# East Valley SELPA

# **Board of Directors Meeting Agenda**



**September 16, 2020** 



## EAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA BOARD OF DIRECTORS

#### **AGENDA**

Wednesday, SEPTEMBER 16, 2020 2:00 P.M.

Meeting to be held at: Via Zoom

NOTE: Individuals, who require disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board of Directors meeting, should contact Patty Metheny in writing at the address identified above. Notification 48 hours prior to the meeting will enable the East Valley SELPA to make reasonable arrangements to ensure accessibility to this meeting.

1.	<u>Open Session – Call to Order</u>	OPEN SESSION
2.	Roll Call and Establishment of Quorum	ESTABLISHMENT OF QUORUM
3.	Approval of Agenda	APPROVAL OF AGENDA
4.	<b>Community Comments</b>	COMMUNITY COMMENTS
5.	Approval of Minutes	APPROVAL OF MINUTES
6.	<u>Discussion Items</u>	<u>DISCUSSION</u> ITEMS

- a. Regional Program Transfer Process Revisions Development
- b. First Read: Revised EV SELPA Regional Programs & Program Transfer Policy and Procedures
- c. 2020-2021 Rialto USD Regional Program Transfer Request
- d. First Read: EV SELPA Fiscal Allocation Plan (Draft Rewritten to Align with 2020 EV SELPA Local Plan)
- e. 2019-2020 EV SELPA OT Proportionate Share Program Funds Returned to Districts

- f. 2019-20209 SBCSS Fee-for-Service Funds Returned to Districts
- g. Non Public School Cost Report 2019-2020
- h. Due Process Legal Cost Report 2019-2020
- i. 2020 EV SELPA Virtual Professional Development Catalog

7. Action Items

ITEM

a. Approve 2020-21 SANDABS Membership

a. 2020-2021 EV SELPA Board of Directors Meeting Schedule

b. Next Meeting – November 18, 2020

8. Other

9. Adjournment ADJOURNMENT

**OTHER** 

## **APPROVAL OF MINUTES**

East Valley SELPA Board of Directors Meeting June 17, 2020

Administrator Metheny is requesting approval from the Board of Directors for the minutes of the June 17, 2020 East Valley SELPA (EV SELPA) Board of Directors Meeting.

# EAST VALLEY SELPA BOARD OF DIRECTORS MEETING MINUTES June 17, 2020

#### **BOARD MEMBERS PRESENT:**

Ted Alejandre, Chairperson San Bernardino County Schools

Frank Miranda, Ed.D.

Mauricio Arellano

Dr. Cuauhtémoc Avila

Colton Joint Unified

Redlands Unified

Rialto Unified

Michelle Murphy Rim of the World Unified

Randy Elphic SBCSS Student Services Division
Cali Binks Yucaipa-Calimesa Joint Unified

#### **ADMINISTRATION PRESENT:**

Patty Metheny, Ed.D. East Valley SELPA
Rick Homutoff, Ed.D. East Valley SELPA
Andrea Tennyson East Valley SELPA

#### **OTHERS PRESENT:**

Dennis Doyle Consultant

#### 1.0 CALL TO ORDER

Chairperson Alejandre called the meeting to order at 2:00 p.m. via Zoom.

#### 2.0 ROLL CALL AND ESTABLISHMENT OF QUORUM

Quorum was established.

#### 3.0 APPROVAL OF AGENDA

A motion to approve agenda was made by Member Arellano and seconded by Member Miranda. The motion carried unanimously.

#### 4.0 PUBLIC COMMENTS

There were no public comments.

#### 5.0 APPROVAL OF MINUTES

A motion to approve the May 20, 2020 Meeting Minutes was made by Member Binks and seconded by Member Murphy. The motion carried unanimously.

#### 6.0 ACTION ITEMS

a. Approval of the 2020-2021 EV SELPA Operations Budget

Administrator Metheny recommended the Board approve the 2020 – 2021 EV SELPA Operations Budget. Historically, the budgets of the EV SELPA have collectively been called the EV SELPA Operations Budget and approved annually by the Board of Directors. Budget Ad Hoc Committee members Member Binks and Member Miranda thanked the East Valley SELPA staff for the work revising the EV SELPA Operations Budget following the Governor's May revise. Motion to approve the 2020 – 2021 EV SELPA Operations Budget was made by Member Avila and seconded by Member Murphy. The motion carried unanimously.

- **7.0 CLOSED SESSION:** The Board of Directors went into closed session at 2:09 pm for dispute resolution regarding a program transfer. The regular Board of Directors meeting resumed at 2:42 pm. No report out was made from the Closed Session, and no action was taken during the Closed Session.
- **8.0 OTHER:** Next Meeting of the EV SELPA Board of Directors Meeting will be September 16, 2020.
- **9.0 ADJOURNMENT:** Motion to adjourn the meeting was made by Member Elphic and seconded by Member Murphy. The meeting was adjourned at 2:44 p.m.

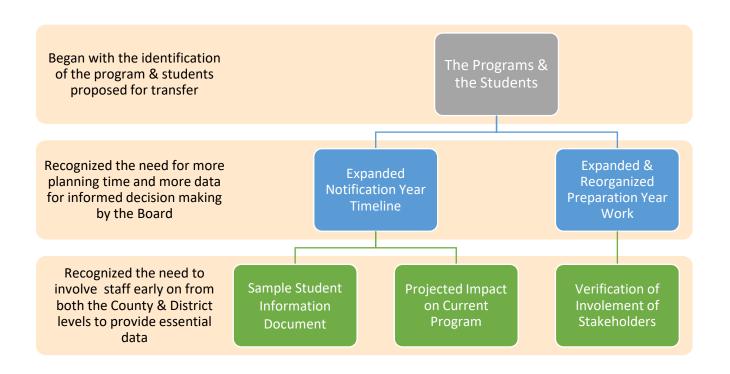
Submitted by: Rosalva Contreras EV SELPA Administrative Assistant

## **DISCUSSION ITEM**

Regional Program Transfer Process Revisions Development

Consultant Dennis Doyle and Administrator Metheny will provide a review of the process and outcomes leading to improved EV SELPA regional program transfer practices.

# The Process of Revising the East Valley Special Education Local Plan Area Regional Programs & Program Transfer Policy and Procedures



## **DISCUSSION ITEM**

First Read: Revised EV SELPA Regional Programs & Program Transfer Policy and Procedures

Administrator Metheny and Consultant Doyle will present the Revised EV SELPA Regional Programs & Program Transfer Policy and Procedures for its first read.



### East Valley Special Education Local Plan Area Regional Programs & Program Transfer Policy and Procedures

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#### **Philosophy**

Effective June 1, 2018, the "Regional Program" concept will be in place in the East Valley SELPA (EV SELPA) to address specialized student program needs. The San Bernardino County Superintendent of Schools (SBCSS), the EV SELPA and Local Education Agencies (LEA) can be regionalized service providers for other LEAs within the EV SELPA. Regional programs are designed to meet the needs of students with specific disability conditions, functional levels, and age/grade ranges. Nothing in policy overrides an Individualized Education Program (IEP) team's right to make individual decisions regarding a student's placement in the least restrictive environment (LRE) or the provision of a free appropriate public education (FAPE).

Typically, a regional program provides services to students from more than one LEA. The Regional Program operator and a LEA requesting a program transfer must adhere to the procedures outlined in this policy. Any Regional Program proposal or proposed modification by the program operator must be reported to the EV SELPA Steering Committee and presented to the EV SELPA Board of Directors for approval. Regional Programs must be reviewed annually by December 15 March 15 by the EV SELPA Steering Committee.

The agency providing the Regional Program is required to develop a Memorandum of Understanding (MOU) with each LEA that is sending one or more students to the Regional Program. The MOU needs to specify responsibilities of each agency and the fee for service arrangements. The annual rates for programs need to be based on a "not-for-profit" philosophy such that the fees are designed to simply cover the costs for services. Preliminary notification of fee-for-services rates for the upcoming year must be provided by March 30 April 30 of the current fiscal year, with the final rates determined after the May Revise update.

#### **Education Code Requirements**

Pursuant to Education Code Section 56207(a):

No educational programs and services already in operation in school districts or a county office of education pursuant to Part 30 (commencing with Section 56000) shall be transferred to another school district or a county office of education or from a county office of education to a school district unless the special education local plan area has developed a plan for the transfer which addresses, at a minimum, all of the following:

- (1) Pupil needs.
- (2) The availability of the full continuum of services to affected pupils.
- (3) The functional continuation of the current individualized education programs of all affected pupils.
- (4) The provision of services in the least restrictive environment from which affected pupils can benefit.
- (5) The maintenance of all appropriate support services.
- (6) The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies.
- (7) The means through which parents and staff were represented in the planning process.

To meet this requirement, each LEA pursuing a program transfer will be required to meet the Program Transfer Timelines. complete a "Detailed Plan for Special Education Program Transfers" (Appendix A) and to sign off on the "Program Transfer Assurances" (Appendix B) by February 15 of the year prior to initiating the new program services.

#### **Transfer of Regional Programs**

A Regional Program provides services to students who are residents of multiple LEAs. When the SBCSS, EV SELPA or an LEA is considering opening a regional program and/or pulling students from a regional program to open a district-only program, the LEA must communicate

with and discuss implications with the LEAs that may be impacted by the proposed plan by following the Program Transfer timelines in this policy.

#### Transfer of Program via Discontinuing Referrals to Regional Programs

There is no established timeline that states if a certain number of students within a certain timeline are transferred from one program to another that the formal program transfer procedures must be followed. However, the intent of Ed Code 56207 is clear that the transfer of services and programs from an LEA that may impact the operation of a Regional Program must comply with the specified transfer program requirements. Therefore, a LEA who is considering discontinuing referrals to a Regional Program operated by the SBCSS, EV SELPA or another LEA within the SELPA shall be held accountable to the same procedures and timelines for notification of program transfer.

#### **Transfer of Group of Students**

The IEP process should not be used to expressly bypass the formal program transfer process. No educational programs and services already in operation shall be transferred unless the SELPA has developed a transfer plan that meets the specified requirements (Education Code §56207). To transfer students, pursuant to the IEP process, from their current placement to a new class in a LEA outside of the formal program transfer process could be deemed as not in conformity with this provision of the Education Code.

The IEP process is designed to determine an appropriate individualized education program for each student. To convene an IEP meeting because a new class has been established in a LEA is not generally a basis for an IEP meeting. (See Education Code §56343) On the other hand, if over the course of time, based on an evaluation of their individualized needs and/or lack of progress in their current placement, students are transferred to a new program established by the LEA, the formal transfer process may not be triggered. However, this should not be intentionally utilized as a means to bypass a formal transfer process. Further, the decisions to transfer a student during an IEP meeting to the new class need to be based on the student's individualized needs and not external factors.

#### **Personnel Considerations**

#### **Certificated Positions**

The following apply:

Whenever any certificated employee, who is performing service for one employer, is terminated, reassigned, or transferred, or becomes an employee of another employer because of the reorganization of special education programs, the employee shall be entitled to the following:

> The employee shall retain the seniority date of his or her employment with the district or county office from which he or she was terminated, reassigned, or transferred.

- The reassignment, transfer, or new employment caused by the reorganization of special education programs shall not affect the seniority or classification of certificated employees already attained in any school district that undergoes the reorganization. These employees shall have the same status with respect to their seniority or classification, with the new employer, including time served as probationary employees. The total number of years served as a certificated employee with the former district or county office shall be credited, year for year, for placement on the salary schedule of the new district or county office.
- > Subsequent to the reassignment or transfer of any certificated employee as a result of the reorganization of special education programs that employee shall have priority in being informed of and in filling certificated positions in special education in the areas in which the employee is certificated within the district or county office by which the certificated employee is then currently employed.
- ➤ A certificated employee who has served as a special education teacher in a district or county office and has been terminated from his or her employment by that district or county office shall have first priority in being informed of and in filling vacant certificated positions in special education, for which the employee is certificated and was employed, in any other county office or school district that provides the same type of special education programs and services for the pupils previously served by the terminated employee. For a period of 39 months for permanent employees and 24 months for probationary employees from the date or termination, the employee shall have the first priority right to reappointment as provided by this section, if the employee has not attained the age of 65 years before reappointment.

