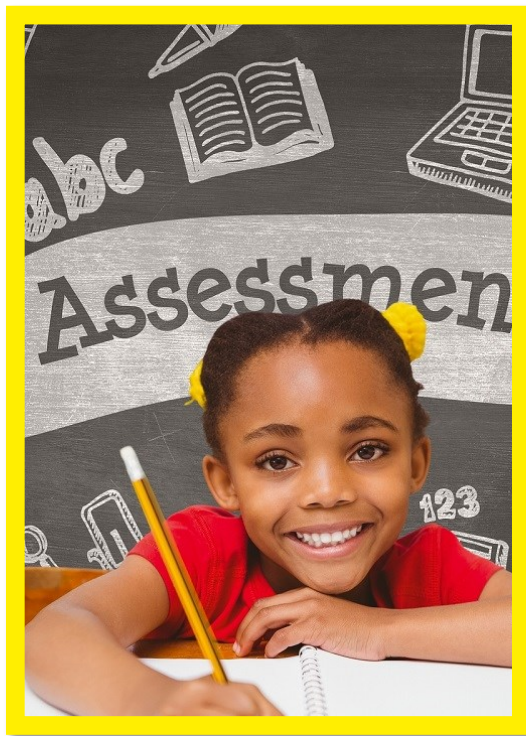


Early Registration: \$250 per person until 10/31/19

Regular Registration: \$275 per person

Payment due by 2/13/2020

Register at: <https://sbcss.k12oms.org/46-166437>



Assessment & Eligibility

School Psychologists Training

Tips, Tricks, Tools and Best Practices for Eligibility Assessment



Presented by:
Jessica M. Lascano, M.A., LEP, NCSP, School Psychologist

This training is focused on revisiting best practices school psychologists can use to guide assessment for special education eligibility. Participants will be provided with ways to incorporate thorough assessment practices into their routine, and will leave with resources, templates, and ideas to support defensible, and comprehensive assessment.

Register Online or Call East Valley SELPA at 909.252.4502

Monday
September 16, 2019
8:30 am - 3:00 pm

Register Online:
<https://sbcss.k12oms.org/46-171301>

Monday
May 4, 2020
8:30 am - 3:00 pm

Register Online:
<https://sbcss.k12oms.org/46-171303>

Location:
Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

THE ABCs OF PRESCHOOL ASSESSMENT

Sponsored by
Regional Coordinating Council and the East Valley SELPA

- Presenters:** Amy L. Taylor, Ed.S., NCSP, School Psychologist
Heather DeFelice, M.S., CCC-SLP, Speech-Language Pathologist
Diagnostic Center South, California Department of Education
- Date:** Thursday, October 24, 2019
- Time:** 8:00 am - 8:30 am—Registration/Coffee
8:30 am - 2:30 pm—Workshop
- Place:** Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408
- Cost:** \$15.00 - Includes Lunch
- Registration:** Online @ <https://sbcss.k12oms.org/46-171106>
- Questions:** Contact Tami Goldstein, 909.252.4502, tami.goldstein@sbcss.net

Content: This training will explore the laws and regulations around special education transition from Part C (Early Intervention) to Part B (Preschool Special Education: the foundation upon which special education and related services rest). The focus of this training will explore the selection and use of appropriate assessment measures designed to assess a preschool child's development including cognition, language, motor, and play for both the initial assessment and the transition to kindergarten. Participants will critically examine the continuum of services and optimum preschool environments. Preschool special education teams will have the opportunity to discuss challenging cases to improve the transdisciplinary assessment process. Topics of cases will explore cultural considerations when assessing young children, how to determine delay versus disorder, and medical issues that may impact a child's development.

Intended Audience: School psychologists, speech-language pathologists, occupational therapists, and early childhood special education teachers. Ideally, entire preschool assessment teams would attend together.

Outcomes: Participants will:

1. Become familiar with developmental assessment methods for preschool students.
2. Understand the laws pertaining to the assessment of preschool students.
3. Understand language and play-based supports for engagement and social skills.

School Psychologist Workshop



Trauma Informed Care and Practices

Presented by:

Jessica M. Lascano, M.A., LEP, NCSP, School Psychologist

Monday

November 18, 2019

8:30 am - 3:00 pm

This training will help school psychologists to explore how trauma influences children and their interactions with the world, in particular within the school setting. Participants will be exposed to the NASP PREPaRE model, and the ACES study. In addition participants will learn about how to consider trauma when assessing students for special education eligibility, as well as special considerations for disciplinary procedures. Participants will leave with several resources, checklists, and tools to help them to consider trauma and its effects when working with students.

Register Online:

<https://sbcss.k12oms.org/46-171306>

Or call East Valley SELPA 909.252.4502

Location:

Dorothy Inghram Learning Center

Home of the East Valley SELPA

670 E. Carnegie Drive, San Bernardino, CA 92408

UNTESTABLE TO TESTABLE: **TRANSFORMING STUDENTS WHO ARE “DIFFICULT” TO ASSESS**

Sponsored by
Regional Coordinating Council and the East Valley SELPA

- Presenter:** Allease Glamore, M.S., School Psychologist
Diagnostic Center South, California Department of Education
- Date:** Tuesday, December 3, 2019
- Time:** 8:00 am - 8:30 am—Registration/Coffee
8:30 am - 2:30 pm—Workshop
- Place:** Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408
- Cost:** \$15.00 - Includes Lunch
- Registration:** Online @ <https://sbcss.k12oms.org/46-171110>
- Questions:** Contact Tami Goldstein, 909.252.4502, tami.goldstein@sbcss.net

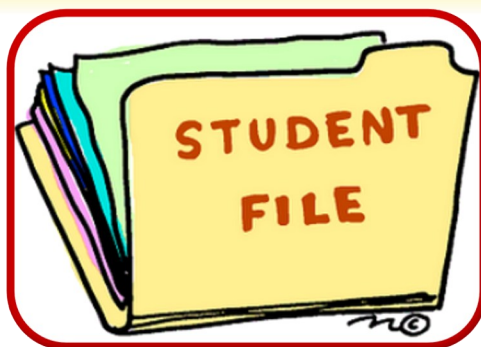
Content: We all have a basic understanding of the principles of assessment. But, what happens when students are unable to sit at a table, point to a picture or symbol in a stimulus book or provide a verbal response, or engage in behaviors that impact their participation in testing? Typically we describe these students as untestable and resort to using assessment and evaluation methods that are less accurate and do not provide complete information. This training will explore the selection and use of appropriate assessment measures, the development, implementation and use of alternative assessment procedures, adapting and modifying assessment measures, identifying alternative response formats, and quick and easy interventions that can be used to support participation and engagement.

Intended Audience: School psychologists, speech-language pathologists, occupational therapists, and special education teachers.

Outcomes: Participants will:

1. Learn to use multiple sources of information for assessments and how to modify and adapt testing materials.
2. Learn to understand the implications of a student's level of functioning and how it can impact testing behaviors.
3. Learn to identify and reduce or remove barriers to assessment by supporting student engagement and participation.

School Psychologist Training



The Manifestation Determination Process and Functional Behavioral Analysis

Presenter by:

Jessica M. Lascano, M.A., LEP, NCSP, School Psychologist

Monday, February 3, 2020

8:30 am - 3:00 pm

This training will help school psychologists, and administrators learn about the manifestation determination process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defensible decisions. Participants will be exposed to real life examples of manifestation determination cases, and will have the opportunity to practice via case studies. Additionally, participants will learn about the relationship between behavioral supports, including Functional Behavioral Analysis, and manifestation determinations. Participants will leave the training with several tools, and resources to help them to conduct thorough manifestation determinations.

Register Online:

<https://sbcss.k12oms.org/46-171300>

Or call the East Valley SELPA 909.252.4502

Location:

Dorothy Inghram Learning Center

Home of the East Valley SELPA

670 E. Carnegie Drive, San Bernardino, CA 92408





APPLIED BEHAVIOR ANALYSIS TRAINING SERIES:

Evidenced-Based Practices for Students with Autism Spectrum Disorder

Presenters:

Courtney Beatty, MA, BCBA, EVSELPA Program Specialist

Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EVSELPA Autism Program Specialist



Join us for a comprehensive 3-day introductory Applied Behavior Analysis (ABA) training series on Autism Spectrum Disorder (ASD) and Evidenced Based Practices (EBPs). You will learn to use research-based strategies to optimize the behavioral, social, academic and communicative functioning of students with ASD. All EBPs presented have foundations in and fall under the umbrella of ABA, including functional assessment, data collection, discrete trial teaching, verbal behavior, reinforcement, prompting, task analysis, and visual supports. This training provides hands-on practice through active participation, video examples and discussion. Additionally, participants will gain an understanding of how to handle escalating behaviors and how to support emotional regulation in students with ASD.

Participants will earn an 18-hour ABA Certificate.

Tuesday, Wednesday, & Thursday

August 20, 21, & 22, 2019

8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168540>

Tuesday, Wednesday, & Friday

March 3, 4, & 6, 2020

8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168588>

Location:

Dorothy Inghram Learning Center

Home of the East Valley SELPA

670 East Carnegie Drive, San Bernardino, CA 92408



AAC in the Classroom: Empowering ALL Students to Communicate

Presented by:

Susanne Ferguson, Ed.S.,
CCC-SLP, BCBA, EV SELPA Autism
Program Specialist

Courtney Beatty, M.A., BCBA,
EV SELPA Program Specialist

**Monday and Tuesday
October 21 & 22, 2019
8:30 am - 3:00 pm**

Register Online:
[https://sbcss.k12oms.org/](https://sbcss.k12oms.org/46-171887)
46-171887

**Tuesday and Wednesday
April 21 & 22, 2020
8:30 am - 3:00 pm**

Register Online:
[http://sbcss.k12oms.org/](http://sbcss.k12oms.org/46-171888)
46-171888

Location:

Dorothy Inghram Learning
Center,
Home of the East Valley SELPA,
670 E. Carnegie Drive,
San Bernardino, CA 92408

Audience:

Teachers, support staff, special-
ists, and SLPs in all educational
settings who desire a beginning
level workshop in AAC

Are you a teacher or other school staff who work with students whose primary mode of communication is non-oral? Would you like to learn strategies to enable students' communication and participation within the classroom through Augmentative and Alternative Communication (AAC)? If yes, this workshop is for you. Participants will participate in a fast-paced 2-day training with hands-on activities and walk away with materials and strategies to use immediately with students.

You will get a brief introduction to the basics of language development, communication purposes, the guiding principles of AAC and its different forms. We will cover the link between behavior and communication, the connection between AAC and literacy, and how 2 types of vocabularies can support communication. Participants will gain a basic understanding of how to identify the most effective communication mode for a student. Effective communication partner strategies and how to teach and model AAC will be demonstrated and practiced. A significant component of this training will focus on physically engineering the classroom to make communication available to everyone everywhere. Moreover, participants will learn about the selection of vocabulary for communication activities as well as how to integrate and plan communication opportunities throughout the day to support students' participation in the curriculum. Strategies for team collaboration around AAC, including working with parents, will be included. In addition, participants will learn about measurable AAC goals and data collection.

This class is a beginning level workshop. It does not cover programming of various AAC devices and systems. Rather, the aim of this training is to empower staff to use various AAC interventions and supports to provide communication opportunities for students throughout the day.

Evidence-Based Practices for Teaching Students with Autism Spectrum Disorder

Reinforcement, Functional Communication Training, Visual supports and Antecedent-Based Interventions

Presented by:

Courtney Beatty, M.A., BCBA, Program Specialist

Susanne Ferguson, Ed.S., CCC-SLP, Autism Program Specialist

Tracy Schroeder, LCSW, Behavioral Health Program Manager

Wednesday, January 15, 2020

8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168607>

Or call East Valley SELPA (909) 252-4502

Location:

Dorothy Inghram Learning Center (DILC)

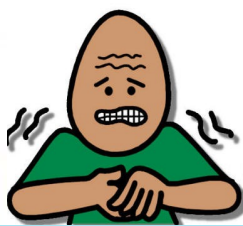
Home of the East Valley SELPA

670 E. Carnegie Drive, San Bernardino, CA 92408

Do You teach students with Autism Spectrum Disorder (ASD)? Would you like to know more about how to use Evidence-Based Practices (EBPs) to make your teaching more effective? If yes, this fast-paced workshop is for YOU! Through demonstrations, videos, discussion, and hands-on activities you will:

- Learn how to use reinforcement to motivate your students to engage in instruction
- Be able to implement visual supports to reduce behavioral problems and improve emotional and social functioning
- Understand how problem behavior is related to communication and how to replace behavior problems with more appropriate communication
- Learn how to set the stage for appropriate behavior by modifying the environment to decrease the likelihood of problem behavior
- Know where to locate resources and research for EBPs for ASD

Anxiety + Autism



Evidence-Based Practices to Support Students with Autism Spectrum Disorder (ASD)

Presented by

East Valley SELPA Autism Program Specialist: Susanne Ferguson, Ed.S., CCC-SLP, BCBA
East Valley SELPA Behavioral Health Program Manager: Tracy Schroeder, LCSW

Anxiety disorders occur frequently in students with Autism Spectrum Disorder (ASD). Untreated anxiety may be associated with the development or worsening of depression, aggression, and self-injury. Moreover, anxious students have difficulty learning and focusing on instruction at school.

This course will review evidence-based practices to support students with ASD who demonstrate anxiety. Learn how to use a variety of visual supports and cognitive behavioral strategies to support students' emotional well-being and decrease anxiety. Participants will leave with a tool-kit of ideas to use immediately with students.

WEDNESDAY
FEBRUARY 12, 2020
8:30 AM - 12:00 NOON

Register Online:

<https://sbcss.k12oms.org/46-168776>

Or call East Valley SELPA 909.252.4502

Location:

Dorothy Inghram Learning Center

Home of the East Valley SELPA

670 E. Carnegie Drive. San Bernardino, CA 92408



Overview of C.A.P.T.A.I.N. and Resources for Evidence-Based Practices for Teaching Students with Autism Spectrum

Presented by:

Courtney Beatty, M.A., BCBA, EVSELPA Program Specialist
Susanne Ferguson, Ed.S, CCC-SLP, BCBA, EVSELPA Autism Program Specialist
Tracy Schroeder, LCSW, EVSELPA Behavioral Health Program Manager

Thursday
April 16, 2020
8:30 am - 11:30 am

Improve your knowledge about Autism Spectrum Disorder (ASD) and learn about effective strategies to use with both younger and older students on the spectrum. This training briefly introduces the participant to the characteristics of ASD and provides an overview of Evidence-Based Practices (EBPs) for ASD as identified by the National Autism Center (NAC) and The National Professional Development Center (NPDC). In addition, the participant is introduced to the California Autism Professional Training and Information Network (CAPTAIN), a state-wide initiative dedicated to the dissemination of EBPs for ASD. The participant will walk away with a thorough understanding of why EBPs are paramount to the success of students with ASD and learn where to locate immediate resources for planning and implementation of EBPs in educational settings.



