

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

**** AGENDA ****
September 12, 2019 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 | EV SELPA 2018-2019 Budgets Ending Fund Balances <ul style="list-style-type: none">• EV SELPA OT Proportionate Share Program Return of Funds | Andrea Tennyson |
| 4.2 | EV SELPA 2018-2019 Adjusted NPS Costs | Andrea Tennyson |
| 4.3 | SBCSS 2018-2019 FFS Year-end Actuals | Jennifer Alvarado |
| 4.4 | 2018-2019 Maintenance of Effort & Excess Cost Reports | Andrea Tennyson |
| 4.5 | EV SELPA Fiscal Reporting Calendar 2019-2020 | Andrea Tennyson |

Program Items

- | | | |
|------|--|------------------|
| 4.6 | EV SELPA Transition Partnership Program
Local Partnership Agreement | EV SELPA TPP |
| 4.7 | EV SELPA Program Specialist Services <ul style="list-style-type: none">• EV-23 – Request for EV SELPA Program Specialist Services• OMS Private Event Requests | Patty Metheny |
| 4.8 | 2019 Changes in the California Dashboard – SWDs | Patty Metheny |
| 4.9 | System Improvement Leads Professional Development | Patty Metheny |
| 4.10 | Catapult Learning NPS Update | Patty Metheny |
| 4.11 | EV SELPA Compliance & IEP Forms Revision Updates | Anne-Marie Foley |
| 4.12 | EV SELPA Due Process Update | Rick Homutoff |

- 2018-2019 Year in Review
- Attorney Student Records Presentation

- | | | |
|------|---|-------------------------------|
| 4.13 | SBCSS East Valley Operations | Scott Wyatt |
| 4.14 | DRDP/CASEMIS/CALPADS Student Data <ul style="list-style-type: none"> • DA Users' Calendar of Meetings • September 16, 2019 Training – 1:30 to 4:00 p.m. <ul style="list-style-type: none"> • Faucette Micro Systems & CDE presenting on WebIEP Application Program Interface (API) • CALPADS Update FLASH #161 | Patty Metheny
Lisa Horsley |
| 4.15 | EV SELPA Local Plan Committee Meetings | Patty Metheny |
| 4.16 | EV SELPA Community Advisory Committee | Patty Metheny |
| 4.17 | Hot Topics | Committee |

5.0 OTHER

- | | |
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| 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 Meetings |
| 5.2 | EV SELPA Professional Development – September & October 2019 |
| 5.4 | Next Meeting – October 10, 2019 8:00 AM |

East Valley SELPA
STEERING COMMITTEE MEETING MINUTES
July 18, 2019

MEMBERS PRESENT:

Dr. Patty Metheny
Rob Pearson
Jason Hill
Derek Swem
Dr. Scott Wyatt
Jim Stolze

East Valley SELPA
Colton Joint Unified School District
Redlands Unified School District
Rim of the World Unified School District
San Bernardino County Supt of Schools
Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Jessica Hurst
Lynn Barzan
Scott Whyte
Lacey Hall
Grace Granados
Keith Bacon
Lucy Williams

Business Services, Colton
Business Services, Redlands
Business Services, Rim of the World
Internal Business, SB County Schools
Internal Business, SB County Schools
Business Services, Yucaipa
Business Services, Yucaipa

MEMBERS ABSENT:

Bridgette Ealy

Rialto Unified School District

OTHERS PRESENT:

Earlene Hyman
Anne-Marie Foley
Andrea Tennyson
Tracy Schroeder
Lisa Horsley
Rosalva Contreras

Rialto Unified School District
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 June 13, 2019 meeting were reviewed. Motion to approve the minutes was made by Jim Stolze and seconded by Rob Pearson. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Issues

4.1 FY 2018/19 4th Quarter NPS Reimbursement Transfer

Andrea Tennyson presented the 4th Quarter NPS Reimbursement Transfer. Ms. Tennyson noted that the amounts reflect invoices received through July 15, 2019. Additional invoices are expected. Steering will be updated regarding those in September 2019. The amounts presented will be submitted to SBCSS Internal Business Services for transfer.

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

Ms. Tennyson presented the final SBCSS Fee-for-Service amounts. These amounts will also be provided to SBCSS for transfer. Dr. Metheny provided information that the SAI inclusive rates cover classroom placement along with any related services students require other than those for low incidence services. Low incidence services are billed at a separate rate and include visual impairment, orientation and mobility and deaf, hard of hearing services. In addition, services for one-on-one aides are billed at the actual employee cost rate at the end of the fiscal year. The rates are established annually by review of the EV SELPA Steering Committee and approval of the EV SELPA Board of Directors.

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

Andrea Tennyson presented the EV SELPA Regional Services Proportionate Share Program Costs for Occupational Therapy, Educationally Related Mental Health and Physical Therapy services provided by EV SELPA staff to students in member districts based on IEP services. Student counts by district were provided as they are used to calculate the percentage of total costs per district: the district's proportionate share.

4.4 AB 602 June 2019 CDE Certification SELPA Funding

Andrea Tennyson presented the AB 602 Certification summary for 2016-2017 through 2018-2019. Based on the annual certifications of P-1 and P-2 total student counts (ADA), state special education funds (AB 602) are distributed to SELPAs. The certifications result in modifications to funding amounts. For 2016-2017, the certification is resulting in a slight increase in funds due to the recalculation of the deficit funding percentage for that year. The amounts of increase per district were provided. Dr. Metheny led a discussion of the history of special education deficit funding and explained that it results in AB602 funds not being provided on a one dollar per one student basis but instead on a lesser amount depending on the year. These amounts have varied through the years from 96 cents per student to 98 cents per student in this model. The end result is the state is not fully funding special education through the AB602 model. Also, certification is a multi-year process resulting in final funding amounts adjusted years in the future.

4.5 EV SELPA Schedule REX

Ms. Tennyson presented Schedule Rex which captures state and federal revenue sources and expenditure transfers for EV SELPA and SBCSS services as well as nonpublic school costs by district. Jessica Hurst requested a date stamp be added to EF SELPA Schedule Rex to assist with providing the most accurate picture of expenditures incurred through that date. Ms. Tennyson will do so with future EV SELPA Schedule Rex documents.

4.6 EV SELPA Fiscal Reporting Calendar 2019-2020

Ms. Tennyson presented the 2019-2020 EV SELPA Reporting Calendar. The calendar format was changed to allow for easier identification of changes throughout the year. Ms. Tennyson encouraged districts to review the calendar monthly for reporting requirements.

Program Issues

4.7 Supporting Inclusive Practices

Kristin Brooks, Executive Director of the Supporting Inclusive Practices (SIP) state project presented an overview of the program. The program is funded by CDE with the goal of improving Least Restrictive Environment (LRE) indicator rates as reported on the State Performance Plan and district Annual Performance Reports. Ms. Brooks noted LRE rates had not been demonstrating improvement for more than 12 years. She explained the logic model for SIP as well as the Intentional Design for Equity, Access, and Inclusion. Two websites with information regarding inclusion were shared. The SIP project also provides trainings throughout the year at no cost and this information was provided. Ms. Brooks encouraged attendance at local trainings being hosted by the West End SELPA. She also provided her contact information for any follow up.

4.8 Building Vibrant District MTSS Structures that Include Special Educators

Dr. Wesley Sims from the University of California, Riverside Graduate School of Education, School Psychology Program led the Committee in conversation regarding MTSS. Dr. Sims explained the Tiered Levels of Implementation for MTSS. He also described the key elements for a well thought out plan of implementation, necessary characteristics of team members, and administrative involvement. The East Valley SELPA will be hosting the “Essential Components for Practical and Effective MTSS and RTI Implementation” conference on October 17th and 18th, 2019 at the Dorothy Inghram Learning Center. Registration information and the brochure for this conference were provided. The EV SELPA will also host two trainings on “Building Vibrant MTSS Structures that Include Special Educators” as a follow up to the October conference and as an opportunity for school teams to further implement MTSS strategies. A flyer with information was provided.

4.9 Catapult Learning NPS

Erik Ryan from Catapult Learning NPS presented an overview of their nonpublic schools and programs. Mr. Ryan shared that Catapult has located a property in Colton on Cooley Drive for a nonpublic school. Details of the pending lease and potential updating to the building were provided. He also shared Catapult is recruiting staff and hiring a regional

administrator for this region. Mr. Ryan shared the hope is to open a nonpublic school in this facility by late fall.

4.10 EV SELPA IEP Forms Revision Update

Anne-Marie Foley provided an overview of the revised EV-50 IEP forms. She described the revision process and identified the forms the Steering Committee has reviewed and updated following the work of the IEP Forms Workgroup. In June, the Workgroup finalized forms changes and began working on a presentation template. They are doing so using a shared Google form so that Workgroup members can contribute remotely through the summer months. The Workgroup decided that each district will personalize the template and provide their own trainings on the revised EV-50 IEP forms. As a result, the EV SELPA will not be providing SELPA-wide trainings. The Workgroup meets again on July 23rd to finalize the training template. The revised EV-50 forms will be uploaded to WebIEP on July 26, 2019 and therefore, the system will be down all day. After July 26, users will need to reset their passwords to access WebIEP. Ms. Foley indicated she will be attending some of the district trainings to assist with trouble shooting and work closely with Faucette Micro Systems throughout the summer and fall to make necessary changes.

4.11 EV SELPA 2018-2019 District PIR Plans

Dr. Metheny and Ms. Foley shared all districts met the June 30, 2019 SELPA submission deadline for PIR plans. They will review and submit the district PIR plans for submission to CDE by July 30, 2019. They expressed their gratitude for the hard work and diligence of the districts and their special education directors in developing the plans and the timely submission of the plans.

4.12 SBCSS East Valley Operations

Dr. Scott Wyatt shared that the EBD program at Barbara Phelps continues to grow. Currently, there are 24 students. He continues to monitor closely the program since this population is highly transient. Dr. Wyatt also reported SBCSS hired a new school nurse to fill a vacancy. The expansion of low cognition/high behavior program continues to be open for discussion. The current setting for that program is effective but there is room for growth. The Steering Committee agreed to revisit this conversation in November in order to plan for 2020-2021. Finally, he shared that EV Ops is undergoing some personnel changes and reassignments to ensure that the level of service and quality are a priority in the region.

4.13 EV SELPA Residentially Placed Students

Dr. Metheny and Tracy Schroeder reviewed the EV SELPA Residential Placement Guidelines and Procedures. Ms. Schroeder and her team conduct assessments to determine the need for residential placement based on referrals received from district IEP teams. If following the assessment, the IEP team (based on the assessment) determines residential placement is appropriate and the parent/guardian agrees to the voluntary placement, she locates a facility, works closely with the facility chosen and the district, and visits the student on a regular basis.

Ms. Schroeder explained that residential placements are the highest level of care and most restrictive. They are only to be considered when interventions and supports such as individual and group counseling have been tried and have not been successful. Placing residentially in California is always the first option considered but the majority of students referred require a higher level of care and must be placed out of state. Currently, the East Valley SELPA has 19 students placed in residential facilities. In order to provide appropriate case management, Ms. Schroeder stressed the need for one district contact per district to communicate pertaining information regarding each student and to be certain IEP meetings are scheduled.

4.14 DRDP/CASEMIS/CALPADS Student Data

The FY 19/20 calendar of DA User's Collaborative meeting was presented by Lisa Horsley. This year's meetings are critically important given that CALPADS will now be the reporting database for special education information and not CASEMIS.

Ms. Horsley shared that the last June 30 data submission via CASEMIS is complete. As has been the case the past four years, special education student discipline data will be submitted via CALPADS. The EV SELPA is working closely with each district's CALPADS staff to verify and certify this data to meet the August 31, 2019 reporting deadline. The DRDP deadline for submission was completed on time before July 1, 2019, and for the first time through a newly developed DRAccess website.

Dr. Metheny described how the CALPADS special education data submission will be accomplished at the district level, not the SELPA level as has been the case with CASEMIS. To allow for this, Faucette Micro Systems has worked closely with CDE, EV SELPA and Rim of the World USD to develop and test an application program interface (API). Dr. Metheny and the EV SELPA is grateful to Rim for volunteering and doing this important testing work. The API extracts special education student data from WebIEP and sends it to CALPADS electronically. District special education technicians historically responsible for WebIEP Bridge and DA will now do the IEP processing work via the WebIEP API. At this time, it is important to ensure that all students have SSID numbers as they are required by CALPADS.

4.15 EV SELPA Low Incidence Guidelines for Approval

The final draft of the updated low incidence guidelines was presented for approval. Dr. Metheny spoke highly of the collaborative work of the low incidence committee which was made up of district and SBCSS representatives as well as IT staff. The guidelines highlight changes that resulted from the fast pace changes in technology. The low incidence guidelines were approved by consensus of the group.

4.16 EV SELPA 2019-2020 Brochure

The East Valley SELPA Information Guide and the East Valley SELPA Support Contact List were provided for reference.

4.17 EV SELPA 2019-2020 Professional Development Catalog

The 2019-2020 Professional Development Catalog was presented for review. This year, the EV SELPA is hosting a series of trainings for school psychologists some of which

are provided by the Diagnostic Center. Also, the East Valley SELPA continues to have a strong presence in planning and hosting Region 10 trainings with Chair and Co-Chairs of various committees including Alternative Dispute Resolution, Speech & Language, and Occupational Therapy.

4.18 EV SELPA Local Plan Workgroup Meetings

Dr. Metheny shared that all SELPAs in California must revise their Local Plans using a template developed by CDE. She presented a schedule for the Local Plan Workgroup Meetings. The role of the Workgroup is to consult with the EV SELPA regarding revisions to the plan. Both general education and special education representatives are to participate on the Workgroup. More information will follow when the new CDE template is available.

4.19 EV SELPA Community Advisory Committee

District representatives for the Community Advisory Committee are needed. Per Ed Code, district representatives must be Board approved by their local school board. Each district may have two Board approved representatives. Committee members were reminded to provide CAC member documentation on the form provided.

4.20 Hot Topics

No hot topics were proposed during this meeting.

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

5.4 SELPA Professional Development – August & September 2019

6.0 ADJOURNMENT: Meeting adjourned at 3:05 pm. Next meeting will be held on September 12, 2019.

4.0 FINANCE ISSUES

4.1 EV SELPA 2018-2019 Budgets Ending Fund Balances

2018-19 EAST VALLEY SELPA
REGIONAL PROGRAM PROPORTIONATE RETURN OF FUNDS
OCCUPATIONAL THERAPY

SELPA REGIONAL													
Costs to Districts based on proportionate (%) share of April Service Counts.													
Service	18/19 Actual	Colton		Redlands		Rialto		Rim		Yucaipa		Grand TOTAL	
		Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee	Total Count	Total Fee
Revenue Deduct/Off-the-Top	1,247,048	30%		43%		1%		6%		20%		100%	
OT/Direct Service Total Expenditure	\$1,232,978	56.00	\$369,893	81.00	\$530,181	1.00	\$12,330	12.00	\$73,979	37.00	\$246,596	187.00	\$1,232,978
Total Unspent/Return	\$14,070	\$4,221		\$6,050		\$141		\$844		\$2,814		\$14,070	

4.2 EV SELPA 2018-2019 Adjusted NPS Costs

East Valley SELPA
18/19 Adjusted NPS Costs
All Invoices received through
July 31, 2019

	A	B	C	D	E
	District	FN	Total Q4 Billing	Year End Invoices & Adj	FINAL FY Total Billing
1	NPS Education	1180	185,427.39		712,419.35
2	NPS Mental Health	3900	109,471.82	5,817.83	355,424.83
3	Colton		\$ 294,899.21	\$ 5,817.83	1,067,844.18
4	NPS Education	1180	277,583.41		850,619.66
5	NPS Mental Health	3900	167,644.16	1,819.55	430,247.37
6	Redlands		\$ 445,227.57	\$ 1,819.55	1,280,867.03
7	NPS Education	1180	248,100.34	24,652.24	1,072,411.88
8	NPS Mental Health	3900	100,344.13		343,690.32
9	Rialto		\$ 348,444.47	\$ 24,652.24	1,416,102.20
10	NPS Education	1180	58,515.38		217,440.75
11	NPS Mental Health	3900	60,309.77	7,241.68	264,361.65
12	Rim		\$ 118,825.15	\$ 7,241.68	481,802.40
13	NPS Education	1180	68,527.67		297,622.17
14	NPS Mental Health	3900	89,180.64	5,025.64	280,927.22
15	Yucaipa		157,708.31	5,025.64	578,549.39
16	Grand Total		\$ 1,365,104.71	\$ 44,556.94	\$ 4,825,165.20

4.3 SBCSS 2018-2019 FFS Year-end Actuals

FEE-FOR-SERVICE BUDGET to ACTUALS COMPARISON - 2018-19

SELPA	East Valley			Budget	Actuals	+Increase/- Decrease
A. REVENUES						
				April 2018	September 2019	
	RS	OB	GL			
1. AB602 Special Ed Funding	6500	8311	5001	\$ 10,333,160	\$ 10,240,672	\$ (92,488)
2. Property Tax Transfer	6500	8097	5001		\$ 3,465,415	
3. Property Tax Transfer Adjustment between 2018-19 P-2 and Annual (Payable)					\$ (362,355)	
4. Net State Aid (A1-A2-A3)	6500	8311	5001		\$ 7,137,612	
5. Federal IDEA (Local Assistance Entitlement)	3310	8181	5001	\$ 442,746	\$ 433,791	\$ (8,955)
6. Low Incidence	6500	8792	5001	\$ -	\$ 25,797	
7. Federal Preschool	3315	8182	5730	\$ 27,761	\$ 24,660	\$ (3,101)
8. Preschool Local Entitlement	3310	8181	5730	\$ 75,588	\$ 48,923	\$ (26,665)
9. Preschool Staff Development	3345	8182	5730	\$ 245	\$ 191	\$ (54)
10. Infant Part C	3385	8182	5710	\$ 57,745	\$ 57,745	\$ -
11. Infant State Apportionment	6510	8311	5710	\$ 1,453,043	\$ 1,492,402	\$ 39,359
12. Infant Discretionary	6515	8590	5710	\$ 37,310	\$ 31,628	\$ (5,682)
13. Parent Infant Program (Local Contract)	9285	8677	5710	\$ 8,342	\$ 10,885	\$ 2,543
14. Local Revenue (Contracts with Districts) Early Start	9385	8285	5710	\$ 119,885	\$ 119,885	\$ -
15. Local Revenue (Contracts with Districts)	6500	8677	5750	\$ -	\$ 45,318	\$ 45,318
TOTAL REVENUE (excludes A2, A3, A4)				\$ 12,555,825	\$ 12,531,897	\$ (49,725)
B. EXPENDITURES						
1. SAI Self-Contained (SDC)				\$ 8,819,455	\$ 8,396,017	\$ (423,438)
2. Low Incidence Itinerant DHH,VI,OM (Itinerant)				\$ 1,591,984	\$ 1,434,156	\$ (157,828)
3. 1:1 Aide Services (1:1) Aides				\$ 364,712	\$ 354,922	\$ (9,790)
4. First Class (NO FFS - Grant Funded)				\$ 103,349	\$ 73,583	\$ (29,766)
5. Early Start (NO FFS - State/Grant Funded)				\$ 1,837,952	\$ 1,639,171	\$ (198,781)
TOTAL EXPENDITURES				\$ 12,717,452	\$ 11,897,849	\$ (819,603)
C. PRIOR YEAR ADJUSTMENTS						
	RS	OB	GL			
1. 2018-19 Beginning Balance (Early Start)				\$ 655,672	\$ 692,390	\$ 36,718
TOTAL PRIOR YEAR REVENUE ADJUSTMENTS				\$ 655,672	\$ 692,390	\$ 36,718
D. 2018-19 Ending Balance						
1. Total Revenues (Section A)				\$ 12,555,825	\$ 12,531,897	\$ (23,928)
2. Total Prior Year Revenue Adjustments (Section C)				\$ 655,672	\$ 692,390	\$ 36,718
3. Total Expenditures (Section B)				\$ 12,717,452	\$ 11,897,849	\$ (819,604)
4. 2018-19 Ending Balance				\$ 494,045	\$ 1,326,438	\$ 832,393
5. Less Early Start Ending Balance				\$ 494,045	\$ 765,764	\$ 271,719
6. 2018-19 Net FFS Ending Balance				\$ -	\$ 560,674	\$ 560,674