#### **Classified Positions**

The following apply:

If the reorganization of special education programs results in a classified employee who is performing services for one employer being terminated, reassigned, or transferred, or becoming the employee of another employer, the employee shall retain the seniority acquired at his or her employment with the school district or county office of education from which he or she was terminated, reassigned, or transferred.

The reassignment of an employee, transfer of an employee, or new employment of an employee caused by the reorganization of special education programs does not affect the seniority or classification that a classified employee already attained in any school district that undergoes the reorganization. The employee has the same status with respect to his or her seniority or classification, with the new employer, including time served as a probationary employee. The total number of years served as a classified employee with the former school district or county office shall be credited, year for year, for placement on the salary schedule of the new school district or county office.

A classified employee who is reassigned or transferred as a result of the reorganization of special education programs has priority in being informed of and in filling classified positions in the classifications in which the employee was employed before the reassignment or transfer. This priority expires 24 months after the date of reassignment or transfer and may be waived by the employee during that time period.

A classified employee who served in a special education program in a school district or county office and is terminated from his or her employment by that school district or county office as a result of the reorganization of a special education program has first priority in being informed of and in filling vacant classified positions for which the employee is qualified or was employed in the county office or school district that operates the reorganized special education program.

Permanent employees have the first priority right to reappointment as provided in this section for 39 months from the date of termination. Probationary employees have the first priority right to reappointment as provided in this section for 24 months from the date of termination.

#### **Regarding Disagreements Related to Program Transfers**

If either the sending or receiving agency disagree with the proposed transfer, the distribution of funds, the responsibility for service provisions or other aspects of the transfer plan, the matter should be resolved by alternative resolution processes.

#### **Program Transfer Timelines**

Pursuant to EC Section 56207(b), a program transfer may take effect no earlier than the first day of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency and the EV SELPA Board of Directors. On a case-by-case basis, the program transfer may take effect earlier (beginning of the next school year) if all parties involved in the transfer agree and the EV SELPA Board of Directors has approved the program transfer. If timelines are missed but all parties currently utilizing the existing program involved in the transfer agree, the case shall be presented to the EV SELPA Board of Directors for approval. When timelines are met, all program transfer cases shall go to the EV SELPA Board of Directors as an action item at the mid-year meeting, no later than March.December.

The following timelines, displayed as an example, shall be followed for all program transfer requests:

Example: Notification date for program transfer: No later than June 30, 2017 March 31, 2021

 Preparation year:
 2017-2018
 2021-2022

 Implementation year:
 2018-2019
 2022-2023

(beginning with next school year calendar)

#### **Notification Year**

Any LEA(s) considering the possibility of making a formal written notification of intent to transfer programs or stop making referrals to a regional provider, must discuss this with the EV SELPA administrator and the current provider in the spring winter prior to making the notification. The following is required:

➤ <u>June 30 March 31</u>: Two years prior to implementation (basically one year and a day), pursuant to Education Code Section 56205, the LEA(s) interested in considering transfer of one or more programs from one provider to another shall notify in writing to the EV SELPA, SBCSS or any other regionalized service provider of intent to transfer program(s).

The written preliminary notification shall include whether or not the interested LEA plans to be a regionalized service provider. LEAs affected by the program transfer are also responsible for submitting a notification of intent letter if they are interested in having the new provider serve their students. Each initial program transfer notification letter shall be provided as an information item on the next Steering/Finance Committee, and Board of Directors meetings.

#### **Preparation Year**

- August 1: The LEA proposing the transfer must provide a student information document of proposed students impacted by the transfer to the EV SELPA and SBCSS. The list shall include the following information for each student: name, date of birth, grade level, disability(ies), program type, current attending school, current teacher, IEP date, triennial IEP date as well as specialized academic services and related services by type, frequency and duration. Appendix A is a sample student information document. This document will be kept confidential.
- September 7 15: EV SELPA, SBCSS or other regionalized service providers must notify interested LEA prepare and provide a Projected Impact on Current Program (Appendix B) report indicating of any possible financial and programmatic impact. The current service provider will address the following in their report:
  - i. Identify any adverse fiscal impact on the remaining operated program
  - ii. Identify any adverse programmatic impact on the remaining operated program
  - iii. Identify and evaluate any facility issues impacts; and,
  - iv. Identify any personnel issues.

The LEA proposing the transfer must complete and submit to the EV SELPA administration the required Assurances Page (Appendix C) and Detailed Plan for Program Transfer (Appendix D) with a copy provided to the current program service provider.

The above reports shall be provided as an information items on the next scheduled EV SELPA Steering/Finance Committee, and Board of Directors meetings.

- October 31: Interested The LEA(s) requesting the program transfer must provide Verification of Involvement of Stakeholders in the Plan for Special Education Program Transfers (Appendix E) along with written notification to the notify EV SELPA Board of Directors and SBCSS or other service providers whether or not the LEA will be taking back program(s).
- November or December: The next scheduled V SELPA Board of Directors agenda will include an action item to approve or disapprove the special education program transfer request. The approval is dependent upon a simple majority vote of the members in attendance.
- February 15: The required Assurances Page (Appendix A) and Detailed Plan for Program

  Transfer (Appendix B) will be completed and turned into the EV SELPA, with a copy provided to the current program service provider.

February January through June: In any type of program transfer, the new program operator shall work cooperatively with the current operator to complete administrative activities such as scheduling IEP meetings, transfer of files, coordination of related services, notification of parents, and other activities associated with the program transfer.

Note: It is the requirement of all SELPA transfer plans that the functional continuation of the current IEP's of all affected students be provided for (Ed. Code §56207(a)(3)). An IEP meeting is required to be convened when there is a request to develop, review or revise the individualized education program or a student (Ed. Code, §56343). A student's educational placement is defined as "that unique combination of facilities, personnel, location or equipment necessary to provide instructional services to an individual with exceptional needs, as specified in the IEP..." (Cal. Code Regs. tit. 5, §3042). If the alteration of a program operator truly has no impact on the facility, personnel, location, or equipment provided to the student, then the change in program operator would not require that an IEP meeting be convened for each affected student.

- > <u>June</u>: The new program operator is responsible for developing a MOU with any other LEA that also provided program transfer notification who plans to access the new program.
- > <u>June</u>: A LEA utilizing a program outside of the EV SELPA shall complete an Intra-SELPA Transfer form for each student attending such program.

#### Implementation Year

> The new program operator will begin providing services effective the beginning of the next school year calendar. The current program operator provides services during extended school year unless negotiated otherwise. In such cases, the existing MOU applies.

## Sample Student Information Document

Name	Date of Birth	Grade	Disability	Program Type	Current Attending School	Current Teacher	IEP Date	Triennial Date	Specialized Academic Services	Related Services
4										
			_							

## **Projected Impact on Current Program**

Fiscal impact on the remaining operated program (to include enrollment analysis and consequent impact
on rates):
Programmatic impact on the remaining operated program:
1 Togrammatic impact on the remaining operated program.
Facility impacts:
Personnel issues:
I CISOTHEI ISSUES.



## PROGRAM TRANSFER ASSURANCES

The_	School District of ented will comply with all applicable requirement	certifies that the agency herein
regula Individ	tions and special education local plan area policied dual with Disabilities Education Act, Section 504 rnia Education Code, Part 30, specifically:	es, including compliance with the
>	Section 56207(a) – develop a detailed program t	ransfer plan
>	Section 56207(a)(1) and (3) – pupil needs and that affected students	ne continuation of the current IEP for all
>	Section 56207(a)(2) and (4) – availability of the and services in the least restrictive environment	
>	Section 56207(a)(5) – maintenance of all appropriate support staff and administrative support	priate support services to include qualified
>	Section 56207(a)(7) – involvement and represent and staff (e.g. special and non-special education administrators, and classified) in the planning property of the planning	teachers, itinerant specialist,
>	Section 44903.7 – certificated employee rights	
>	Section 45120.2 – classified employee rights	
>	Section 56207(c) - & Section 56205(b)(5) – resortansfers	olving disagreements related to program
	ned is the required <b>Detailed Plan for Special Edu</b> ates how the LEA has or will fulfill these obligation	
Signat	ture of Special Education Administrator	Signature of LEA Superintendent
Date		Date

## DETAILED PLAN FOR SPECIAL EDUCATION PROGRAM TRANSFERS

LEA Name:	Date of Submission:						
This required Detailed Plan for Sp 56207(a) and other procedural saf	pecial Education Program Transfer eguards.	s complies with Section					
	(3) – pupil needs and the continu- program (IEP) for all affected st						
	inue to receive all services as requi on Programs (IEPs) in the least reseded.						
related services, pursuby qualified support st The LEA plans to provlanguage; counseling a services; and transition	Equipment inue to be provided all required appart to their IEPs. All required relate aff with the appropriate training and vide the following required related and guidance; adapted physical education services. The LEA will provide of o dictate the need for additional sur	ted services will be provided ad administrative support. services: speech and acation; health and nursing ther related services when					
	the transferring students. chase required equipment.						
(c) Facilities Sample Language: Outlined below is a list of facilities by school available to house the students involved in the program transfer.							
<b>School Site</b>	Available Facility	Comments					
	-						

- 2. Section 56207(a)(2), (4) the availability of the full continuum of program services for all affected students and the provision of services in the least restrictive environment from which pupils can benefit.
  - (a) <u>Contingency plans for providing services other than those called for in the IEPs</u>
    Sample Language:

The opportunities for participation in general education classes and curriculum will be enhanced and more accessible. There will be more opportunities for mainstreaming as the local schools will have ownership of these programs. The LEA is committed to implementing collaborative programs between general and special education (e.g. Learning Center, Individual and Small Group Instruction, etc.)

- 3. Section 56207(a)(5) the maintenance of all appropriate support services.
  - (a) Number (FTEs). Oualifications, and Experience of Support Staff
    Sample Language:

All education codes related to employee rights will be followed in cooperation with the current service provider and the receiving LEA. Those positions not filled by existing staff will be filled by qualified LEA-employed staff. The LEA will make every effort in recruiting to fill these positions with qualified staff.

### Appendix E

LEA Name:

## VERIFICATION OF INVOLVEMENT OF STAKEHOLDERS IN THE PLAN FOR SPECIAL EDUCATION PROGRAM TRANSFERS

Date of Submission:

nis required Detailed Plan for Special Education Program Transfers complies with ection 56207(a) and other procedural safeguards.						
Section 56207(a)(7) – the involvement and represtudents and staff in the planning process.	sentation of parents of all affected					
<b>Involvement of Parents</b>						
Sample Language:						
Meetings with parents involved in the prog	gram transfer were held on the following					
dates at the identified locations.						
DATE OF MEETING	LOCATON OF MEETING					

#### **Involvement of Staff**

Sample Language:

Meetings were held on the following dates and for regarding the identified personnel positions.

DATE OF MEETING	PARTICIPANTS

Reviewed by Steering Committee: March 9, 2017, September 14, 2017, October 12, 2017

Reviewed by Board of Directors: May 24, 2017, September 27, 2017

Approved by Board of Directors: November 15, 2017 Reviewed by Board of Directors: September 16, 2020

## **DISCUSSION ITEM**

## 2020-2021 Rialto USD Regional Program Transfer Request

Rialto Unified School District (Rialto USD) Lead Special Services Agent Bridgette Ealy, Administrator Metheny and Consultant Doyle will present a proposed program transfer of 30 students from San Bernardino County Superintendent of Schools (SBCSS) services to Rialto USD services effective 2021-2022. Staff from Rialto USD and SBCSS will contribute to the presentation.

## Rialto USD Program Transfer Request

for

2021-2022

Based on the work of Dr. Dennis Doyle, East Valley SELPA Consultant, Dr. Patty Metheny, East Valley SELPA Administrator, and Ms. Bridgette Ealy, Rialto USD Lead Special Services Agent, the following is presented for first reading by the Board of Directors:

A proposed program transfer of 30 students from San Bernardino County Superintendent of Schools services to Rialto USD services effective 2021-2022.