Register Online:
<https://sbcss.k12oms.org/46-168608>
Or call East Valley SELPA at 909.252.4502

Location:
Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408



BEHAVIOR

GOT BEHAVIOR?

OCTOBER 28 - 30, 2019
8:30 am - 3:00 pm

Register Online:
<https://sbcss.k12oms.org/46-168584>



JANUARY 28 - 30, 2020
8:30 am - 3:00 pm

Register Online:
<https://sbcss.k12oms.org/46-168585>

WE'VE GOT SOLUTIONS!

Presented By:

Mary Anne Klenske, M.A., EVSELPA Program Specialist
Susanne Ferguson, EdS, CCC-SLP, BCBA, EVSELPA Autism Program Specialist
Jo-Ann Vargas, OTR/L, EVSELPA Lead Occupational Therapist

This 3-Day training focuses on using a hands-on, positive, pro-active approach to behavior management in the classroom to assist teachers with students of varying skill levels and behavior challenges. Behavior principles such as the use of reinforcement, creating behavioral momentum, and understanding how the student's behavior is functionally related to the classroom environment will be discussed.

Classroom strategies relating to these concepts will be covered and modeled, which include:

- Whole class contingency systems
- Precision requests for standardized compliance in classrooms
- Positive reductive techniques
- Reinforcement as a motivator for student learning
- Antecedent strategies (setting the stage for positive behavior!)
- Essential components of a positive class wide behavioral system
- Data Collection procedures/methods that inform student interventions
- Visual supports for behavior management
- Strategies for handling escalating behavior
- Sensory strategies to improve learning & behavior

Intended Audience: Behavior Specialists, Program Specialists, Classroom Support Staff, Special Education Teachers, and General Education Teachers (All Grade Levels)

Register Online or Call East Valley SELPA 909.252.4502

Location:

**Dorothy Inghram Learning Center, Home of the East Valley SELPA,
670 E. Carnegie Drive, San Bernardino, CA 92408**

District Access (DA) Users



Collaborative Meetings



DISTRICT ACCESS (DA) USERS COLLABORATIVE MEETINGS

Facilitated by:

Lisa Horsley, Program Technician (MIS)
Dr. Patty Metheny, EVSELPA Administrator

District Access (DA) users and district representatives are invited to learn more about the latest CALPADS information, including updates and/or changes to District Access. Attendees are encouraged to bring questions, ideas, and suggestions to share with the group.

Intended Audience:

District Access Users and District Special Education Administrators

Register Online or call East Valley SELPA 909.252.4502

DATE	TIME	REGISTER ONLINE
Thursday, August 29, 2019	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-167350
Thursday, October 24, 2019	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-167351
Thursday, January 23, 2020	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-167352
Thursday, April 16, 2020	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-167353

(Dates subject to change)

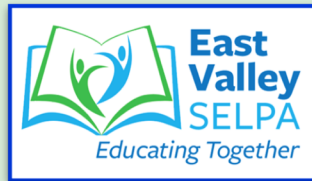
Location:

Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408



8th ANNUAL NETWORK MEETING & RTC VENDOR FAIR

Tuesday
SEPTEMBER 10, 2019
8:30 a.m. - 2:30 p.m.



East Valley SELPA

School District & SELPA Residential Placement Coordinators, Mental Health Coordinators, and any other staff involved in the placement process are invited. This event is provided at NO COST to participants and includes a light Breakfast and lunch.

8:30 – 9:00 a.m.
Registration

9:00 – 11:30 a.m.
Continental Breakfast
Network Meeting and Residential Discussion

11:30 a.m. – 12:30 p.m.
Lunch

12:30 – 2:30 p.m.
RTC Vendor Fair

Location:
Dorothy Inghram Learning Center (DILC) - Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

Register Online:
<https://sbcss.k12oms.org/46-168612>
Or call East Valley SELPA 909.252.4502

For Questions or Suggestions Email: tracy.schroeder@sbcss.net



Educationally Related Mental Health Services (ERMHS)

Network Connection Series

*Facilitated by:
Tracy Schroeder, LCSW, EVSELPA Behavioral Health Program Manager*

The Network is comprised of East Valley Mental Health Therapists, District School Counselors & School Psychologists that provide ERMHS counseling. The Network Meetings provide a forum for collaboration & information sharing. Including Guest Speaker & Community Resources. Topics include:

- IEP Compliance
- Legal Defensible Assessments
- Measurable Social/Emotional Goals
- Laws and Regulations in Special Education

The Group will discuss strategies & interventions to use with students that struggle with mental health symptoms & behavioral issues.

Register Online or Call East Valley SELPA 909.252.4502	
Thursday, September 12, 2019	12:30 - 3:30 pm
Thursday, November 7, 2019	12:30 - 3:30 pm
Thursday, April 16, 2020	12:30 - 3:30 pm
Register at: https://sbcss.k12.ca.us/46-171401	

Location:
Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408



L.A. DIAGNOSTIC CENTER PROFESSIONAL DEVELOPMENT EVENTS

L. A. DIAGNOSTIC CENTER PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Date/Time	Title/Presenter	Host SELPA	Contact Person
Thursday September 19, 2019 8:30-11:30	Social Narratives and Story-Based Interventions Presenter: Elizabeth Stiles Beirne	West End SELPA	Anna Hernandez anna.hernandez@sbcss.net 909.476.6158
Thursday September 26, 2019 8:30-2:30	Evidence-Based Practices for Students with Mild-Moderate ASD Presenter: Martin Miramontes	Ontario-Montclair School District SELPA	Jessica Fernandez jessica.fernandez@omsd.net 909.418.6324
Thursday October 3, 2019 8:30-2:30	Evidence-Based Practices for Students with Mild-Moderate Autism Spectrum Disorder Presenter: Martin Miramontes	Temecula Valley USD SELPA	Maria Reider mreider@tvusd.k12.ca.us 951.506.7981
Tuesday October 8, 2019 8:30-2:30	Reading Between the Lines Presenter: Andrea Abrishami	East Valley SELPA	Tami Goldstein tami.goldstein@sbcss.net 909.252.4502
Tuesday October 22, 2019 8:30-11:30	Social Narratives and Story-Based Interventions Presenter: Elizabeth Stiles Beirne	Corona-Norco SELPA	Kelly Couch kcouch@cnusd.k12.ca.us 951.736.5090
Tuesday October 22, 2019 8:30-2:30	Inclusive Education for Students with Mild-Moderate Disabilities Presenter: Nicole Ward	West End SELPA	Anna Hernandez anna.hernandez@sbcss.net 909.476.6158
Thursday October 24, 2019 8:30-2:30	The ABCs of Preschool Assessment Presenters: Amy Taylor & Heather DeFelice	East Valley SELPA	Tami Goldstein tami.goldstein@sbcss.net 909.252.4502
Tuesday October 29, 2019 8:30-12:45	Do This, Not That! The Educator's Guide to Working with Mental Health Conditions Presenter: Tim Halphide	West End SELPA	Anna Hernandez anna.hernandez@sbcss.net 909.476.6158
Thursday November 7, 2019 8:30-11:30	Still Not Producing: Assessment and Intervention for Executive Function Difficulties Presenter: Dr. Scott Gutentag	Temecula Valley USD SELPA	Maria Reider mreider@tvusd.k12.ca.us 951.506.7981

LA DIAGNOSTIC CENTER PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Date/Time	Title/Presenter	Host SELPA	Contact Person
Thursday November 21, 2019 8:30-2:30	Reading between the Lines Presenter: Andrea Abrishami	Temecula Valley USD SELPA	Maria Reider mreider@tvusd.k12.ca.us 951.506.7981
Tuesday December 3, 2019 8:30-2:30	Untestable to Testable: Transforming Students Who Are Difficult to Assess Presenter: Allease Glamore	East Valley SELPA	Tami Goldstein tami.goldstein@sbcss.net 909.252.4502
Tuesday January 14, 2020 8:30-2:30	Teaching Students with Moderate to Severe Intellectual Disabilities Presenter: Margot Johnson	Desert/Mountain SELPA	April Hatcher April.Hatcher@cahelp.org 760.955.3581
Thursday January 16, 2020 8:30-2:30	Behavior is Communication Presenter: Margot Johnson	Fontana USD	Aimee Raguse RaguAL@fUSD.net 909.357-7600x29374
Thursday January 23, 2020 8:30-12:45	Cognitive-Behavioral Techniques for Educators Presenter: Tim Halphide	Ontario- Montclair School District SELPA	Jessica Fernandez Jessica.fernandez@omsd.net 909.418.6324
Thursday February 6, 2020 8:30-12:45	The Trauma-Informed School Presenter: Tim Halphide	Desert/Mountain SELPA	April Hatcher April.Hatcher@cahelp.org 760.955.3581
Tuesday February 11, 2020 8:30-11:30	Autism Spectrum Disorder: What Every Paraeducator Should Know Presenter: Dr. Scott Gutentag	Ontario - Montclair School District SELPA	Juanita Fletes juanita.fletes@omsd.net 909.418.6508
Thursday February 20, 2020 8:30-11:30	It's A Match! Applying In-Vivo Supports to Students with Mild-Severe Intellectual Disabilities Presenter: Dr. Scott Gutentag	Desert/Mountain SELPA	April Hatcher April.Hatcher@cahelp.org 760.955.3581
Thursday February 20, 2020 8:30-2:30	The ABCs of Preschool Assessment Presenters: Amy Taylor & Heather DeFelice	Moreno Valley USD	Pam Bender pbender@mvusd.net 951.571.7500 x 17282
Tuesday March 10, 2020 8:30-2:30	School is a Playground, Here are the Rules... Presenter: Allease Glamore	Riverside County SELPA	Maria Gonzalez Maria@rcselpa.org 951.940.6100 x 10280
Thursday March 19, 2020 8:30-2:30	Inclusive Education for Students with Mild to Moderate Disabilities Presenter: Nicole Ward	Ontario - Montclair School District SELPA	Jessica Fernandez Jessica.fernandez@omsd.net 909.418.6324





IEP GOAL DEVELOPMENT & PROGRESS MONITORING

Presented by:

Courtney Beatty, M.A., BCBA & Shannon Vogt, M.A.
East Valley SELPA Program Specialists

A two-day training that encompasses
IEP Goal Development, Progress Monitoring, and additional information regarding Educational Benefit

As a participant, you will:

- Receive an IEP Goal Development Template, Handouts, & a PowerPoint Presentation
- Be able to use an IEP Goal Template to guide the development or check the accuracy of current IEP goals
- Understand the IDEA requirements for goal writing
- Differentiate between Present Levels of Performance and Goal Baseline Skills
- Learn and demonstrate Goal Development through a triangulation process of Backwards Mapping (using a student's functional level of performance and grade level standards to develop appropriate common core standard goals, one year ahead of the student's functioning academic level)
- Be able to define Progress Monitoring and how it relates to IEP Development
- Complete 5 separate progress monitoring sheets for 5 sample student goals
- Demonstrate Educational Benefit
- Develop an understanding of the process used in the field
- Review important objectives from EVSELPA Goal Development Training

BRING: COMPUTER, ACCESS TO CURRENT IEP GOALS OR 3 HARD COPIES OF IEPs

Intended Audience: Teachers, Psychologists, SLPs, Paraeducators, Occupational Therapists and anyone collecting data on IEP goals

Wednesday & Thursday
September 25 & 26, 2019
8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168633>

REGISTER ONLINE
OR CALL
EAST VALLEY SELPA
909.252.4502

Thursday & Friday
February 20 & 21, 2020
8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168638>

Location:

Dorothy Inghram Learning Center, *Home of the East Valley SELPA*
670 E. Carnegie Drive, San Bernardino, CA 92408



IEP GOAL REVIEW

(Prerequisite: IEP Goal Development & Progress Monitoring 2-Day Workshop)

Presented by:
Courtney Beatty, M.A., BCBA, and Shannon Vogt, M.A.,
East Valley SELPA Program Specialists

IEP Goal Review is for audience members wanting more support and guidance in developing goals, selecting a data sheet, collecting data and analyzing data to determine whether goals and objectives have been achieved or not.

- This is a 1-Day review workshop
- Only 6 participants per workshop
- Small group instruction (3:1)
- Participants and Presenters will calendar follow up meetings

*** Participants are required to bring:
computer, drafted goals, data sheets and all work materials necessary**

Register Online or Call East Valley SELPA 909.252.4502

Tuesday, September 17, 2019	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168861
Tuesday, October 15, 2019	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168862
Tuesday, November 19, 2019	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168863
Tuesday, January 21, 2020	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168864
Tuesday, February 18, 2020	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168865
Monday, April 13, 2020	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168866
Monday, May 11, 2020	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168867

Location:
Dorothy Inghram Learning Center, Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408



Instructional Practices

THE INCLUSIVE CLASSROOM: SPECIALIZED ACADEMIC INSTRUCTION FOR REACHING ALL STUDENTS

Presented by:

Courtney Beatty, M.A., BCBA, EVSELPA Program Specialist
Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EVSELPA Autism Program Specialist

Come join us for an exciting 1-day workshop to learn strategies designed to engage all K-12 students through Specialized Academic Instruction (SAI). Special educators will walk away with a thorough understanding of how inclusive education improves outcomes for students with both mild/moderate and moderate/severe needs and how to make the curriculum accessible to all learners. Participants will leave with a tool kit of useful strategies that can be implemented immediately and be able to:

- Define inclusion and understand the supporting research and state priorities
- Differentiate between accommodations and modifications
- Define what SAI is and is not
- Apply specific strategies to effectively teach math, ELA, and promote engagement and attention to all students
- Access free teaching resources on-line
- Use backwards mapping to derive appropriate goals for students in inclusive settings
- Plan for curriculum adaptations for fully-included students who require more individual supports to access the general curriculum

REGISTER ONLINE OR CALL EAST VALLEY SELPA 909.252.4502

MONDAY
SEPTEMBER 9, 2019
8:30 am - 3:30 pm

Register Online:

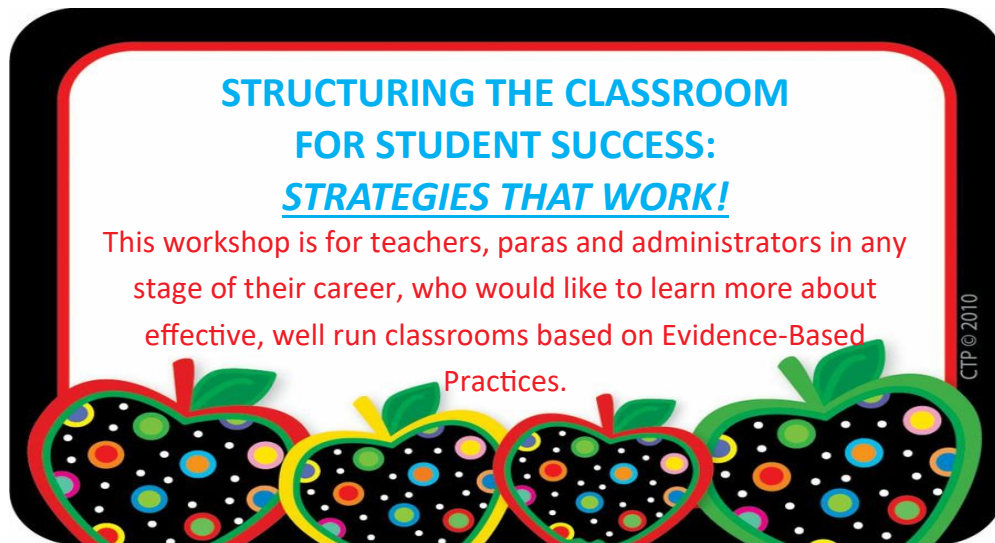
<https://sbcss.k12oms.org/46-168652>

TUESDAY
FEBRUARY 4, 2020
8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168653>

Location:
DOROTHY INGHAM LEARNING CENTER
Home of the East valley SELPA
670 E. CARNEGIE DRIVE, SAN BERNARDINO, CA 92408



Presented by:
 Courtney Beatty, M.A., BCBA, EVSELPA Program Specialist
 Shannon Vogt, M.A., EVSELPA Program Specialist
 Jo-Ann Vargas, OTR/L, EVSELPA Lead Occupational Therapist

Topics covered will be:

- Environmental setup (schedules, labeled materials, furniture).
- Procedures across all environments (whole group, small group, independent work).
- The use of program binders (IEP, work samples, staff instructions, lesson plans, progress monitoring) .
- Creating effective behavior programs with strong reinforcement systems where rules and consequences are prominently posted and precision requests are taught and used throughout the day.
- Managing your staff team using productive communication and ongoing feedback strategies so that roles and responsibilities are clear and foster positive teamwork within your program.
- Learn the differences between sensory and behavior strategies throughout the training.