Number of Services	SDC	Low Incidence	1:1 Aide
Budget	224	200	7
Actuals	211.5	215.5	12
Difference	-12.5	15.5	5

San Bernardino County Superintendent of Schools
EAST VALLEY COUNTY OPERATED SPECIAL EDUCATION PROGRAM
2018-19 Fee-for-Service
Year-End Actuals

		1	2	3	4	5	6
		SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	FIRST CLASS	EARLY START	TOTAL
		SDC	ITINERANT	1:1 AIDES	No FFS - Grant Funded	No FFS - State /Grant Funded	
1	OBJECT	EXPENSE					
2	1000-1999	Certificated Salaries	2,874,509	556,936	-	28,790	4,284,100
3	2000-2999	Classified Salaries	1,443,404	177,491	185,540	16,925	1,924,516
4	3000-3999	Employee Benefits	1,921,565	336,728	134,586	20,673	2,768,412
5	4000-4999	Books & Supplies	13,663	2,802	-	-	20,801
6	5000-5999	Services & Other Operating Expenditures	165,408	26,061	549	96	216,475
7	6000-6999	Capital Outlay	23,217	-	-	-	23,217
8							
9		Sub total	\$ 6,441,765	\$ 1,100,018	\$ 320,674	66,483	9,237,521
10		% of Total	0.85414	0.14586		n/a	1.0000000
11							
12		Allocated Cost (FN 2100, 2700, 8100) ES, FC, and CD not included	1,146,322	195,750	-	-	1,514,492
13		Sub total 1000-5000 costs	\$ 7,588,087.10	\$ 1,295,767.65	\$ 320,674.46	\$ 66,483	\$ 10,752,012
14							
15	7300-7380	Indirect Cost @ 10.68%	807,930	138,388	34,248	7,100	1,145,837
16							
17		TOTAL EXPENSE	\$ 8,396,017	\$ 1,434,156	\$ 354,922	\$ 73,583	\$ 11,897,850

18	Obj	RS	Revenue:	SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	FIRST CLASS	EARLY START	TOTAL
				SDC	ITINERANT	1:1AIDES	No FFS - Grant Funded	No FFS - State /Grant Funded	
19	8097	6500	Property Tax Revenue	2,650,459	452,601				3,103,060
20	8181	3310	Federal Local Assistance	370,519	63,271				433,791
21	8311/8319	6500	AB602 FFS Revenue (including Base for ADA)	5,322,664	1,189,724	625,224			7,137,612
22			Total (Lines 19, 20, & 21)	8,343,642	1,705,597	625,224	0	0	10,674,463
23									
24			Other Revenue Sources						
25	8710	6500	Local Control Funding Formula						0
26	8182	3315	Federal Preschool - RS 3315				24,660		24,660
27	8182	3310	Preschool Local Entitlement				48,923		48,923
28	8182	3345	Preschool Staff Development	191					191
29	8182	3385	Infant Part C					57,745	57,745
30	8311	6510	Infant State Apportionment					1,492,402	1,492,402
31	8590	6515	Infant Discretionary					31,628	31,628
32	8677	9285	Parent Infant Program					10,885	10,885
33	8285	9385	Other Local Revenue (contracts with districts)					119,885	119,885
34	8792	6500	Low Incidence	25,797					25,797
35	8710/8699	6500	Other Local Revenue / district contracts*	37,697	7,621				45,318
36	8981	6500	Contrib frm Unrestricted						0
37	8991	6500	Contrib to j. Hall						0
38			2018-19 Beginning Balance	1				692,389	692,390
39			TOTAL REVENUE:	8,407,328	1,713,218	625,224	73,583	2,404,934	13,224,287
40			Excess Cost (expense minus revenue)	\$ 11,311	\$ 279,062	\$ 270,302	\$ 0.00	\$ 765,764	\$ 1,326,438

Number of services - Final	211.50	215.50	12.00	N/A	N/A
2018-19 Approved Rates	\$ 37,697.00	\$ 7,621.00	\$ 52,102.00		
2018-19 Final FFS Revenue**	\$ 7,972,916	\$ 1,642,326	\$ 625,224	N/A	\$ 10,240,465

*Services provided via Inter-SELPA Agreement

**Excludes Intensive Therapeutic Svc (EBD) Fee-for-Service (\$157,250)

Summary	
Total 2018-19 Revenue	\$ 13,224,287
Total 2018-19 Expenses	\$ 11,897,850
2018-19 Ending Balance	\$ 1,326,438
Less Early Start Ending Balance	\$ 765,764
Net FFS Ending Balance	\$ 560,674

San Bernardino County Superintendent of Schools
East Valley County Operated Special Education Programs
2018-19 Fee-For-Service Return

District	SAI Services	% of Services	Total Return \$ 11,311	Low-Incidence	% of Services	Total Return \$ 279,062	1:1 Aides	% of Services	Total Return \$ 270,302	Total Return
Colton	76.0	35.76%	\$4,045	75.5	34.87%	\$97,317	5.5	46%	\$123,888	\$225,251
Redlands	10.5	4.94%	\$559	44.0	20.32%	\$56,715	1.5	13%	\$33,788	\$91,061
Rialto	109.0	51.29%	\$5,802	68.0	31.41%	\$87,650	5.0	42%	\$112,626	\$206,077
Rim of the World	2.0	0.94%	\$106	8.5	3.93%	\$10,956	0.0	0%	\$0	\$11,063
Yucaipa - Calimesa	14.0	6.59%	\$745	19.5	9.01%	\$25,135	0.0	0%	\$0	\$25,880
S.B. City	1.0	0.47%	\$53	1.0	0.46%	\$1,289	0.0	0%	\$0	\$1,342
Total	212.5	100%	\$ 11,311	216.5	100%	\$ 279,062	12.0	100%	\$ 270,302	\$560,674

Col. A

District	2018-19 FFS Return
2018-19	\$ 560,674
Colton	\$ 225,251
Redlands	\$ 91,061
Rialto	\$ 206,077
Rim of the World	\$ 11,063
Yucaipa-Calimesa	\$ 25,880
S.B. City	\$ 1,342
Subtotal	\$ 560,674

4.4 2018-2019 Maintenance of Effort & Excess Cost Reports

SELPA NAME: EAST VALLEY SELPA
SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE)
PRELIMINARY REPORT SUMMARY--SEMA & SEMB
PREPARED: 9/10/19

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	SEMA (Actual to Actual)	STATE & LOCAL EXPENSE			INCREASE OR DECREASE	PASS (FAIL)	STATE & LOCAL EXPENSE PER PUPIL				INCREASE OR DECREASE	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
2	(Note: State & Local Expense INCLUDES PCRA for SEMA comparison)	<i>FY 18/19</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>FY 18/19</i>	<i>COMPARISON</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>Dec. 2018</i>	<i>COMP. YEAR</i>	
3		<i>ACTUAL</i>	<i>YEAR</i>	<i>ACTUAL</i>			<i>ACTUAL</i>	<i>YEAR</i>	<i>ACTUAL</i>	<i>ACTUAL</i>			<i>ACTUAL</i>	<i>ACTUAL</i>	
4	<i>SEMA Reference</i>	SEC. 3A, LINE 1C, COL A		SEC. 3A, LINE 1C, COL B	SEC. 3A, LINE 1C, COL C		SEC. 3A, LINE 2E, COL A		SEC. 3A, LINE 2C, COL B	SEC. 3A, LINE 2E, COL B	SEC. 3A, LINE 2E, COL C		SEC. 3A, LINE 2D, COL A	SEC. 3A, LINE 2D, COL B	
5	COLTON	31,467,165.56	2017/18	29,136,871.72	2,330,293.84	PASS	11,459.27	2017/18	29,136,871.72	10,522.52	936.75	PASS	2,746	2,769	(23)
6	REDLANDS	27,219,938.39	2017/18	29,694,947.64	(2,475,009.25)	(FAIL)	9,735.31	2017/18	29,694,947.64	10,949.46	(1,214.15)	(FAIL)	2,796	2,712	84
7	RIALTO	56,114,516.67	2017/18	51,059,438.05	5,055,078.62	PASS	18,779.96	2017/18	51,059,438.05	17,065.32	1,714.64	PASS	2,988	2,992	(4)
8	RIM	6,095,983.27	2017/18	5,691,684.65	404,298.62	PASS	15,278.15	2017/18	5,691,684.65	14,053.54	1,224.61	PASS	399	405	(6)
9	YUCAIPA	18,415,019.30	2017/18	15,252,244.76	3,162,774.54	PASS	13,711.85	2017/18	15,252,244.76	11,572.26	2,139.59	PASS	1,343	1,318	25
10	SBCSS (East Valley Ops & SELPA)			16,934,744.68	(16,934,744.68)	(FAIL)	-		16,934,744.68	37,970.28	(37,970.28)	(FAIL)	470	446	24
11	Totals	139,312,623.19		147,769,931.50	(8,457,308.31)	FAIL	12,968.97		147,769,931.50	13,885.54	(916.58)	(FAIL)	10,742	10,642	100

	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD
12	SEMA (Actual to Actual)	LOCAL EXPENSE			INCREASE OR DECREASE	PASS (FAIL)	LOCAL EXPENSE PER PUPIL				INCREASE OR DECREASE	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
13	(Note: State & Local Expense INCLUDES PCRA for SEMA comparison)	<i>FY 18/19</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>FY 18/19</i>	<i>COMPARISON</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>Dec. 2018</i>	<i>COMP. YEAR</i>	
14		<i>ACTUAL</i>	<i>YEAR</i>	<i>ACTUAL</i>			<i>ACTUAL</i>	<i>YEAR</i>	<i>ACTUAL</i>	<i>ACTUAL</i>			<i>ACTUAL</i>	<i>ACTUAL</i>	
15	<i>SEMA Reference</i>	SEC. 3B, LINE 1A, COL A		SEC. 3B, LINE 1A, COL B	SEC. 3B, LINE 1A, COL C		SEC. 3B, LINE 2C, COL A		SEC. 3B, LINE 2A, COL B	SEC. 3B, LINE 2C, COL B	SEC. 3B, LINE 2C, COL C		SEC. 3B, LINE 2B, COL A	SEC. 3B, LINE 2B, COL B	
16	COLTON	19,174,560.12	2017/18	16,310,569.97	2,863,990.15	PASS	6,982.72	2017/18	16,310,569.97	5,890.42	1,092.31	PASS	2,746	2,769	(23)
17	REDLANDS	12,549,787.85	2017/18	11,049,672.26	1,500,115.59	PASS	4,488.48	2017/18	11,049,672.26	4,074.36	414.12	PASS	2,796	2,712	84
18	RIALTO	30,692,564.03	2017/18	31,490,356.18	(797,792.15)	(FAIL)	10,271.94	2017/18	31,490,356.18	10,524.85	(252.91)	(FAIL)	2,988	2,992	(4)
19	RIM	2,914,039.62	2017/18	2,775,447.19	138,592.43	PASS	7,303.36	2017/18	2,775,447.19	6,852.96	450.40	PASS	399	405	(6)
20	YUCAIPA	9,550,915.63	2017/18	8,265,756.27	1,285,159.36	PASS	7,111.63	2017/18	8,265,756.27	6,271.44	840.19	PASS	1,343	1,318	25
21	SBCSS (East Valley Ops & SELPA)			820,508.10	(820,508.10)	(FAIL)	0.00		820,508.10	1,839.70	(1,839.70)	(FAIL)	470	446	24
22	Totals	74,881,867.25		70,712,309.97	4,169,557.28	PASS	6,970.94		70,712,309.97	6,644.64	326.30	PASS	10,742	10,642	100

SELPA NAME: EAST VALLEY SELPA
SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE)
PRELIMINARY REPORT SUMMARY--SEMA & SEMB
PREPARED: 9/10/19

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	SEMB (Budget to Actual)	STATE & LOCAL EXPENSE			INCREASE OR DECREASE	PASS (FAIL)	STATE & LOCAL EXPENSE PER PUPIL				INCREASE OR DECREASE	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
2	(Note: State & Local Expense DOES NOT include PCRA for SEMB comparison)	<i>FY 19/20</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>FY 19/20</i>	<i>COMPARISON</i>		<i>COMP. YEAR</i>			<i>Dec. 2018</i>	<i>COMP. YEAR</i>	
3		<i>BUDGET</i>	<i>YEAR</i>	<i>ACTUAL</i>			<i>BUDGET</i>	<i>YEAR</i>		<i>ACTUAL</i>			<i>PROJECTED</i>	<i>ACTUAL</i>	
4	<i>SEMB Reference</i>	SEC. 3A, LINE 1C, COL A		SEC. 3A, LINE 1C, COL B	SEC. 3A, LINE 1C, COL C		SEC. 3A, LINE 2E, COL A		SEC. 3A, LINE 2C, COL B	SEC. 3A, LINE 2E, COL B	SEC. 3A, LINE 2E, COL C		SEC. 3A, LINE 2D, COL A	SEC. 3A, LINE 2D, COL B	
5	COLTON	30,686,609.00	2017/18	27,054,462.52	3,632,146.48	PASS	11,175.02	2017/18	27,054,462.52	9,852.32	1,322.70	PASS	2,746	2,746	0
6	REDLANDS	26,664,393.68	2017/18	23,827,512.38	2,836,881.30	PASS	9,536.62	2017/18	23,827,512.38	8,522.00	1,014.62	PASS	2,796	2,796	0
7	RIALTO	45,521,654.00	2017/18	42,231,798.79	3,289,855.21	PASS	15,234.82	2017/18	42,231,798.79	14,133.80	1,101.02	PASS	2,988	2,988	0
8	RIM	5,098,971.00	2015/16	5,729,990.96	(631,019.96)	(FAIL)	12,779.38	2017/18	5,729,990.96	14,360.88	(1,581.50)	(FAIL)	399	399	0
9	YUCAIPA	15,286,586.74	2017/18	14,157,610.68	1,128,976.06	PASS	11,382.42	2016/17	14,157,610.68	10,541.78	840.64	PASS	1,343	1,343	0
10	SBCSS (East Valley Ops & SELPA)		2017/18	16,934,744.68	(16,934,744.68)	(FAIL)	0.00		16,934,744.68	36,031.37	(36,031.37)	(FAIL)	470	470	0
11	Totals	123,258,214.42		129,936,120.01	(6,677,905.59)	(FAIL)	11,474.42		129,936,120.01	12,096.08	(621.66)	(FAIL)	10,742	10,742	0
12															
13	SEMB (Budget to Actual)	LOCAL EXPENSE			INCREASE OR DECREASE	PASS (FAIL)	LOCAL EXPENSE PER PUPIL				INCREASE OR DECREASE	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
14	(Note: State & Local Expense DOES NOT include PCRA for SEMB comparison)	<i>FY 19/20</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>FY 19/20</i>	<i>COMPARISON</i>		<i>COMP. YEAR</i>			<i>Dec. 2018</i>	<i>COMP. YEAR</i>	
15		<i>BUDGET</i>	<i>YEAR</i>	<i>ACTUAL</i>			<i>BUDGET</i>	<i>YEAR</i>		<i>ACTUAL</i>			<i>PROJECTED</i>	<i>ACTUAL</i>	
16	<i>SEMB Reference</i>	SEC. 3B, LINE 1A, COL A		SEC. 3B, LINE 1A, COL B	SEC. 3B, LINE 1A, COL C		SEC. 3B, LINE 2C, COL A		SEC. 3B, LINE 2A, COL B	SEC. 3B, LINE 2C, COL B	SEC. 3B, LINE 2C, COL C		SEC. 3B, LINE 2B, COL A	SEC. 3B, LINE 2B, COL B	
17	COLTON	22,193,080.00	2017/18	16,310,569.97	5,882,510.03	PASS	8,081.97	2017/18	16,310,569.97	5,939.76	2,142.21	PASS	2,746	2,746	0
18	REDLANDS	13,714,570.39	2017/18	11,049,672.26	2,664,898.13	PASS	4,905.07	2017/18	11,049,672.26	3,951.96	953.11	PASS	2,796	2,796	0
19	RIALTO	34,119,154.00	2017/18	31,490,356.18	2,628,797.82	PASS	11,418.73	2017/18	31,490,356.18	10,538.94	879.79	PASS	2,988	2,988	0
20	RIM	3,428,113.00	2015/16	2,898,245.54	529,867.46	PASS	8,591.76	2017/18	2,775,447.19	6,956.01	1,635.75	PASS	399	399	0
21	YUCAIPA	9,733,123.74	2017/18	8,265,756.27	1,467,367.47	PASS	7,247.30	2017/18	8,265,756.27	6,154.70	1,092.60	PASS	1,343	1,343	0
22	SBCSS (East Valley Ops & SELPA)		2013/14	1,959,443.59	(1,959,443.59)	(FAIL)	0.00	2013/14	1,959,443.59	4,169.03	(4,169.03)	(FAIL)	470	470	0
23	Totals	83,188,041.13		71,974,043.81	11,213,997.32	PASS	7,744.19		71,851,245.46	6,688.81	1,055.37	PASS	10,742	10,742	0

EAST VALLEY SELPA
LEA

Excess Cost Calculation
Fiscal Year 2018-19

The excess cost calculation determines excess costs of the provision of special education services; maintenance of effort (MOE) demonstrates the LEA has not supplanted local funds with IDEA funds to pay excess costs.

Except as otherwise provided, funds provided to an LEA under Part B of the Individuals with Disabilities Education Act (Act) may only be used to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the **2018-19 school year** for an elementary school or secondary school student, as may be appropriate. Per 34 Code of Federal Regulations (CFR) Section 300.202(b)(2)(i), an LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of children with disabilities, before using Part B funds.