All students identified are currently in SBCSS elementary classrooms with the exception of two in middle school and one in high school. Of the 30 students identified, Rialto USD plans to move seven students during the 2020-2021 school year pursuant to changes in their Individual Education Programs and subsequently move 23 students to start the 2021-2022 school year.

Information on the following pages provides details as required by the EV SELPA Regional Programs & Program Transfer Policy and Procedures.

Ted Alejandre County Superintendent

Memo

Transforming lives through education

August 25, 2020

TO: Patty Metheny, Ed.D., Administrator

East Valley SELPA

FROM: Scott Wyatt, Ed.D., Area Director

Student Services, East Valley Operations

SUBJECT: Rialto USD Special Education Program Transfer from SBCSS East Valley Operations

In preparation for the Rialto USD Special Education program transfer, SBCSS East Valley Operations made reductions for the current 2020–2021 school year. The reductions included eliminating two full-time teaching positions, six full-time paraeducator positions, and one full-time Office Specialist I position.

With an anticipated program transfer of 30 students, East Valley Operations will need to make additional staff reductions and will also need to close two classrooms for the 2021-2022 school year.

The recommended FTE staff reductions are as follows:

- One (1) classroom teacher from Bemis Elementary
- One (1) classroom teacher from Dollohan or Smith
- Two (2) paraeducators from Bemis Elementary
- Two (2) paraeducators from Dollohan or Smith Elementary
- One (1) SLP, 27 students have LSH services
- .25 FTE School Nurse (.25 FTE will be paid by SBCSS Alternative Education program)

It is also recommended that East Valley Operations close one classroom at Bemis Elementary and one classroom at Dollohan Elementary. Please let me know if you have any additional questions or concerns. **Current Service Provider:** San Bernardino County Superintendent of Schools

**Requesting District:** Rialto Unified School District

Net Estimated # of SAI Services in 2021-22

**Type of Request:** Select Student Population: 30 students

Proposed Staffing Reductions		Fiscal Impact Simulation Utilizing 2020-21 Budget	
Reduction of (2) SAI Classrooms and associated related services		2020-21 Total Fee-For-Service Proposed Budget	\$ 12,237,794.00
-Reduce 2 classroom teachers		Simulated Fee-For-Service Budget with Personnel Reductions	\$ 11,691,388.00
-Reduce 4 classroom paraeducators		Net Reduction	\$ (546,406.00)
-Reduce 1 Speech Language Pathologist			
-Reduce .25 Nurse			
Enrollment Analysis		Enrollment Change	
Starting enrollment for 2020-21	186		
Students to be returned to district in 2020-21	-7	2020-21 SAI Projected Student Count	175
Students to be returned to district in 2021-22	-23	2021-22 Reduced SAI Student Count	156

Direct Impact to SAI Fee-For-Service Rate		Indirect Impact to Low Incidence Rate	
2020-21 SAI Proposed Fee-For-Service Rate	\$ 42,706.00	2020-21 Low Incidence Proposed Fee-For-Service Rate	\$ 9,263.00
Simulated SAI Recalculated Fee-For-Service Rate	\$ 44,731.00	Simulated Low Incidence Recalculated Fee-For-Service Rate	\$ 9,344.00
Net Increase in SAI Fee-For-Service	\$ 2,025.00	Net Increase in Low Incidence Fee-For-Service	\$ 81.00

**Net Reduction in SAI students** 

156

-19

#### PROGRAM TRANSFER ASSURANCES

The <u>Rialto Unified School District</u> certifies that the agency herein represented will comply with all applicable requirements of federal and state laws and regulations and special education local plan area policies, including compliance with the Individual with Disabilities Education Act, Section 504 of Public Law, and the provisions of the California Education Code, Part 30, specifically:

- ➤ Section 56207(a) develop a detailed program transfer plan
- ➤ Section 56207(a)(1) and (3) pupil needs and the continuation of the current IEP for all affected students
- ➤ Section 56207(a)(2) and (4) availability of the full continuum of program placements and services in the least restrictive environment for all affected students
- ➤ Section 56207(a)(5) maintenance of all appropriate support services to include qualified support staff and administrative support
- ➤ Section 56207(a)(7) involvement and representation of parents of all affected students and staff (e.g. special and non-special education teachers, itinerant specialist, administrators, and classified) in the planning process
- ➤ Section 44903.7 certificated employee rights
- ➤ Section 45120.2 classified employee rights
- ➤ Section 56207(c) & Section 56205(b)(5) resolving disagreements related to program transfers

Attached is the required <u>Detailed Plan for Special Education Program Transfers</u> that delineates how the LEA has or will fulfill these obligations.

Bridgette Caly
Signature of Special Education Administrator

Signature of LEA Superintendent

9/10/2020

Date

9/16/25 Date

## DETAILED PLAN FOR SPECIAL EDUCATION PROGRAM TRANSFERS

LEA Name: Rialto Unified School District. Date of Submission: August 30, 2020

This required Detailed Plan for Special Education Program Transfers complies with Section 56207(a) and other procedural safeguards.

1. Section 56207(a)(1) and (3) – pupil needs and the continuation of the current individualized education program (IEP) for all affected students.

#### (a) Direct Instruction:

The transferring students will continue to receive special education services and supports as required in their current Individualized Education Programs (IEPs) in the least restrictive environment. An IEP meeting will be held for each student before transitioning into the Rialto USD.

#### (b) Related Services and Equipment

The transferring students will continue to be provided all required supports, special education, and related services per their IEPs. The Rialto USD will ensure all required related services are provided by qualified staff with the appropriate training and administrative support.

The Rialto USD currently has the following related services: speech and language; occupational therapy, physical therapy, applied behavior analysis (ABA) services, educational related mental health service (ERMHS); adapted physical education; health and nursing services; intensive behavior services (1:1 aide); and transition services. The District will also provide transportation and any other related services required per the student's IEP.

The San Bernardino County Superintendent of Schools (SBCSS) will review the current inventory of equipment to determine which equipment will stay with the transferring students. Rialto USD has built funds into the budget to purchase all required equipment. Also, the low incidence equipment will follow the transferring student. The Rialto USD will continue to have SBCSS provide the following low incidence services deaf/hard of hearing (DHH), orientation & mobility (O&M), and visual impairment (VI).

(c) <u>Facilities</u>
Outlined below is a list of facilities by school available to house the students involved in the program transfer.

School Site	Available Facility	Comments
Dollahan Elementary	Classroom	New SDC 3-5/MS Program
Dunn Elementary	Classroom	Existing autism program
Casey Elementary	Classroom	Existing MS Program
Kordyak Elementary	Classroom	Existing MS Program
Werner Elementary	Classroom	Existing MS Program
Frisbie Middle School	Classroom	Existing MS Program
Jehue Middle School	Classroom	Existing MS Program
Kucera Middle School	Classroom	Existing MS Program
Rialto Middle School	Classroom	Existing MS Program
Kolb Middle School	Classroom	Existing MS Program
Eisenhower High School	Classroom	Existing MS Program
Carter High School	Classroom	Existing MS Program
Rialto High School	Classroom	New SDC MS Program
Milor High School	Classroom	Existing MS Program

- 2. Section 56207(a)(2), (4) the availability of the full continuum of program services for all affected students and the provision of services in the least restrictive environment from which pupils can benefit.
  - (a) Contingency plans for providing services other than those called for in the IEPs
    The Rialto USD will ensure equity and access for all transferring students. The
    students will be provided with the appropriate supports and service to participate in
    general education classes and curriculum. The District currently has different
    collaborative programs for students to access the general education classroom with
    special education support (e.g. Co-Teaching, Learning Centers, Reading Programs,
    etc.). There are also opportunities for students to participate in the visual and
    performing arts (VAPA) program, extra-curricular activities, and general education
    electives to name a few. The District also provides social skills to all students with
    Autism Spectrum Disorder (ASD), social-emotional learning programs (e.g. selfregulation groups; individual therapeutic behavior supports, etc.), and access to a
    sensory room if needed.
- 3. Section 56207(a)(5) the maintenance of all appropriate support services.
  - (a) Number (FTEs), Qualifications, and Experience of Support Staff
    All education codes related to employee rights will be followed in cooperation with
    the SBCSS and the Rialto USD. Those positions not filled by existing staff will
    be filled by qualified Rialto USD-employed staff. The Rialto USD will make every
    effort in recruiting to fill these positions with qualified staff. At this time, Rialto
    USD is projecting two additional teachers and four additional instructional
    assistants will be needed.
- 4. Section 56207(a)(7) the involvement and representation of parents of all affected students and staff in the planning process.
  - (a) **Involvement of Parents**

Meetings with parents involved in the program transfer were held on the following dates at the identified locations.

DATE OF MEETING	LOCATON OF MEETING
TBD	

#### (b) **Involvement of Staff**

Meetings were held on the following dates and for the identified personnel positions

DATE OF MEETING	PARTICIPANTS
TBD	

Reviewed by Steering Committee: March 9, 2017, September 14, 2017, October 12, 2017

Reviewed by Board of Directors: May 24, 2017, September 27, 2017

Approved by Board of Directors: November 15, 2017

## **DISCUSSION ITEM**

First Read: EV SELPA Fiscal Allocation Plan (Draft Rewritten to Align with 2020 EV SELPA Local Plan)

Administrator Metheny will present for first read the EV SELPA Fiscal Allocation Plan rewritten to align with the 2020 EV SELPA Local Plan adopted by the EV SELPA Board of Directors in May 2020.



#### East Valley Special Education Local Plan Area Fiscal Allocation Plan September 2020

#### A. Statutory Requirement

California Education Law requires that a SELPA have a fiscal allocation plan to accompany its Local Plan that contains a methodology for distributing state and federal funds to the local education agency members of the SELPA.

**E.C. 56195.7......** (i) For multidistrict special education local plan areas, a description of the policymaking process that shall include a description of the local method used to distribute state and federal funds among the local educational agencies in the special education local plan area. The local method to distribute funds shall be approved according to the policymaking process established consistent with subdivision (f) of Section 56001 and pursuant to paragraph (3) of subdivision (b) of Section 56205.

#### B. California's Master Plan for Special Education

The East Valley SELPA (EV SELPA) has used the following guidance from California's Master Plan for Special Education in the development of this fiscal allocation plan.

The objectives essential to the construction of an equitable finance plan for special education are as follows:

- 1. Provide adequate resources to assure equality of educational opportunity for all individuals with exceptional needs.
- 2. Provide levels of support for special education programs which will promote programs and services of equal quality.
- 3. Provide encouragement for the development of comprehensive programs.
- 4. Promote both program and fiscal accountability.
- 5. Clarify fiscal relationships between state, county, and district.
- 6. Ensure equity in support levels among various program components.
- 7. Provide adjustments in support levels to reflect changing costs.
- 8. Provide support based on needs of pupils enrolled in education (funding based on specified programs and services rather than on categorical disability groupings).
- 9. Ensure that reporting and auditing policies and procedures are meaningful for evaluation and program development.
- 10. Provide methods for monitoring and evaluating quality control in special education. (California Master Plan for Special Education, California State Board of Education, Jan. 10, 1974)



#### C. Guiding Principles

The EV SELPA has adopted the following guiding principles:

- 1. SELPA members agree that all children with exceptional needs residing in this SELPA should be appropriately served.
- 2. In order to deliver appropriate services to all students, the SELPA members believe in everyone working together as a team for the good of all. The cooperation of the business offices and program departments is critical.
- 3. Fairness and equity shall be the basis of the development of this Fiscal Allocation Plan.
- 4. Federal and state revenues will flow directly from the state to the SELPA Administrative Unit which is the San Bernardino County Superintendent of Schools. In turn, the SELPA Administration will allocate the funds to SELPA members according to this Fiscal Allocation Plan.
- 5. SELPA member local educational agencies (LEAs) will retain their own decision making on how to use their funds in serving students with disabilities based on needs outlined in their Individualized Education Programs (IEPs).
- 6. This Fiscal Allocation Plan will be kept as simple as possible yet be flexible and useful in serving special education students.
- 7. The distribution of funding will be understandable, predictable, and timely.
- 8. SELPA members will commit to timely reporting and analysis of all relevant data necessary for the allocation and distribution of funds.
- 9. This Fiscal Allocation Plan will be in legal compliance with federal and state laws.
- 10. Disputes regarding this Funding Allocation Plan will be resolved at the lowest level possible with final appeal to the East Valley SELPA Board of Directors.