Join us and walk away with tools to immediately implement in your classroom!

Register Online or call East Valley SELPA 909.252.4502

Thursday & Friday
SEPTEMBER 12 & 13, 2019
8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168779>

Tuesday & Wednesday
April 14 & 15, 2020
8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168781>

Location:
Dorothy Inghram Learning Center,
 Home of the East Valley SELPA
 670 E. Carnegie Drive, San Bernardino, CA 92408

READING BETWEEN THE LINES

Sponsored by

Regional Coordinating Council and the East Valley SELPA

- Presenter:** Andrea Abrishami, M.A., Education Specialist
Diagnostic Center South, California Department of Education
- Date:** Tuesday, October 8, 2019
- Time:** 8:00 am - 8:30 am—Registration/Coffee
8:30 am - 2:30 pm—Workshop
- Place:** Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408
- Cost:** \$15.00 - Includes Lunch
- Registration:** Online @ <https://sbcss.k12oms.org/46-171105>
- Questions:** Contact Tami Goldstein, 909.252.4502, tami.goldstein@sbcss.net

Content: According to the International Dyslexia Association, one half of all students who qualify for special education services are classified as having a learning disability. Approximately 85% of those students have a primary disability in reading and language processing. The National Institute of Health identified Dyslexia as the most common and prevalent of all known learning disabilities, affecting one in five children in the United States. Characteristics of dyslexia, assessments, interventions, and accommodations will be addressed to offer the practitioner tools and strategies to support struggling readers. This training will focus on best practices in working with students who have been identified with reading difficulties or are suspected of having dyslexia.

Intended Audience: Educators working with students with reading difficulties

Materials: Participants are encouraged, but not required, to bring a device (laptop or table) for exploration of online resources.

Outcomes: Participants will:

1. Understand the components of reading.
2. Be able to identify the characteristics of dyslexia.
3. Develop strategies to identify appropriate interventions and accommodations for students with reading difficulties.
4. Learn evidence-based practices for struggling readers.



Multi-Tiered Systems of Support

ESSENTIAL COMPONENTS FOR PRACTICAL AND EFFECTIVE MTSS AND RTI IMPLEMENTATION



IN COLLABORATION WITH
THE EAST VALLEY SPECIAL EDUCATION LOCAL PLANNING AREA (SELPA)



OCTOBER 17TH AND 18TH, 2019
THE DOROTHY INGRAM LEARNING CENTER
SAN BERNARDINO, CALIFORNIA



GENERAL INFORMATION

CALENDAR OF SESSIONS

THURSDAY

8:30-8:45	WELCOME: Differentiating MTSS from RTI Conference Overview
8:45-10:15	KEYNOTE 1 Big Ideas in Successful MTSS Implementation
8:45-10:15	KEYNOTE 2 Law and MTSS Implementation
10:30-12:00	KEYNOTE 1 (REPEAT) Big Ideas in Successful MTSS Implementation
10:30-12:00	KEYNOTE 2 (REPEAT) Law and MTSS Implementation
12:45-2:15	DAY 1 AFTERNOON PART 1 BREAKOUT CHOICES
	Assessments, Data-Based Decision Making and How to Avoid Fooling Yourself
	Positive Behavior Support as an MTSS Foundation
	Current Thorny Child Find and Eligibility Issues Under the IDEA and Section 504
	Secondary MTSS That Makes Sense
2:30-4:00	DAY 1 AFTERNOON PART 2 BREAKOUT CHOICES
	Got Good Culture? School Climate, Infrastructure, and Mind Frames
	Proactively Designed Basic Skills Screening and Progress Monitoring
	Effective Universal Instruction: An Action-Oriented Approach to Improving Tier 1
	Improving Secondary School and Classroom Behavior Support

FRIDAY

8:30-10:00	KEYNOTE 1 Teach Like Kevin Bacon: What Research-Based Instruction Looks Like!
	KEYNOTE 2 TEAM Unity in MTSS: Balancing the I-Me-We
10:15-11:45	KEYNOTE 1 (REPEAT) Teach Like Kevin Bacon: What Research-Based Instruction Looks Like!
	KEYNOTE SESSION 2 (REPEAT) TEAM Unity in MTSS: Balancing the I-Me-We
12:45-2:15	DAY 2 AFTERNOON PART 1 BREAKOUT CHOICES
	Research-Based K-5 Literacy Practices
	Decreasing Aggressive Behaviors: Interventions to 'Build a Better Man' in America's Schools
	Blame Free Implementation Fidelity: Fixing the Weak Link in MTSS
	Professional Development: The Secret Sauce
2:30-4:00	DAY 2 AFTERNOON PART 2 BREAKOUT CHOICES
	Research-Based 6-12 Literacy Practices
	Enhancing Your MTSS Implementation Plan
	Enhancing TEAM Unity and Student Outcomes
	Professional Development: The Secret Sauce

Conference Description

Data-Based Conferences is collaborating with East Valley Special Education Local Planning Area (SELPA) to bring state-of-the-art, research-based and practical strategies to promote and improve your MTSS and RTI implementation. We have partnered with state departments of education and universities in Illinois, Ohio, Washington, Tennessee, Nebraska, Oklahoma, and Indiana and are now coming to California.

Through a combination of whole group keynotes and smaller group break outs that participants choose to attend, our nationally recognized presenters offer a range of professional development experiences for schools that are very experienced with MTSS/RTI to those just getting started. Among the key topics will be the following:

BIG IDEAS AND PRACTICES ESSENTIAL FOR K-12 MTSS IMPLEMENTATION SUCCESS

Too many schools are confused about MTSS and RTI, seeing them as identical names for the same hoop jumping practices to "get students into special education." Learn key distinguishing features and practices vital to success from Drs. Mark R. Shinn and W. Alan Coulter.

LAW AND LORE

Legal compliance is often cited as a barrier to MTSS implementation, whether in providing more intensive general education intervention, special education eligibility, 504 plans, behavior supports, and special education practices. Learn about relevant California and national law and regulation from our nation's leading special education law authority, Dr. Perry Zirkel.

RESEARCH-BASED AND EXPLICIT READING INSTRUCTION

There is consensus in the research communities about "what works" to ensure students become successful readers, but there remains a large gap in practice. Learn about effective reading instruction across tiers and interventions from Dr. Nancy Marchand-Martella.

MTSS IN DIVERSE COMMUNITIES FROM TEAMS TO INTERVENTIONS FOR AT RISK MALES OF COLOR

In too many MTSS professional development activities, the importance of socio-economic, cultural, and linguistic diversity gets left behind or left out. In particular, preventive efforts to reduce risk for males of color are neglected. We believe that these topics need explicit attention. Learn about issues of diversity, including teams and teaming, and interventions for high risk males from Drs. Alecia Moutrey and Ramel Smith.

Our other nationally recognized experts will bring professional development on MTSS practices that are scientifically sound, AND PRACTICAL to support your implementation efforts, including:

- Behavior support strategies to improve school climate
- Simple and scientifically sound basic skills screening for early intervention and to determine when disability may be suspected
- Progress monitoring across Tiers and programs
- Secondary MTSS
- Supporting high quality and high fidelity implementation.

Join us by going to dbconferences.com and the Pull Down Menu entitled Purchasing Conference Attendance to Register and make Payment Arrangements. For more detailed information, go to the CALIFORNIA MTSS conference page.

Attendance is limited and we expect to fill all available spaces within 45 days of initial announcement.

Register and Make Payment Arrangements at dbconferences.com



CONFERENCE LOCATION

Dorothy Inghram Learning Center
670 East Carnegie Drive
San Bernardino, CA 92408

The Dorothy Inghram Learning Center is located just 20 minutes east of the Ontario International Airport and centrally located in the Inland Empire of Southern California with easy access to mountain, desert and beach communities.

Directions can be found at this link:

<http://x.co/EBSELPA>

Parking is Free and Access is Convenient

ACCOMMODATIONS

A list of potential hotels will be developed as the conference date approaches and will be posted on the conference website.

FOR MORE INFORMATION:

dbconferences.com

or contact

mark@dbconferences.com

[847.275.7200](tel:847.275.7200)

COST & REGISTRATION

2-Day Registration

\$350 on or before SEPTEMBER 15TH
\$400 after SEPTEMBER 15TH
\$125 for FULL-TIME graduate students

1-Day Registration

\$250 on or before SEPTEMBER 15TH
\$300 after SEPTEMBER 15TH

REGISTRATION and PAYMENT

1. Go to dbconferences.com and Select the CALIFORNIA MTSS 2-day or 1-day "product."
2. Complete the required information, including payment arrangements. Credit cards are preferred, but payment by a Purchase Order/ Invoice process is accepted.

Registration includes continental-style breakfast and lunch on both days.

- Opportunities to Earn Continuing Professional Development Credit (CPD)
- NASP NCSP CPD Credit for School Psychologists

Payment accepted through credit card, PayPal, or purchase order.

Conference fees are refundable less \$75 if cancelled 30 days prior to conference. No refunds after that point.

Registration is a COMMITMENT to Pay Unless the Cancellation Policy is followed.

For more information, go to dbconferences.com

CONFERENCE SESSIONS

Thursday Schedule

7:45	Registration/Refreshments
8:30-12:00	Keynotes
12:00-12:45	Box Lunch
12:45-2:15	Breakout Session I
2:30-4:00	Breakout Session II

WELCOME SESSION

8:30-8:45

Differentiating MTSS from RTI and Conference Overview

Alan Coulter and Mark R. Shinn

Implementation success of any innovation is based on common vocabulary and understanding.

KEYNOTE 1A

8:45-10:15

Big Ideas in Successful MTSS Implementation

Alan Coulter and Mark R. Shinn

Early efforts for the education innovation that became MTSS began in the late 1970s and many lessons have been learned along the way that contribute to successful implementation. This keynote highlights "big ideas" and essential understandings that are critical to ensure MTSS is research-based AND practical.

KEYNOTE 1B

8:45-10:15

Law and MTSS Implementation

Perry Zirkel

This session addresses the federal and state law provisions specific to MTSS and RTI, with due differentiation between (a) mandatory and permissive legal provisions; (b) legal provisions and agency "guidance," and (c) legal requirements and professional best practices. The session synthesizes applicable case law, identifying those issues that are (a) clearly settled, (b) currently

a matter of controversy, and (c) to a surprisingly predominant extent, left for school districts to decide.

KEYNOTE 2A

10:30-12:00

Big Ideas in Successful MTSS Implementation

Alan Coulter and Mark R. Shinn

Repeat of Keynote 1A

KEYNOTE 2B

10:30-12:00

Law and MTSS Implementation

Perry Zirkel

Repeat of Keynote 1B

LUNCH PROVIDED 12:00-12:45

Please visit with our sponsors and attend some of the targeted lunch demonstrations.

AFTERNOON BREAKOUT SESSIONS I

12:45-2:15

Assessment, Data-Based Decision-Making, and How to Avoid Fooling Yourself

Kim Gibbons and Alan Coulter

The easiest person to fool is yourself and that applies to installing MTSS. This session will introduce a process for participants to self-assess their practices in the areas of assessment, data-based decision-making, practical implementation science, and common cognitive biases in MTSS. Tools will be shared on common implementation errors and ways to prevent them from happening. In addition, tips for streamlining assessments will be shared along with team protocols for decision-making.

Current Thorny Child Find and Eligibility Issues Under the IDEA and Section 504

Perry Zirkel

This session digs deeper on legal issues that are currently a matter of controversy, with a focus on child find and eligibility under the IDEA and Section 504. These issues include (a) the blurry boundary between

CONFERENCE SESSIONS

general and special education; (b) the interaction between RTI and child find or eligibility; (c) the under- and over-identification of Section 504 students; and (d) alleged new disabilities, including complex trauma, lead exposure, and electromagnetic hypersensitivity syndrome.

Positive Behavior Support as an MTSS Foundation

Jessica Sprick

It is established that a positive school and classroom climate is conducive to student achievement and positive social-emotional development. Some schools think their current practices are "good enough," but any school implementing MTSS behavior support is striving to continually upgrade universal practices to improve school safety, climate, and discipline.

Secondary MTSS That Makes Sense

Mark R. Shinn

MTSS/RTI often doesn't make sense to secondary teachers. This session describes how secondary MTSS is different—from prevention for core content area instruction to screening and progress-monitoring practices—with attention to differentiating and intervening with students who need *Treatment* versus content area instruction and/or behavioral *Support*.

AFTERNOON BREAKOUT SESSIONS II 2:30-4:00

Got Good Culture?: School Climate, Infrastructure, and Mind Frames

Alan Coulter

While much focus has been placed on assessments and interventions when implementing an MTSS framework, without leaders who build a positive school culture and climate and work to install mind frames for student success, implementation will likely not produce the desired outcomes. MTSS will fail without effective organizational culture. This session identifies the essentials of how leaders can build an infrastructure to support MTSS including 10 mind frames linked to positive student outcomes. A self-assessment tool will be provided for participants to identify strengths and opportunities.

Proactively Designed Basic Skills Screening and Progress Monitoring

Mark R. Shinn

Considerable advances have been made in MTSS screening and progress monitoring that reduces decision-making time and the amount of testing for students and teachers while increasing intervention. This session presents these advances to improve K-12 screening and progress monitoring and expand data use.