Section 602(8) of the Act and CFR Section 300.16 require the LEA to compute the minimum average amount for the education of children with disabilities in its elementary schools and for children with disabilities in its secondary schools. Calculations must be made separately for elementary and secondary schools in an LEA. LEAs **may not** compute the minimum average amount it must spend on the education of children with disabilities based on a combination of the enrollments in its elementary and secondary schools.

The example below shows how to compute the minimum average amount an LEA must spend for the education of each of its elementary and secondary school children with disabilities under section 602(3) of the Act before it may use funds under Part B of the Act.

There are no federal rules on how to break out elementary from high school expenditures for children with disabilities for a unified district. It has been suggested that LEAs can use a variety of approaches. One approach is to split elementary from high school expenditures for children with disabilities based on certificated full time equivalent (FTE) personnel. To do this, the LEA should count the number of certificated FTE in elementary and the number of certificated FTE personnel in secondary and pro-rate expenditures proportionately. If the FTE personnel serves in a LEA-wide capacity, pro-rate them in a reasonable manner. LEA should maintain documentation to support the method chosen for this local definition.

For the year ending June 30, 2019, LEAs must submit the Excess Cost Calculation Excel Workbook to their Special Education Local Plan Area (SELPA) with the signature of the Special Education Director and the Chief Business Officer, or their designees, on or before September 16, 2019. SELPAs must submit reports electronically to the California Department of Education prior to November 15, 2019. The email for submission of electronic copies of the Excess Cost Calculation Excel Workbook is spedfiscalprogrpts@cde.ca.gov. Also, the CDE requests the SELPA name be in the subject line of the email.

ALL DATA IS FOR FY 2017-18 EXCEPT ITEMS 18 and 21 WHICH ARE 2018-19

Local Definition		
TOTAL EXPENDITURES	% ELEMENTARY	% SECONDARY

Enter certificated staff FTE %s

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Section a. First, the LEA must determine the total expenditures for elementary and secondary students **only** from all OPERATING funds—local, State, and Federal (including Part B)—in **2017-18**. (Use FUNDS 01-09, 13, and 61-62 ONLY)

Item 1	State and Local Expenditures - FD 01-09, 13, 61, 62; RS 0000-2999 and 6000-9999 Objects 1000-7999		\$	-	\$	-
Item 2	Federal Expenditures - FD 01-09, 13, 61, 62; RS 3000-5999 (excluding preschool Resources 3315, 3345 & coordinated early intervening services Resources 3312, 3318 & state portion of Resource 3385 IDEA Early Intervention Grants) Objects 1000-7999		\$	-	\$	-
Item 3	Total Expenditures		\$	-	\$	-

Section b. Next, the LEA must subtract from the total expenditures calculated in section a. above all amounts spent in **2017-18** for the following resources (these are considered supplemental expenditures). Actual expenditures only. (Use FUNDS 01-09, 13, and 61-62 ONLY)

Item 4	Total Expenditures		\$	-	\$	-	\$	-
Item 5	IDEA, Part B allocation - RS 3310, 3311, 3327, 3386 Objects 1000-7999		\$	-	\$	-	\$	-
Item 6	ESEA, Title 1, Part A allocation - RS 3010, 3177, 3185 Objects 1000-7999		\$	-	\$	-	\$	-
Item 7	ESEA, Title III, Parts A & B allocation - RS 4201-4204 Objects 1000-7999		\$	-	\$	-	\$	-
Item 8	State & local funds spent for children with disabilities - Report Goal 5xxx (excluding 5710 & 5730 preschool and infants) and for Resources listed above in item 1 (Objects 1000-7999)		\$	-	\$	-	\$	-
Item 9	State & local funds spent for ESEA, Title I, Part A & Title III, Parts A & B - Report Object 8980 state and local general fund contributions from unrestricted revenues for the above programs (Items 6-7). If none, enter "0".		\$	-	\$	-	\$	-
Item 10	Total Expenditures less supplemental expenditures		\$	-	\$	-	\$	-

Section c. Next, deduct capital outlay and debt service for resources not listed in section b. above. (FUNDS 01-09, 13, 61-62 ONLY)

Item 11	Total Expenditures less supplemental expenditures	\$	-	\$	-	\$	-
Item 12	Capital Outlay and Debt - OBJ 6xxx, &/or OBJ 7438, &/or OBJ 7439, &/or FUNCTION 8500			\$	-	\$	-
Item 13	Total Expenditures less Capital Outlay & Debt	\$	-	\$	-	\$	-

Section d. Next, the LEA must determine the average annual expenditure per student by dividing the average number of students enrolled in the school of the agency during **2017-18** (including children with disabilities) into the amount computed under the above paragraph. The amount obtained through this computation is the minimum amount the LEA must spend (on the average) for the education of each of its children with disabilities "before" Part B funds may be used.

Item 14	Total amount for average calculation	\$	-	\$	-	\$	-
Item 15	Number of students enrolled in 2017-18 school year - CBEDS, ALL students (General Ed and Special Ed)						
Item 16	Average annual expenditure per student	\$	-	\$	-	\$	-

Section e. Next, to determine the total minimum amount of funds the LEA must spend for the education of its children with disabilities in the LEA (not including capital outlay and debt service), the LEA must multiply the number of children with disabilities in the LEA during **2018-19** times the average annual per student expenditure obtained in section d. above. Funds under Part B of the Act can only be used for excess costs over and above this minimum.

NOTE: Item 17 below requires the LEA to calculate the amount of time each student is actually in special education classes. CASEMIS data specifies the percentage of time each student is in General Education. Use this information for each special ed student to get a FTE on each. See attached worksheet for calculation instructions.

Item 17	Average annual expenditure per student	\$	-	\$	-	\$	-
(2018/19 DATA) Item 18	Number of full-time special ed student equivalents (FTE of time spent in special education classes; (excluding 5710 & 5730, preschool and infants))		733.84		0.00		0.00
Item 19	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$	-	\$	-	\$	-

Section f. Finally, determine how much was spent in **2018-19** on LEA children with disabilities and verify this amount is equal to or exceeds the amount calculated in section e. above (FUNDS 01-09, 13, 61-62 ONLY)

Item 20	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$	-	\$	-	\$	-
(2018/19 DATA) Item 21*	2018-19 expenditures - State & Local Funds Spent for Children With Disabilities - RS 0000-2999; 6000-9999 Objects 1000-7999 and Goal 5XXX (excluding 5710 & 5730, preschool and infants)			\$	-	\$	-
Item 22**	Amount LEA spent on children with disabilities in excess of requirement*	\$	-	\$	-	\$	-

* Note: Item 21 is **NOT** the same as Item 8 above. Item 21 is the 2018-19 expenditure amount. Item 8 is the 2017-18 expenditure amount. It does not include SACS supplemental form Program Cost Report Schedule of Allocation Factors (PCRAF). Information from the PCRAF is not included in this worksheet.

** Note: Item 22 should be positive. If it is negative, then the LEA has not met the excess cost requirement and may not use any of their federal IDEA Part B funds.

Special Education Director

Chief Business Officer

2018/19 Enrollment Data

DISTRICT	CDS CODE	ELEMENTARY GRADES										Ungr Elem	Tot Elem
		K	1	2	3	4	5	6	7	8			
Colton	3667686	1,761	1,612	1,619	1,637	1,699	1,572	1,832	1,874	1,823	-	15,429	
Redlands	3667843	1,679	1,399	1,526	1,554	1,543	1,602	1,578	1,703	1,641	-	14,225	
Rialto	3667850	1,852	1,831	1,886	1,844	1,825	1,994	1,938	2,059	2,117	-	17,346	
Rim	3667868	255	252	233	226	255	263	273	242	264	-	2,263	
Yucaipa	3667959	870	691	769	713	763	747	769	794	832	-	6,948	
TOTAL		6,417	5,785	6,033	5,974	6,085	6,178	6,390	6,672	6,677	-	56,211	

SECONDARY GRADES						
9	10	11	12	Ungr Sec	Total Sec	
1,669	1,706	1,589	1,621	-	6,585	
1,704	1,762	1,707	1,842	-	7,015	
1,914	1,911	1,922	1,973	-	7,720	
255	241	238	239	-	973	
800	761	734	739	-	3,034	
6,342	6,381	6,190	6,414	-	25,327	

A Tennyson 8/12/19

Total Enrollment
22,014
21,240
25,066
3,236
9,982
81,538

Source:

CA Department of Education

DATA Quest - Enrollment Data

<http://dq.cde.ca.gov/dataquest/page2.asp?level=District&subject=Enrollment&submit1=Submit>

EAST VALLEY SELPA
COLTON JOINT UNIFIED SCHOOL DISTRICT

NUMBER OF FULL-TIME SPECIAL EDUCATION STUDENT EQUIVALENTS CALCULATOR
(FTE of time spent in special education, excluding preschool and infants)
FISCAL YEAR 2018-19

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% to 10%	200	10%	90%	180.00
11% to 20%	336	20%	80%	268.80
21% to 30%	135	30%	70%	94.50
31% to 40%	74	40%	60%	44.40
41% to 50%	24	50%	50%	12.00
51% to 60%	14	60%	40%	5.60
61% to 70%	48	70%	30%	14.40
71% to 80%	77	80%	20%	15.40
81% to 90%	891	90%	10%	89.10
91% to 100%	964	99%	1%	9.64
Total	<u>2,763</u>	<u>n/a</u>	<u>n/a</u>	<u>733.84</u>

* Enter total pupil count by percent of time

EAST VALLEY SELPA
REDLANDS UNIFIED SCHOOL DISTRICT

NUMBER OF FULL-TIME SPECIAL EDUCATION STUDENT EQUIVALENTS CALCULATOR
(FTE of time spent in special education, excluding preschool and infants)
FISCAL YEAR 2018-19

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% to 10%	147	10%	90%	132.30
11% to 20%	365	20%	80%	292.00
21% to 30%	90	30%	70%	63.00
31% to 40%	54	40%	60%	32.40
41% to 50%	290	50%	50%	145.00
51% to 60%	345	60%	40%	138.00
61% to 70%	154	70%	30%	46.20
71% to 80%	361	80%	20%	72.20
81% to 90%	257	90%	10%	25.70
91% to 100%	743	99%	1%	7.43
Total	2,806	n/a	n/a	954.23

* Enter total pupil count by percent of time

EAST VALLEY SELPA
RIALTO UNIFIED SCHOOL DISTRICT

NUMBER OF FULL-TIME SPECIAL EDUCATION STUDENT EQUIVALENTS CALCULATOR
(FTE of time spent in special education, excluding preschool and infants)
FISCAL YEAR 2018-19

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% to 10%	249	10%	90%	224.10
11% to 20%	400	20%	80%	320.00
21% to 30%	47	30%	70%	32.90
31% to 40%	153	40%	60%	91.80
41% to 50%	98	50%	50%	49.00
51% to 60%	33	60%	40%	13.20
61% to 70%	122	70%	30%	36.60
71% to 80%	146	80%	20%	29.20
81% to 90%	482	90%	10%	48.20
91% to 100%	1236	99%	1%	12.36
Total	2,966	n/a	n/a	857.36

* Enter total pupil count by percent of time

EAST VALLEY SELPA
RIM OF THE WORLD UNIFIED SCHOOL DISTRICT

NUMBER OF FULL-TIME SPECIAL EDUCATION STUDENT EQUIVALENTS CALCULATOR
(FTE of time spent in special education, excluding preschool and infants)
FISCAL YEAR 2018-19

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% to 10%	31	10%	90%	27.90
11% to 20%	35	20%	80%	28.00
21% to 30%	12	30%	70%	8.40
31% to 40%	27	40%	60%	16.20
41% to 50%	46	50%	50%	23.00
51% to 60%	8	60%	40%	3.20
61% to 70%	10	70%	30%	3.00
71% to 80%	16	80%	20%	3.20
81% to 90%	74	90%	10%	7.40
91% to 100%	166	99%	1%	1.66
Total	425	n/a	n/a	121.96

* Enter total pupil count by percent of time

EAST VALLEY SELPA
YUCAIPA-CALIMESA UNIFIED SCHOOL DISTRICT

NUMBER OF FULL-TIME SPECIAL EDUCATION STUDENT EQUIVALENTS CALCULATOR
(FTE of time spent in special education, excluding preschool and infants)
FISCAL YEAR 2018-19

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% to 10%	70	10%	90%	63.00
11% to 20%	36	20%	80%	28.80
21% to 30%	80	30%	70%	56.00
31% to 40%	37	40%	60%	22.20
41% to 50%	155	50%	50%	77.50
51% to 60%	112	60%	40%	44.80
61% to 70%	40	70%	30%	12.00
71% to 80%	69	80%	20%	13.80
81% to 90%	342	90%	10%	34.20
91% to 100%	411	99%	1%	4.11
Total	1,352	n/a	n/a	356.41

* Enter total pupil count by percent of time

4.5 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
- 7/17/19** - 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 18/19
- 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** - 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) at Steering/Finance
- EV SELPA to present PY (18/19) OT Regional program Proportionate Share return of funds
- 9/12/19** - SELPA to present PY (18/19) adjusted 4th Quarter NPS reimbursement transfers for invoices at Steering/Finance
- 9/12/19** - SELPA to present PY (18/19) EV SELPA Budgets ending fund balances to Steering/Finance
- 9/12/19** - SELPA to present preliminary MOE at Steering/Finance
- 9/20/19** - Districts to submit to SELPA Excess Cost Calculation
- 9/20/19** - 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 ITEMS

4.6 EV SELPA Transition Partnership Program

Contact Us

Patty Metheny, Ed.D.
909-252-4507
EV SELPA Administrator

Colleen Meland
909-252-4525
Program Specialist
Curriculum & Teacher Support
All high schools

Helen Junker
909-252-4514
Transition Project Assistant
Recruitment & Facilitator
All high schools

Elizabeth Dickson
909-252-4517
Transition Case Technician
Student Services
Yucaipa HS, Redlands East Valley HS
& Citrus Valley HS

Dawn Henderson
909-252-4515
Transition Case Technician
Student Services
Bloomington HS, Colton HS,
Grand Terrace HS & Redlands HS

Sandie Gutierrez
909-252-4516
Transition Case Technician
Student Services
Carter HS, Eisenhower HS, Rialto HS,
Rim of the World HS & Yucaipa HS

East Valley Special Education
Local Plan Area
670 E. Carnegie Drive
San Bernardino, Ca 92408

Phone: 909-252-4514
Fax: 909-252-4531
Web: evselpa.sbcss.ca.us



Colleen Meland, Program Specialist



Colleen has been a Program Specialist for the EV SELPA for 19 years and has an additional 18 years of classroom experience, having taught both general education and special education classes. She has a particular interest in supporting the TPP and Adult Transition programs and has been doing so for more than 5 years.

Helen Junker, Transition Project Assistant



Helen is currently the Transition Project Assistant with TPP, before that she was a Transition Case Technician & Recruitment Placement Specialist with EV SELPA for 21 years. She enjoys and values the success of the program and the impact that it makes for each student's life.

Elizabeth Dickson, Transition Case Technician



Elizabeth has over 20 years of experience in job development, and job placement services. Eighteen of those years have been as a Recruitment Placement Specialist & Transition Case Technician with the EV SELPA. Elizabeth enjoys working with students, and assisting them with goal setting, as well as gaining work experience and skills they can build throughout their careers.

Dawn Henderson, Transition Case Technician



Dawn has been with the EV SELPA for over two years. She brings, however, over 10 years experience working with middle and high school students in the TPP and WorkAbility transition programs. Dawn has a strong passion in assisting young students with disabilities to learn and build upon the needed skills to succeed in the evolving, competitive workforce.

Sandie Gutierrez, Transition Case Technician



Sandie is new to the EV SELPA family, however, she has over 20 years of experience in job development and job placement services. Sandie was formally a Case Services Coordinator in the CaPROMISE demonstration grant for the West End SELPA. She obtained her certificate from Cornell University ILR School, Employment and Disability Institute as a Work Incentive Practitioner.



Transition Partnership Project

DOR DEPARTMENT of
REHABILITATION
Employment, Independence & Equality

Your TPP Team

About Us

Partnership

For over 25 years, the East Valley Special Education Local Plan Area (EV SELPA) has partnered with the Department of Vocational Rehabilitation (DOR) to fund the Transition Partnership Project (TPP). This collaboration helps to prepare students with disabilities for the workforce through comprehensive curriculum, workshops, tours and work experiences. Success of the program is attributed to the preparation provided students before they enter the workforce. TPP focuses on providing high school students the following services:

- ◆ Workplace Readiness Training
- ◆ Job Exploration Counseling
- ◆ Postsecondary Counseling
- ◆ Work-Based Learning Experience

Having the right preparation and experience instills confidence and self-worth helping students become valuable, productive employees. Everyone involved with the TPP program finds reward in seeing students improve their lives and future opportunities.



Student Services

Workplace Readiness Training

Teachers use the “Get Focused, Stay Focused” and “Career Choices” curriculums along with a comprehensive collection of information and activities collected by TPP staff to help students build and strengthen good work habits (i.e.: applications, interview skills, communication, ethics, employer expectations, safety, etc.). Students also learn about financial and independent living skills (i.e.: transportation, taxes, SSI/SSDI benefits, money management, etc.).

Job Exploration Counseling

Students are counseled on the many different kinds of jobs available and assisted with identifying those that best fit their strengths and interests. Students explore industries and careers that are “in-demand”, now and projected, through activities such as career interest assessments, guest speakers and labor market research assignments

Postsecondary Counseling

Through the TPP classes, students learn about different available educational programs and resources to support their continued education after high school. Students also receive assistance with the admission processes for colleges as well as technical and trade schools.

Work-Based Learning

Work-Based Learning Experiences

Students experience a variety of ways to connect with local professionals and get real-world work experience. Via the strong relationships TPP staff have developed with community employers, students are offered opportunities that include worksite tours, job shadowing and even paid work experience for those students who qualify.

Some of the EV SELPA employer partners who assist in creating this valuable opportunity for students at high schools throughout the SELPA are listed below.