## D. Revenue & Allocation (Funds Provided for Services to Students with Disabilities)

#### I. State Aide or AB 602 Funds

The California Department of Education provides AB 602 funding based on a rate per unit of Average Daily Attendance (ADA). Several funding sources contribute to the AB 602 funding model including district net funding entitlement (also known as the base), local special education property taxes, low incidence, and out-of-home care.

In addition, a SELPA may apply to the Extra-ordinary Cost Pool annually to offset costs. As part of AB 602 funding, the program reimburses SELPAs for extraordinary costs of single placements in nonpublic, nonsectarian schools (NPS), and special education and related services for pupils residing in licensed children's institutions (LCI). Single placement costs in excess of the annual threshold amount are reimbursed but the funds are subject to availability and require annual application to be considered for the funds. The EV SELPA applies annually for the funds submitting single placement information as required for each member LEA that has an eligible single placement. If awarded, the funds are transferred to the member LEA(s) identified in the award letter based on the single placement information.

In accordance with Education Code 2572, local special education property tax revenues are allocated to special education programs. The proportionate share of property tax for the EV SELPA is included in the funded base AB602 calculation and allocated to districts based upon



funded ADA. Districts receive their proportionate share of the property tax through the AB 602 fiscal allocation model but the allocated property tax accounting transactions remain at San Bernardino County Superintendent of Schools (SBCSS) and are used in conjunction with the fees paid by districts participating in the SBCSS Fee-for Service regional programs.

Each member district receives its proportionate share of the AB 602 revenues based on the LEA's K-12 ADA percentage to the total K-12 ADA for all the SELPA members as stated in the steps below. The SELPA-members' allocation of the AB 602 funds is calculated by SELPA as follows:

- Step 1 The total amount of base AB 602 funds that the SELPA is entitled to receive will be determined by multiplying the greater of the current year, prior year, or prior prior year K-12 ADA by the statewide base rate per ADA. This will then be adjusted by adding authorized COLA on statewide factors as well as any supplements or recertifications as authorized by the state.
- Step 2 Eighty-five percent (85%) of the total low incidence funds will be added proportionately for each district based on the district's low incidence pupil count of students with a primary or secondary low incidence disability the prior October (P-1 certification data). Fifteen percent (15%) of these funds is retained at the EV SELPA in the Low Incidence Fund and accessed by member districts per the "EV SELPA Low Incidence Guidelines and Procedures." The guidelines and procedures, which provide accountability of how the funds are used, are developed, and reviewed by the EV SELPA Low Incidence Committee consisting of representatives from the member districts and SBCSS.
- **Step 3** One hundred percent (100%) of the out-of-home care funds described below provided for students residing in a licensed children's institution (LCI), Foster Family Home (FFH), public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes will be added for each district of residence based on the counts taken by and provided by CDE.
- **Step 4** The sum of these steps will be each LEA's net AB 602 allocation.

#### II. State SELPA Regionalized Services and Program Specialist (RS/PS) Funds

The Base State Aid funding includes a regional services/program specialists apportionment (RS/PS Funds) to fund the SELPA operations. The state calculates this amount based on 2013-2014 rates with annual COLAs applied, when appropriate. The RS/PS funds are set aside to fund the SELPA operations.

#### III. Federal & State Grants

The following grant funds are added to each SELPA-member LEA's total revenue allocation:

1. The Local Assistance Entitlement is a federal grant that funds special education programs for students age 3 to 21. Prior to 2018-2019, the grant was dispersed in two separate grants, the preschool Local Assistance Entitlement and Local Assistance Entitlement. The local Assistance Entitlement is distributed to SELPA-member LEA's based on their prior year age 3- to 21-year- old special education pupil count.



- The SELPA calculates the required Private School Proportionate Share for each LEA
  member based on the federal formula. The LEA must utilize these funds for the
  provision of special education services to or on behalf of students with disabilities
  enrolled in private schools. Funds must be expended within the time period of the
  current grant award.
- 3. The SELPA receives four federal grants to fund preschool/infant services: the Federal Preschool Grant, the Infant/Preschool Staff Development Grant, the Part C Early Intervention Grant, and the Infant Discretionary Grant. The Federal Preschool Grant funds are distributed to the SELPA-member LEA's and SBCSS based on their prior year 3- to 5-year-old special education pupil count. The EV SELPA retains 5% of the Preschool Grant to fund regionalized services and program specialist services to support preschool services in all of its member districts. The Part C Early Intervention Grant funds are distributed to the SELPA-member LEA's and SBCSS based on their prior year 3- to 5-year-old special education pupil count. The Infant Discretionary Grant is split between SBCSS EV Ops (80%) and Redlands (20%).
- 4. The SELPA receives two sources to fund mental health services. One grant is a federal grant, the Mental Health Services grant. The other is state funding via AB 114. The federal grant is funded based on 3- to 21-year-old pupils and distributed to SELPA-member LEAs based on their prior year age 3- to 21-year-old special education pupil count. The other is state funded via AB 114. It is provided in three installments of 50%, 25% and 25% and distributed to SELPA member LEAs based on current year P-2 counts of 6-21-year-old pupils.
- 5. Infant Program Entitlement The California Department of Education makes available funds to SELPAs to fund infant programs based on units initially allocated to programs in a 1980 mandate (30 EC 56425). Budget Acts since have not provided a growth appropriation for the Infant Program. The Infant Program Entitlement is split between SBCSS EV Ops (80%) and Redlands (20%). In addition, SBCSS EV Ops provides infant program services to Fontana Unified School District based on an agreement between EV Ops and Fontana USD established when Fontana USD became a single-district SELPA and left the EV SELPA. Fontana USD reimburses EV Ops for the services.

The AB 602 funds and Federal/State Grant funds combine to make the TOTAL REVENUE and its ALLOCATION for the EAST VALLEY SELPA and its member districts.

# E. Expenditures (Shared Costs to Provide Services to Students with Disabilities)

#### I. SELPA Administrative, Regionalized and Program Specialist Services

Each SELPA is required to dedicate a portion of the funds it receives pursuant to Section 56836.10 for regionalized operations and services and the direct instructional support of program specialists. The SELPA Administration provides both legally required services and those services designated by the East Valley SELPA Board of Directors. As described above the Base State Aid funding includes a regional services/program specialists apportionment to fund the SELPA operations. The state calculates this amount based on 2013-2012 rates with annual COLAs, when provided. In



addition, the East Valley SELPA Board of Directors has authorized a percentage of the Base State Aide be taken off-the-top to adequately fund the SELPA operations. In 2020-2021 that percentage is 1.46%. The percentage is re-evaluated and approved annually by the SELPA Board of Directors.

#### II. Student Information System/WebIEP

The East Valley SELPA contracts with Faucette Micro Systems for the development and maintenance of the WebIEP and IEP forms, as well as the development and maintenance of software required for member districts to submit student data to CALPADS and to monitor compliance. The costs are shared proportionately by the districts at year-end based on current year October Pupil Count.

#### III. SELPA Off-the-Top Regional Programs

The East Valley SELPA Board of Directors has authorized SELPA Off-the-Top Regional Programs to support services to students in member districts. <u>As of 2020-2021, those programs are Autism and Residential Mental Health Oversight.</u> Both programs are funded using the following off-the-top methodology.

- 1. Funding is provided by member districts to the SELPA from State Base Aid prior to distribution of the base aid to districts (i.e. off-the-top).
- 2. Total costs are calculated from the staffing costs for the program.
- 3. Percentage applied based on the LEA's K-12 ADA percentage to the total K-12 ADA for the SELPA.

#### IV. SELPA Proportionate Share Regional Programs

The East Valley SELPA Board of Directors has authorized SELPA Proportionate Share Regional Programs to provide direct services to students in member districts. <u>As of 2020-2021, those programs are Mental Health Behavioral Counseling, Occupational Therapy, and Physical Therapy/Low Incidence Assessments.</u>

#### A. The SELPA Proportionate Share Occupational Therapy Program is funded as follows:

- 1. Funding is provided by member districts to the SELPA from State Base Aid prior to distribution of the base aid to districts (i.e. off-the-top).
- 2. Total costs are calculated from the staffing costs for the program.
- 3. Service counts are taken in November and April.

# B. The SELPA Proportionate Share Mental Health Behavior Counseling and Physical Therapy/Low Incidence Assessment Programs are funded as follows:

- 1. Funding is provided by member districts to the SELPA from all special education revenue sources (i.e. State Base Aid, Federal Grants, District Contributions) after distribution of the funds to districts.
- 2. Total costs are calculated from the staffing costs for the programs.
- 3. Service counts are taken in November and April.

# V. San Bernardino County Superintendent of Schools – East Valley Operations (SBCSS EV-Ops) Fee-for-Service Regional Programs

San Bernardino County Superintendent of Schools East Valley Operations (SBCSS EV-Ops)



operates a regional program to address specialized student program needs for the member districts of the EV SELPA. Regional program placement and services are provided at the request of member districts based on student individual education program (IEP) decisions. Districts follow the required procedures contained in the San Bernardino County Superintendent of Schools COUNTY REFERRAL documents to place students in or receive services from the SBCSS EV-Ops FFS Regional Program.

The SBCSS EV-Ops regional program is funded via a Fee-for-Service mechanism. Rates are set for the following:

#### SBCSS EV-Ops Rate Categories

- 1. SDC Inclusive (SAI, LSH, APE, SHL, VOC all related to high school transition)
- 2. Low Incidence (DHH, O&M, VI)
- 3. 1:1 Aide Services
- 4. Intensive Therapeutic (Behavior Counseling)

The Fee-for-Service Rates for each category are presented annually by April 15 to the EV SELPA Steering Committee by SBCSS fiscal staff to determine future year's costs. Recommendations to set the annual Fee-for-Service costs are submitted to the Board of Directors to take action each May for the following year. SBCSS EV-Ops revenue projections are based on revenue being distributed to SBCSS from the SELPA-wide AB 602 K-12 revenue PRIOR TO any per ADA distribution to LEAs (i.e., "off the top") The Fee-for-Service revenue funds the programs at 100% of the cost of operation.

#### VI. Proposed or Modified Regional Program Requirements

SBCSS EV-Ops, EV SELPA, or any member district of the EV SELPA may propose to operate another specialized regional program but must adhere to the approved budget, program design, including staff: student ratio, daily/annual length of operation, curriculum, support systems/support staff, and staff development as prescribed under the East Valley SELPA Local Plan. In addition, any current regional program may be proposed for program modification by the program operator. Both newly proposed and modified regional programs must be reviewed annually by March 15 by the EV SELPA Steering Committee. Any recommended changes or new regional programs for the next fiscal year must be presented to the Board of Directors for approval by May 31.

### VII. Nonpublic School (NPS) Costs

The EV SELPA, on behalf of its member districts, contracts with nonpublic schools (NPS) and residential facilities. NPS expenditures are brokered through the SELPA office and via the regional Inland Empire SELPA Association (IESA). In addition, the EV SELPA processes all related invoices and provides payments on behalf of its member districts. NPS contract costs for tuition, mental health services and residential placements, per the students' IEPs, are paid by the EVSELPA on behalf of the districts. The EV SELPA bills the districts on a quarterly basis for all actual costs paid. The EV SELPA reports the quarterly billing transfers in regularly scheduled EV SELPA Steering Committee meetings.