Effective Universal Instruction: An Action-Oriented Approach to Improving Tier 1

Kim Gibbons

Today's educators are expected to help every student grow academically. That starts with effective core instruction. However, many schools have found themselves trying to intervene their way to improvement by providing students at risk with Tier 2 or 3 intervention alone. See an action plan that answers 5 questions:

1. Is universal instruction effective?
 2. What must be addressed to ensure it "works."
 3. How can universal instruction needs be addressed?
 4. How can the universal instruction effectiveness and efficiency be monitored over time? and
 5. Are universal instruction improvements effective?
- Tools and resources will be shared to guide the work.

Positive Behavior Support as an MTSS Foundation

Jessica Sprick

It is established that a positive school and classroom climate is conducive to student achievement and positive social-emotional development. Some schools think their current practices are "good enough," but any school implementing MTSS behavior support is striving to continually upgrade universal practices to improve school safety, climate, and discipline.

For more information, go to dbconferences.com

CONFERENCE SESSIONS

Friday Schedule

7:45 Refreshments
8:30–12:00 Keynotes
12:00–12:45 Box Lunch
12:30–2:15 Breakout Session I
2:30–4:00 Breakout Session II

KEYNOTE 1A

8:30-10:00

Teach Like Kevin Bacon: What Research-Based Instruction Looks Like

Nancy Marchand-Martella

The one single feature of instruction that improves reading achievement is increasing instructional explicitness. Unfortunately, explicit, more intentional instruction is often treated as a second-class citizen in practice and teacher education programs. Would Kevin Bacon's instructional practices in Footloose be considered "second class?"

KEYNOTE 1B

8:30-10:00

MTSS TEAM Unity: Balancing the I-Me-We

Alisia Moutry and Ramel Smith

This keynote focuses on effective teaming structures that emphasize equity, advocacy, and mindfulness that improve the quality of MTSS implementation. The act of balancing self and others within MTSS will be discussed, showing how these concepts increase the probability of improved results. Participants will gain access to resources that guide and support successful implementation of TEAM unity in the MTSS in schools and districts.

KEYNOTE 2A

10:15-11:45

Teach Like Kevin Bacon: What Research-Based Instruction Looks Like

Nancy Marchand-Martella

Repeat of Keynote 1A

KEYNOTE 2B

10:15-11:45

MTSS TEAM Unity: Balancing the I-Me-We

Alisia Moutry and Ramel Smith

Repeat of Keynote 1B

TIME FOR OUR SPONSORS

11:45-12:00

Please give our sponsors your undivided attention to hear how their products/services can support your MTSS implementation.

LUNCH PROVIDED 12:00-12:45

Please visit with our sponsors and socialize with other attendees

AFTERNOON BREAKOUT SESSION I

12:45-2:15

K-5 Research-Based Literacy Practices

Nancy Marchand-Martella

For more than 40 years, we have known that the more explicit the instruction, the more effective it will be, especially for struggling readers. This session focuses on elementary (K-5) literacy strategies with a focus on explicit learning-to-read and reading-to-learn strategies along with effective reading programs for those needing more intensive interventions.

CONFERENCE SESSIONS

Decreasing Aggressive Behaviors: Interventions to 'Build a Better Man' in America's Schools

Alisia Moutry and Ramel Smith

Many schools and communities are experiencing an alarming increase in criminal and disrespectful behavior. This session focuses on teaching a middle and high school social skills curriculum, *Building a Better Man*, for adolescent male students of color students that revolves around the Masculine Developmental Hierarchy (MDH). Designed around the three "I's" of *Intrapersonal*, *Interpersonal Skills* and *Involvement*, participants will learn how the MDH curriculum increases prosocial student behavior.

Blame Free Implementation Fidelity: Fixing the Weak Link in MTSS

W. Alan Coulter and Kim Gibbons

The weak link in MTSS implementation is intervention implementation fidelity. When low fidelity is observed, the typical cause is labeled "teacher resistance." This rationale begins a contentious consultation relationship and fidelity measurement is ignored. This session flips the fidelity mindset with 3 tools to enhance consultee relationships and improve implementation fidelity. Participants will learn a protocol and evidence-based steps to use in real-world settings.

Professional Development: The Secret Sauce to MTSS Implementation

Dale Webster

Too often schools proceed in the MTSS implementation overestimating the background knowledge and skills required for success. This session highlights the components of on site professional development and coaching as well on on line training opportunities.

AFTERNOON BREAKOUT SESSION II 2:15-3:45

Secondary Research-Based Literacy Practices

Nancy Marchand-Martella

This session focuses on secondary (6-12) literacy strategies with a focus on explicit learning-to-read and reading-to-learn strategies along with effective reading programs for those needing more intensive interventions.

Professional Development: The Secret Sauce to MTSS Implementation

Dale Webster

Too often schools proceed in the MTSS implementation overestimated the background knowledge and skills required for success. This session highlights the components of on site professional development and coaching as well on on line training opportunities.

Strategic Doing: Enhancing Your MTSS Implementation Plan

W. Alan Coulter and Kim Gibbons

This session is intended to enable attendees to use some of the information gained at the conference to improve the quality of their MTSS implementation.

Strategic Doing: Enhancing TEAM Unity and Focus on Student Outcomes

Alisia Moutry and Ramel Smith

Without an effective team, MTSS will not happen. This session focuses on essential teaming skills including roles and communication routines to implement MTSS. Properly operating school, district, and state teams increase successful implementation and sustainability of MTSS. Strategies for effective teaming will be described that results in relentless nurturing of a vision of equity and excellence. Effective teaming Structures will be described and illustrated with examples as the key to successful and sustainable MTSS.

For more information, go to dbcconferences.com

PRESENTERS



Kimberly Gibbons, Ph.D.

Director, Center for Applied Research and Educational Improvement at the University of Minnesota. Previously, she was executive director of the St. Croix River Education District, which has received national recognition for its pioneering use of RTI since 1979. She has been a director of special education, staff development coordinator, and school psychologist, and coauthored three books on RTI and has supported practical implementation of MTSS with fidelity in multiple districts in multiple states.



Alisia M. Moutry, Ph.D.

President/CEO, 4AM Consulting, LLC and Regional Director for SWIFT (University of Kansas-School-Wide Integrated Framework for Transformation Center). She trains teams implementing MTSS in California. Her interests focus on RtI/MTSS and cross-cultural practices and authored *All Children are Special: RTI for African American Students in Special Education Practices: Personal Narratives of African American Scholars, Educators, and Related Professionals*.



Nancy Marchand-Martella, Ph.D., BCBA-D

Dean, College of Education at Purdue University. Dr. Marchand-Martella has more than 30 years of experience and research on evidence-based reading and instructional practices with more than 180 professional publications. She is an author of *Multiple Meaning Vocabulary*, *Lesson Connections*, and *Core Lesson Connections for Reading Mastery Signature Edition*, and *Read to Achieve*, an adolescent literacy program. She is also coauthor of *SRA FLEX Literacy*.



W. Alan Coulter, Ph.D.

Dr. Coulter has supported MTSS implementation in school districts around the country and served as a court-appointed monitor for school improvements in high needs school districts. Dr. Coulter served on the President's Commission on Excellence in Special Education in 2001-02 and was director of the National Center for Special Education Accountability Monitoring and the National Data Accountability Center.



Mark R. Shinn, Ph.D.

Dr. Shinn has provided staff development to schools and state departments of education in 44 states and recently was involved Tennessee's Middle and High School RTI2 plans. He has published more than 100 book chapters and journal articles on academic screening, SLD identification practices, and progress monitoring and 3 editions of a research-based PreK-12 academic and behavior interventions book for NASP.



Ramel LaMont Smith, Ph.D., LP

Licensed psychologist in Wisconsin and Milwaukee Bucks, a professional NBA team, team psychologist. He is co-author of *Building A Better Man: A Blueprint for Decreasing Violence and Increasing Prosocial Behavior in Men* (Routledge Press). His research interests are cross-cultural competence, community relationship (including schools), and effective service delivery to prevent violence.



Perry A. Zirkel, Ph.D., J.D., LL.M.

Professor emeritus of education and law at Lehigh University. He has a Ph.D. in Educational Administration and a J.D. from the University of Connecticut, and a Master of Laws degree from Yale University. He has written more than 1,500 publications on various aspects of school law, with an emphasis on legal issues in special education. He is the author of CEC monograph *The Legal Meaning of Specific Learning Disability*; the two-volume reference *Section 504, the ADA and the Schools*, now in its third edition; and various updating articles on both SLD case law identification and RTI legal developments.



Dale Webster, Ph.D.

Dale Webster is Chief Academic Officer for CORE, which provides professional development and technical assistance services to schools and districts across the country. Dale earned his Ph.D. in education at the University of California, Irvine, where his research focused on vocabulary development for English learners. Dale has served on the California Curriculum Commission, an advisory body to the California State Board of Education on curriculum frameworks and textbook adoptions and leads the Educational Services division for CORE's educational consulting and management staff.



Jessica Sprick, M.S.

Ms. Sprick, M.S. is an educational consultant and author for *Safe and Civil Schools*, Ancora Publishing, and *ASCD*. A former special education teacher for students with behavioral disorders and dean of students, she works to help schools establish effective continuums of behavioral and attendance support that ensure every student receives the services they need to thrive. She is an author of *The School Leader's Guide to Tackling Attendance Challenges*, *Foundations* (2nd ed.), *Interventions* (3rd ed.), *Functional Behavior Assessment of Bullying*, and *Functional Behavior Assessment of Absenteeism & Truancy*. Ms. Sprick is currently completing her Ph.D. at Michigan State University in Educational Psychology and Educational Technology.

For More Information, Go to dbconferences.com



MTSS Can Improve the Academic Outcomes for All Students...

When Processes, Instruction and Interventions All Align

While there is no one “right” way to implement MTSS, there is a proven process for developing systems that will ensure successful implementation and lasting change. CORE’s **Designing and Implementing MTSS Institute** assists school leadership teams to implement MTSS as a coordinated PreK-12 system of academic and behavior support.

Over three days, you’ll focus on the academics within MTSS. CORE MTSS math and reading experts will teach your team the knowledge and skills to achieve successful implementation and ensure lasting change.

Empower your team to make a dramatic difference.

Contact CORE: www.corelearn.com | 888.249.6155



Consortium on Reaching Excellence in Education®

Professional Learning to Help Student Achievement Soar

CORE works with administrators and teachers to build the knowledge and skills they need to implement effective, evidence-based classroom practices that result in sustainable academic excellence.

- Training on evidence-based math and literacy instructional practices — online and on-site
- Multi-year job-embedded coaching & mentoring
- Guidance to ensure the effective implementation of your chosen ELA and math programs

WHATEVER THEIR WINGSPANS, WE HELP STUDENTS FLY...



SOONER. FASTER. HIGHER.

Accelerates literacy gains up to 3X • The most levels of content differentiation in English and Spanish • High-interest articles and customizable scaffolding • Baseline and embedded assessments • Auto-adjustment as students grow • Predictive analytics and actionable reports

Since 2001, Achieve3000 has partnered with schools and districts to accelerate literacy growth for all students in grades 2-12. Learn more about our literacy solutions at [ACHIEVE3000.COM](https://www.achieve3000.com).



TARGETED LEARNING. FOCUSED RESULTS.



Discover specialized learning solutions.

When it comes to struggling students, you're challenged with increasing performance to meet rigorous standards. Research-proven Intervention and Supplemental programs from McGraw-Hill Education pinpoint and address areas of challenge, and deliver measurable results. Help your at-risk students raise their game, and move them on to higher success.



Reading Intervention
Grades PreK-5



Reading Intervention
Grades 3-12



Math Instruction
Grades K-5



Math Instruction
Grades 6-12



Intensive Instruction
Grades K-8

For more information go to mheducation.com



Because learning changes everything.®



Building Vibrant MTSS Structures that Include Special Educators

As Districts move toward implementation of MTSS, the inclusion of all stakeholders in the conversation and planning is essential. Moving forward with implementation plans requires strategic planning to support students at all levels.

Participants will engage in team building exercises focused on their specific needs. Facilitation activities will ensure participants share common language and understanding for the effective implementation of an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention.

Partners from the University of California, Graduate School of Education and the San Bernardino County Superintendent of Schools will facilitate school teams in developing integrated instruction and intervention that is delivered to students in varying intensities based on student need. Participants will learn how to use 'need driven' decision making skills to ensure that district resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve.

Special attention will be given to the role of special educators (i.e. special education teachers, related service providers, and school psychologists) in the develop of vibrant MTSS structures that meet the needs of all students while reducing the need for special education services leading to more inclusive educational environments.

Intended Audience: School/district teams consisting of administrators, general education teachers, special education teachers, related service providers and school psychologists; preferably who have attended MTSS professional development/conference sessions.

Register Online or call East Valley SELPA (909) 252-4502

Tuesday
December 10, 2019
8:00 am - 3:30 pm

Register Online:
<https://sbcss.k12oms.org/46-171318>

Thursday
April 9, 2020
8:00 am - 3:30 pm

Register Online:
<https://sbcss.k12oms.org/46-171320>

Location:

Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408



OCCUPATIONAL THERAPY PROFESSIONAL DEVELOPMENT OPPORTUNITIES



Region 10 Coordinating Council Presents the following training....

You Must Be Regulated Before You Can Learn: How Sensory Processing and Self-Regulation Impact Behavior and School Performance

**Presented by Greg Santucci, M.S., OTR Occupational Therapist
Executive Director, Power Play Pediatric Therapy**

This full day seminar will review how sensorimotor development and sensory processing impacts a child's ability to meet the expectations of their environment. We will discuss traditional approaches to addressing behaviors and present new, proactive ideas that focus on teaching children the skills they need to succeed in school, at home and in life. This interactive workshop will put a fresh spin on sensory processing and self-regulation in education; have participants seeing behaviors through new lenses; and provide the strategies necessary to help kids show us just how capable they are.

Date: Tuesday, September 3, 2019

Time: 8:30 am to 3:00 pm
Registration/check-in: 8:00 - 8:30 am

Location: RCOE Conference Center, Room: Hyatt I & II, 3958 12th Street, Riverside, CA 92501

Fee: \$75.00 per person includes materials and lunch

Audience: Occupational Therapists, Certified Occupational Therapy Assistants, Physical Therapy Assistants, Special Education Teachers, General Educators, Instructional Assistants and Administrators.

Outcomes:

Participants will:

1. Learn about the different sensory systems and how they impact development, motor skills and school performance.
2. Understand when sensory processing, developmental factors, or environmental stressors are impacting behavior and learn practical strategies to help better support students.
3. Become more skilled at identifying self-regulation challenges and implement realistic strategies to empower students and help them meet the expectations of school.
4. Learn about sensory diets and discover easy-to-use strategies to help students stay focused and engaged in learning throughout the day.
5. See behavior through a new set of lenses. Re-dine challenging behaviors as a developmental delay, and learn strategies to teach the skills needed to improve behavior, instead of giving "consequences" when students can't meet our expectations.

CEUs: Certificate of Attendance will be provided, verifying 6 professional development units.