99 Cent Only Stores * Corky's * Fallas
KinderCare * WSS * Fitness 19 * Best Lumber
TJMaxx * HomeGoods * Marshall's * Old Navy
Shakey's * CVS * Mountain View Plants * Torrid
Walgreens * Teddy Bear Times * Goodwins
PetCo * Redlands Thrift Store * Pali Camp
Bob's Big Boy * The Lakes * Boy's & Girls Club
Hot Topic * Subway * Smart N Final

East Valley SELPA
2019-2020 TPP CLASSES

Case Technician: Dawn Henderson	BLOOMINGTON H.S.	
Wednesday's Late Start		
Teacher: Evangelina Zamora	Room 61/Period 1: 7:25-8:23	Phone: 580-5004 x 3061
Aide: Christina Ferrell	Period Prep 2	evangelina_zamora@cjusd.net
Teacher: Marisa Galvez	Room 800 / Period 5: 12:27-1:23	Phone 580-5004 x
Aide: Vanessa Gonzalez	Period Prep: 3	Marisa_galvez@cjusd.net
	COLTON H.S.	
Thursday Late Start		
Teacher: Donyael Bright-Robinson	Room 356/3rd Period: 9:38-10:37	Phone: 580-5005 x 2472
Aide: Alex Oliveros	Period Prep	donyael_brightrobins@cjusd.net
Teacher: Chad Hackworth	Room 572/5th Period: 12:20-1:19	Phone: 580-5005 x 2460
Aide: Sonja Hernandez	Prep Period	chad_hackworth@cjusd.net
	GRAND TERRACE H.S.	
Tuesday Late Start		
Teacher: Mike Reh	Room B-200/Period 3: 9:42-10:40	Phone: 580-5006 x 4971
Aide: Stacy Reh	Prep Period	michael_reh@cjusd.net
Teacher: (James) Andrew Weisz	Room C-359/Period 4: 10:48-11:28	james_weisz@cjusd.net
Aide: Kelly De Muth	Prep Period 2	Phone: 580-5006 x 4862
	REDLANDS HS	
Tuesday-Late Start		
Teacher: Stephen Caperton	Room R-32 Period 4: 10:46-11:43	Phone: 307-5500 x 31532
Aide: Heidi Brazaitis	Room R-32 Period 5: 12:31-1:26	stephen_caperton@redlands.k12.ca.us
	Period Prep 6	
Case Technician: Elizabeth Dickson	CITRUS VALLEY HS-11TH GRADE	
Tuesday-Late Start		
Teacher: Jennifer Selders	Room B-13 /Period 2-8:34-9:32	Phone: 799-2300 x 35213
Aide: Jacqueline Luna	Room B-13/Period 6 1:36-2:30	
	Prep Period 6	
	CITRUS VALLEY HS-12TH GRADE	
Tuesday-Late Start		
Teacher: April Finazzo	Room B-1/Period 3: 9:44-10:39	Phone: 799-2300 x35201
Aide: Debbie Munoz	Room B-1/Period 4: 10:48-11:43	april_finazzo@redlands.k12.ca.us
	Prep Period none	

East Valley SELPA
2019-2020 TPP CLASSES

	REV HS	
Tuesday-Late Start		
Teacher: Jennifer Rhodus	Room J-34/4 th Period: 10:48-11:43	Phone: 389-2500 x 32734
Aide: Lisa Brock	Room J-34/5 th Period: 12:31-1:26	jennifer_rhodus@redlands.k12.ca.us
	Prep Period 6	
	YUCAIPA HS – 12 th grade	
Monday Late Start		
Teacher: Mike Mobley	Room F-2/ Period 1: 7:50-8:47	Phone: 797-0106 x1252
Aide: Diane Charron	Room F-2/ Period 2: 8:54-9:55	mike_mobley@ycjUSD.us
	Room F-2/Period 3: 10:08-11:04	
	Prep Period 5 & 6	
Case Technician: Sandie Gutierrez	Carter HS	
Tuesday's short period		
Teacher: Christina Lucero	Room C-218 Period 1: 7:25-8:20	Phone: 909-854-4100 x23218
Aide: Brianna Villagomez	Period Prep Open	clucero@rialto.k12.ca.us
	Eisenhower HS	
Teacher: Reedus Reeds	Room J-1 Period 1: 7:25-8:13	rreed@rialto.k12.ca.us
Teacher: Raymond Gonzalez	Room I-1 Period 2: 8:20-9:19	rgonzale6@rialto.k12.ca.us
Aide: Wendy Frost	Period Prep	Phone: 820-7777 x22139
Tuesday's short periods	RIALTO H.S.	
Teacher: Andreina Gutierrez	Room E-103 Period 4: 10:44-11:40	Phone: 421-7500 x 25103
Aide: Jasmine Serrano	Room E-103 Period 5: 12:16-1:13	agutierr4@rialto.k12.ca.us
	Prep Period 3	
	YUCAIPA HS - 11 th grade	
Monday Late Start		
Teacher: Megan Shaangelyn	Room F-4 Period 1: 7:50-8:47	Phone: 797-0106 x 1254
Aide: Amy Baumstark-Johnson	Room F-4 Period 3: 10:08-11:04	megan_shaangelyan@ycjUSD.us
	Prep Period 4 & 6	
	RIM of the WORLD HS	
Teacher: Kristin Champion	Room 315/Period 5: 12:07-1:04	Phone: 336-2038 x315
Aide: Deborah McLean	Prep Period 4	kristin_champion@rimSD.k12.ca.us

Transition Case Technician School Assignments 2019-2020

Case Technician -Dawn Henderson

District	School	Teacher	Grade	No of Classes
Colton	Bloomington	Evangelina Zamora	12	1
Colton	Bloomington	Marisa Galvez	12	1
Colton	Colton	Donyael Bright-Robinson	12	1
Colton	Colton	Chad Hackworth	12	1
Colton	Grand Terrace	Michael Reh	12	1
Colton	Grand Terrace	Andrew Weisz	12	1
Redlands	Redlands	Stephen Caperton	12	2

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Case Technician - Elizabeth Dickson

Redlands	Citrus Valley	April Finazzo	12	2
Redlands	Citrus Valley	Jennifer Seldars	11	2
Redlands	Redlands East Valley	Jennifer Rhodus	12	2
Yucaipa	Yucaipa	Mike Mobley	12	3

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Case Technician - Sandie Gutierrez

Rialto	Carter	Christina Lucero	12	1
Rialto	Eisenhower	May Akalemeku	12	2
Rialto	Rialto	Andreina Gutierrez	12	2
Rim	Rim	Kristen Champion	12	1
Yucaipa	Yucaipa	Megan Shaangleyn	11	2

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TPP Class Workshops

2019-2020

Workshop	SENIOR CLASSES
1	TPP Overview & Completion of the DOR referral packet
2	Work Experience/Payroll Packet <ul style="list-style-type: none"> • Collection of DOR Paperwork
3	Introduction to the Senior Portfolio
4	Paid Work-Based Learning Experience and Financial Literacy
5	Master Application – Part 1
6	Master Application – Part 2
7	Interviewing Techniques
8	Learning Style Assessment
9	Follow-up on Senior Portfolio <ul style="list-style-type: none"> • Information interview assignment
10	Resume Development
11	Community College Tour

Workshop	JUNIOR CLASSES
1	TPP Overview & Completion of the DOR referral packet
2	Learning Style Assessment
3	Introduction to the Career Center
4	Soft skills in the Workplace
5	Master Application – Part 1
6	Master Application – Part 2
7	Interviewing Techniques
8	Work Experience/Payroll Packet <ul style="list-style-type: none"> • Collection of DOR Paperwork
9	Paid Work-Based Learning Experience and Financial Literacy
10	Resume Development
11	Worksite Tour

4.7 EV SELPA Program Specialist Services

East Valley Special Education Local Plan Area

2019-2020 Program Specialist Assignments

Recognizing that flexibility in assignments is necessary within a multi-district SELPA, support assignments are fluid. The East Valley SELPA Program Specialists are not be assigned to specific districts. Instead, they are assigned based on student and district need. While any of the program specialists may be called on to address specific needs and support their colleagues, the program specialists possess unique strengths and specializations. Given this, the East Valley SELPA Program Specialists will take the lead in the following specializations.

Autism	ABA (BCBA)	Behavior	Transition/TPP	IEP Development	CAC
Susanne Ferguson	Courtney Beatty	Mary Anne Klenske	Colleen Meland	Shannon Vogt	Susanne Ferguson
EBD Classrooms	Community Outreach	Moderate/Severe Instruction	Mild/Moderate Instruction	Early Childhood	AAC
Shannon Vogt	Colleen Meland	Courtney Beatty	Mary Anne Klenske	Courtney Beatty	Susanne Ferguson

Districts may contact any program specialist directly for consultation purposes. Districts are required to complete and provide an EV-23 'Request for EV SELPA Program Specialist Services' by following the attached procedures.

Program Specialist	Phone Number	Email Address
Courtney Beatty	909-252-4519	courtney.beatty@sbcss.net
Susanne Ferguson	909-252-4520	susanne.ferguson@sbcss.net
Mary Anne Klenske	909-252-4524	maryanne.klenske@sbcss.net
Colleen Meland	909-252-4525	colleen.meland@sbcss.net
Shannon Vogt	909-252-4523	Shannon.vogt@sbcss.net

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/Coordinator

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 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: _____

EV-23a (AAC)

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

East Valley Special Education Local Plan Area
REQUEST FOR AUGMENTATIVE & ALTERNATIVE COMMUNICATION (AAC)
Support from EV SELPA Program Specialist

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 _____

AAC Equipment currently used by student: _____

Reason for Referral (Please describe areas of concern & interventions implemented) : _____

Date Assessment Plan Provided to Parent/Guardian: _____

Date Signed Assessment Plan Received by District: _____

60-Day Timeline Date: _____

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

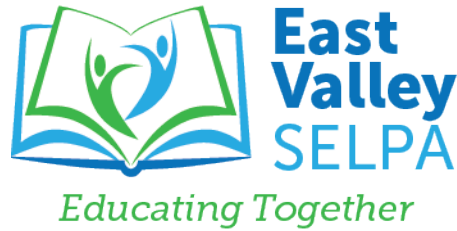
DIRECTIONS FOR SUBMITTING THIS FORM:

One of three ways: 1) Email the referral EV-23a, 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: _____

EV-23b (PE)



District Request for OMS Private Event

A Private Event is a Training for One District in One Specific Area

Event Title and Description:				
Event Location:	<input type="checkbox"/> East Valley SELPA (DILC)			
	<input type="checkbox"/> Other:			
Event Start Time:		Event End Time		
Estimated Dates of Event: (range of dates or multiple dates)	#1	#2	#3	#4
Intended Audience:				
Estimated Number of Attendees:				

Instructions:

This form must be completed after an EV-23 request has been submitted. Please complete this form and email to evselpa@sbcss.net or Rosalva.Contreras@sbcss.net. After receipt, this request will be logged. Once approved, the event will be entered into OMS by Tami Goldstein at EV SELPA. Participants must be signed up at least two weeks prior to the event. A minimum of **5** participants must be signed up by the deadline in order to proceed with the event.

Request completed by: _____ Phone Number: _____

Email: _____

Signature of Special Education Director: _____ Date: _____

***An EV-23 is required before submitting this request**

4.8 2019 Changes in the California Dashboard – SWDs

State SELPA Association Meeting: Accountability Update

Cindy Kazanis, Director

Jenny Singh, Education Administrator

Analysis, Measurement, and Accountability Reporting Division

July 11, 2019



TONY THURMOND
State Superintendent of Public Instruction

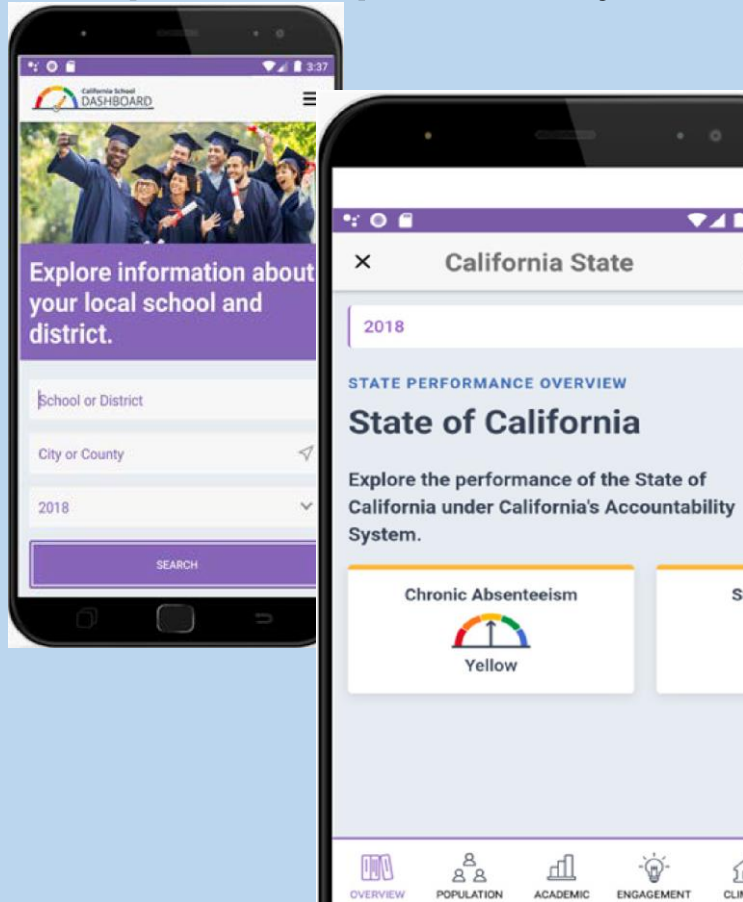
Topics

- New California School Dashboard (Dashboard) Mobile App
- Academic Indicator: Changes to the 2019 Dashboard
 - Incorporation of California Alternate Assessment (CAA) results into the Academic Indicator
 - Students with Disabilities (SWD) and District of Residence
 - Rules for SWDs Who Exit Special Education
- New College/Career Indicator (CCI) Measures Collected for Students with Individualized Education Programs (IEPs)
- New Postsecondary/Transition Field and Dashboard Alternative School Status (DASS) Graduation Rate

New Dashboard Mobile App

Dashboard Mobile App is now Available!

Wherever you are, access to the Dashboard in English or Spanish is a simple swipe away!



- District and School Reports at your fingertips.
 - Search for schools/districts on the go.
 - View performance levels of each state indicator.
 - Even drill-down to the performance details for student groups.
- Available for iOS and Android Devices
 - Download today at <https://www.cde.ca.gov/re/mo/cadashboard.asp>.
 - iOS Devices requires iOS 12.0 or later. (Compatible with iPhone).
 - Android Devices requires Android Version 5.0 (Lollipop) and up.

Academic Indicator: Changes to the 2019 Dashboard

Incorporation of CAA Results

Incorporating the CAA Results into the Academic Indicator

- Every Student Succeeds Act (ESSA) requires states to include assessment results of all students—including those with significant cognitive disabilities—into accountability systems
 - CAA is already included in participation rate calculations but excluded from calculation of distance from standard (which is used to determine performance colors)
 - Department has been working with the Technical Design Group (TDG) on a methodology for incorporating these assessments.

Methodology Options for Incorporating the CAA into the Academic Indicator

- At the April and June 2019 Technical Design Group (TDG) meeting, members considered three methodologies:
 - Effect Size Approach
 - Middle-of-the-Range Approach
 - Top-of-the-Range Approach

Effect Size

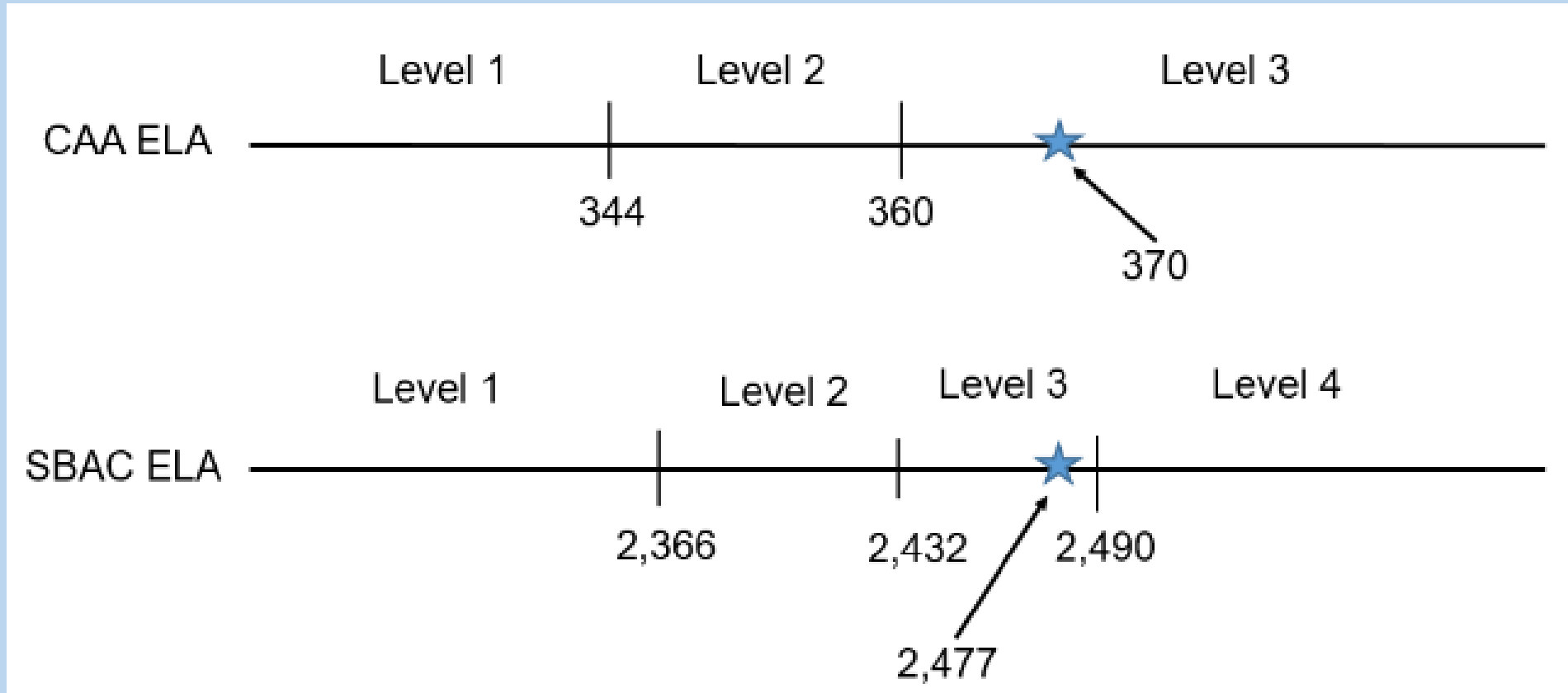
- Use the standard deviations between the two assessments (e.g., CAA for math in grade 3 and the Smarter Balanced Assessment Consortium (SBAC) math results in grade 3) to standardize the student score into the units of the SBAC scale.
- To convert the scores, the distance from Level 3 for a CAA score is divided by the standard deviation for the scores on the CAA. In this way, the distance from met is represented in terms of standard deviation units. The CAA standard deviation unit is converted to the score that is associated with the same standard deviation unit of the SBAC.

Example of Effect Size

Grade 3 English Language Arts

Student 0.5 Standard Deviation Above Level 3 Threshold Score on CAA (370)

Translated to 0.5 Standard Deviation Above Level 3 Threshold Score on SBAC (2,477)



Middle-of-the-Range

- For performance levels 1–3 on the CAA, a student's CAA score would be substituted with the mid-range score of the same SBAC achievement level. For example, a grade 3 student scoring anywhere in Level 2 on CAA for ELA would receive the midpoint score of the Level 2 range on the SBAC ELA, 2399 (SBAC scale range is 2367-2431).