### VIII. East Valley SELPA Legal Fund

The EV SELPA Board of Directors authorizes the EV SELPA to create, maintain and monitor a legal fund for specific costs resulting from Office of Administrative Hearing filings. The legal fund costs are shared by the member districts based on current year October special education pupil count. The specific legal support related costs are detailed in the EV SELPA Board of Directors approved



document entitled, "Funded by EV SELPA Legal X-Pot/Funded by District."

#### IX. California Children's Services (CCS) – Medical Therapy Units (MTUs)

Chapter 26.5 of the Government Code (Section 7570-7587) and Title 2 of the California Code of Regulations, Division 9, Chapter 1, Article 1, sections 60000-60610 requires the SELPA and its member districts provide support to CCS medical therapy units (MTU) housed in the East Valley region. Expenditures include office supplies, facilities related maintenance costs, including janitorial, and utilities. The fund is maintained by district annual contributions based on current year October special education pupil count.

#### X. Intra/Inter SELPA Transfers and Services

Member districts of the EV SELPA may elect to engage in an interagency transfer agreement for the provision of special education services to a student with a disability in a setting outside of the student's LEA and/or SELPA of residence. A transfer between districts within the EV SELPA is an intra-SELPA transfer, and a transfer to between SELPAs is an inter-SELPA transfer. To do so, the East Valley SELPA "Intra-SELPA/Inter-SELPA Transfer Agreement" procedures must be followed. These procedures require the SELPA administrator's approval. Costs are determined based on respective fee-for-service rates established by the service provider and charged to the district of residence at year-end via a cash transfer.

# F. Monitoring the Appropriate Use of State Aid, Federal & State Grants

### I. IDEA Local Assistance Funding Federal Restrictions and Requirements

The IDEA sets forth specific restrictions on the use of federal funds. These restrictions have been included in the elements of this allocation plan

§ 1413. Local educational agency eligibility

- (a) (2) Use of amounts
- (A) In general

Amounts provided to the local educational agency under this subchapter shall be expended in accordance with the applicable provisions of this subchapter and—

- shall be used only to pay the excess costs of providing special education and related services to children with disabilities.
- (ii) shall be used to supplement State, local, and other Federal funds and not to supplant such funds; and
- (iii) shall not be used, except as provided in subparagraphs (B) and (C), to reduce the level of expenditures for the education of children with disabilities made by the local educational agency from local funds below the level of those expenditures for the preceding fiscal year.

### II. Maintenance of Effort (MOE) Policy

The EV SELPA recognizes the intent of the federally mandated maintenance of effort (MOE) requirement to ensure the provision of appropriate services for students with disabilities. In signing



the Local Plan, the governing board of each East Valley SELPA local education agency (LEA) has adopted an assurance statement regarding the maintenance of local financial effort relative to the receipt of federal special education funds. Pursuant to these locally adopted assurance statements, it is the expectation that all local education agencies (both combined as a whole and as individual LEA members) of the SELPA shall meet the maintenance of effort requirement on each fiscal year.

MOE regulations require that federal funds be used only to pay the excess costs of providing special education and related services to children with disabilities and to supplement and not supplant state and local funds for special education (34 Code of Federal Regulations §300.203-300.205). CDE monitors MOE compliance based on each SELPA's and member districts' individual and aggregated fiscal data. MOE compliance is met if total special education expenditures from State and Local funds are at least equal to, or greater than, prior year. The EV SELPA and its member districts will follow the procedures outlined in the EV SELPA Fiscal Procedures Handbook to determine MOE compliance.

#### III. Annual Budget Plan

The EV SELPA is required to develop a SELPA Annual Budget Plan each spring. The Plan must be displayed at a public hearing, approved by the EV SELPA Board of Directors, provided to CDE by June 30 of each year, and posted on the SELPA and each member districts' websites. The SELPA Annual Budget Plan shall include allocation projections for all SELPA-member LEAs. Based on those projections, budget plans are developed by each LEA for both current year and budget year expenditures for all federal, state, SELPA, and LEA funds provided for special education. The LEA budget plans also shall be shared at a public hearing during a local school board meeting — check on this.

Aggregated SELPA information shall be presented in a form that is understandable to the general public.

### IV. SELPA Budget Development

The EV SELPA Board of Directors requires the development and approval of a SELPA operating budget annually. The following procedure is adhered to in making changes to the budgetary allocations:

#### First Step

The EV SELPA fiscal consultant in collaboration with the EV SELPA administrator develops a proposed budget based on budget assumptions provided by the SELPA's administrative unit, SBCSS.

#### Second Step

The EV SELPA Board of Directors Budget Ad Hoc Committee, made up of two Board members appointed by the Board at the regularly scheduled February meeting, reviews and advises the SELPA on the budget requesting any needed revisions.

#### Third Step

The EV SELPA Board of Directors Budget Ad Hoc Committee recommends the budget for approval to the EV SELPA Board of Directors at a regularly scheduled meeting in the spring prior to the upcoming school year.

#### Fourth Step

The EV SELPA Board of Directors formally takes action on the proposed budget at a regularly scheduled meeting in the spring prior to the upcoming school year.



### V. Distribution of Assets

Withdrawal from membership of the East Valley SELPA shall not entitle a member LEA to any partition of the property held by the East Valley SELPA or return of contributions toward the acquisition of such property.



## **DISCUSSION ITEM**

2019-2020 EV SELPA Regional Program Funds Returned to Districts

Consultant Tennyson will provide information regarding the return of funds to districts from the EV SELPA Occupational Therapy Proportionate Share Program.

# 2019-20 EAST VALLEY SELPA PROPORTIONATE SHARE PROGRAM OCCUPATIONAL THERAPY - RETURN OF FUNDS

SERVICES		C	olton	Redlands			Rim		ucaipa	TOTAL	
AB 602 Revenue Deduct - Off-the-top	\$ 1,417,835.00	\$	413,296.03	\$	642,904.94	\$	86,103.34	\$	275,530.69	\$ 1,417,835	
19/20 Actual Expenditures	\$ 1,409,533.31	\$	410,876.11	\$	639,140.61	\$ 85,599.19		\$ 273,917.40		0 \$ 1,409,533.3	
OT Count/Percentage		72	29.15%	112	45.34%	15	6.07%	48	19.43%	247	100.00%
Return of Funds Obj 7221	\$ 8,301.69		2,419.93		3,764.33		\$ 504.15		\$ 1,613.28		\$ 8,301.69

## **DISCUSSION ITEM**

## 2019-2020 SBCSS Fee-for-Service Funds Returned to Districts

San Bernardino County Superintendent of Schools Program Manager Jennifer Alvarado will provide information regarding the return of funds to districts from the SBCSS Feefor-Service Regional Program.

FEE-FOR-SERVICE BUDGET to ACTUALS COMPARISON - 2019-20									
SELPA East Va	East Valley				Budget	Actuals		+Increase/- Decrease	
A. REVENUES					April 2019	Se	eptember 2020		
	RS	ОВ	GL		10.000.100		10.000.100		(45 500)
AB602 Special Ed Funding     Branch Toy Transfer	6500	8311	5001	\$	10,338,192	\$	10,322,460	\$	(15,732)
2. Property Tax Transfer	6500	8097	5001	_		\$	3,607,866		
Property Tax Transfer Adjustment between 2019-20 P-2 and     Not State Aid (A4 A2 A2)	-	-	E004	_		\$	(362,831)		
4. Net State Aid (A1-A2-A3)	6500	8311	5001	•	E70 EE2	\$	7,077,425	\$	(169.094)
Federal IDEA (Local Assistance Entitlement)     Low Incidence	3310	8181	5001	\$	570,552	\$	401,568 1.626	Ф	(168,984)
6. Low Incidence 7. Federal Preschool	6500 3315	8792 8182	5001 5730	\$	27,761	\$	26,822	\$	(939)
8. Preschool Local Entitlement	3310	8181	5730	\$	75,588	\$	93,158	\$	17,570
9. Preschool Staff Development	3345	8182	5730	\$	245	\$	209	\$	(36)
10. Infant Part C	3385	8182	5730	\$	57,745	\$	57,745	\$	(30)
11. Infant State Apportionment	6510	8311	5710	\$	1,492,402	\$	1,541,062	\$	48,660
12. Infant Discretionary	6515	8590	5710	\$	29,865	\$	1,541,002	\$	(29,865)
13. Parent Infant Program (Local Contract)	9285	8677	5710	\$	8,626	\$	9,257	\$	631
14. Local Revenue (Contracts with Districts) Early Start	9385	8285	5710	\$	119,885	\$	119,885	\$	031
15. Local Revenue (Contracts with Districts)	6500		5750	φ	119,665	\$	113,832	\$	113,832
TOTAL REVENUE (excludes A2, A3, A4)	6500	8677	5/50	\$	12,720,861	\$	12,687,624	T	(34,863)
TOTAL REVENUE (excludes A2, A3, A4)				ð	12,720,001	Ą	12,007,024	φ	(34,003)
B. EXPENDITURES									
1. SAI Self-Contained (SDC)				\$	8,629,160	\$	8,079,841	\$	(549,319)
2. Low Incidence Itinerant DHH,VI,OM (Itinerant)				\$	1,863,036	\$	1,858,418	\$	(4,618)
3. 1:1 Aide Services (1:1) Aides				\$	416,793	\$	541,050	\$	124,257
4. First Class (NO FFS - Grant Funded)				\$	103,348	\$	93,158	\$	(10,190)
5. Early Start (NO FFS - State/Grant Funded)				\$	1,681,478	\$	1,595,816	\$	(85,662)
TOTAL EXPENDITURES				\$	12,693,815	\$	12,168,283	\$	(525,532)
C. PRIOR YEAR ADJUSTMENTS	RS	ОВ	GL						
1. 2019-20 Beginning Balance (Early Start)				\$	655,672	\$	765,764	\$	110,092
TOTAL PRIOR YEAR REVENUE ADJUSTMENTS				\$	655,672	\$	765,764	\$	110,092
D. 2019-20 Ending Balance				Į <del></del>				_	
Total Revenues (Section A)				\$	12,720,861	\$	12,687,624	\$	(33,237)
2. Total Prior Year Revenue Adjustments (Section C)				\$	655,672	\$	765,764	\$	110,092
3. Total Expenditures (Section B)				\$	12,693,815	\$	12,168,283	\$	(525,532)
4. 2019-20 Ending Balance 5. Less Early Start Ending Balance				<b>\$</b>	<b>682,718</b> 682,717	\$	<b>1,285,105</b> 897,896	<b>\$</b>	<b>602,387</b> 215,179
6. 2019-20 Net FFS Ending Balance				\$	0	\$	387,209	\$	387,209

Number of Services	SDC	Low Incidence	1:1 Aide
Budget	210	213	8
Actuals*	203.5	217.5	14
Difference	-6.5	4.5	6
*Includes Inter-SELPA counts as follows:	2.5	2	

<sup>\*</sup>Includes Inter-SELPA counts as follows:

# San Bernardino County Superintendent of Schools EAST VALLEY COUNTY OPERATED SPECIAL EDUCATION PROGRAM 2019-20 Fee-for-Service Year-End Actuals

			1		2	3	4	5	6
			SAI ITIN		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	2,60	4,860	754,078	-	25,853	777,365	4,162,157
3	2000-2999	Classified Salaries	1,33	5,653	189,570	281,807	20,387	101,926	1,929,343
4	3000-3999	Employee Benefits	1,84	3,319	436,346	210,655	18,640	343,590	2,852,550
5	4000-4999	Books & Supplies	1	6,573	4,435	-	-	4,328	25,337
6	5000-5999	Services & Other Operating Expenditures	33	2,781	26,245	747	771	23,864	384,408
7	6000-6999	Capital Outlay		-	-	-	-	0	0
8									
9		Sub total	\$ 6,13	3,186	\$ 1,410,675	\$ 493,209	65,651	1,251,073	9,353,794
10		% of Total	0.	31300	0.18700		n/a	n/a	1.0000000
11									
12		Allocated Cost ( FN 2100, 2700, 8100) ES, FC, and CD not included	1,23	2,211	283,417	-	19,270	203,636	1,738,533
13		Sub total 1000-5000 costs	\$ 7,365,3	97.13	\$ 1,694,091.41	\$ 493,208.95	\$ 84,920	\$ 1,454,709	\$ 11,092,327
14									
15	7300-7380	Indirect Cost @ 9.7%	71	4,444	164,327	47,841	8,237	141,107	1,075,956
16									
17		TOTAL EXPENSE	\$ 8,07	9,841	\$ 1,858,418	\$ 541,050	\$ 93,158	\$ 1,595,816	\$ 12,168,282