Questions: Tami Goldstein, EV SELPA Services Specialist, 909-252-4502, tami.goldstein@sbcss.net

Registration Deadline: August 19, 2019
Register Online at: <https://sbcss.k12oms.org/46-171395>

Payments: GovPay.net (credit card service) or check. Please mail your payment along with a copy of your pending registration to: Dorothy Inghram Learning Center, Attn: EVSELPA/Tami Goldstein, 670 E. Carnegie Drive, San Bernardino, CA 92408. Payment must be postmarked on or before August 19, 2019. Make checks payable to SBCSS.

Refunds will not be provided for No-Shows or cancellations after 8/19/19.

Individuals who require special accommodations for disabilities are asked to contact Tami Goldstein at (909) 252-4502 at least fifteen (15) working days prior to workshop.



Region 10 Coordinating Council Presents the following training....

SAVE THE DATE

Bal-A-Vix;

Balance/Auditory/Vision eXercises for Brain& Brain/Body Integration

Thursday and Friday

December 5 & 6, 2019

Dorothy Inghram Learning Center, San Bernardino

(More Information To Follow)



Region 10 Coordinating Council Presents the following training....

SAVE THE DATE

Legally Compliant Assessments and Reports

Presenter: Peter Samsom, Attorney at Law

Tuesday, February 11, 2020

Dorothy Inghram Learning Center, San Bernardino

(More Information to Follow)



WorkShOPS

FOR **PARENTS**



Free
Parent
Workshop

IEP BASICS FOR PARENTS

Monday, September 23, 2019

6:30 - 8:30 pm

Every public school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly individualized document.

The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability.

To create an effective IEP, parents, teachers, other school staff and often the student must come together to look closely at the student's unique needs. These individuals pool knowledge, experience and commitment to design an educational program that will help the student be involved in, and progress in, the general curriculum. The IEP guides the delivery of special education supports and services for the student with a disability.

This workshop will assist parents with understanding the basic components of an IEP and their important role in its development.

"Be involved. Your child's future depends on it"

Register Online:

<https://sbcss.k12oms.org/46-169086>

Or call East Valley SELPA at 909.252.4502

Location:

Dorothy Inghram Learning Center

Home of the East Valley SELPA

670 E. Carnegie Drive, San Bernardino, CA 92408

Free Parent Workshop



INTRO TO AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC) FOR PARENTS

MONDAY
NOVEMBER 18, 2019
6:30 pm – 8:30 pm

Facilitated by:

Courtney Beatty, M.A., BCBA, EVSELPA Program Specialist
Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EVSELPA Autism Program Specialist

Is your child struggling with oral communication? Would you like to know more about how low and high tech Augmentative and Alternative Communication (AAC) can improve the ability to communicate more effectively? If YES, this workshop is for you! You will understand what AAC is and how its various forms may benefit children's communicative, social, and behavioral functioning. Additionally, this workshop will provide an over view of effective IEP accommodations, modifications, and goals that may improve communication for children with complex communication needs.

Intended audience:

Parents and guardians of children who struggle with oral communication

Register Online:

<https://sbcss.k12oms.org/46-168769>

Or call East Valley SELPA at 909.252.4502

Location:

Dorothy Inghram Learning Center,
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

FREE PARENT WORKSHOP



KNOWING YOUR RIGHTS AS A PARENT OF A CHILD WITH A DISABILITY

Facilitated by

Anne-Marie Foley, M.S., EVSELPA Regional Services Program Manager

Rick Homutoff, Ed.D., EVSELPA Due Process Program Manager

- Does your child have an IEP?
- Is your child being evaluated for special education services?
- Do you want to learn more about your Parent Rights and Procedural Safeguards as well as special education compliance?

If so, this training will provide information in order to better understand your legal rights and protections during the IEP process. You will learn how the California Education Code and the Individuals with Disabilities Education Act (IDEA) offer these protections. In addition, we will review key compliance requirements as they pertain to your child's IEP.

Participants will have the opportunity to develop a clearer picture of special education procedural safeguards and compliance and how to work in collaboration with school districts to best support children with disabilities.

Monday

January 27, 2020

6:30 pm - 8:30 pm

Register Online:

<https://sbcss.k12oms.org/46-170773>

Or call East Valley SELPA 909.252.4502

Location:

Dorothy Inghram Learning Center

Home of the East Valley SELPA

670 E. Carnegie Drive, San Bernardino, CA 92408

Free Parent Workshop



WHAT WILL YOUR CHILD DO AFTER HIGH SCHOOL : TRANSITION INTO LIFE

Presented By:

Rick Homutoff, Ed.D., EVSELPA Due Process Program Manager
Colleen Meland, M.A., EVSELPA Program Specialist

Do you have questions about your child transitioning to life beyond high school or the school district's transition program?

Participants will learn about the substantive and procedural practices involved in preparing students for the transition to young adult life.

Topics to be addressed:

- Prospective IEP goals, supports and services.
- Parent and school district responsibilities facilitating student's transition.
- Diploma versus non-diploma tract program participation.
- Outside agencies and community services that facilitate and support access to higher education, vocational training, work, and independent living.

Monday
February 24, 2020
6:30 pm - 8:30 pm

Register Online:
<https://sbcss.k12oms.org/46-169116>
Or call East Valley SELPA at 909.252.4502

Location:
Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408



UNDERSTANDING YOUR CHILD'S BEHAVIORAL, AND SOCIAL-EMOTIONAL NEEDS



Monday
APRIL 20, 2020
6:30 pm - 8:30 pm

Presented By:

Mary Anne Klenske, M.A., EVSELPA Program Specialist

Tracy Schroeder, LCSW, EVSELPA Program Manager, Behavioral Health

Social and Emotional development is a child's ability to understand the feelings of others, control his or her own feelings and behaviors, get along with other children, and build relationships with adults. In order for children to develop the basic skills they need, such as cooperation, following directions, demonstrating self-control and paying attention, they must have positive SE (Social-Emotional) Skills. This can have an impact on how students function at home and in school.

Parents will understand the importance of building engagement, focusing on trust and establishing a team approach with their child's school, versus only using punitive consequences for behavior. This will include research and evidence based strategies that have been successful in increasing SE Skills with students which results in decreased challenging behavior.

Register Online:

<https://sbcss.k12oms.org/46-169120>

Or call the East Valley SELPA 909.252.4502

Location:

Dorothy Inghram Learning Center

Home of the East Valley SELPA

670 E. Carnegie Drive, San Bernardino, CA 92408



PROFESSIONAL CRISIS MANAGEMENT

A S S O C I A T I O N

Helping Professionals • Changing Lives

PROFESSIONAL CRISIS MANAGEMENT (PCM)

PRACTITIONER TRAINING

8:30 am - 4:30 pm

Cost: \$40.00

DOROTHY INGRAM LEARNING CENTER

HOME OF THE EAST VALLEY SELPA

670 E. CARNEGIE DRIVE, SAN BERNARDINO, CA 92408

DATES

REGISTER ONLINE

JULY 29 & 30, 2019	https://sbcss.k12oms.org/46-168999
SEPTEMBER 4 & 5, 2019	https://sbcss.k12oms.org/46-169000
OCTOBER 1 & 2, 2019	https://sbcss.k12oms.org/46-169001
NOVEMBER 12 & 13, 2019	https://sbcss.k12oms.org/46-169003
JANUARY 16 & 17, 2020	https://sbcss.k12oms.org/46-169004
February 7 & 11, 2020	https://sbcss.k12oms.org/46-169006
April 7 & 8, 2020	https://sbcss.k12oms.org/46-169007
May 12 & 13, 2020	https://sbcss.k12oms.org/46-169008

PRACTITIONER

PCM is a certification preparation course taught by certified PCM Instructors. Participants are trained in prevention and diffusion of dangerous behaviors. Practitioner level requirements are to attend the entire 2-day training (no exceptions will be made), complete an application for certification, complete the performance checklist with a required number of repetitions for each procedure, score 80% or better on the written exam (including passing all “critical items”), and pass all items on the practical examination. Certifications are good for 1 year to use all nonphysical interventions, personal safety and transportation procedures. Wear comfortable clothing and closed-toe shoes with socks.

PROFESSIONAL CRISIS MANAGEMENT (PCM)

RE-TRAINING SESSIONS

9:00 am - 12:00 noon

Cost: \$25.00

DOROTHY INGRAM LEARNING CENTER

Home of the East Valley SELPA

670 E. CARNEGIE DRIVE, SAN BERNARDINO, CA 92408

DAY & DATE	REGISTER ONLINE
FRIDAY, AUGUST 30, 2019	https://sbcss.k12oms.org/46-169039
FRIDAY, SEPTEMBER 27, 2019	https://sbcss.k12oms.org/46-169042
THURSDAY, OCTOBER 24, 2019	https://sbcss.k12oms.org/46-169044
THURSDAY, NOVEMBER 14, 2019	https://sbcss.k12oms.org/46-169045
THURSDAY, JANUARY 30, 2020	https://sbcss.k12oms.org/46-169046
THURSDAY, FEBRUARY 20, 2020	https://sbcss.k12oms.org/46-169047
FRIDAY, MARCH 13, 2020	https://sbcss.k12oms.org/46-169048
WEDNESDAY, APRIL 29, 2020	https://sbcss.k12oms.org/46-169049
THURSDAY, MAY 21, 2020	https://sbcss.k12oms.org/46-169050

RETRAINABLE

This means that the participant did not pass the PCM course this time (either missed at least one critical item or scored between 60% and 79% on the written test or did not pass the practical exam), but may go through a short re-training and re-take the test or tests that were not passed. This applies to both types of training: initial and re-certification. Re-testing must take place on or before the expiration date given by PCMA. Any participant may re-test more than once if needed, as long as it is before the expiration date.

PROFESSIONAL CRISIS MANAGEMENT (PCM)

PRACTITIONER 2(P) TRAINING

8:30 am - 4:30 pm

Cost: \$40.00

DOROTHY INGRAM LEARNING CENTER

HOME OF THE EAST VALLEY SELPA

670 E. CARNEGIE DRIVE, SAN BERNARDINO, CA 92408

DATES

REGISTER ONLINE

JULY 31, AUGUST 1 & 2, 2019	https://sbcss.k12oms.org/46-169011
AUGUST 28, 29, & 30, 2019 <i>*8:00 am - 4:00 pm*</i>	https://sbcss.k12oms.org/46-169269
SEPTEMBER 4, 5, & 6, 2019	https://sbcss.k12oms.org/46-169014
OCTOBER 1, 2, & 3, 2019	https://sbcss.k12oms.org/46-169019
NOVEMBER 20, 21, & 22, 2019	https://sbcss.k12oms.org/46-169031
JANUARY 22, 23, & 24, 2020	https://sbcss.k12oms.org/46-169032
FEBRUARY 7, 11, & 12, 2020	https://sbcss.k12oms.org/46-169035
APRIL 7, 8, & 9, 2020	https://sbcss.k12oms.org/46-169036
MAY 6, 7, & 8, 2020	https://sbcss.k12oms.org/46-169038

PRACTITIONER 2(P)

PCM is a certification preparation course taught by certified PCM Instructors. Participants are trained in prevention and diffusion of dangerous behaviors. Practitioner level requirements are to attend the entire 3-day training, complete an application for certification, complete the performance checklist with a required number of repetitions for each procedure, score 80% or better on the written exam (including passing all “critical items”), and pass all items on the practical examination. Certifications are good for 1 year to use all nonphysical interventions, personal safety, transportation procedures, vertical & prone immobilization. Wear comfortable clothing and closed-toe shoes with socks.

REQUESTING ON-SITE SUPPORT



PROFESSIONAL DEVELOPMENT TRAINING



**ON-SITE
STAFF DEVELOPMENT TRAININGS,
OMS PRIVATE EVENTS AND
CONSULTATIONS**

SUPPORT MAY INCLUDE:

- ♦ FULL OR HALF-DAY TRAININGS
- ♦ TRAININGS INCORPORATED INTO DISTRICT MEETINGS
- ♦ ON-SITE COACHING, MODELING & CONSULTATION
- ♦ PROBLEM SOLVING SESSIONS WITH TEACHERS & ADMINISTRATIVE SUPPORT TEAMS

**TO REQUEST AN
ON-SITE SERVICE
BY AN
EAST VALLEY SELPA
PROGRAM SPECIALIST:**

- Complete a Request for EV SELPA Program Specialist Services (EV-23), shown on next page.
- Email to:
rosalva.contreras@sbcss.net
or fax to 909.252.4533.
- Keep a copy for your files.
- An email notification will be sent when the request has been assigned.
- Notification will be made within 10 days regarding final arrangements.

To cancel a scheduled request,
Email
rosalva.contreras@sbcss.net
or call 909.252.4507

REQUEST FOR EV SELPA PROGRAM SPECIALIST SERVICES

East Valley Special Education Local Plan Area

District: _____ Case Carrier/Direct Contact Person: _____

School Site: _____ Program Type: _____ Phone Number: _____
(Gen. ED./ RSP/ Mild-Mod/ Mod-Severe/ Behavioral)**Please Complete:****Reason for Referral:**

List interventions previously used:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

List in detail the services requested:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Referral Completed By (Print Name): _____ Date: _____ Phone: _____
District Administration/CoordinatorReferral Approved By (Signature): _____ Date: _____ Phone: _____
District Special Ed. Director's Signature

DIRECTIONS FOR SUBMITTING THIS FORM: One of three ways: 1) Email the referral and other relevant documents to evselpa@sbcss.net,
2) Fax paperwork to 909/252-4533, or 3) Jet-mail paperwork to EV SELPA.

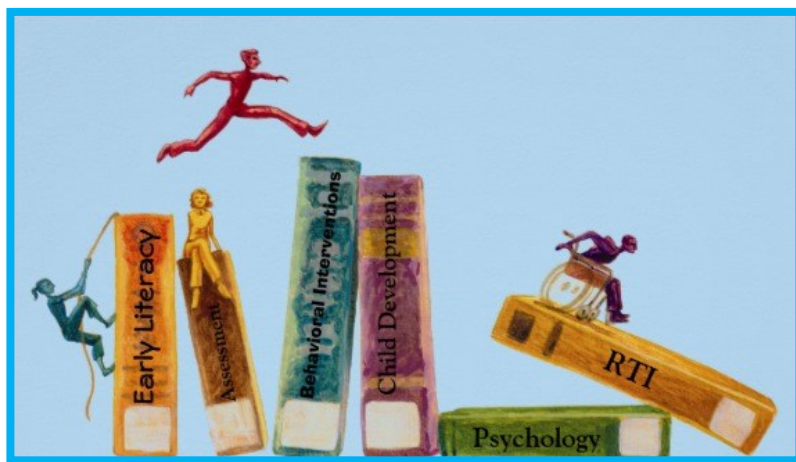
SECTION BELOW TO BE COMPLETED BY EVSELPA PROGRAM SPECIALIST:

- ☐ Referral Completed By: _____
☐ Date(s): _____ ☐ On-going Consultation
☐ Service Provided: _____
☐ Consulted with: ☐ Teacher ☐ Parent ☐ Other (specify) _____

For EVSELPA Office Use Only:

Date Received: _____ By: _____

School Psychologists



Professional Development Opportunities

School Psychologists Training

Tips, Tricks, Tools and Best Practices for Eligibility Assessment



Presented by:
Jessica M. Lascano, M.A., LEP, NCSP, School Psychologist

This training is focused on revisiting best practices school psychologists can use to guide assessment for special education eligibility. Participants will be provided with ways to incorporate thorough assessment practices into their routine, and will leave with resources, templates, and ideas to support defensible, and comprehensive assessment.