Top-of-the-Range

- For performance levels 1–3 on the CAA, a student's score would be substituted with the top score of the same SBAC achievement level. For example, a grade 3 student scoring anywhere in Level 2 on CAA for ELA would receive the highest score of the Level 2 range on the SBAC ELA, 2431.

CDE Recommendation

- Top-of-the-Range
 - Easier to communicate than the Effect Size
 - CAA students cannot score Level 4.** Averaged across all grades, Level 4 has a range of 114 points in ELA and 132 points in Math. This strongly impacts the use of the middle of the range method (i.e., no student would receive the highest level 3 score).
- Will be proposed to the State Board of Education in September 2019

Academic Indicator: Changes to the 2019 Dashboard

SWDs and District of Residence

Options for Districts that Cannot Directly Provide Services to SWDs

- Currently, if a district cannot provide the needed services for its SWDs, it can enter into an Memorandum of Understanding (MOU) with:
 - Another district (public)
 - Special education school in another district
 - Non-special-education school in another district (e.g., school with a special education program on campus)
 - The county office of education (COE)
 - Special education school in the COE
 - A Non-Public School (NPS)

Non-Academic Measures: Which Entity Is Accountable for SWDs?

- Which entity is accountable for students who receive services under an MOU?
- The school of attendance (school of service) and the local educational agency (LEA) of attendance (LEA of service) are held accountable for all non-academic measures on the Dashboard:
 - Suspension
 - Chronic Absenteeism
 - Graduation Rate
 - College/Career Indicator

Academic Indicator: Which Entity is Accountable for SWDs?

- At **school level**, accountability rests with school of attendance (i.e., school of service)
- At **the LEA level**, accountability for the Academic Indicator depends on multiple factors

Academic Indicator: Current Business Rules

- For the **Academic Indicator only**, if a student receives services *from a special education school* (based on ownership code) *or a Non-Public School (NPS)*, the assessment results are sent back to the **District of Special Education Accountability** (or the District of Residence) for inclusion in their Dashboard.
 - Business rule was used in former accountability systems (i.e., API and AYP), including all Dashboard releases (i.e., 2017 and 2018 Dashboards)
- The Assessment results are not included in the Dashboard of the LEA providing services

Proposed Changes for the 2019 Dashboard

- Expand the rule
 - For the Academic Indicator only, the District of Special Education Accountability will be held accountable for **all SWDs**, not just those who receive services from a special education school or NPS school
- This ensures that the LEA receiving federal IDEA funding for these students is held accountable for the outcomes of *all SWDs*.

Participation Rate and DFS

- Based on the proposed rule, the District of Special Education Accountability will have **all SWDs** included in their Academic Indicator for:
 - Participation Rate
 - Distance from Standard (DFS)

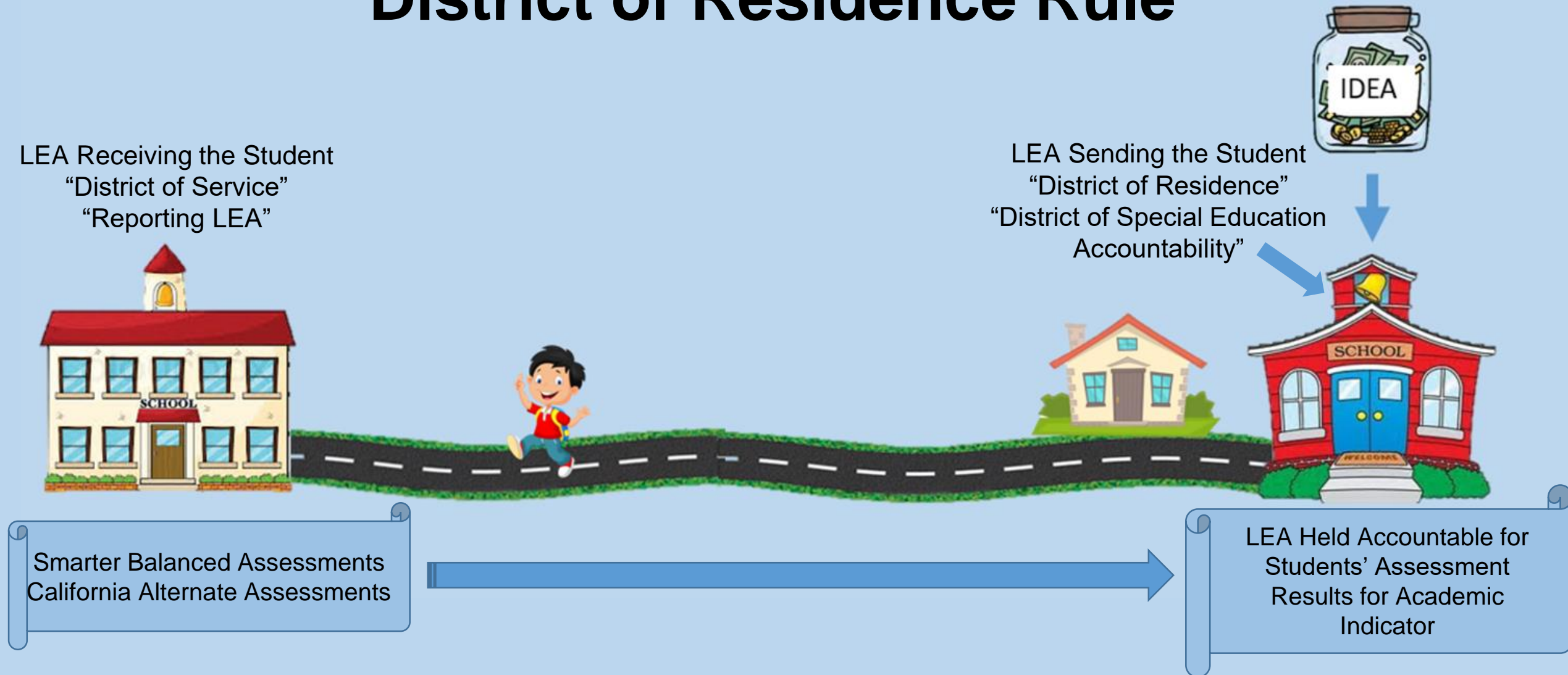
Changes Beyond the 2019 Dashboard: Expand Rule to All State Indicators

- The CDE is proposing to apply the District of Special Education Accountability rule to **all the state indicators** for the 2020 Dashboard to align with the transition from CASEMIS to CALPADS*.
 - Provides sufficient notice

*CALPADS=California Longitudinal Pupil Achievement Data System

*CASEMIS=California Special Education Management Information System

District of Residence Rule



Descriptive Text for Prior Slide

- The LEA that sends the student to another LEA to receive special education services is also known as the District of Residence or the District of Special Education Accountability.
- The LEA that receives the student and provides special education services is also known as the District of Service or the Reporting LEA.
- Although the student attends the Reporting LEA and is administered either the Smarter Balanced Summative Assessments or the California Alternate Assessments, the District of Residence is still responsible and held accountable for this student because they receive IDEA funding. The District of Residence will receive this student's assessment results in their Academic Indicator on the Dashboard.

When do SWD Assessment Results Remain with the LEA or School of Service?

- SWD assessment results stay with the LEA or school of service when:
 - The student transferred via an inter-district transfer (a formal inter-district transfer agreement under *Education Code* Section 63600)
 - The student attends a charter school
 - The student is a ward of the court and housed in a juvenile court, court/community school, or licensed children's institution (applied to districts and COEs)

Rules for SWDs Who Exit Special Education

New Rule for Students Who Exit Special Education

- Beginning with 2019 Dashboard, students who exited a special education program beyond the current school year **will no longer be included in the SWD student group.**
 - The performance level (color) for the **Academic Indicator** will no longer reflect the results of students who exited the program for up to two year.

New CCI Measures Collected for Students with IEPs

New CCI Measures

- At the end of this year, the Department will be collecting seven new CCI measures. Of these, two are specific for students with IEPs:
 - WorkAbility I Work-Based Learning Program Completion Indicator
 - Department of Rehabilitation Student Services Work-Based Learning Program Completion Indicator
 - See CALPADS Flash #156 for details
- Data collected in CASEMIS in 2018-19 only
 - Deadline: August 9, 2019
 - Collection will occur in CALPADS in future years

New Postsecondary/Transition Field and DASS Graduation Rate

2019 Dashboard: New Transition Status Field

- In May 2019, participation in transition program will be collected in CALPADS:
 - **File:** Student Enrollment (SENR)
 - **Field:** Postsecondary/Transition Status Indicator
- To populate this field, a student must be 17 years or older, have a grade level of 12, and have a Special Education program record.
- This field will be used for the DASS graduation rate for the 2019 Dashboard.
- SWDs with “Y” in the Postsecondary/Transition Status field will be excluded from the DASS Graduation Rate

Chronic Absenteeism and Medically Fragile Students

- The SBE directed CDE staff to explore excluding students who are medically fragile from the Chronic Absenteeism Indicator for the 2020 Dashboard. If you would like to participate in a work group to help define medically fragile, please send an email to jsingh@cde.ca.gov.
- Work will need to be completed by January 2020.

4.9 System Improvement Leads Professional Development



Including Goals for Students with Disabilities in the LCAP

ABOUT THE WORKSHOP

In an effort to support local educational agencies (LEAs) to meet identified student needs through the Local Control and Accountability (LCAP) process, California has created the System of Support. The System of Support's aim is to increase the capacity and expertise of agencies required to provide assistance within the system by building capacity, developing expertise, and enhancing existing statutory roles and responsibilities. As a part of the System of Support, the Special Education Local Plan Area (SELPA) System Improvement Leads have partnered with School Services of California, Inc., in the development of this workshop. The workshop is designed to facilitate an understanding of how to appropriately include goals for students with disabilities (SWDs) in the district's LCAP.

WORKSHOP TOPICS

- An overview of the SELPA System Improvement Leads objectives
- Understanding LCAP requirements related to SWDs as a significant subgroup
- Using data to drive the identification of student needs and development of LCAP goals, actions, and services
- LCAP best practices related to SWDs and lessons from the field
- Leveraging resources, including the appropriate use of supplemental and concentration grant dollars

WHO SHOULD ATTEND?

This workshop will be interactive and participants will work in small groups to review and analyze sample student data and draft LCAP goals, actions, and services as well as identify appropriate funding sources. LEAs are encouraged to bring teams of general education and special education professionals, district leaders involved in LCAP development, school site administrators, special education administrators, and superintendents.

PRESENTED BY

SELPA System Improvement Leads

Jacque Williams, Assistant Superintendent, West San Gabriel Valley SELPA
Leah Davis, Executive Director, Riverside County SELPA
Tamara Clay, Director, El Dorado County SELPA

School Services of California, Inc.

Debbie Fry, Associate Vice President
Suzanne Speck, Vice President



DATES, LOCATIONS, AND TIMES

August 21, 2019

West San Gabriel Valley SELPA

August 28, 2019—FULL

Palmdale School District—N. Complex Building

September 25, 2019

West San Gabriel Valley SELPA

October 3, 2019—FULL

San Mateo County Office of Education

October 10, 2019

Mendocino County Office of Education

October 14, 2019

San Diego County Office of Education

October 24, 2019

Yuba County Office of Education

November 21, 2019

Beaumont Unified School District

December 10, 2019

San Luis Obispo County Office of Education

December 12, 2019

Yolo County Office of Education

December 18, 2019

Fresno County Office of Education

Registration: 8:30 a.m.

Program: 9:00 a.m. **Adjourns:** 12:00 p.m.

There is no cost to register for this workshop

Registrants must be in attendance to receive workshop materials

REGISTRATION

ONLINE at

www.sscal.com/workshops.cfm

EMAIL a completed registration form to michelleb@sscal.com

FAX a completed registration form to (916) 313-3298

MAIL a completed registration form to Michelle Berge, Event Coordinator
School Services of California, Inc.
1121 L Street, Suite 1060
Sacramento, CA 95814

**Including Goals for Students
with Disabilities in the LCAP**

SCHEDULED LOCATIONS, DATES, AND TIMES:

August 21, 2019—W. San Gabriel Valley SELPA; August 28, 2019—Palmdale SD (N. Complex Bldg) -FULL; September 25, 2019—W. San Gabriel Valley SELPA
October 3, 2019—San Mateo COE -FULL; October 10, 2019—Mendocino COE; October 14, 2019—San Diego COE; October 24, 2019—Yuba COE
November 21, 2019—Beaumont USD; December 10, 2019—San Luis Obispo COE; December 12, 2019—Yolo COE; December 18, 2019—Fresno COE -FULL

Registration: 8:30 a.m. ■ Program Begins: 9:00 a.m. ■ Adjourns: 12:00 p.m.
To confirm registration, please send an email to: michelleb@sscal.com

District/Organization:		Contact Person:	
Address:	City:	Zip:	Contact's Phone Number: Extension:
Phone Number:	Fax Number:		Contact's Email Address:

Attendee #1 Name (required):	Select Date <input type="checkbox"/> 8-21-2019 <input type="checkbox"/> 10-3-2019-FULL <input type="checkbox"/> 11-21-2019	Attendee #3 Name (required):	Select Date <input type="checkbox"/> 8-21-2019 <input type="checkbox"/> 10-3-2019-FULL <input type="checkbox"/> 11-21-2019
Attendee #1 Email Address (required):	<input type="checkbox"/> 8-28-2019-FULL <input type="checkbox"/> 10-10-2019 <input type="checkbox"/> 12-10-2019 <input type="checkbox"/> 9-25-2019 <input type="checkbox"/> 10-14-2019 <input type="checkbox"/> 12-12-2019 <input type="checkbox"/> 10-24-2019 <input type="checkbox"/> 12-18-2019	Attendee #3 Email Address (required):	<input type="checkbox"/> 8-28-2019-FULL <input type="checkbox"/> 10-10-2019 <input type="checkbox"/> 12-10-2019 <input type="checkbox"/> 9-25-2019 <input type="checkbox"/> 10-14-2019 <input type="checkbox"/> 12-12-2019 <input type="checkbox"/> 10-24-2019 <input type="checkbox"/> 12-18-2019
Attendee #2 Name (required):	Select Date <input type="checkbox"/> 8-21-2019 <input type="checkbox"/> 10-3-2019-FULL <input type="checkbox"/> 11-21-2019	Attendee #4 Name (required):	Select Date <input type="checkbox"/> 8-21-2019 <input type="checkbox"/> 10-3-2019-FULL <input type="checkbox"/> 11-21-2019
Attendee #2 Email Address (required):	<input type="checkbox"/> 8-28-2019-FULL <input type="checkbox"/> 10-10-2019 <input type="checkbox"/> 12-10-2019 <input type="checkbox"/> 9-25-2019 <input type="checkbox"/> 10-14-2019 <input type="checkbox"/> 12-12-2019 <input type="checkbox"/> 10-24-2019 <input type="checkbox"/> 12-18-2019	Attendee #4 Email Address (required):	<input type="checkbox"/> 8-28-2019-FULL <input type="checkbox"/> 10-10-2019 <input type="checkbox"/> 12-10-2019 <input type="checkbox"/> 9-25-2019 <input type="checkbox"/> 10-14-2019 <input type="checkbox"/> 12-12-2019 <input type="checkbox"/> 10-24-2019 <input type="checkbox"/> 12-18-2019

REGISTRATION

*There is no cost to register for this workshop and registrants must be in attendance to
receive workshop materials.*

Online at www.sscal.com/workshops.cfm

Email completed registration form to michelleb@sscal.com

Fax completed registration form to (916) 313-3298

Mail completed registration form to:

Michelle Berge, School Services of California, Inc.
1121 L Street, Suite 1060, Sacramento, CA 95814

OVERCOMING THE ACHIEVEMENT GAP TRAP



ABOUT THE WORKSHOP

Ensure learning equality in every classroom. Investigate previous and current policies designed to help close the achievement gap. Examine predominant mindsets that contradict school missions to promote equal academic opportunities, and consider the psychological impact this has on students. Explore strategies for adopting a new mindset that frees educators and students from negative academic performance expectations.

UNDERSTAND THE FACTS

Dr. Anthony Mohammad will be presenting on the American achievement gap and the factors and conditions that create it.

DATE & LOCATION

Southern California
Dec. 9-10
West San Gabriel Valley SELPA
El Monte, CA

REGISTRATION

Registration for ***Overcoming the Achievement Gap Trap*** is now open:
<http://bit.ly/DrMuhammadWSGV>. This workshop is **free**. Please note, this is a two-day workshop; attendance on both days is required.

UNIVERSAL DESIGN FOR LEARNING IMPLEMENTATION ACADEMY



About the Workshop:

Registration

Oct. 15–16

California State University
Sacramento, CA

<http://bit.ly/UDL-NC>

Feb. 11–12

West San Gabriel Valley SELPA
El Monte, CA

<http://bit.ly/UDL-ElMonteFebruary>

March 11–12

Jurupa Unified School District
Riverside, CA

<http://bit.ly/UDL-Riverside>

April 28–29

West San Gabriel Valley SELPA
El Monte, CA

<http://bit.ly/UDL-ElMonteApril>

Learn about the phases of UDL implementation, determine where your organization is in the implementation process, and create a plan for moving forward. Participants will workshop ideas, receive and provide feedback, and identify next steps in the UDL journey. Groups and individuals are welcome. Participants in this session will:

- Explore the systems and infrastructure that support UDL implementation
- Practice protocols that support the scaling of UDL
- Determine areas for growth in your own setting
- Set short-term and long-term goals
- Design an implementation plan

Cost: \$100 per attendee. Fee includes course materials and lunch during workshop.

IMPROVEMENT SCIENCE BASICS WORKSHOP



ABOUT

The Improvement Science Basics workshop consists of **three, 1½ day sessions throughout the 2019-2020 school year with action periods between each session.** Participants will learn to implement improvement science strategies by working together on an improvement project. SELPAs are encouraged to engage in this workshop in teams of one to four individuals to support the integration of knowledge and implementation of strategies.

COST

\$300 per attendee. Fee includes course materials, lunch during workshop, and additional support between workshop dates. This cost covers each series for attendees registered in their respective regions.

DATES & LOCATIONS

Northern California
Sept. 18–19, Nov. 7–8,
& Feb. 12–13
Sonoma County SELPA
Rohnert Park, CA

Southern California
Sept. 16–17, Nov. 12–13,
& Feb. 25–26
West San Gabriel Valley SELPA
El Monte, CA

APPLICATION

Registration for the Improvement Science Basics workshop is contingent upon application and acceptance in this professional learning series. Please submit one application on behalf of your SELPA team. To access the Improvement Science Basics Application, please use the link:
<https://www.surveymonkey.com/r/ISB-application>.