18	Obj	RS	Revenue:	SAI SELF-CONTAINED SDC	LOW INCIDENCE ITINERANT DHH, VI, OM ITINERANT	1:1 AIDE SERVICES 1:1AIDES	FIRST CLASS  No FFS - Grant Funded	EARLY START  No FFS - State /Grant Funded	TOTAL
19	8097	6500	Property Tax Revenue	2,638,225	606,810		Funded	/Grant Funded	3,245,035
20	8181	3310	Federal Local Assistance	326,476	75,092				401,568
21	8311	6500	AB602 FFS Revenue (including Base for ADA)**	5,172,447	1,175,591	729,386			7,077,425
	0311	0300	Total (Lines 19, 20, & 21)	8,137,149	1,857,493	729,386	0	0	10,724,028
22			Total (Lilles 15, 20, & 21)	0,137,149	1,057,455	729,300	U	U	10,724,028
23			Other Revenue Sources						
24	8710	6500							
25			Local Control Funding Formula	26.022					0
26	8182	3315	Federal Preschool - RS 3315	26,822					26,822
27	8182	3310	Preschool Local Entitlement				93,158		93,158
28	8182	3345	Preschool Staff Development	209					209
29	8182	3385	Infant Part C					57,745	57,745
30	8311	6510	Infant State Apportionment					1,541,062	1,541,062
31	8590	6515	Infant Discretionary					0	0
32	8677	9285	Parent Infant Program					9,257	9,257
33	8285	9385	Other Local Revenue (contracts with districts)					119,885	119,885
34	8792	6500	Low Incidence	1,626					1,626
35	8710/8699	6500	Other Local Revenue / district contracts*	97,290	16,542				113,832
36	8981	6500	Contrib frm Unrestricted						0
37	8991	6500	Contrib to j. Hall						0
38			2019-20 Beginning Balance	2				765,762	765,763
39			TOTAL REVENUE:	8,263,098	1,874,035	729,386	93,158	2,493,711	13,453,388
40	•		Excess Cost (expense minus revenue)	\$ 183,257	\$ 15,617	\$ 188,336	\$ (0.00)	\$ 897,896	\$ 1,285,105

 Number of services - Final (includes Inter-SELPA counts)
 203.50
 217.50
 14.00
 N/A
 N/A

 2019-20 Approved Rates
 \$ 37,697.00
 \$ 7,621.00
 \$ 52,102.00

<sup>\*\*</sup>Excludes Intensive Therapeutic Svc (EBD) Fee-for-Service (\$203,500)

Sumi	mary	
Total 2019-20 Revenue	\$	13,453,388
Total 2019-20 Expenses	\$	12,168,282
2019-20 Ending Balance	\$	1,285,105
Less Early Start Ending Balance	\$	897,896
Net FFS Ending Balance	\$	387,209

8/10/2020

<sup>\*</sup>Services provided via Inter-SELPA Agreement

# San Bernardino County Superintendent of Schools East Valley County Operated Special Education Programs 2019-20 Fee-For-Service Return

District	SAI Services	% of Services	Total Return \$ 183,257.17	Low-Incidence	% of Services	tal Return 15,616.53	1:1 Aides	% of Services	Total Return \$ 188,335.78	Total Return
Colton	77.5	38%	\$ 69,790.81	75.5	35%	\$ 5,420.91	5.5	39%	\$ 73,989.06	\$149,200.78
Redlands	9.0	4%	\$ 8,104.74	54.0	25%	\$ 3,877.21	1.0	7%	\$ 13,452.56	\$25,434.50
Rialto	98.0	48%	\$ 88,251.61	63.5	29%	\$ 4,559.31	7.0	50%	\$ 94,167.89	\$186,978.81
Rim of the World	2.5	1%	\$ 2,251.32	8.0	4%	\$ 574.40	0.0	0%	\$ -	\$2,825.72
Yucaipa - Calimesa	14.0	7%	\$ 12,607.37	14.5	7%	\$ 1,041.10	0.5	4%	\$ 6,726.28	\$20,374.75
S.B. City	2.5	1%	\$ 2,251.32	2.0	1%	\$ 143.60	0.0	0%	\$ -	\$2,394.92
Total	203.5	99%	\$ 183,257.17	217.5	99%	\$ 15,616.53	14.0	100%	\$ 188,335.78	\$387,209.48

Col. A

District	2019-20 FFS Return						
2019-20	\$ 387,209.48						
Colton	\$ 149,200.78						
Redlands	\$ 25,434.50						
Rialto	\$ 186,978.81						
Rim of the World	\$ 2,825.72						
Yucaipa-Calimesa	\$ 20,374.75						
S.B. City	\$ 2,394.92						
Subtotal	\$ 387,209.48						

**Inter-SELPA Agreement** 

## **DISCUSSION ITEM**

## Non-Public School Cost Report 2019-2020

On behalf of its member districts, the EV SELPA contracts with and processes invoices for district students receiving services from non-public schools an residential treatment centers. Consultant Tennyson will review the year-end costs. Administrator Metheny will address trends and answer questions.

# East Valley SELPA 19/20 4th Quarter Billing, Adjustments, and Year End Totals

District	FN	To	tal Q4 Billing	Q	4 Year End Adj	1	Total Q4 Trf	Total Previous Q1 - Q3		Y	2019/20 'ear-End Total
NPS Education	1180		156,448.17		4,547.58		160,995.75	\$	568,558.61	\$	729,554.36
NPS Mental Health	3900		67,425.42				67,425.42	\$	360,625.19	\$	428,050.61
Colton		\$	223,873.59	\$	4,547.58	\$	228,421.17	\$	929,183.80	\$	1,157,604.97
NPS Education	1180		126,181.92		33,543.81		159,725.73	\$	675,111.89	\$	834,837.62
NPS Mental Health	3900		153,957.02				153,957.02	\$	584,074.38	\$	738,031.40
Redlands		\$	280,138.94	\$	33,543.81	\$	313,682.75	\$	1,259,186.27	\$	1,572,869.02
NPS Education	1180		234,239.84		(4,952.51)		229,287.33	\$	747,749.10	\$	977,036.43
NPS Mental Health	3900		55,751.97				55,751.97	\$	394,021.76	\$	449,773.73
Rialto		\$	289,991.81	\$	(4,952.51)	\$	285,039.30	\$	1,141,770.86	\$	1,426,810.16
NPS Education	1180		15,343.82		9,764.37		25,108.19	\$	106,640.43	\$	131,748.62
NPS Mental Health	3900		26,943.00				26,943.00	\$	95,137.28	\$	122,080.28
Rim		\$	42,286.82	\$	9,764.37	\$	52,051.19	\$	201,777.71	\$	253,828.90
NPS Education	1180		48,958.95				48,958.95	\$	259,812.99	\$	308,771.94
NPS Mental Health	3900		56,684.17				56,684.17	\$	203,669.20	\$	260,353.37
Yucaipa		\$	105,643.12			\$	105,643.12	\$	463,482.19	\$	569,125.31
NPS Education Total	1180		581,172.70		42,903.25		624,075.95		2,357,873.02	\$	2,981,948.97
NPS Mental Health Total	3900		360,761.58		-		360,761.58		1,637,527.81	\$	1,998,289.39
Grand Total		\$	941,934.28	\$	42,903.25	\$	984,837.53	\$	3,995,400.83	\$	4,980,238.36

## **DISCUSSION ITEM**

## Due Process Legal Cost Report 2019-2020

All member districts contribute to the legal insurance fund to cover costs related to due process filings. Administrator Metheny and Program Manager Rick Homutoff will discuss the 2019-2020 filings and present information on a current nationwide class action suit related to COVID-19 and school closures. Consultant Tennyson will review the costs from 2019-2020.

# 2019-2020 Due Process Update & Status of the Class Action Lawsuit Filed in New York

SELPA Board Meeting
Presented by Rick Homutoff, Ed.D.
September 16, 2020



# 2019-2020 Due Process Cases

- 31 cases were filed during the 2019-2020 school year.
- In comparison, during the 2018-2020 school year, 45 cases were filed.
- Nine of the 31 cases were filed by students with 2 or more filings in the past 5 years. This trend continues to go down from previous years.
- The 31 cases includes four "Mediation Only" requests of which three were declined and one was settled. Mediation Only is voluntary for either the district or parent.



# 2019-2020 Due Process Cases (continued)

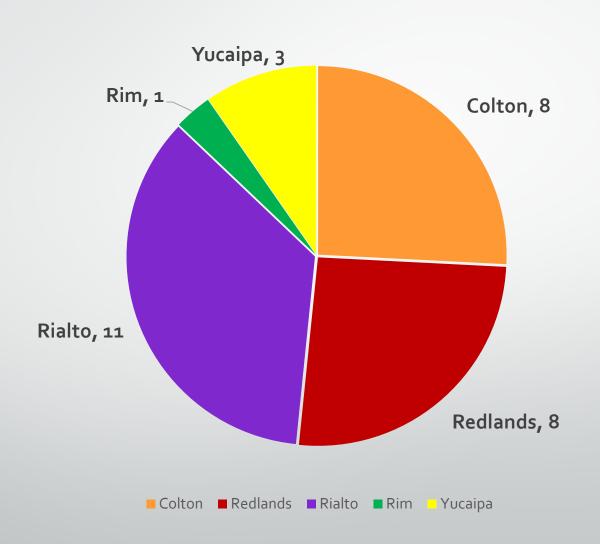
- Overall, due process cases are down, and data show costs were lower as a result of this and the initial Covid-19 closures with parent attorney's not filing cases March through June. We anticipate an increase in filings for 2020-2021.
- However, Attorneys have shared that due process hearings are increasing in cost, especially during the Covid-19 shutdowns. Hearings are taking longer and costs associated with virtual hearings are higher.
- During the closures a number of settlement agreements have been amended to provide additional time for parents to access compensatory education services.



# 2019-2020 Due Process Cases in California

• In a review of the decisions that have come down since the school closures, there appears to be a trend for ALJ's to order compensatory education to students where the districts did not make a concerted effort to provide services to students during the closures.

# EV SELPA 19/20 Filings



# EV SELPA 19/20 Filings by Month



# Lessons Learned

- Immediately following a settlement agreement ensure staff are aware of the agreement and the terms are clarified to them.
- Assign an administrator to ensure agreement is fully implemented with fidelity.
- Make sure contracts are developed right away, as these take time and any delay could be a violation of the agreement.
- If SELPA is doing any assessments (ERMHS or OT) make sure to send in referral forms, including IEPs and reports immediately.
- Make sure team is maintaining data, especially during distance learning.
- ALJs are holding districts accountable for providing services during the closures, so the more data you have, the stronger your position will be.

## Class Action Lawsuit

J.T., Plaintiffs

V

DeBlasio, Carranza & All School Districts in The United States; and State Departments of Education in the United States, Defendants

# Class Action Suit Status:

- Every state and local school district has been named as a defendant in this special education class action lawsuit filed July 28 in the U.S. District Court, Southern District of New York. The lawsuit alleges nearly one dozen violations of state and federal education laws, stating that students with disabilities were unable to receive the individualized services and supports in their IEPs during school closures this spring in response to the pandemic outbreak.
- The New York Judge has ordered the attorneys to "SHOW CAUSE, as to why the complaint should not be dismissed against all school districts from the other 49 states..."
  - Judge ordered them to show "legal authority, not hortatory arguments...addressing the jurisdictional defect..."
  - Word of the Day:
    - hor·ta·to·ry adjective; to exhort or strongly urge or request someone to take an action
  - The attorneys have a few more days to provide this evidence to the judge and he will rule on whether the case will proceed or be dismissed.