Register Online or Call East Valley SELPA at 909.252.4502

Monday
September 16, 2019
8:30 am - 3:00 pm

Register Online:
<https://sbcss.k12oms.org/46-171301>

Monday
May 4, 2020
8:30 am - 3:00 pm

Register Online:
<https://sbcss.k12oms.org/46-171303>

Location:
Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

School Psychologist Workshop



Trauma Informed Care and Practices

Presented by:

Jessica M. Lascano, M.A., LEP, NCSP, School Psychologist

Monday

November 18, 2019

8:30 am - 3:00 pm

This training will help school psychologists to explore how trauma influences children and their interactions with the world, in particular within the school setting. Participants will be exposed to the NASP PREPaRE model, and the ACES study. In addition participants will learn about how to consider trauma when assessing students for special education eligibility, as well as special considerations for disciplinary procedures. Participants will leave with several resources, checklists, and tools to help them to consider trauma and its effects when working with students.

Register Online:

<https://sbcss.k12oms.org/46-171306>

Or call East Valley SELPA 909.252.4502

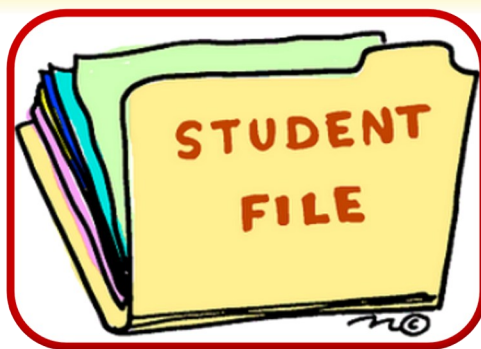
Location:

Dorothy Inghram Learning Center

Home of the East Valley SELPA

670 E. Carnegie Drive, San Bernardino, CA 92408

School Psychologist Training



The Manifestation Determination Process and Functional Behavioral Analysis

Presenter by:

Jessica M. Lascano, M.A., LEP, NCSP, School Psychologist

Monday, February 3, 2020

8:30 am - 3:00 pm

This training will help school psychologists, and administrators learn about the manifestation determination process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defensible decisions. Participants will be exposed to real life examples of manifestation determination cases, and will have the opportunity to practice via case studies. Additionally, participants will learn about the relationship between behavioral supports, including Functional Behavioral Analysis, and manifestation determinations. Participants will leave the training with several tools, and resources to help them to conduct thorough manifestation determinations.

Register Online:

<https://sbcss.k12oms.org/46-171300>

Or call the East Valley SELPA 909.252.4502

Location:

Dorothy Inghram Learning Center

Home of the East Valley SELPA

670 E. Carnegie Drive, San Bernardino, CA 92408

Speech Language Pathologists



Professional Development Opportunities



Region 10 Coordinating Council Presents the following training....

SAVE THE DATE

“Practical Therapy Ideas for School-Based SLPs”

Speaker: Meredith Avren & Felice Clark

Friday, October 18, 2019

Cost: \$60.00

Jesse Turner Community Center, Fontana

(More Information to Follow)



Region 10 Coordinating Council Presents the following training....

SAVE THE DATE

**“Culturally and Linguistically Responsive Assessment and Intervention
For ELLs with Language Impairment”**

Speaker: Celeste Roseberry-McKibbin

Friday, February 7, 2020

Cost: \$60.00

(More Information to Follow)



TRANSITION

TRANSITION



Transition Partnership Project (TPP)
TEACHER IN-SERVICE

Wednesday
AUGUST 28, 2019
8:00 am – 3:30 pm
(Lunch will be provided)

This mandatory TPP Teacher meeting will be conducted by an academic specialist from Academic Innovations, who will provide an overview of the new “*Get Focused, Stay Focused*” curriculum modules being ordered for use with the Senior TPP Class Instruction. The training will provide guidance for conducting the student curriculum activities and addressing the DOR Student Services objectives required by our current DOR contract:

- Job Exploration Counseling
- Workplace Readiness Training
- Work-Based Learning Experiences
- Post-secondary Enrollment Counseling

Location:

Dorothy Inghram Learning Center

Home of the East Valley SELPA

670 E. Carnegie Drive

San Bernardino, CA 92408

Register Online:

<https://sbcss.k12oms.org/46-168676>

Or call East Valley SELPA 909.252.4502



Transition Partnership Project (TPP)

TEACHER IN-SERVICE



Wednesday
OCTOBER 2, 2019
8:00 am - 3:30 pm

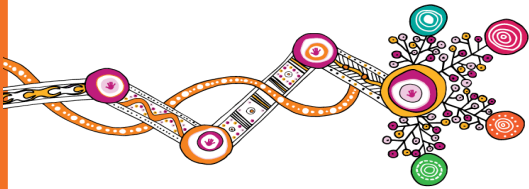
BRING YOUR PERSONAL TABLET OR LAPTOP

This mandatory TPP Teacher meeting will be providing a hands-on opportunity for teachers to access on-line instructional resources. The following activities will be included:

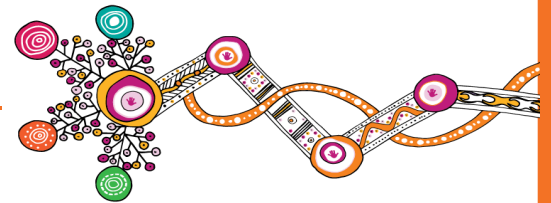
- Opportunity to access and review online instruction resources
 - *Career Choices Teachers' Lounge*
 - *U.S. Work World*
 - *Financial Literacy*
 - *Green 360*
- Webinar training by Danny Rubin: *"Wait, How Do I Write This Email?"*
- California Resource Network - *California Career Zone website In-Service*, featuring John Merris-Coots, CDE

REGISTER ON-LINE:
<https://sbcss.k12oms.org/46-168689>
Or call East Valley SELPA 909.252.4502

LOCATION:
Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408



CROSS TRAINING



Monday
JANUARY 27, 2020
8:30 am - 12:30 pm

The DOR-TPP Cross Training is an annual event that brings together Transition Partnership Projects, the Department of Rehabilitation, WorkAbility1 and Community Partners.

Presently, six SELPA's and transition specialists from their LEAs participate in the planning and attend the Cross Training:
Desert Mountain SELPA, East Valley SELPA, Fontana Unified SELPA, Riverside Unified School District SELPA, San Bernardino City Schools SELPA, and West End SELPA.

The intent of the Cross Training is to educate all participating agencies that include contracted services, procedures, objectives, and different professional approaches to problem solving and training issues. The meetings and trainings provide a regional forum to share information that leads to understanding and cooperation between the agencies, including agency missions, goals, policies and procedures.

Register Online:

<https://sbcss.k12oms.org/46-168697>

Or call the East Valley SELPA at 909.252.4502

Location:

Dorothy Inghram Learning Center

Home of the East Valley SELPA

670 E. Carnegie Drive, San Bernardino, CA 92408

Quarterly Adult Transition Program (ATP) Network Meetings

8:30 am – 1:30 pm

September 26, 2019

November 21, 2019

February 6, 2020

April 30, 2020

The purpose of these meetings is to provide a venue where teachers and support staff from school district *Adult Transition Programs* can come together and exchange information about best practices within their programs, go on scheduled off-site tours, listen to invited guest speakers from adult service agencies that share about their programs and adult services available to the young adults when they age-out of the school district *Adult Transition Programs*. Lunch break is taken between 11:15 am—12:30 pm.

Register Online:

<https://sbcss.k12oms.org/46-168703>

Or call East Valley SELPA 909.252.4502

Location:

Dorothy Inghram Learning Center, 670 E. Carnegie Dr., San Bernardino, CA 92408

Quarterly East Valley Transition Advisory Committee (EVTAC)

Local Partnership Agreement (LPA) Meetings

1:30 – 3:30 pm

September 26, 2019

November 21, 2019

February 6, 2020

April 30, 2020

The quarterly EVTAC LPA Meetings are scheduled to follow the quarterly ATP Network Meetings. The purpose of these meetings is to bring together the partnering LEAs and Community Agencies to discuss the best practices for promoting a smooth transition between service agencies for young adult clients moving from school district *Transition Program* services into the community and seeking support for work readiness preparation, job training, employment, and independent living skills achievement. The focus of the 2019-2020 meetings will be to work on the organization's mission statement objectives and invite additional community partnering agencies into the organization.

The primary Partners include the *East Valley Special Education Local Plan Area (EVSELPA)*, the *EVSELPA Transition Partnership Project (TPP)*, and the *EVSELPA* five school Districts: *Colton Joint Unified, Redlands Unified, Rialto Unified, Rim of the World Unified, Yucaipa-Calimesa Joint Unified* and these school districts' respective *WorkAbility1 Programs, Fontana School District and its TPP and WorkAbility1 Programs, the Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) WorkAbility1 Program, Inland Regional Center (IRC), the Department of Vocational Rehabilitation (DOR), and the Workforce Development Department (WDD)*.

Register Online:

<https://sbcss.k12oms.org/46-168766>

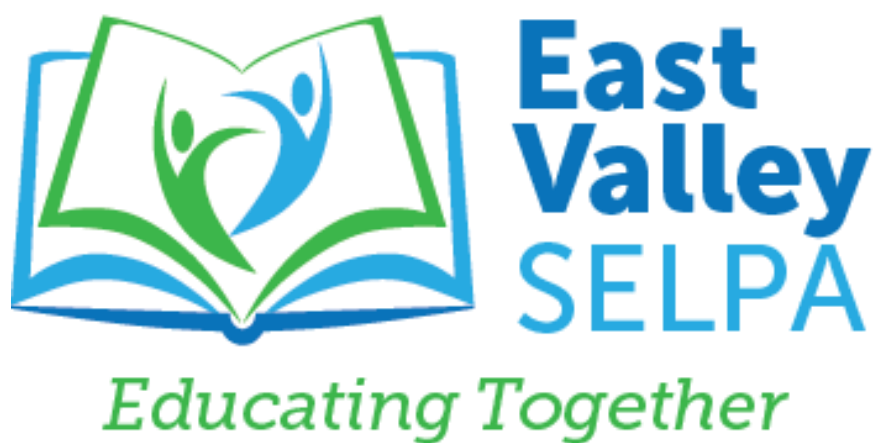
Or call East Valley SELPA 909.252.4502



East Valley SELPA
Transition Partnership Project (TPP)
21st ANNUAL CAREER INFORMATION DAY

Friday
APRIL 17, 2020
9:00 am - 1:00 pm

- Career Information Day will feature more than 30 employers, hosted at the Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) campus. The 21st annual event will have exhibits and presentations for Inland Empire students who are enrolled in high school transition programs.
- Employers from several career paths will speak to students and give tips to pursuing a job in their field.
- Presenters include representatives from local government agencies, retailers and educational entities.
- The event is co-sponsored by the East Valley Special Education Local Plan Area (SELPA) Transition Partnership Project, the California State Department of Rehabilitation, WorkAbility1 programs, and the following educational agencies: Colton Joint Unified School District, CRY-ROP, Redlands Unified, Rialto Unified, Rim of the World Unified, San Bernardino City Unified, San Bernardino County Superintendent of Schools, and Yucaipa-Calimesa Joint School District.



VISIT OUR WEBSITE:
evselpa.sbcss.k12.ca.us



Professional Development for School Psychologists 2019-2020

September 16, 2019

8:30 a.m.- 3:00 p.m.

Name: Tips, Tricks, Tools and Best Practice for Eligibility Assessment

Intended Audience: School Psychologists

Provided by Jessica Lascano, NCSP, LEP; San Bernardino County Superintendent of Schools

This training is focused on revisiting best practices school psychologists can use to guide assessment for special education eligibility. Participants will be provided with ways to incorporate thorough assessment practices into their routine, and will leave with resources, templates, and ideas to support defensible, and comprehensive assessment.

October 24, 2019

8:30 a.m. – 2:30 p.m.

Name: The ABCs of Preschool Assessment

Intended Audience: School Psychologists, SLPs, OTs & Early Childhood SpEd Teachers

Provided by Amy L. Taylor and Heather DeFelice; California Diagnostic Center

This training will explore the laws and regulations around special education transition from Part C (Early Intervention) to Part B (Preschool Special Education: the foundation upon which special education and related services rest). The focus of this training will explore the selection and use of appropriate assessment measures designed to assess a preschool child's development including cognition, language, motor, and play for both the initial assessment and the transition to kindergarten. Participants will critically examine the continuum of services and optimum preschool environments. Preschool special education teams will have the opportunity to discuss challenging cases to improve the transdisciplinary assessment process. Topics of cases will explore cultural considerations when assessing young children, how to determine delay versus disorder, and medical issues that may impact a child's development.

November 18, 2019

8:30 a.m.- 3:00 p.m.

Name: Trauma Informed Care and Practices

Intended Audience: School Psychologists

Provided by Jessica Lascano, NCSP, LEP; San Bernardino County Superintendent of Schools

This training will help school psychologists to explore how trauma influences children and their interactions with the world, in particular within the school setting. Participants will be exposed to the NASP PREPaRE model, and the ACES study. In addition, participants will learn about how to consider trauma when assessing students for special education eligibility, as well as special considerations for disciplinary procedures. Participants will leave with several resources, checklists, and tools to help them to consider trauma and its effects when working with students.

December 3, 2019

8:30 a.m. – 2:30 p.m.

Name: Untestable to Testable: Transforming Students Who Are “Difficult” to Assess

Intended Audience: School Psychologists, SLPs, OTs & PTs

Provided by Allease Glamore, California Diagnostic Center

We all have a basic understanding of the principles of assessment. But, what happens when students are unable to sit at a table, point to a picture or symbol in a stimulus book or provide a verbal response, or engage in behaviors that impact their participation in testing? Typically, we describe these students as untestable and resort to using assessment and evaluation methods that are less accurate and do not provide complete information. This training will explore the selection and use of appropriate assessment measures, the development, implementation and use of alternative assessment procedures, adapting and modifying assessment measures, identifying alternative response formats, and quick and easy interventions that can be used to support participation and engagement.

Training 3- February 3, 2020

8:30- 3:00 p.m.

Name: The Manifestation Determination Process and Functional Behavioral Analysis

Intended Audience: Morning- School Psychologists Afternoon- CWA Administrators and School Psychologists

Provided by Jessica Lascano, NCSP, LEP; San Bernardino County Superintendent of Schools

This training will help school psychologists, and administrators to learn about the manifestation determination process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defensible

decisions. Participants will be exposed to real life examples of manifestation determination cases and will have the opportunity to practice via case studies. Additionally, participants will learn about the relationship between behavioral supports, including Functional Behavioral Analysis, and manifestation determinations. Participants will leave the training with several tools, and resources to help them to conduct thorough manifestation determinations.