4.10 Catapult Learning NPS Update

4.11 EV SELPA Compliance & IEP Forms Revision Updates

**Steering Committee Meeting
September 12, 2019
Agenda Item 4.11 - Compliance & IEP Forms Revisions**

Compliance Activities

17-18 Dispro Prong II

- File reviews (5) due by Friday 9/13
 - Upload documents as one PDF per student with Protocol on top
 - Label: 17-18 Dispro Prong II – Last Name, First Name
 - Email AMF when docs are uploaded in WebIEP

18-19 Dispro

- CDE Training on Dispro Self-Review Process
 - Monday 9/30/19
 - DILC Room B
 - 9:00 – 11:30

Comprehensive Reviews

- Rim – completing CAs following CDE May 2019 follow-up visit
- Colton – CDE follow up visit scheduled 10/3 & 10/4
- Redlands – conducting CAs
 - Student CAs due 10/11
 - LEA CAs due 11/4

WebIEP Forms Revisions

New Forms Process

- Districts conducting trainings
- Input from users and trainers to AMF & Lisa
- Frequent communication with FMS regarding any necessary program revisions
 - For Amendments, all verifications suspended for items already addressed in previous IEP
 - Exception is Transition page – must be completed for all students age 15 and up

Steering Committee Review

- Form 5 – LRE & FAPE – Transportation (regular & ESY)
 - Revisions for Transportation yes/no options
 - Added additional options to both yes & no options
 - Clarified Yes/No - refers to “receiving” not “eligible”
 - Reformatted page 1 (non-school agency & transportation) for space

In Process

- Amendment Form EV-50
- EV-12 – Report of Progress on Goals
- IEP at a Glance
- Individual Service Plan (ISP)
 - Incorporate CALPADS Annual fields so ISP can be “stand-alone”

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

- | | | | |
|-----------------------------|--|--|--|
| Identify transition period: | <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

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 _____

Special Transportation

☐ Yes ☐ No

- If yes:
- ☐ Appropriate program not located at home school
 - ☐ Required to access appropriate program
 - ☐ Wheelchair and/or other medical equipment
 - ☐ Child Safety Restraint System (CSRS)

- If no:
- ☐ Service offered/Parent declined and will transport student
 - ☐ Not eligible for Special Transportation

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
☐ Required to access appropriate program
☐ Wheelchair and/or other medical equipment
☐ Child Safety Restraint System (CSRS)
- If no: ☐ Service offered/Parent declined and will transport student
☐ Not eligible for Special Transportation

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) _____

WebIEP Amendment Form EV-50A

SECTIONS

Demographics/Dates

- Name, DOB, Amendment Date & IEP date
- Parent and District agree that a meeting is not needed for this Amendment

Amendment Reason (checkbox)

- Correction
 - For fixing “clerical” errors such as 600 min instead of 60 min.
- Continuation
 - For continuing an IEP meeting (after closing an “unfinished” IEP meeting)
- Amendment to IEP
- Other (text box)

Purpose of Meeting

- Short description

Comments

- Expandable box like Form 7

Amendment to Form(s)/Actions/Outcomes

- Checkboxes with all forms listed

PWN (just like Form 7)

Participants (just like Form 8)

Consent (just like Form 9)

- Without Medi-Cal section/signature

4.12 EV SELPA Due Process Update

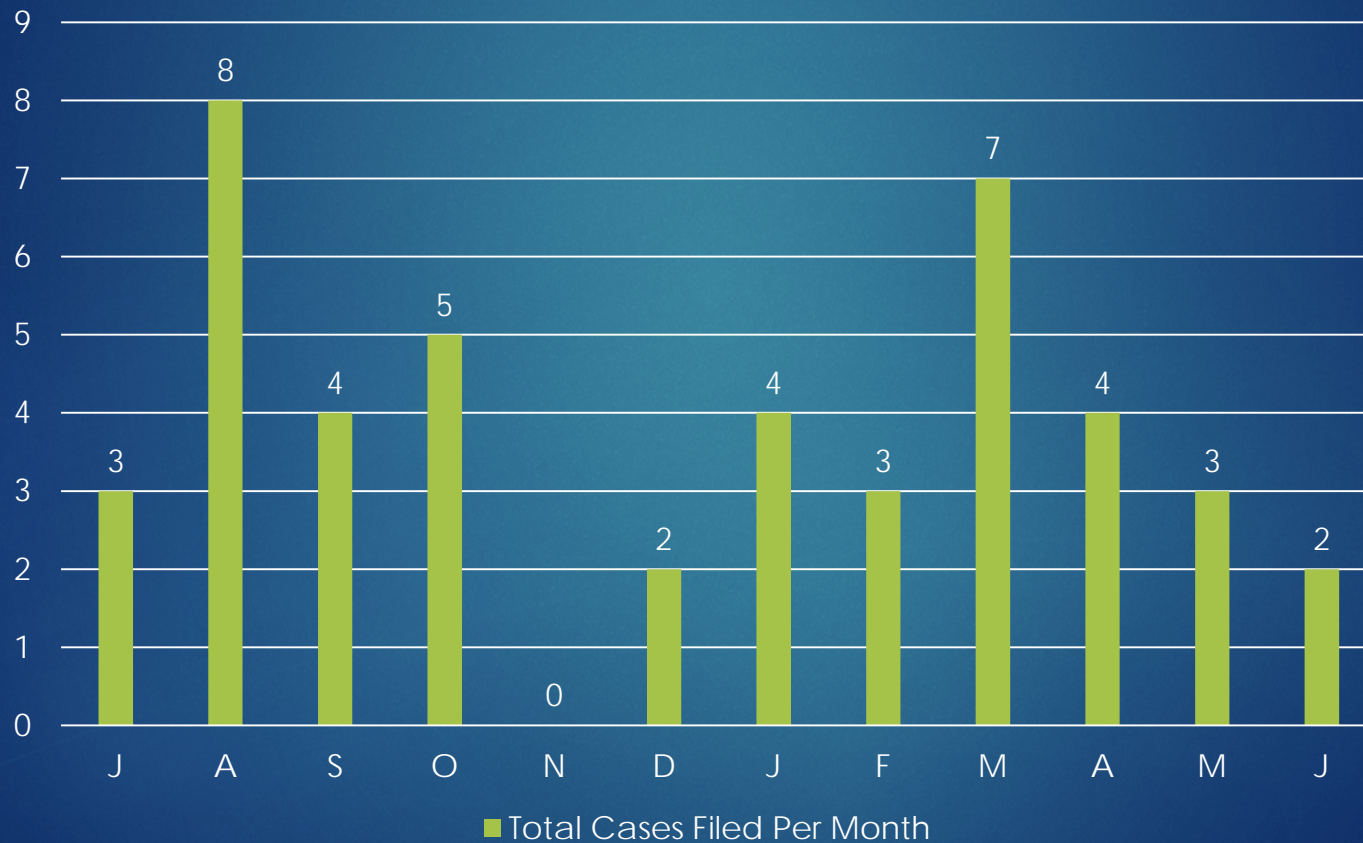


Due Process

THE 18-19 SCHOOL YEAR TO DATE



TOTAL OAH FILINGS



45
Total
Cases

TOTAL OAH FILINGS

Month	Colton	Redlands	Rialto	Rim	Yucaipa	Total
July	1	1	0	1	0	3
August	3	4	0	1	0	8
September	2	1	1	0	0	4
October	0	4	1	0	0	5
November	0	0	0	0	0	0
December	0	2	0	0	0	2
January	2	1	1	0	0	4
February	0	1	2	0	0	3
March	4	2	0	0	1	7
April	1	2	1	0	0	4
May	1	2	0	0	0	3
June	1	0	1	0	0	2
Total	15	20	7	2	1	45

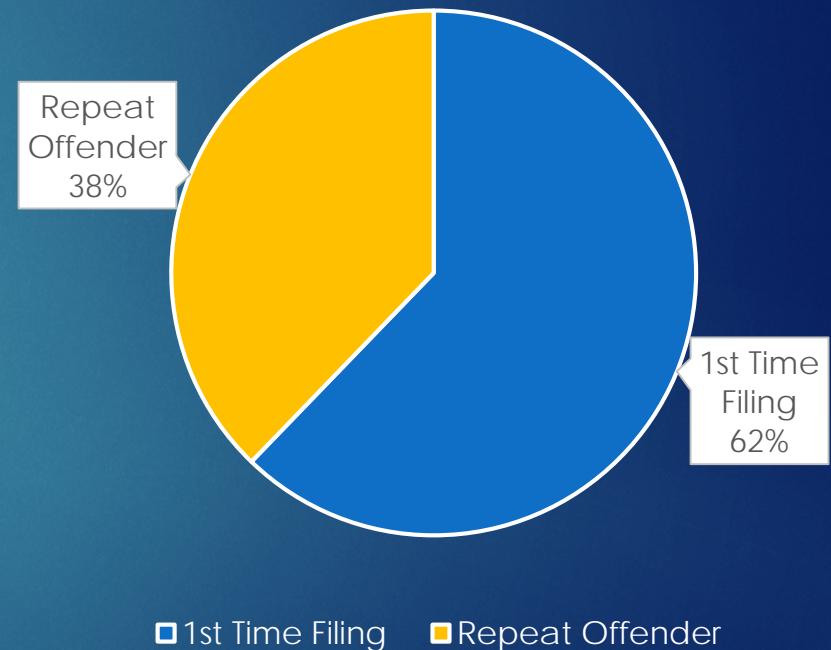
OF NOTE:

- ▶ Out of the 45 cases filed this school year, 15 were filed by only 6 families.
- ▶ Only one case is still open from 2018-2019 school year.
- ▶ 7 cases were dropped without settlement.
 - ▶ Unrelated to special education issues
 - ▶ Insufficiency
 - ▶ Parent drops attorney

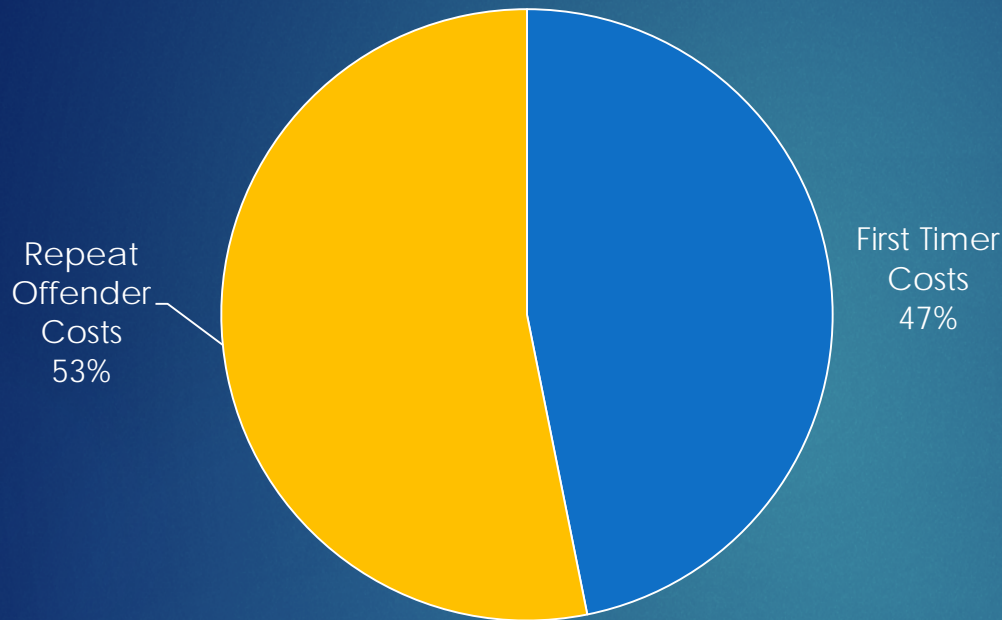
REPEAT OFFENDERS

- ▶ Out of the 45 cases filed this school year, there were 39 students with filings
 - ▶ Some students filed multiple times
- ▶ 17 of the 45 cases were filed by families that had filed in a previous school year.
- ▶ The trend seems to be that families that have previously filed take the longest amount of time to settle. This increases attorney costs on both sides.

Potentially Avoidable Cases

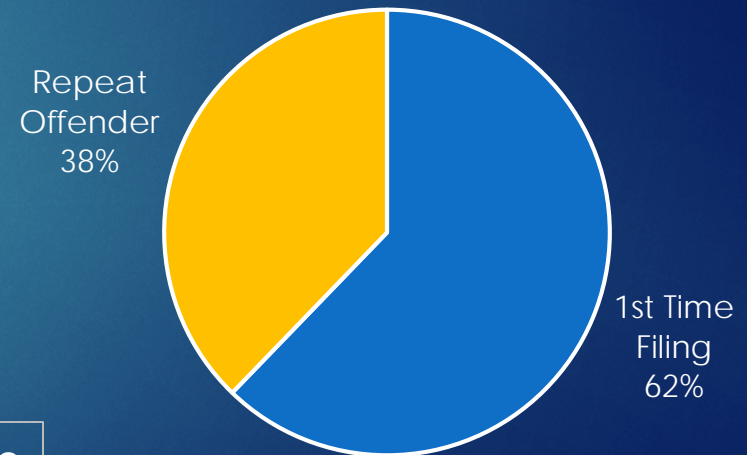


COST ANALYSIS



■ First Timer Costs ■ Repeat Offender Costs

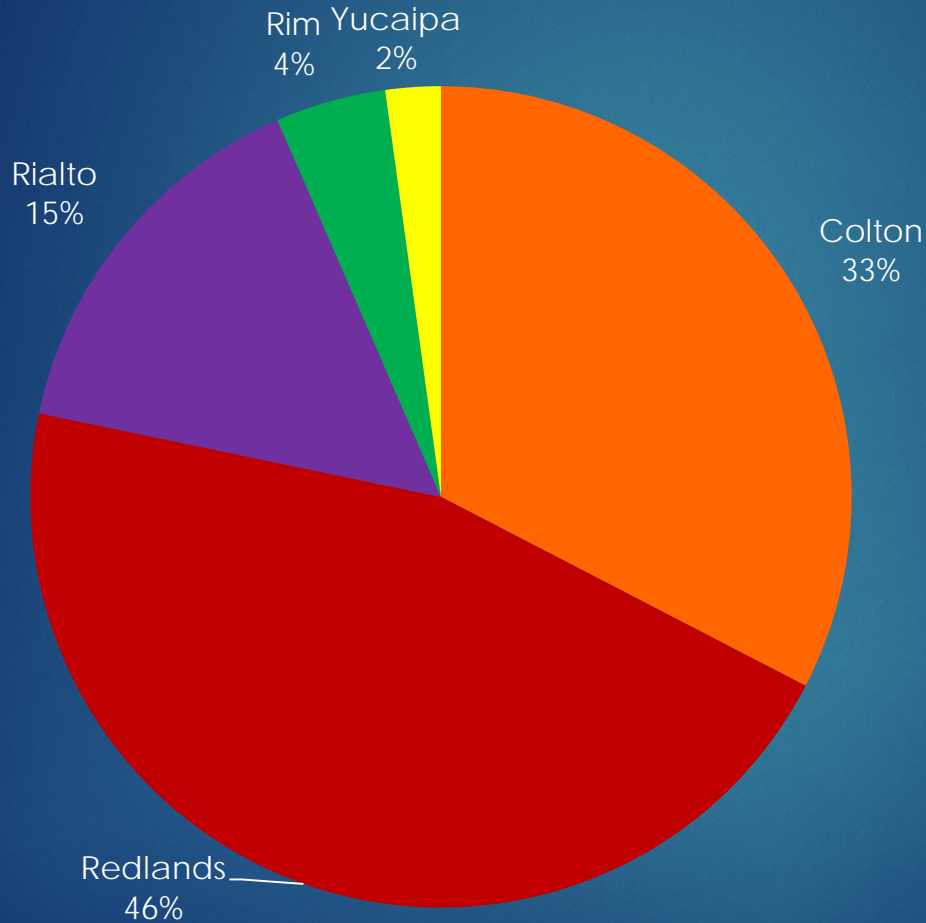
Breakdown of Cases



■ 1st Time Filing ■ Repeat Offender

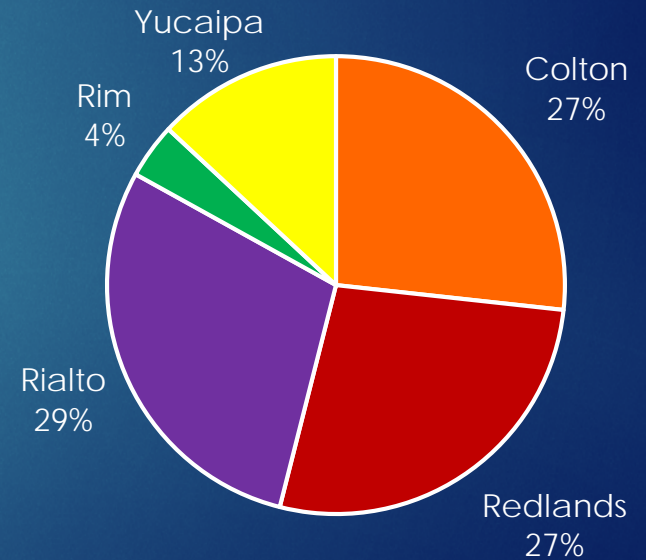
*This does not include Our Attorney costs, which are much higher for longer cases. (Which most repeat offender cases are.)