# Class Action Suit continued...

- Does this impact EVSELPA?
- Yes, we found every school district in our SELPA named within the complaint.
- Yucaipa-Calimesa was the first to receive an actual complaint for a hearing request with a specific student named.
- However, the case was not filed with the Office of Administrative Hearings, which is required in the State of California. It simply stated "Request for an Impartial Hearing."
- We assigned an attorney and asked OAH for the case to be dismissed for lack of sufficiency and the attorneys are not practicing attorneys in the State of California.
- OAH agreed and has dismissed the case on those grounds
  - The parent attorneys can refile as long as it is done through attorneys licensed to practice in California.
- Please let me know immediately if you receive such a complaint so we may respond in a timely manner.

# EAST VALLEY SELPA FY 2019-20 FINAL LEGAL DUE PROCESS REPORT

	Α	В		С	D	E		F
				2018	3/19	2019	9/20	)
1	OBJECT CODE	DESCRIPTION	F	INAL BUDGET	ACTUAL EXPENDITURES		EX	ACTUAL PENDITURES
2	1000 & 2000	SALARIES	\$	202,416.00	203,192.38	218,298.00		219,462.79
3	3000	BENEFITS	\$	79,543.00	65,032.52	72,064.00		72,499.86
4	4000	MATERIALS & SUPPLIES	\$	4,768.00	50.61	1,100.00		1,951.10
5	5000	TRAVEL/COPIES/DATA /PY FALLOUT/OTHER	\$	17,354.00	10,241.20	12,428.00		9,210.19
6		LRP/ SPECIAL ED CONNECTION	\$	35,894.00	35,894.00	36,610.00		36,610.00
7	5803	COLTON - PARENT REIMBURSEMENT	\$	5,000.00	307.00	15,000.00		(307.00)
8	5803	REDLANDS - PARENT REIMBURSEMENT	\$	25,000.00	21,735.00	15,500.00		7,822.92
9	5803	RIALTO - PARENT REIMBURSEMENT	\$	15,000.00	9,177.00	10,000.00		(265.00)
10	5803	RIM - PARENT REIMBURSEMENT	\$	4,000.00	-	5,000.00		3,000.00
11	5803	YUCAIPA - PARENT REIMBURSEMENT	\$	6,000.00	4,904.00	10,000.00		-
12	5820	PARENT - ATTORNEY FEES	\$	325,000.00	313,497.15	304,000.00		197,127.85
13	5820	SELPA/DISTRICT - ATTORNEY FEES	\$	495,025.00	485,267.49	460,000.00		362,536.98
14	5810	IEE - PSYCH/OTHER EVAL	\$	85,000.00	49,055.70	100,000.00		23,635.00
15	5810	COMP ED - BEHAVIORAL AIDE/THERAPY/TUTORING	\$	=	-	40,000.00		-
16		TOTAL	\$	1,300,000.00	\$ 1,198,354.05	\$ 1,300,000.00	\$	933,284.69
<b>17</b>	Total Parent A	Attorney Fees	\$	325,000.00	313,497.15	304,000.00		197,127.85
18	Total SELPA A	ttorney Fees	\$	495,025.00	485,267.49	460,000.00		362,536.98
19	Total Attorne	ys Fees	\$	820,025.00	798,764.64	764,000.00		559,664.83

## **DISCUSSION ITEM**

2020 EV SELPA Virtual Professional Development Catalog

Administrator Metheny will present the 2020 EV SELPA Professional Development Catalog of virtual training opportunities.

# 2020



VIRTUAL PROFESSIONAL DEVELOPMENT

WEBINAR TRAININGS CATALOG

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Instructional Practices
Occupational & Physical Therapists
Paraprofessionals
Professional Crisis Management (PCM)
School Psychologists
Speech-Language
Transition
East Valley SELPA Presenters





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# SELPA CALENDAR OF EVENTS

AUGUST 2020	TIME	VIRTUAL EVENT	PAGE
8/20/20	1:00-2:30	Transition Teachers Instruction: Support for Teachers of High School Seniors Training Series (#1)	49
8/20/20	1:00-2:30	Transition Teachers Instruction: Support for Teachers of High School Juniors Training Series (#1)	50
8/20/20	1:00-2:30	Support for High School Transition Teachers for Young Adults 18-22 Years Old Training Series (#1)	51
8/25/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	41
8/25/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	41
8/25/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	41
8/25/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	41
8/26/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	41
8/26/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	41
8/26/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	41
8/26/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	41
8/27/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	41
8/27/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	41
8/27/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	41
8/27/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	41
8/27/20	2:00-3:00	Region 10 ADR Committee Presents: Making Virtual Meetings and Relationships with Parents Work	10
8/27/20	8:00-12:00	Transition Teachers Instruction: Support for Teachers of High School Seniors Training Series (#2)	49
8/27/20	8:00-12:00	Transition Teachers Instruction: Support for Teachers of High School Seniors Training Series (#2)	50
8/27/20	8:00-12:00	Support for High School Transition Teachers for Young Adults 18-22 Years Old Training Series (#2)	51
8/31/20	9:00-11:00	Paraprofessionals in a Virtual World: Three Models for Distance Learning Utilizing Paraprofessionals Support	39
8/31/20	1:00-3:00	Paraprofessionals in a Virtual World: Three Models for Distance Learning Utilizing Paraprofessionals Support	39



# SELPA CALENDAR OF EVENTS

SEPTEMBER 2020	TIME	VIRTUAL EVENT	PAGE
9/3/20	ТВА	Transition Teachers Instruction: Support for Teachers of High School Seniors Training Series (#3)	49
9/3/20	ТВА	Transition Teachers Instruction: Support for Teachers of High School Juniors Training Series (#3)	50
9/3/20	ТВА	Support for High School Transition Teachers for Young Adults 18-22 Years Old Training Series (#3)	51
9/3/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	41
9/3/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	41
9/4/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	41
9/4/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	41
9/11/20	9:00-10:00	7 Strategies for Fun and Engaging Distance Learning	27
9/11/20	9:00-12:00	Region 10 OT Committee Presents: Legally Compliant OT/PT Assessments & Reports	36
9/11/20	3:00-4:00	7 Strategies for Fun and Engaging Distance Learning	27
9/14/20	9:00-11:00	School Psychologists Training: Tips, Tricks, Tools and Best Practice for Eligibility Assessment Refresher	13, 43
9/17/20	8:30-10:30	Adult Transition Program (ATP) Network Meeting	52
9/17/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	41
9/17/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	41
9/18/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	41
9/18/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	41
9/21/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	41
9/21/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	41
9/22/20	9:30-10:30	Region 10 ADR Committee Presents: Setting the Stage for Collaboration: The Cornerstone of the IEP Meeting	11



# SELPA CALENDAR OF EVENTS Educating Together.

OCTOBER 2020	TIME	VIRTUAL EVENT	PAGE
10/6/20	9:00-11:00	Autism & Assessment: A Team Approach	14, 19
10/6-7/20	8:30-10:30	IEP Goal Development & Progress Monitoring (2-Day Training)	31
10/8/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	41
10/8/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	41
10/9/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	41
10/9/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	41
10/16/20	1:00-3:00	Behavior Networking	23
10/19/20	9:00-11:00	Applied Behavior Analysis (ABA)	15, 24
10/19/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	41
10/19/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	41
10/20/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	41
10/20/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	41
10/21/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	41
10/21/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	41
10/21/20	1:00-3:00	Autism & Mental Health	20, 29
10/26/20	1:00-3:00	Applied Behavior Analysis (ABA)	15, 24
10/29/20	9:00-11:00	Augmentative and Alternative Communication (AAC) in the Classroom	21, 47
10/30/20	1:00-3:00	Augmentative and Alternative Communication (AAC) in the Classroom	21, 47



# SELPA CALENDAR OF EVENTS

NOVEMBER 2020	TIME	VIRTUAL EVENT	PAGE
11/2/20	9:00-11:00	The School Psychologists Role in Determining Eligibility	16, 44
11/5/20	8:30-10:30	Structuring the Classroom for Student Success	34
11/6/20	1:00-3:00	Structuring the Classroom for Student Success	34
11/9/20	8:30-10:30	IEP Implementation	32
11/12/20	9:00-11:00	Got Behavior? We've Got Solutions!	25
11/13/20	1:00-3:00	Got Behavior? We've Got Solutions!	25
DECEMBER 2020	TIME	VIRTUAL EVENT	PAGE
12/3/20	8:00-10:00	Region 10 OT Committee Presents: Back to School Basics	37
12/7/20	9:00-11:00	School Psychologist Training: Emotional Disturbance Assessment	17, 45



# **ADR**



ALTERNATIVE DISPUTE RESOLUTION







# **REGION 10 ADR COMMITTEE PRESENTS:**



# **MAKING VIRTUAL MEETINGS & RELATIONSHIPS WITH PARENTS WORK**

# Presented by: Marc Purchin, Purchin Consulting

IEP and other types of meetings have changed from being in-person to a virtual platform.

What are the challenges facing staff and parents in this platform?
This training will provide strategies and tools that can be implemented immediately, ensuring that virtual meetings will continue to be meaningful, productive, and legal.

Thursday
AUGUST 27, 2020
2:00 - 3:00 PM

Register Online: https://sbcss.k12oms.org/46-187282







# **REGION 10 ADR COMMITTEE PRESENTS:**

SETTING THE STAGE
FOR COLLABORATION:
THE CORNERSTONE OF
IEP MEETINGS

Presenter:
DR. KARINA QUEZADA,
Psy.D., NCSP, LEP 3470
Educational Psychologist
Program Specialist CAHelp

**TUESDAY** 

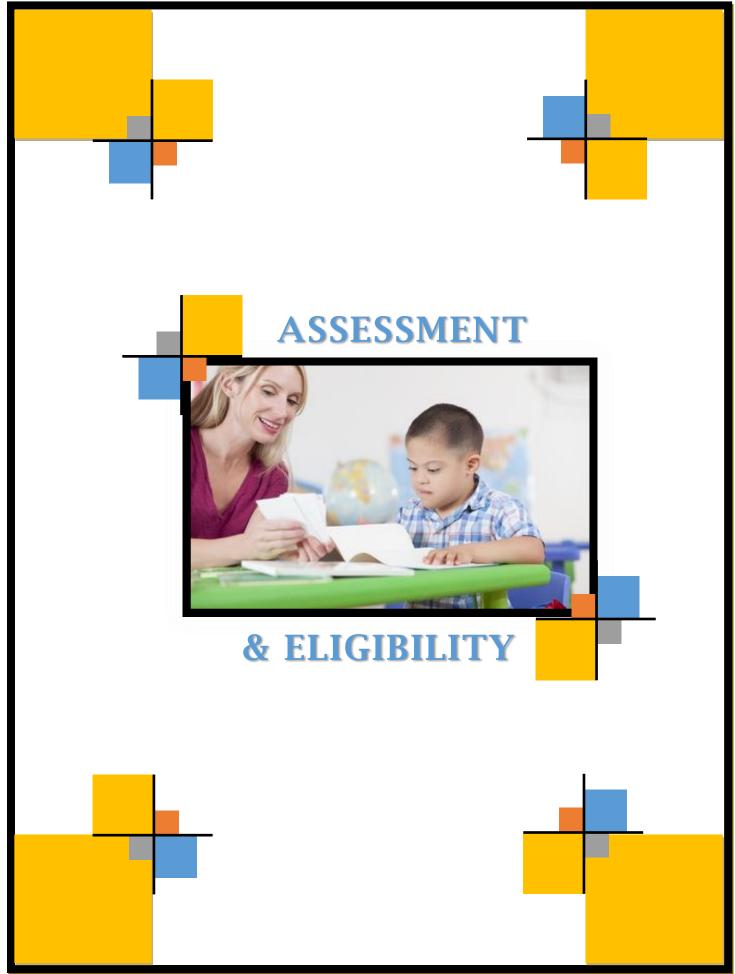
**SEPTEMBER 22, 2020** 

9:30 - 10:30 AM

Essential to the success of an IEP meeting is the understanding and the usage of critical components that facilitate a smooth process. Dr. Quezada will highlight how to use the following components in the virtual world. Such components include knowing the IEP process, using agendas, conducting proper introductions, employing visuals such as Flip Charts, layout of building including parking lots, and understanding collaboration and consensus.