Training 4- May 4, 2020

8:30-3:00 p.m.

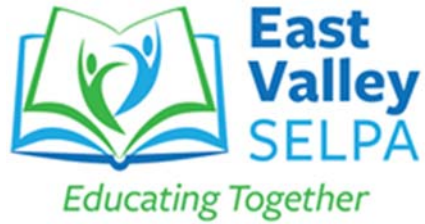
Name: Tips, Tricks, Tools and Best Practice for Eligibility Assessment Refresher (*Repeat of the September 16, 2019 training*)

Intended Audience: School Psychologists

Provided by Jessica Lascano, NCSP, LEP; San Bernardino County Superintendent of Schools

This training is focused on revisiting best practices school psychologists can use to guide assessment for special education eligibility. Participants will be provided with ways to incorporate thorough assessment practices into their routine, and will leave with resources, templates, and ideas to support defensible, and comprehensive assessment.

4.18 EV SELPA Local Plan Workgroup Meetings



Local Plan Workgroup Meetings

**670 E. Carnegie Drive, San Bernardino CA 92408
Conference D**

**Mondays
9:00 – 11:00 a.m.**

August 19, 2019

September 16, 2019

October 21, 2019

November 25, 2019

December 16, 2019

**January 21, 2020
(Tuesday in Conference Room E)**

4.19 EV SELPA Community Advisory Committee



East Valley SELPA Community Advisory Committee

What is the Community Advisory Committee (CAC) of the East Valley Special Education Local Plan Area (EV SELPA)?

The CAC is a committee of volunteers composed of parents of individuals with exceptional needs and others who serve in an advisory capacity to the administrator of the EV SELPA in specific areas as detailed in the California Education Code. Those areas include deciding on and supporting parent trainings, promoting community awareness of special education, supporting activities on behalf of individuals with exceptional needs, assisting in parent awareness of the importance of regular school attendance and advising on the Local Plan.

Members of the CAC include those appointed by the governing board of each participating district in the EV SELPA to serve at least two-year terms and shall be parents of pupils with exceptional needs enrolled in the district schools.



East Valley SELPA Community Advisory Committee



CAC Members

DISTRICT:	
------------------	--

CAC Member Name:	
Mailing Address:	
Phone Number:	
Board Approval Date:	

CAC Member Name:	
Mailing Address:	
Phone Number:	
Board Approval Date	

Submitted by:	Date:
----------------------	--------------

4.20 Hot Topics

5.0 OTHER

5.1 2019-2020 EV SELPA Steering Committee Meetings

**2019/2020
East Valley SELPA
Steering/Finance Committee Meeting Schedule**

All meetings will be held at the Dorothy Inghram Learning Center
670 E. Carnegie Drive, San Bernardino CA 92408
Conference Room E
Home of the East Valley SELPA
beginning at 8:00 a.m. & ending at 2:00 p.m., unless otherwise notified.

JULY 18, 2019

AUGUST 2019 – NO MEETING

SEPTEMBER 12, 2019

OCTOBER 10, 2019

NOVEMBER 7, 2019

DECEMBER 12, 2019

JANUARY 2020 – NO MEETING

FEBRUARY 13, 2020

MARCH 12, 2020

APRIL 16, 2020

MAY 14, 2020 (Conference Room D)

JUNE 11, 2020

5.2 2019-2020 EV SELPA Board of Directors Meetings

**2019/2020
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE**

September 25, 2019

November 20, 2019

February 19, 2020

April 1, 2020

May 20, 2020

June 17, 2020

**All meetings will be held at 2:00 p.m. at the
Dorothy Ingrham Learning Center
670 E. Carnegie Drive,
San Bernardino CA 92408
home of the
EAST VALLEY SELPA**

5.3 2019-2020 EV SELPA CAC Meetings

2019/202023
East Valley Special Education Local Plan Area

CAC Meeting Schedule

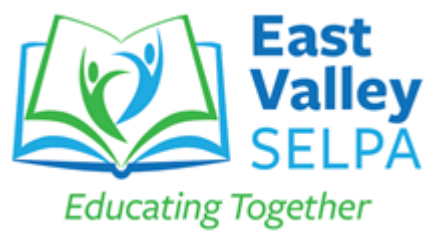
All meetings will held at the Dorothy Inghram Learning Center
Home of the East Valley SELPA
beginning at 9:30 a.m. & ending at 11:00 a.m.

SEPTEMBER 23, 2019

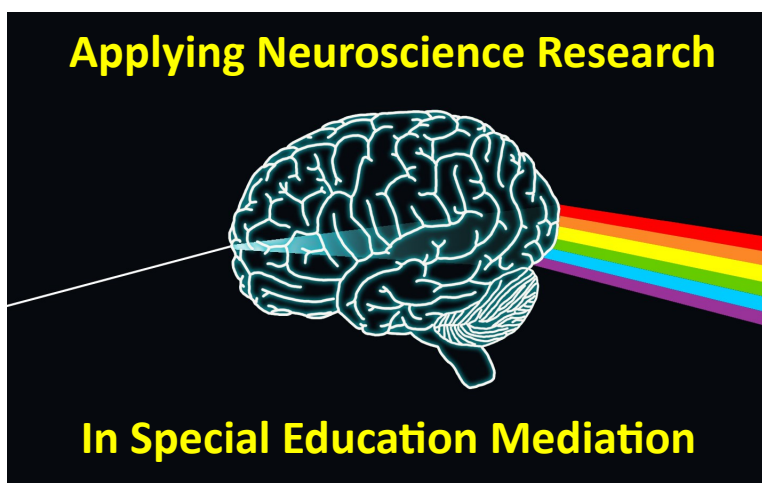
NOVEMBER 18, 2019

FEBRUARY 24, 2020

APRIL 20, 2020



5.4 EV SELPA Professional Development – August & September 2019



Speaker:
Jennifer Kresge

Tuesday
SEPTEMBER 17, 2019
8:30 am - 3:00 pm

Registration Fee: \$60.00

Register Online:
<https://sbcss.k12oms.org/46-169276>
Or call East Valley SELPA 909.252.4502

Location:
Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino 92408

School Psychologists Training

Tips, Tricks, Tools and Best Practices for Eligibility Assessment



Presented by:
Jessica M. Lascano, M.A., LEP, NCSP, School Psychologist

This training is focused on revisiting best practices school psychologists can use to guide assessment for special education eligibility. Participants will be provided with ways to incorporate thorough assessment practices into their routine, and will leave with resources, templates, and ideas to support defensible, and comprehensive assessment.

Register Online or Call East Valley SELPA at 909.252.4502

Monday
September 16, 2019
8:30 am - 3:00 pm

Register Online:
<https://sbcss.k12oms.org/46-171301>

Monday
May 4, 2020
8:30 am - 3:00 pm

Register Online:
<https://sbcss.k12oms.org/46-171303>

Location:
Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408



APPLIED BEHAVIOR ANALYSIS TRAINING SERIES:

Evidenced-Based Practices for Students with Autism Spectrum Disorder

Presenters:

Courtney Beatty, MA, BCBA, EVSELPA Program Specialist

Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EVSELPA Autism Program Specialist



Join us for a comprehensive 3-day introductory Applied Behavior Analysis (ABA) training series on Autism Spectrum Disorder (ASD) and Evidenced Based Practices (EBPs). You will learn to use research-based strategies to optimize the behavioral, social, academic and communicative functioning of students with ASD. All EBPs presented have foundations in and fall under the umbrella of ABA, including functional assessment, data collection, discrete trial teaching, verbal behavior, reinforcement, prompting, task analysis, and visual supports. This training provides hands-on practice through active participation, video examples and discussion. Additionally, participants will gain an understanding of how to handle escalating behaviors and how to support emotional regulation in students with ASD.

Participants will earn an 18-hour ABA Certificate.

Tuesday, Wednesday, & Thursday

August 20, 21, & 22, 2019

8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168540>

Tuesday, Wednesday, & Friday

March 3, 4, & 6, 2020

8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168588>

Location:

Dorothy Inghram Learning Center

Home of the East Valley SELPA

670 East Carnegie Drive, San Bernardino, CA 92408



DISTRICT ACCESS (DA) USERS COLLABORATIVE MEETINGS

Facilitated by:

Lisa Horsley, Program Technician (MIS)
Dr. Patty Metheny, EVSELPA Administrator

District Access (DA) users and district representatives are invited to learn more about the latest CALPADS information, including updates and/or changes to District Access. Attendees are encouraged to bring questions, ideas, and suggestions to share with the group.

Intended Audience:

District Access Users and District Special Education Administrators

Register Online or call East Valley SELPA 909.252.4502

DATE	TIME	REGISTER ONLINE
Thursday, August 29, 2019	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-167350
Thursday, October 24, 2019	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-167351
Thursday, January 23, 2020	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-167352
Thursday, April 16, 2020	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-167353

(Dates subject to change)

Location:

Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

8th ANNUAL NETWORK MEETING & RTC VENDOR FAIR

Tuesday
SEPTEMBER 10, 2019
8:30 a.m. - 2:30 p.m.



East Valley SELPA

School District & SELPA Residential Placement Coordinators, Mental Health Coordinators, and any other staff involved in the placement process are invited. This event is provided at NO COST to participants and includes a light Breakfast and lunch.

8:30 – 9:00 a.m.
Registration

9:00 – 11:30 a.m.
Continental Breakfast
Network Meeting and Residential Discussion

11:30 a.m. – 12:30 p.m.
Lunch

12:30 – 2:30 p.m.
RTC Vendor Fair

Location:
Dorothy Inghram Learning Center (DILC) - Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

Register Online:
<https://sbcss.k12oms.org/46-168612>
Or call East Valley SELPA 909.252.4502

For Questions or Suggestions Email: tracy.schroeder@sbcss.net



Educationally Related Mental Health Services (ERMHS)

Network Connection Series

*Facilitated by:
Tracy Schroeder, LCSW, EVSELPA Behavioral Health Program Manager*

The Network is comprised of East Valley Mental Health Therapists, District School Counselors & School Psychologists that provide ERMHS counseling. The Network Meetings provide a forum for collaboration & information sharing. Including Guest Speaker & Community Resources. Topics include:

- IEP Compliance
- Legal Defensible Assessments
- Measurable Social/Emotional Goals
- Laws and Regulations in Special Education

The Group will discuss strategies & interventions to use with students that struggle with mental health symptoms & behavioral issues.

Register Online or Call East Valley SELPA 909.252.4502	
Thursday, September 12, 2019	12:30 - 3:30 pm
Thursday, November 7, 2019	12:30 - 3:30 pm
Thursday, April 16, 2020	12:30 - 3:30 pm
Register at: https://sbcss.k12.ca.us/46-171401	

Location:
Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408



IEP GOAL DEVELOPMENT & PROGRESS MONITORING

Presented by:

Courtney Beatty, M.A., BCBA & Shannon Vogt, M.A.
East Valley SELPA Program Specialists

A two-day training that encompasses
IEP Goal Development, Progress Monitoring, and additional information regarding Educational Benefit

As a participant, you will:

- Receive an IEP Goal Development Template, Handouts, & a PowerPoint Presentation
- Be able to use an IEP Goal Template to guide the development or check the accuracy of current IEP goals
- Understand the IDEA requirements for goal writing
- Differentiate between Present Levels of Performance and Goal Baseline Skills
- Learn and demonstrate Goal Development through a triangulation process of Backwards Mapping (using a student's functional level of performance and grade level standards to develop appropriate common core standard goals, one year ahead of the student's functioning academic level)
- Be able to define Progress Monitoring and how it relates to IEP Development
- Complete 5 separate progress monitoring sheets for 5 sample student goals
- Demonstrate Educational Benefit
- Develop an understanding of the process used in the field
- Review important objectives from EVSELPA Goal Development Training

BRING: COMPUTER, ACCESS TO CURRENT IEP GOALS OR 3 HARD COPIES OF IEPs

Intended Audience: Teachers, Psychologists, SLPs, Paraeducators, Occupational Therapists and anyone collecting data on IEP goals

Wednesday & Thursday
September 25 & 26, 2019
8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168633>

REGISTER ONLINE
OR CALL
EAST VALLEY SELPA
909.252.4502

Thursday & Friday
February 20 & 21, 2020
8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168638>

Location:

Dorothy Inghram Learning Center, *Home of the East Valley SELPA*
670 E. Carnegie Drive, San Bernardino, CA 92408



IEP GOAL REVIEW

(Prerequisite: IEP Goal Development & Progress Monitoring 2-Day Workshop)

Presented by:
Courtney Beatty, M.A., BCBA, and Shannon Vogt, M.A.,
East Valley SELPA Program Specialists

IEP Goal Review is for audience members wanting more support and guidance in developing goals, selecting a data sheet, collecting data and analyzing data to determine whether goals and objectives have been achieved or not.

- This is a 1-Day review workshop
- Only 6 participants per workshop
- Small group instruction (3:1)
- Participants and Presenters will calendar follow up meetings

*** Participants are required to bring:
computer, drafted goals, data sheets and all work materials necessary**

Register Online or Call East Valley SELPA 909.252.4502

Tuesday, September 17, 2019	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168861
Tuesday, October 15, 2019	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168862
Tuesday, November 19, 2019	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168863
Tuesday, January 21, 2020	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168864
Tuesday, February 18, 2020	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168865
Monday, April 13, 2020	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168866
Monday, May 11, 2020	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-168867

Location:
Dorothy Inghram Learning Center, Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

THE INCLUSIVE CLASSROOM: SPECIALIZED ACADEMIC INSTRUCTION FOR REACHING ALL STUDENTS

Presented by:

Courtney Beatty, M.A., BCBA, EVSELPA Program Specialist
Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EVSELPA Autism Program Specialist

Come join us for an exciting 1-day workshop to learn strategies designed to engage all K-12 students through Specialized Academic Instruction (SAI). Special educators will walk away with a thorough understanding of how inclusive education improves outcomes for students with both mild/moderate and moderate/severe needs and how to make the curriculum accessible to all learners. Participants will leave with a tool kit of useful strategies that can be implemented immediately and be able to:

- Define inclusion and understand the supporting research and state priorities
- Differentiate between accommodations and modifications
- Define what SAI is and is not
- Apply specific strategies to effectively teach math, ELA, and promote engagement and attention to all students
- Access free teaching resources on-line
- Use backwards mapping to derive appropriate goals for students in inclusive settings
- Plan for curriculum adaptations for fully-included students who require more individual supports to access the general curriculum

REGISTER ONLINE OR CALL EAST VALLEY SELPA 909.252.4502

MONDAY
SEPTEMBER 9, 2019
8:30 am - 3:30 pm

Register Online:

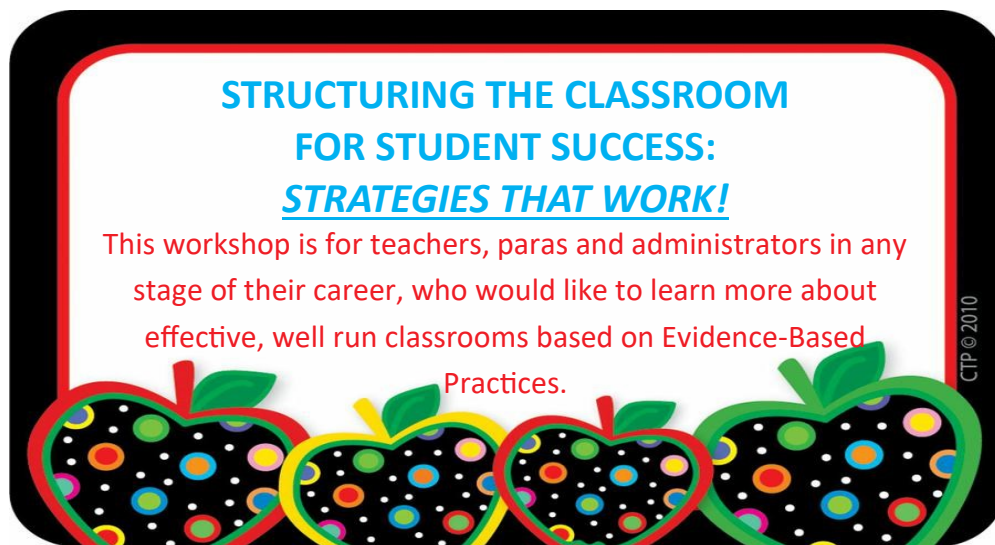
<https://sbcss.k12oms.org/46-168652>

TUESDAY
FEBRUARY 4, 2020
8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168653>

Location:
DOROTHY INGRAM LEARNING CENTER
Home of the East valley SELPA
670 E. CARNEGIE DRIVE, SAN BERNARDINO, CA 92408



Presented by:
 Courtney Beatty, M.A., BCBA, EVSELPA Program Specialist
 Shannon Vogt, M.A., EVSELPA Program Specialist
 Jo-Ann Vargas, OTR/L, EVSELPA Lead Occupational Therapist

Topics covered will be:

- Environmental setup (schedules, labeled materials, furniture).
- Procedures across all environments (whole group, small group, independent work).
- The use of program binders (IEP, work samples, staff instructions, lesson plans, progress monitoring) .
- Creating effective behavior programs with strong reinforcement systems where rules and consequences are prominently posted and precision requests are taught and used throughout the day.
- Managing your staff team using productive communication and ongoing feedback strategies so that roles and responsibilities are clear and foster positive teamwork within your program.
- Learn the differences between sensory and behavior strategies throughout the training.

Join us and walk away with tools to immediately implement in your classroom!

Register Online or call East Valley SELPA 909.252.4502

Thursday & Friday
SEPTEMBER 12 & 13, 2019
8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168779>

Tuesday & Wednesday
April 14 & 15, 2020
8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-168781>

Location:
Dorothy Inghram Learning Center,
 Home of the East Valley SELPA
 670 E. Carnegie Drive, San Bernardino, CA 92408



Region 10 Coordinating Council Presents the following training....

You Must Be Regulated Before You Can Learn: How Sensory Processing and Self-Regulation Impact Behavior and School Performance

**Presented by Greg Santucci, M.S., OTR Occupational Therapist
Executive Director, Power Play Pediatric Therapy**

This full day seminar will review how sensorimotor development and sensory processing impacts a child's ability to meet the expectations of their environment. We will discuss traditional approaches to addressing behaviors and present new, proactive ideas that focus on teaching children the skills they need to succeed in school, at home and in life. This interactive workshop will put a fresh spin on sensory processing and self-regulation in education; have participants seeing behaviors through new lenses; and provide the strategies necessary to help kids show us just how capable they are.

Date: Tuesday, September 3, 2019

Time: 8:30 am to 3:00 pm
Registration/check-in: 8:00 - 8:30 am

Location: RCOE Conference Center, Room: Hyatt I & II, 3958 12th Street, Riverside, CA 92501

Fee: \$75.00 per person includes materials and lunch

Audience: Occupational Therapists, Certified Occupational Therapy Assistants, Physical Therapy Assistants, Special Education Teachers, General Educators, Instructional Assistants and Administrators.

Outcomes:

Participants will:

1. Learn about the different sensory systems and how they impact development, motor skills and school performance.
2. Understand when sensory processing, developmental factors, or environmental stressors are impacting behavior and learn practical strategies to help better support students.
3. Become more skilled at identifying self-regulation challenges and implement realistic strategies to empower students and help them meet the expectations of school.
4. Learn about sensory diets and discover easy-to-use strategies to help students stay focused and engaged in learning throughout the day.
5. See behavior through a new set of lenses. Re-dine challenging behaviors as a developmental delay, and learn strategies to teach the skills needed to improve behavior, instead of giving "consequences" when students can't meet our expectations.

CEUs: Certificate of Attendance will be provided, verifying 6 professional development units.

Questions: Tami Goldstein, EV SELPA Services Specialist, 909-252-4502, tami.goldstein@sbcss.net

Registration Deadline: August 19, 2019
Register Online at: <https://sbcss.k12oms.org/46-171395>

Payments: GovPay.net (credit card service) or check. Please mail your payment along with a copy of your pending registration to: Dorothy Inghram Learning Center, Attn: EVSELPA/Tami Goldstein, 670 E. Carnegie Drive, San Bernardino, CA 92408. Payment must be postmarked on or before August 19, 2019. Make checks payable to **SBCSS**.

Refunds will not be provided for No-Shows or cancellations after 8/19/19.

Individuals who require special accommodations for disabilities are asked to contact Tami Goldstein at (909) 252-4502 at least fifteen (15) working days prior to workshop.



Free
Parent
Workshop

IEP BASICS FOR PARENTS

Monday, September 23, 2019

6:30 - 8:30 pm

Every public school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly individualized document.

The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability.

To create an effective IEP, parents, teachers, other school staff and often the student must come together to look closely at the student's unique needs. These individuals pool knowledge, experience and commitment to design an educational program that will help the student be involved in, and progress in, the general curriculum. The IEP guides the delivery of special education supports and services for the student with a disability.

This workshop will assist parents with understanding the basic components of an IEP and their important role in its development.

"Be involved. Your child's future depends on it"

Register Online:

<https://sbcss.k12oms.org/46-169086>

Or call East Valley SELPA at 909.252.4502

Location:

Dorothy Inghram Learning Center

Home of the East Valley SELPA

670 E. Carnegie Drive, San Bernardino, CA 92408

PROFESSIONAL CRISIS MANAGEMENT (PCM)

PRACTITIONER TRAINING

8:30 am - 4:30 pm

Cost: \$40.00

DOROTHY INGRAM LEARNING CENTER

HOME OF THE EAST VALLEY SELPA

670 E. CARNEGIE DRIVE, SAN BERNARDINO, CA 92408

DATES

REGISTER ONLINE

JULY 29 & 30, 2019	https://sbcss.k12oms.org/46-168999
SEPTEMBER 4 & 5, 2019	https://sbcss.k12oms.org/46-169000
OCTOBER 1 & 2, 2019	https://sbcss.k12oms.org/46-169001
NOVEMBER 12 & 13, 2019	https://sbcss.k12oms.org/46-169003
JANUARY 16 & 17, 2020	https://sbcss.k12oms.org/46-169004
February 7 & 11, 2020	https://sbcss.k12oms.org/46-169006
April 7 & 8, 2020	https://sbcss.k12oms.org/46-169007
May 12 & 13, 2020	https://sbcss.k12oms.org/46-169008

PRACTITIONER

PCM is a certification preparation course taught by certified PCM Instructors. Participants are trained in prevention and diffusion of dangerous behaviors. Practitioner level requirements are to attend the entire 2-day training (no exceptions will be made), complete an application for certification, complete the performance checklist with a required number of repetitions for each procedure, score 80% or better on the written exam (including passing all “critical items”), and pass all items on the practical examination. Certifications are good for 1 year to use all nonphysical interventions, personal safety and transportation procedures. Wear comfortable clothing and closed-toe shoes with socks.

PROFESSIONAL CRISIS MANAGEMENT (PCM)

RE-TRAINING SESSIONS

9:00 am - 12:00 noon

Cost: \$25.00

DOROTHY INGRAM LEARNING CENTER

Home of the East Valley SELPA

670 E. CARNEGIE DRIVE, SAN BERNARDINO, CA 92408

DAY & DATE	REGISTER ONLINE
FRIDAY, AUGUST 30, 2019	https://sbcss.k12oms.org/46-169039
FRIDAY, SEPTEMBER 27, 2019	https://sbcss.k12oms.org/46-169042
THURSDAY, OCTOBER 24, 2019	https://sbcss.k12oms.org/46-169044
THURSDAY, NOVEMBER 14, 2019	https://sbcss.k12oms.org/46-169045
THURSDAY, JANUARY 30, 2020	https://sbcss.k12oms.org/46-169046
THURSDAY, FEBRUARY 20, 2020	https://sbcss.k12oms.org/46-169047
FRIDAY, MARCH 13, 2020	https://sbcss.k12oms.org/46-169048
WEDNESDAY, APRIL 29, 2020	https://sbcss.k12oms.org/46-169049
THURSDAY, MAY 21, 2020	https://sbcss.k12oms.org/46-169050

RETRAINABLE

This means that the participant did not pass the PCM course this time (either missed at least one critical item or scored between 60% and 79% on the written test or did not pass the practical exam), but may go through a short re-training and re-take the test or tests that were not passed. This applies to both types of training: initial and re-certification. Re-testing must take place on or before the expiration date given by PCMA. Any participant may re-test more than once if needed, as long as it is before the expiration date.

PROFESSIONAL CRISIS MANAGEMENT (PCM)

PRACTITIONER 2(P) TRAINING

8:30 am - 4:30 pm

Cost: \$40.00

DOROTHY INGRAM LEARNING CENTER

HOME OF THE EAST VALLEY SELPA

670 E. CARNEGIE DRIVE, SAN BERNARDINO, CA 92408

DATES

REGISTER ONLINE

JULY 31, AUGUST 1 & 2, 2019	https://sbcss.k12oms.org/46-169011
AUGUST 28, 29, & 30, 2019 <i>*8:00 am - 4:00 pm*</i>	https://sbcss.k12oms.org/46-169269
SEPTEMBER 4, 5, & 6, 2019	https://sbcss.k12oms.org/46-169014
OCTOBER 1, 2, & 3, 2019	https://sbcss.k12oms.org/46-169019
NOVEMBER 20, 21, & 22, 2019	https://sbcss.k12oms.org/46-169031
JANUARY 22, 23, & 24, 2020	https://sbcss.k12oms.org/46-169032
FEBRUARY 7, 11, & 12, 2020	https://sbcss.k12oms.org/46-169035
APRIL 7, 8, & 9, 2020	https://sbcss.k12oms.org/46-169036
MAY 6, 7, & 8, 2020	https://sbcss.k12oms.org/46-169038

PRACTITIONER 2(P)

PCM is a certification preparation course taught by certified PCM Instructors. Participants are trained in prevention and diffusion of dangerous behaviors. Practitioner level requirements are to attend the entire 3-day training, complete an application for certification, complete the performance checklist with a required number of repetitions for each procedure, score 80% or better on the written exam (including passing all “critical items”), and pass all items on the practical examination. Certifications are good for 1 year to use all nonphysical interventions, personal safety, transportation procedures, vertical & prone immobilization. Wear comfortable clothing and closed-toe shoes with socks.

School Psychologists Training

Tips, Tricks, Tools and Best Practices for Eligibility Assessment



Presented by:
Jessica M. Lascano, M.A., LEP, NCSP, School Psychologist

This training is focused on revisiting best practices school psychologists can use to guide assessment for special education eligibility. Participants will be provided with ways to incorporate thorough assessment practices into their routine, and will leave with resources, templates, and ideas to support defensible, and comprehensive assessment.

Register Online or Call East Valley SELPA at 909.252.4502

Monday
September 16, 2019
8:30 am - 3:00 pm

Register Online:
<https://sbcss.k12oms.org/46-171301>

Monday
May 4, 2020
8:30 am - 3:00 pm

Register Online:
<https://sbcss.k12oms.org/46-171303>

Location:
Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

Transition Partnership Project (TPP)
TEACHER IN-SERVICE

Wednesday
AUGUST 28, 2019
8:00 am – 3:30 pm
(Lunch will be provided)

This mandatory TPP Teacher meeting will be conducted by an academic specialist from Academic Innovations, who will provide an overview of the new “*Get Focused, Stay Focused*” curriculum modules being ordered for use with the Senior TPP Class Instruction. The training will provide guidance for conducting the student curriculum activities and addressing the DOR Student Services objectives required by our current DOR contract:

- Job Exploration Counseling
- Workplace Readiness Training
- Work-Based Learning Experiences
- Post-secondary Enrollment Counseling

Location:

Dorothy Inghram Learning Center

Home of the East Valley SELPA

670 E. Carnegie Drive

San Bernardino, CA 92408

Register Online:

<https://sbcss.k12oms.org/46-168676>

Or call East Valley SELPA 909.252.4502



Quarterly Adult Transition Program (ATP) Network Meetings

8:30 am – 1:30 pm

September 26, 2019

November 21, 2019

February 6, 2020

April 30, 2020

The purpose of these meetings is to provide a venue where teachers and support staff from school district *Adult Transition Programs* can come together and exchange information about best practices within their programs, go on scheduled off-site tours, listen to invited guest speakers from adult service agencies that share about their programs and adult services available to the young adults when they age-out of the school district *Adult Transition Programs*. Lunch break is taken between 11:15 am—12:30 pm.

Register Online:

<https://sbcss.k12oms.org/46-168703>

Or call East Valley SELPA 909.252.4502

Location:

Dorothy Inghram Learning Center, 670 E. Carnegie Dr., San Bernardino, CA 92408

Quarterly East Valley Transition Advisory Committee (EVTAC)

Local Partnership Agreement (LPA) Meetings

1:30 – 3:30 pm

September 26, 2019

November 21, 2019

February 6, 2020

April 30, 2020

The quarterly EVTAC LPA Meetings are scheduled to follow the quarterly ATP Network Meetings. The purpose of these meetings is to bring together the partnering LEAs and Community Agencies to discuss the best practices for promoting a smooth transition between service agencies for young adult clients moving from school district *Transition Program* services into the community and seeking support for work readiness preparation, job training, employment, and independent living skills achievement. The focus of the 2019-2020 meetings will be to work on the organization's mission statement objectives and invite additional community partnering agencies into the organization.

The primary Partners include the *East Valley Special Education Local Plan Area (EVSELPA)*, the *EVSELPA Transition Partnership Project (TPP)*, and the *EVSELPA* five school Districts: *Colton Joint Unified, Redlands Unified, Rialto Unified, Rim of the World Unified, Yucaipa-Calimesa Joint Unified* and these school districts' respective *WorkAbility1 Programs, Fontana School District and its TPP and WorkAbility1 Programs, the Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) WorkAbility1 Program, Inland Regional Center (IRC), the Department of Vocational Rehabilitation (DOR), and the Workforce Development Department (WDD)*.

Register Online:

<https://sbcss.k12oms.org/46-168766>

Or call East Valley SELPA 909.252.4502