CASES PER DISTRICT



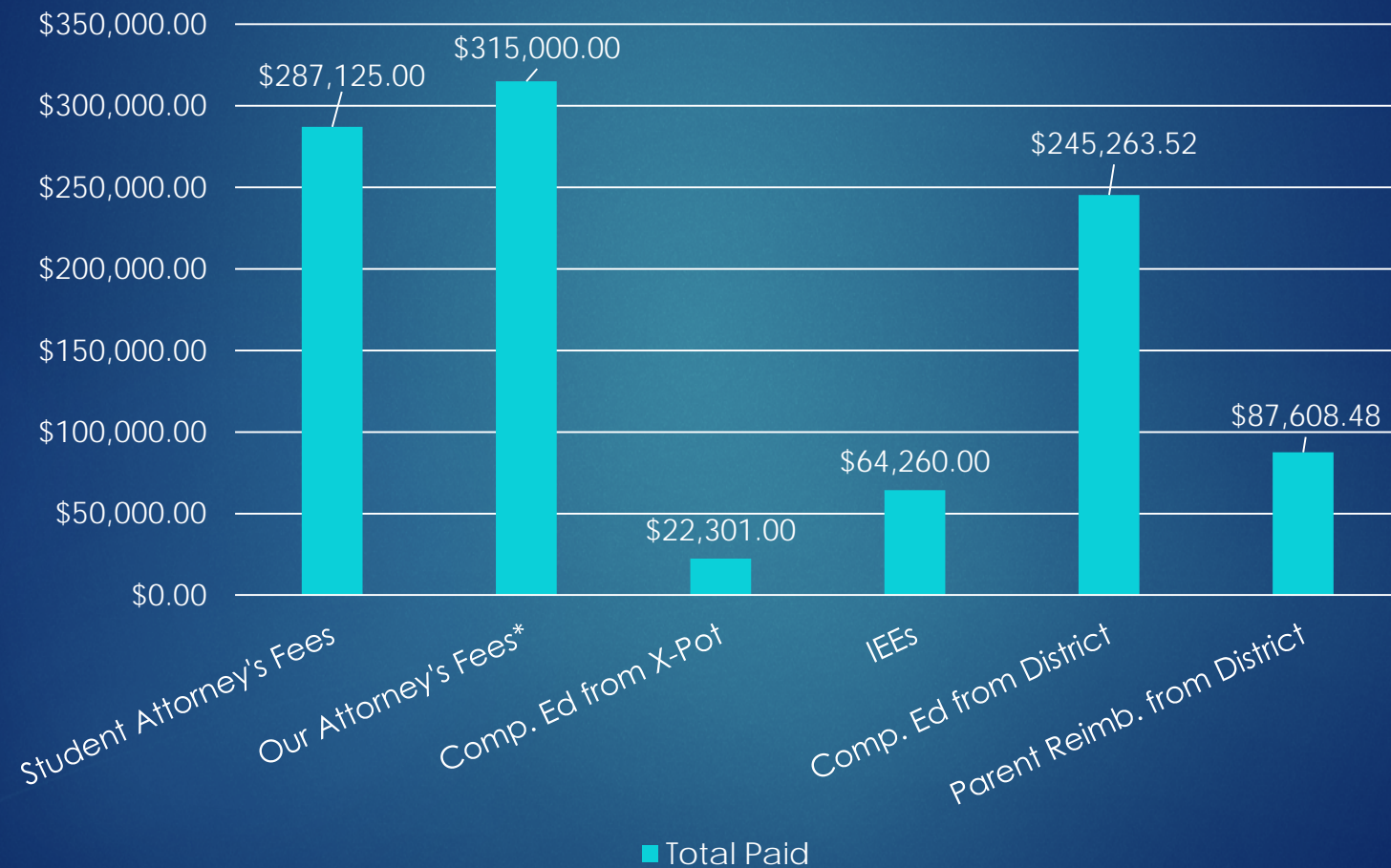
Colton Redlands Rialto Rim Yucaipa

Dec 18 Pupil Count



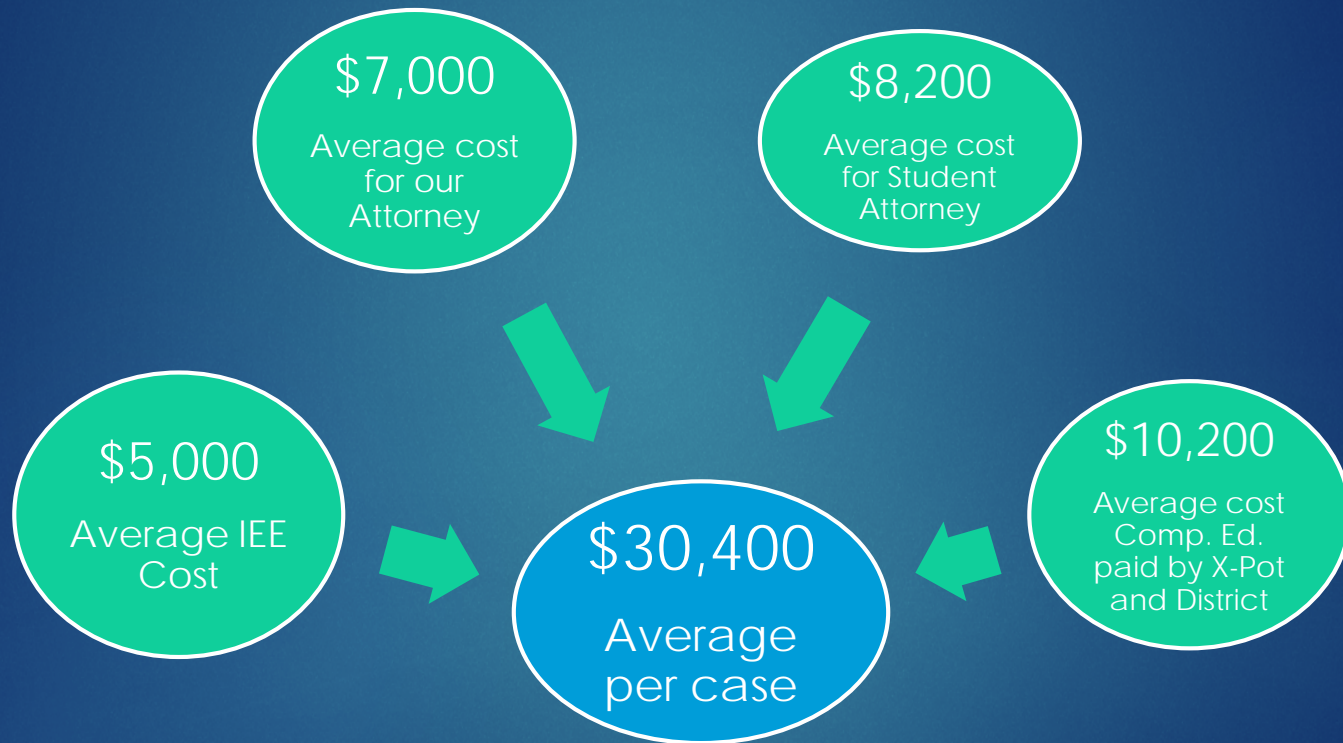


TOTAL PAID FOR SETTLED CASES



* Our Attorney's Fees are higher than listed here, this is just based on the average cost (7,000 x 45 cases)

AVERAGE COST

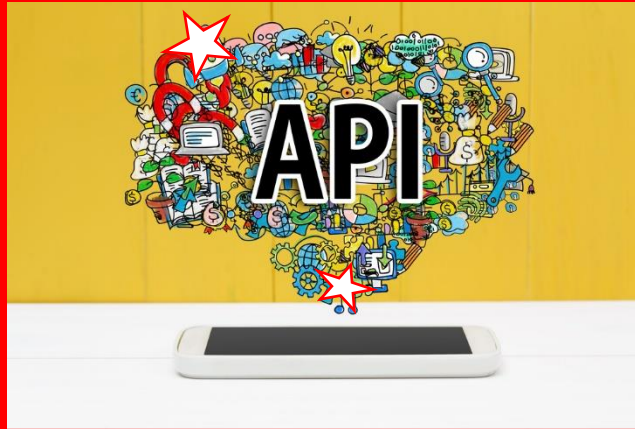


Costs have gone up about \$4,000 per case from 2018-2019 due to rising costs of all vendors. This is especially true for IEE costs and NPA costs.

4.13 SBCSS East Valley Operations

4.14 DRDP/CASEMIS/CALPADS Student Data

**WebIEP/CALPADS
Application Program Interface (API) Training**



**Monday, September 16, 2019
1:30 – 4:00 pm**

Registration begins at 1:00 pm

With the dissolution of CASEMIS, districts are now required to submit special education student data to the CALPADS system. Data submission will be done through an Application Program Interface (API).

East Valley SELPA and Faucette Microsystems will be providing training to district data entry staff who will be responsible for submitting special education student data to CALPADS. ALL district data entry staff are encouraged to attend, as well as district CALPADS staff. It is recommended that participants bring a laptop or tablet, but it is not required.

Register Online:

<https://sbcss.k12oms.org/46-175716>

or call EV SELPA at 909.252.4502

Location:

Dorothy Inghram Learning Center

Home of the East Valley SELPA

670 E. Carnegie Drive, San Bernardino, CA 92408



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

CALPADS Update Flash #161



Date: September 10, 2019

To: Local Educational Agency (LEA) Representatives

From: California Department of Education (CDE) —
California Longitudinal Pupil Achievement Data System (CALPADS) Team

Special Education Data Collection in CALPADS

Beginning September 10, 2019, CALPADS will accept data related to Students with Disabilities (SWD) that were previously submitted to the CDE through the California Special Education Management Information System (CASEMIS). However, some Special Education Data System (SEDS) vendors are still working to implement the required functionality within their systems and may not yet be ready to submit data to CALPADS. Therefore, local educational agencies (LEAs) should first check with their SEDS vendor to determine whether this functionality is available.

CASEMIS has been retired, and all data for SWD submitted by LEAs will now flow directly from their SEDS through an Application Programming Interface (API) to CALPADS. All special education data must be submitted through the API.

The CALPADS team has been providing training in the new functionality to targeted audiences. Special Education Local Plan Areas (SELPA) have been receiving training and will continue to receive training during their monthly meetings focused on their role in the process. LEAs have been receiving training in conjunction with their SEDS vendors since data will flow between the SEDS and CALPADS, and error reports will be available within the SEDS. Finally, CALPADS Fall 1 submission training conducted by CSIS will now cover the new functionality related to data for SWD.

The purpose of this FLASH is to provide a high-level overview of the new functionality. LEA staff, which should include special education program staff, SEDS staff, and student information system (SIS), and CALPADS staff, should attend the appropriate training for more detailed information.

KEY Highlights

It is absolutely critical that LEAs provide leadership and support for their staff to work collaboratively to submit data for SWD, particularly special education program, SEDS, SIS,

and CALPADS staff. This includes establishing clear policies, procedures, and timelines. Some of the key highlights discussed in this FLASH include:

- LEAs must first enroll SWD in their SIS and submit Student Enrollment (SENR) records to CALPADS in order to submit special education data for students.
- LEAs must enroll SWD and submit Special Education (SPED) records for those students to CALPADS in order for students to submit any necessary accommodation and designated supports to the Test Operations Management System (TOMS) for SWD.
- LEAs submit data directly from their SEDS into CALPADS. LEAs will be able to view error reports within their SEDS, but must log in to CALPADS to view special education certification and supporting reports.
- The special education data submitted to CALPADS will be used for federal reporting and monitoring as required by the Individual with Disabilities Education Act (IDEA). LEAs should update CALPADS with data for their SWD on a monthly basis to support monitoring. During times of testing, the updates should be more frequent.
- The Fall 1 submission now includes three special education certification reports; LEAs must approve all Fall 1 reports (including the special education certification reports), and SELPAs must approve the special education certification reports in order to certify the submission.
- Charter schools must submit data for SWD and general education students in the same way, either directly to CALPADS as an independently reporting charter (IRC) or through their authorizing LEA.

Special Education Reporting and Monitoring Overview

The special education data submitted to CALPADS will be used to meet federal IDEA reporting and monitoring requirements. Since IDEA covers infants and toddlers, as well as students attending private schools, LEAs must acquire Statewide Student Identifiers (SSIDs) and submit data for some individuals who they have not reported on in the past. Specifically, LEAs are now required to obtain SSIDs for all Pre-K–12 individuals who have been referred to a district or county office of education (COE) for initial evaluation and for whom parental consent has been obtained to conduct the initial evaluation. This means that LEAs must obtain SSIDs for all children for whom the parent has consented to an evaluation, regardless if the child is found to be eligible for services. This includes:

- Infants and toddlers referred to COEs and districts.
- Preschool-age students referred to COEs or districts.
- School-age students referred that are attending K–12 public schools.

- School-age students referred that are attending private schools and are receiving services from a COE or district.

Students who are found to be ineligible for services would be given a Special Education Plan Type of “ineligible.” More detailed information regarding how to enroll/exit these students is provided in this FLASH under the heading entitled “Enrolling Students with Disabilities in CALPADS.”

Eligible students receive one of the following plan types:

- Individualized Family Service Plan (IFSP) – for individuals birth to age 3 receiving services.
- Individualized Education Plan (IEP) – for preschool students ages 3 to 5 years old or students attending a public school ages 6 through 21 (inclusive).
- Individualized Service Plan (ISP) – for students attending a private school and are receiving services from a COE or district.

Federal Reporting

As part of the CALPADS Fall 1 submission, LEAs and SELPAs certify Census Day (first Wednesday in October) counts of students by primary disability and special education plan type (IFSP, IEP, ISP), and the special education services offered by primary disability.

As part of the new CALPADS End-of-Year (EOY) 4 submission, LEAs and SELPAs certify cumulative counts of students by primary disability and special education plan type, and special education services offered by primary disability. LEAs also certify data related to SWD’s postsecondary status and what they are doing one year after exiting secondary education.

LEAs and SELPAs will continue to certify discipline data for SWD that are submitted through EOY 3.

Monitoring

For individuals who accept special education services, LEAs are required to develop a plan, annually review that plan to determine if the goals are being met, and triennially review whether the individual continues to be eligible for special education services. To facilitate monitoring, LEAs report for SWD the type of plan they have (IFSP, IEP, ISP), the type of meeting held (initial evaluation, annual, pending, triennial), the date the meeting was held, and any amendments to the plan that occur during the year. From these data, the CDE monitors whether LEAs are holding the required meetings within the required timeframes.

The tables below summarize the meeting types required for different plan types that are submitted to CALPADS for monitoring purposes.

Table 1a: Required Meeting Types for Given Referred Students

Referred students ages...	With an...	Require the following meeting type...	In order to...
3 to 22	n/a	10 – Part B Initial Evaluation	Determine eligibility for services
Birth to 3	n/a	15 – Part C Initial Evaluation	Determine eligibility for services
3 to 22	Initial evaluation that is pending on the Report Date (Census Day or as of June 30)	30 – Pending	n/a

Table 1b: Required Meeting Types for Given Students

Students ages...	With an...	Require the following meeting type...	In order to...
Birth to 22	IFSP, IEP, ISP	20 – Annual	Review plans to see if goals are being met
3 to 22	IEP, ISP	40 – Triennial	Determine continued eligibility in special education

The CDE also collects data to monitor whether LEAs are providing students a Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE), the services students are receiving in their education/service plans to support them to meet their plan goals, and whether students receive postsecondary transition planning.

To facilitate monitoring, **LEAs should update CALPADS on a monthly basis**. Prior to monitoring, CDE staff will review the most recent data in CALPADS to facilitate the monitoring visit.

Determining the LEA Responsible for Reporting SWD Data and the District of Special Education Accountability

Since SWD often attend school in one LEA and receive services from another LEA or COE, it is sometimes unclear which LEA is required to report special education data. It is critical to determine which LEA is the “Reporting LEA” responsible for reporting special education data to CALPADS. The Reporting LEA is where the student “attends school” or **receives the majority of their instruction**. The Reporting LEA has historically been referred to as the “District of Service.” However, this term causes confusion because if an LEA or COE is only providing services to a SWD and is not providing a majority of the student’s instruction, that LEA or COE **does not** report any data for that student to CALPADS. Therefore, we are moving away from using the term “District of Service.”

For accountability purposes, generally the Reporting LEA and the District of Special Education Accountability (DSEA) are the same, and generally the DSEA and the District of Geographic Residence are the same. However, this scenario does not always hold true. The Reporting LEA may not be the DSEA, which is the LEA ultimately responsible for the student and is held accountable for the student on the California School Dashboard (Dashboard).

The following table provides the most common scenarios for determining which LEA is responsible for reporting SWD data, and which LEA will be held accountable on the Dashboard. A document detailing a comprehensive list of scenarios will be posted on the CDE CALPADS web page in the near future.

Scenario	If the student resides in:	And the student is attending a school in:	And the student receives special education services from:	Then the LEA that reports data for the SWD is:	And the District of Special Education Accountability is:
1	District A	District A	District A	District A	District A
2	District A	District A	District B	District A	District A
3	District A	District B per the IEP	District B	District B	District A
4	District A	District B per an inter-district transfer agreement	District B	District B	District B

NOTE: The **school** that a SWD attends will always be held accountable for that student; that is, the student's data for all the accountability metrics on the Dashboard will be included in calculating the school's indicator. However, if the school's **district** is the Reporting LEA, but is **not** the DSEA, the student's assessment data will be included in the DSEA's **academic** accountability metrics on the Dashboard, and will not be included in the academic accountability metrics of the Reporting LEA. Beginning in 2019–20 (2020 Dashboard), the SWD's data will be included in **all** the DSEA's accountability metrics on the Dashboard.

Determining When to Obtain an SSID and Enrolling/Exiting SWD in CALPADS

Determining When to Obtain an SSID

Beginning in the 2019–20 academic year, an SSID must be obtained for all individuals once parental consent is obtained for the individual to be evaluated for special education program eligibility, regardless of whether or not they are later found eligible for services or attend a specific school within the reporting LEA.

For students who are being evaluated for services but who are not currently enrolled in a school at the LEA, the enrollment start date should reflect the parental consent date.

Enrolling SWD in CALPADS

The following table summarizes for students in each grade level the enrollment status that should be used, and which files at a minimum (Student Enrollment [SENR], Student Information [SINF], Student Program [SPRG], Student English Language Acquisition [SELA], Special Education [SPED] file) must be submitted to CALPADS:

Grade Level	Enrollment Status	SENR	SINF	SPRG	SELA	SPED
Infants and Toddlers (IN, TD)	Non-ADA (50)	Yes	Yes* *Birth Country and Parent Highest Education level NOT required	No	No	Yes

Grade Level	Enrollment Status	SENR	SINF	SPRG	SELA	SPED
Prekindergarten (PS)	Primary (10)	Yes	Yes	Yes* *Most notably, homeless, migrant, free and reduced-price meals	No	Yes
K–12 Attending Public School	Primary (10)	Yes	Yes	Yes	Yes	Yes
K–12 Attending Private School, Receiving Services	Non-ADA (50) Use Private School Group Code 000000002	Yes	Yes* *Birth country, Parent Highest Education Level NOT required	No	No	Yes

Based on the following factors:

- District of Geographic Residence
- Where the student attends school and receives the majority of educational instruction
- Where the student receives related special education services
- The district that provides the majority of educational instruction and may be providing special education services

The CDE will be posting a comprehensive scenarios table that will help LEAs determine, for students in grade level categories of Infant/toddler, Prekindergarten, and K–12, the following:

- District of Education Accountability
- Reporting LEA
- Enrollment Status Code to be used by the Reporting LEA
- School of Enrollment

Exiting SWD in CALPADS

Once an SSID is obtained after parental consent, an initial enrollment record is created in CALPADS for a SWD, and:

If the student is...	And Education Plan Type is determined to be...	Then the enrollment record (SENR) should be....	And the Special Education Program Exit Date (SPED) should be...
Not enrolled in a school within the LEA	IEP (100) IFSP (150) ISP (200)	Left open	Left blank
Not enrolled in a school within the LEA	Eligible - No Education Plan (Parent Declined FAPE - Private Placement) (700)	Exited one day before the Enrollment Start Date with an N470 – No Show exit reason code	Left blank since the student never received services
Not enrolled in a school within the LEA	Eligible - No Education Plan (Other Reasons) (800)	Exited one day before the Enrollment Start Date with an N470 – No Show exit reason code	Left blank since the student never received services
Not enrolled in a school within the LEA	Pending (300) Pending evaluation on Census Day or June 30	Left open	Left blank
Not enrolled in a school within the LEA	Not Eligible (900)	Exited one day before the Enrollment Start Date with an N470 – No Show exit reason code	Left blank since the student never received services
Enrolled within a school within the LEA	IEP (100) IFSP (150) ISP (200)	Left open	Left blank

If the student is...	And Education Plan Type is determined to be...	Then the enrollment record (SENR) should be....	And the Special Education Program Exit Date (SPED) should be...
Enrolled within a school within the LEA	Eligible - No Education Plan (Parent Declined FAPE - Private Placement) (700)	Left open	Left blank since the student never received services
Enrolled within a school within the LEA	Eligible - No Education Plan (Other Reasons) (800)	Left open	Left blank since the student never received services
Enrolled within a school within the LEA	Pending (300) Pending evaluation on Census Day or June 30	Left open	Left blank
Enrolled within a school within the LEA	Not Eligible (900)	Left open	Left blank since the student never received services

The Special Education Program Exit Date and Reason Code fields on the SPED file should never be populated unless a student was determined to be eligible, began receiving services, and then subsequently exited the program. An exit from a school does not necessarily mean an exit from special education.

Special Education Data Submitted to CALPADS

Beginning September 10, 2019, LEAs are no longer able to submit any special education related data on the Student Program (SPRG) record. Specifically, Education Program code *144 - Special Education* was retired on June 30, 2019, and SPRG fields *3.21- Primary Disability Code* and *3.22 - District of Special Education Accountability* have also been removed from the SPRG record. The CDE has been working with SEDS vendors to enable LEAs to upload these and other special education data directly from SEDS into CALPADS. The special education data will be uploaded through the following two files which are included in CALPADS File Specifications (CFS), Version 11.0, posted on the CDE CALPADS System Documentation web page:

- Student Special Education Program (SPED) File
- Student Services (SSRV) File

LEAs previously submitted the data contained in these files to the CDE through CASEMIS. The SPED file primarily contains data that enables the CDE to meet federal reporting requirements and monitor whether LEAs are meeting federal IDEA requirements related to identifying, evaluating, and referring students to services within specified time frames, reviewing education and service plans annually and triennially, and ensuring students are receiving a Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE). The SSRV file primarily contains information on a student's IFSP/IEP/ISP including the type of service the student is to receive, the provider and location of the service, and the frequency and duration of the service.

LEAs will also submit special education related data in the following files, but these files will also be used by LEAs to submit data for general education students. The file formats for all of these files are included in the CFS, Version 11.0; however, since these files are not yet available, they will be discussed in future communications

- Student Test Settings (STSE) File
- Postsecondary Status (PSTS) File
- Student Incident (SINC) File*
- Student Incident Result (SIRS) File*
- Student Offense (SOFF) File*

*For a detailed description of the three new files, SINC, SIRS, and SOFF, that replace the Student Discipline (SDIS) file, please refer to CALPADS Update Flash #159.

Roles of CALPADS Users

The CALPADS Administrator is responsible for:

- Continuing to submit the SENR and all other files for all students, which includes SWD.
- Creating roles within CALPADS for the Special Education Data Coordinator, which is based on local policies and practices. At a minimum, those roles should include the following:
 - SPED View and Edit*
 - PSTS View and Edit
 - STSE View and Edit
 - Student Search
 - Fall 1 Reports

*The SPED View and Edit roles include viewing and editing data submitted on the SPED and SSRV files.

- Providing CALPADS support to anyone in the LEA who has a CALPADS account, including the Special Education Data Coordinator.

- Working collaboratively with the Special Education Data Coordinator to ensure SEDS and SIS enrollment and student demographic data are aligned, and to identify and update data in one of the systems if data are discrepant. See the *“Addressing Data Discrepancies in Local SIS and SEDS”* section in this FLASH.
- Creating a review and approval timeline with the Special Education Data Coordinator and the SELPA Director(s) that will ensure the Fall 1 and EOY submissions are approved by the certification deadline.
- Approving for the LEA, all Fall 1 and EOY reports in CALPADS, including special education reports.

The Special Education Data Coordinator is responsible for:

- Receiving the appropriate CALPADS roles to do required tasks.
- Populating SWD data into SEDS and transferring that data to CALPADS via the API.
- Resolving validation errors within the SEDS.
- Communicating with the CALPADS Administrator when a student does not have an enrollment in CALPADS.
- Reviewing special education certification reports within CALPADS and communicating to the CALPADS Administrator when reports are ready for approval.
- Reviewing discrepancy reports with CALPADS staff to determine whether student demographic data need to be updated in the SEDS or SIS. See the *“Addressing Data Discrepancies in Local SIS and SEDS”* section in this FLASH.
- Working with the SEDS vendor.
- Working as an intermediary with the CALPADS Administrator and SELPA Director.

The SELPA Director is responsible for:

- Submitting a SELPA CALPADS Administrator application to the CDE in order to receive a CALPADS account. Once approved, the CDE will assign the following roles to no more than two SELPA CALPADS Administrators per SELPA (Only the CDE will be able to create roles for SELPA Directors):
 - SPED Edit* (only if SELPA will submit data for all its member LEAs)
 - SPED View*
 - STSE, PSTS for SWD students Edit and View
 - SELPA Approval
 - SELPA Reports

- SENR, SINF, SPRG, SDIS View
- Student Search

*The SPED View and Edit roles include viewing and editing data submitted on the SPED and SSRV files.

- Reviewing special education certification reports in CALPADS.
- Working collaboratively with the Special Education Data Coordinator and the CALPADS Administrators to create an approval timeline to help ensure the Fall 1 and EOY submissions are approved by the certification deadline.

Certification Process

Special education data will be part of the Fall 1, EOY 3, and EOY 4 submissions. SELPAs are required by law to review and approve SWD data for LEAs within the SELPA. Therefore, the CALPADS certification process has been modified to incorporate SELPA review and approval of the special education certification reports. For the Fall 1, EOY 3, and EOY 4 submissions, an LEA's submission is certified once the LEA has approved all reports, and the SELPA(s) have approved all special education reports for the submission.

The Fall 1 certification deadline is December 20, 2019. While LEAs and SELPAs should collaboratively set a review and approval schedule to ensure the submission is certified by December 20, 2019, the CDE suggests that LEAs approve their Fall 1 submission by December 6, 2019, to provide SELPAs time to review and approve the special education reports. Should the SELPA disapprove an LEA's special education submission, the LEA will receive an email and must then work with the SELPA to address the issues. Once addressed, the LEA must again approve the submission, and the SELPA must again review the submission for approval. If the SELPA approves the special education reports, then the submission is certified.

Following the certification deadline, the Amendment Window opens, during which time LEAs may further amend their data. However, the LEA must approve all certification reports and the SELPA must approve the special education certification reports by January 24, 2020 in order for the submission to be certified.

For Fall 1, LEAs and SELPAs must review and approve the following reports:

- 16.1 – Students with Disabilities – Education Plan by Primary Disability Count
- 16.2 – Students with Disabilities – Count by Federal Setting
- 16.5 – Students with Disabilities – Student Services by Primary Disability

As with all CALPADS aggregate reports, LEAs may also view student-level-detail reports that display the students that make up the aggregate reports.

NOTE: It is critical that charter schools submit their data for SWD and general education students consistently because LEAs and charters with inconsistent submissions will

receive fatal errors from the CALPADS system and will be unable to certify their CALPADS Fall 1 and End-of-Year submissions. See the section entitled “*Charter School Reporting of Special Education Data*” in this FLASH.

Addressing Data Discrepancies in Local SIS and SEDS

Student Enrollment

Over the past few years, the CDE has communicated to LEAs in various correspondence that in order to help ensure a successful CASEMIS to CALPADS transition, it is critical that staff who maintain the LEA’s SEDS and staff who maintain the LEA’s SIS work together to ensure that the data in the two systems match. An automated integration of these two systems would be the most efficient and effective solution. Short of an automated solution, it is important that LEAs have clear business processes in place which result in alignment of these data. It is particularly important that SWD are enrolled in the SIS and that the data on those students are in the SEDS with the correct SSID. If the SSIDs do not match or if a SWD is not enrolled in CALPADS through the SIS, **the LEA will not be able to submit special education data for that student.**

Student Demographic

The demographic data for all students that are submitted to CALPADS through the SENR and SINF files are considered the authoritative source of data and will be reflected in all CALPADS special education reports. LEAs do submit students’ race/ethnicity in the SPED file; however, these data are not used in the CALPADS reports. CALPADS will provide LEAs with a discrepancy extract that displays the race/ethnicity for SWDs that are reported to CALPADS through the SEDS and SIS. If the data are discrepant, the LEA should update their local system(s) appropriately.

Charter School Reporting of Special Education Data

LEA’s authorized charter schools must submit data for SWD and general education students in the same way. Previously, some charter schools submitted their CALPADS data directly and data for their SWD through their authorizing LEA or vice versa. Beginning September 10, 2019, the data for both populations must be submitted the same way, either directly to CALPADS or through the authorizing LEA. (See the June 20, 2019 letter entitled “*Upcoming Transition of Data for Students with Disabilities in CALPADS.*”)

Charter schools that previously submitted their CALPADS and CASEMIS data differently were informed that they needed to choose one reporting option, and inform the CDE of the chosen option by July 15, 2019. (See the May 29, 2019 letter entitled “*Charter School CALPADS and CBEDS Data Reporting Policy.*”)

It is critical that charter schools submit their data for SWD and general education students consistently because LEAs and charters with inconsistent submissions will receive fatal errors from the CALPADS system and will be unable to certify their CALPADS Fall 1 and End-of-Year submissions. Specifically, LEAs will receive the following errors:

- SPED0002 – Invalid Reporting School – This compares the school of attendance in the file and the reporting LEA. For independently reporting charters, the reporting LEA would be the charter itself.
- SPED0443 – Invalid SELPA for Reporting LEA – This compares the reporting LEA to the SELPA code. For independently reporting charters, the reporting LEA would be the charter itself.

For more information, refer to the July 10, 2019 letter entitled “*Charter School Reporting for Special Education Students*” posted on the CALPADS Communications Web page under “Topic Specific Correspondence.” This letter outlines the two current reporting scenarios that require a charter school to make a reporting change, and the options the charter school has for implementing that change.

4.15 EV SELPA Local Plan Committee Meetings

Overview of EV SELPA Local Plan 2019-2020
Purpose, Components, Committee, Approval Timelines

Purpose of a SELPA Local Plan

- ✦ Assure access to special education and related services for all individuals with exceptional needs residing within the geographic areas served by the plan; and
- ✦ To assure compliance with all federal and state codes and statutes

Required Components of the Local Plan (in the CDE Template)

- ✦ Governance & Administrative structure
- ✦ Policy Identification & Location
- ✦ Administration of Regionalized Operations & Services
- ✦ Special Education Local Plan Area Services

Required Local Plan Committee Members

- ✦ Representatives of special education and general education teachers selected by their peers
- ✦ Representatives of special education and general education administrators selected by their superintendents
- ✦ Representatives of charter schools selected by their charter school directors

Required Approval 2019-2020

- ✦ EV SELPA Board of Directors

Required Confirmation of Involvement 2019-2020

- ✦ SBCSS Superintendent Ted Alejandre as the Administrative Unit Superintendent
- ✦ EV SELPA Community Advisory Committee & Chairperson as the community member

Submission of Local Plan 2019-2020

- ✦ CDE by June 30, 2020

Required Adoption by Member LEAs 2020-2021

- ✦ Each participating LEA governing board

Submission of Local Plan Certification of Adoption from Each LEA Governing Board 2020-2021

- ✦ CDE by June 31, 2021

Timeline to Develop and Approve EV SELPA Local Plan 2019-20

Local Plan Committee

Date	Group	Task
August – Sept.	SELPA Administrator and Staff	Review Local Plan and Compare to Template
August - Sept.	SELPA Administrator and Staff	Work with Districts to determine who will serve on Local Plan Committee, get contact information and send out letter and invitation with scheduled meetings
August - Sept.	SELPA Administrator and Staff	Review current local plan for required components
October	Local Plan Workgroup	Overview of Local Plan requirements and components Review current Local Plan and identify needed revisions/updates
Oct. – Dec.	SELPA Administrative Assistant	Prepare updated Local Plan with revisions/updates
December	Local Plan Workgroup	Review and advise on draft Local Plan with revisions/updates
Dec. – Jan.	SELPA Administrative Assistant	Prepare updated Local Plan with revisions/updates
January	Local Plan Workgroup	Review and advise on draft of Local Plan for final revisions/updates
February	CAC/Steering/Finance/Board	Review revised Local Plan and provide input; Board – First Read
March	Steering/Finance	Review Local Plan and recommend for approval
March	Board	Second Read - Review Local Plan and provide input
April	CAC	Review Local Plan and confirm involvement in development of revisions/updates
May	Superintendents' Council	Action – Approve Local Plan
May – June** (2020-2021)	SELPA	Approval by governing board of each school district
June 2019	SELPA Administrator	Submit to County Office of Education Submit to CDE for Approval

*CDE Requirement for SELPA Approved Local Plan to be submitted to CDE is June 30, 2020

**CDE Requirement for Approval of District(s) Governing Boards by June 30, 2021

Process to Approve EV SELPA Local Plan 2019-20

The following EV SELPA Governance Committees to review the Local Plan on the following dates:

Committee	1 st Read	2 nd Read	Approval
Community Advisory Committee (CAC)	February	April	
Steering Committee	February	March	
Finance Committee	February	March	
Board of Directors	February	March	May

East Districts – Dates of LEA Board Approval of Following Approval Local Plan (2020-2021)

District	Date
Colton	
Redlands	
Rim of the World	

District	Date
Rialto	
Yucaipa-Calimesa	



Local Plan Committee Meetings 2019-2020

670 E. Carnegie Drive, San Bernardino CA 92408

Conference D

Mondays

9:00 – 11:00 a.m.

October 21, 2019

December 16, 2019

January 21, 2020

(Tuesday in Conference Room E)

4.16 EV SELPA Community Advisory Committee

2019/2020
East Valley Special Education Local Plan Area

CAC Meeting Schedule

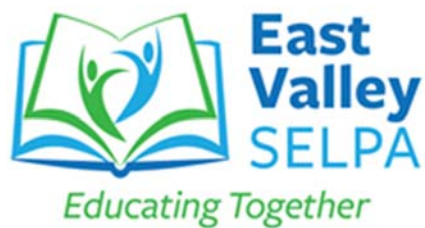
All meetings will held at the Dorothy Inghram Learning Center
Home of the East Valley SELPA
beginning at 9:30 a.m. & ending at 11:00 a.m.

SEPTEMBER 23, 2019

NOVEMBER 18, 2019

FEBRUARY 24, 2020

APRIL 20, 2020





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 one- or two-year terms and shall be parents of pupils with exceptional needs enrolled in the district schools.





East Valley SELPA Community Advisory Committee



DISTRICT:	
------------------	--

CAC Member Name:	
Mailing Address:	
Email Address:	
Phone Number:	
Board Approval Date:	

CAC Member Name:	
Mailing Address:	
Email Address:	
Phone Number:	
Board Approval Date	

Submitted by:	Date:
----------------------	--------------



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

Refreshments will be provided

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

Refreshments will be provided.

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

Refreshments will be provided.

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

Refreshments will be provided.



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

Refreshments will be provided

4.17 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

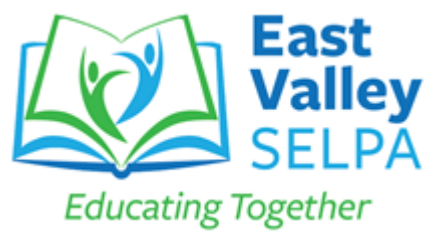
All meetings will held at the Dorothy Inghram Learning Center
Home of the East Valley SELPA
beginning at 9:30 a.m. & ending at 11:00 a.m.

SEPTEMBER 23, 2019

NOVEMBER 18, 2019

FEBRUARY 24, 2020

APRIL 20, 2020



5.4 EV SELPA Professional Development – September & October 2019

West End SELPA sponsors...



"A Partnership Dedicated to Education"
weselpa.sbcss.k12.ca.us

Surrogate Parent Training

Friday, October 4, 2019

8:30 a.m. to 12:00 p.m.

(Registration 8:30 – 8:45 a.m.)

Presented by

Bernadette "Bunny" Pinchback, Manager
Foster Youth Services Coordinating Program, San Bernardino County Superintendent of Schools

This training will cover an overview of the federal and state laws, regulations, rules and responsibilities.

This training will include:

- **Surrogate Parent Role and Activities**
- **Trauma Informed Best Practices**
- **Foster Care Education Laws and Rights**

Intended audience: Current and prospective Surrogate parents, Education Rights Holders, caregivers and foster parents. Note: participants must contact their school district for the registration approval.

Location:

West End Educational Service Center
8265 Aspen Avenue
Rancho Cucamonga, CA 91730

To register on-line go to: <https://sbcss.k12oms.org/57-173218>

There is no fee for this presentation; however, a private access code has been assigned and will be required to register. Participants must be approved and referred by their school district office to attend. Please contact your district special education office or West End SELPA for assistance with the access code and registration process. **Registration deadline is September 27, 2019.**

Workshop contact: Maureen Blair, West End SELPA office
909-476-6160 or email: maureen.blair@sbcss.net

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 defendable, 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



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



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



(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



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

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

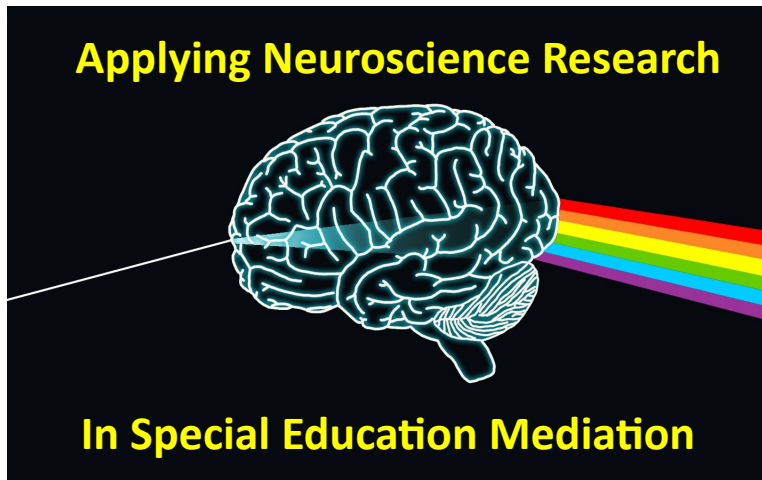
The quarterly EVTAC LPA Meetings are scheduled to follow the quarterly ATP Network Meetings. The purpose of these meetings is to bring together the partnering LEAs and Community Agencies to discuss the best practices for promoting a smooth transition between service agencies for young adult clients moving 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



Speaker:
Jennifer Kresge

Tuesday
SEPTEMBER 17, 2019
8:30 am - 3:00 pm
Registration Fee \$60.00

Learn how the latest in brain research can develop and enhance your ability to negotiate and mediate as you create the options for brain based explorations of purpose and choices. Explore how experience shapes the brain, creates the mind, and stimulates collaboration. How our brains handle conversation, conflict and decision making is paramount to the work we do. Explore brain sensitive strategies of influence, engagement and collaboration to support students, families and communities to ensure children and youth have opportunities to learn. Explore the ability to create organically sustainable agreements.

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

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.



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

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

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

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

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

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.

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.

Register and Make Payment Arrangements at dbconferences.com

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 dbconferences.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.

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