**Register Online:** 

https://sbcss.k12oms.org/46-187280







SCHOOL PSYCHOLOGISTS TRAINING



Presented by: Jessica Lascano M.A., LEP #3613, NCSP

Monday SEPTEMBER 14, 2020 9:00 — 11:00 AM

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: https://sbcss.k12oms.org/46-188146







# **AUTISM ASSESSMENT - A TEAM APPROACH**

Tuesday
OCTOBER 6, 2020
9:00 am — 11:00 am

# **TEAM OF PRESENTERS:**

Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist Jessica M. Lascano, M.A., LEP #3613, NCSP, SBCSS School Psychologist Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager Jo-Ann Vargas, OTR/L, EV SELPA Lead Occupational Therapist

Participants will learn best practices to be used by assessment teams when conducting autism assessments. Participants will hear from professionals in the fields of school psychology, speech and language pathology, Applied Behavior Analysis (ABA), mental health and occupational therapy regarding how to collaborate for the purposes of generating a comprehensive assessment. All assessors who work with students suspected of having autism are encouraged to attend and participate in this live webinar. The presenters believe a comprehensive approach is the most ethical and legally defensible manner in which to assess. Participants will learn the differences between autism as identified via education code, and within a medical model. Participants will gain resources, ideas, and knowledge about how to use a team approach to autism assessment.

# Register Online:

https://sbcss.k12oms.org/46-186893





# APPLIED BEHAVIOR ANALYSIS





EAST VALLEY SELPA PROGRAM SPECIALISTS

COURTNEY BEATTY , M.A., BCBA
SUSANNE FERGUSON, Ed.S., CCC-SLP, BCBA

This webinar is offered twice, so participants can select either a morning or an afternoon session.

Participants will only register for one webinar, not both.

**OR** 

MONDAY
OCTOBER 19, 2020
9:00 am - 11:00 am

**REGISTER ONLINE:** 

https://sbcss.k12oms.org/46-186894

MONDAY
OCTOBER 26, 2020
1:00 pm - 3:00 pm

**REGISTER ONLINE:** 

https://sbcss.k12oms.org/46-186895

Join us for a two-hour introductory course on Applied Behavioral Analysis (ABA). Participants will learn evidence-based behavioral strategies that can be used immediately in classrooms. These strategies will optimize the behavioral, social, academic, and communicative functioning of students with ASD.

# Objectives:

- Definition and Facts about ABA
- The ABC Contingency
- Functions of Behavior
- Reinforcers and Their Principles
- Positive and Negative Reinforcement & Punishment
- Extinction
- ABA Teaching Strategies
- Definition and Components of Discrete Trial Training



# The School Psychologists Role in Determining Eligibility

# **Presented by:**

Jessica Lascano, M.A., LEP#3613, NCSP
Anne-Marie Foley, M.S., Program Manager, Regional Services EV SELPA

Monday
November 2, 2020
9:00 am - 11:00 am

School psychologists are uniquely posed to support the IEP team in determining special education eligibility. They can help IEP teams to understand and use assessment findings to make data driven decisions. In this training school psychologists will learn best practices when presenting assessment results, determining eligibility, selecting a plan type, and working with the IEP team to utilize available data in an appropriate and defensible manner.

Register Online: https://sbcss.k12oms.org/46-188165



# SCHOOL PSYCHOLOGISTS TRAINING





# **Emotional Disturbance Assessment**

Presented by: Jessica Lascano, M.A., LEP #3613, NCSP

Monday
DECEMBER 7, 2020
9:00 am -11:00 am

This training is focused on assessment in the area of Emotional Disturbance. The trainer will explore the California Education Code definition of Emotional Disturbance, and the six characteristics associated with this eligibility area. Participants will learn how to conduct thorough assessment in the area of Emotional Disturbance, and will learn how to capture assessment findings in a legally defensible and comprehensive psycho-educational report. Participants will leave the training with several tools, and resources for use when assessing students in the area of Emotional Disturbance.

Register Online: https://sbcss.k12oms.org/46-188161









# **AUTISM ASSESSMENT - A TEAM APPROACH**

Tuesday
OCTOBER 6, 2020
9:00 am — 11:00 am

# **TEAM OF PRESENTERS:**

Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist Jessica M. Lascano, M.A., LEP #3613, NCSP, SBCSS School Psychologist Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager Jo-Ann Vargas, OTR/L, EV SELPA Lead Occupational Therapist

Participants will learn best practices to be used by assessment teams when conducting autism assessment. Participants will hear from professionals in the fields of school psychology, speech and language pathology, Applied Behavior Analysis (ABA), mental health and occupational therapy regarding how to collaborate for the purposes of generating a comprehensive assessment. All assessors who work with students suspected of having autism are encouraged to attend and participate in this live webinar. The presenters believe a comprehensive approach is the most ethical and legally defensible manner in which to assess. Participants will learn the differences between autism as identified via education code, and within a medical model. Participants will gain resources, ideas, and knowledge about how to use a team approach to autism assessment.

# Register Online:

https://sbcss.k12oms.org/46-186893







# **AUTISM & MENTAL HEALTH**

# **Presenters:**

Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist Jessica Lascano, M.A., LEP #3613, NCSP, SBCSS School Psychologist Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

Wednesday OCTOBER 21, 2020 1:00 pm - 3:00 pm

**Register Online:** 

https://sbcss.k12oms.org/46-186896

Mental health disorders occur frequently in students with Autism Spectrum Disorder (ASD). Untreated problems may be associated with the development or worsening of depression, aggression, self-injury, and anxiety. Moreover, students who struggle with mental health, have difficulty learning and focusing on instruction at school. This course will review evidence-based practices to support students with ASD who demonstrate mental health needs. Learn how to use a variety of visual supports and cognitive behavioral strategies to support students emotional well-being and mental health. Participants will leave with a tool-kit of ideas to use immediately with students.





# AAC in the Classroom: Empowering All Students to Communicate

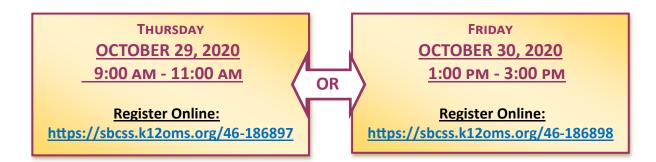
# **Presenters:**

EV SELPA Program Specialists
Courtney Beatty, M.A., BCBA
Susanne Ferguson, Ed.S., CCC-SLP, BCBA



This webinar is offered twice, so participants can select either a morning or an afternoon session.

Participants will only register for one webinar, not both.

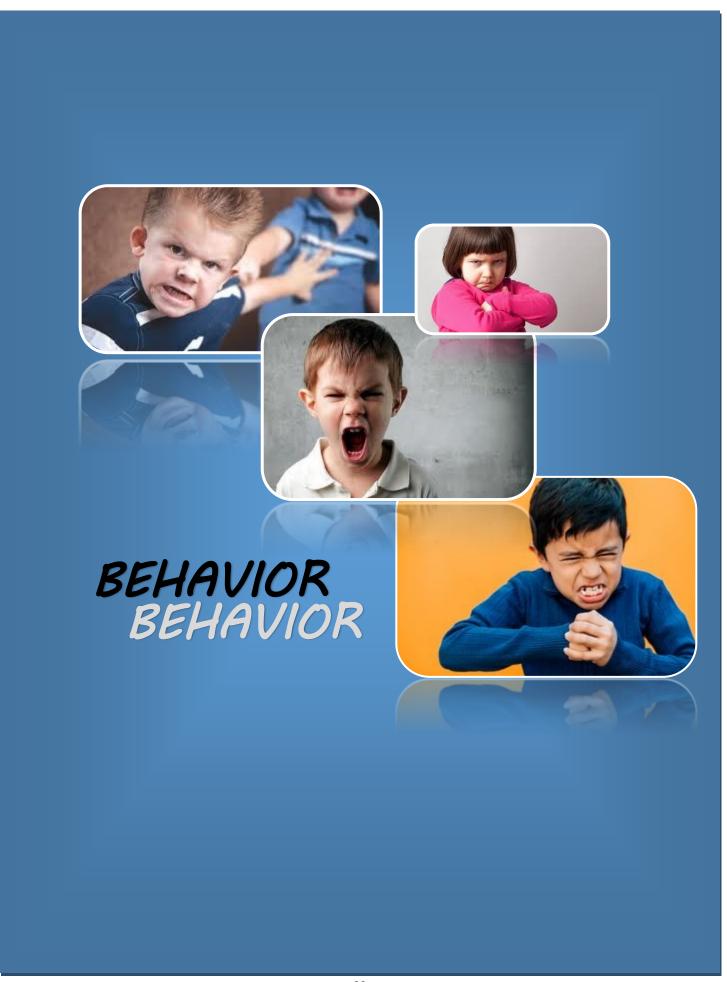


Do you work with students who have difficulty communicating verbally? Would you like to know more about how to give your students a "voice"? This 2-hour live webinar is an introduction to Augmentative and Alternative Communication (AAC) for teachers, paraprofessionals, and Speech-Language Pathologists who work in the classroom setting.

# We will cover many objectives, including:

- The guiding principals of AAC and its forms
- Core and fringe vocabularies
- How to model communication for an AAC learner
- Engineering the classroom for visual communication
- Planning and integrating AAC throughout the day
- Team collaboration for success
- Resources for communication systems, activities, and lesson plans

This training is an overview of AAC and focuses on classroom implementation. It does NOT cover programming of specific devices or their systems.





Courtney Beaty, M.A., BCBA
Susanne Ferguson, Ed.S., CCC-SLP, BCBA
Mary Anne Klenske, M.A.
Shannon Vogt, M.A.
Tracy Schroeder, LCSW

The Behavior Networking (group) is a platform for teachers, administrators and other staff to come together to share specific challenges they are experiencing with one or more students. These sessions will be facilitated by East Valley SELPA Program Specialists, and will be used as a forum to work together, problem solve, share the failures and successes using different strategies and develop solutions to take back to their classrooms and programs. Group members will be able to send and receive documents and information on Evidence Based Practices, tools and visual supports to use with their own students. Topics, dates and times for upcoming trainings and webinars will be shared as well.

Register Online: https://sbcss.k12.oms.org/46-189681







# APPLIED BEHAVIOR ANALYSIS



# PRESENTERS:

EAST VALLEY SELPA PROGRAM SPECIALISTS

COURTNEY BEATTY , M.A., BCBA
SUSANNE FERGUSON, Ed.S., CCC-SLP, BCBA

This webinar is offered twice, so participants can select either a morning or an afternoon session.

Participants will only register for one webinar, not both.

OR

MONDAY
OCTOBER 19, 2020
9:00 am - 11:00 am

**REGISTER ONLINE:** 

https://sbcss.k12oms.org/46-186894

Monday
October 26, 2020
1:00 pm - 3:00 pm

**REGISTER ONLINE:** 

https://sbcss.k12oms.org/46-186895

Join us for a two-hour introductory course on Applied Behavioral Analysis (ABA). Participants will learn evidence-based behavioral strategies that can be used immediately in classrooms. These strategies will optimize the behavioral, social, academic, and communicative functioning of students with ASD.

# Objectives:

- Definition and Facts about ABA
- The ABC Contingency
- Functions of Behavior
- Reinforcers and Their Principles
- Positive and Negative Reinforcement & Punishment
- Extinction
- ABA Teaching Strategies
- Definition and Components of Discrete Trial Training
- Data Collection







# **Presenters:**

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

This webinar is offered twice, so participants can select either a morning or an afternoon session. Participants will only register for one webinar, not both.

**THURSDAY** 

NOVEMBER 12, 2020 9:00 am - 11:00 am

**REGISTER ONLINE:** 

https://sbcss.k12oms.org/46-186902

<u>OR</u>

**FRIDAY** 

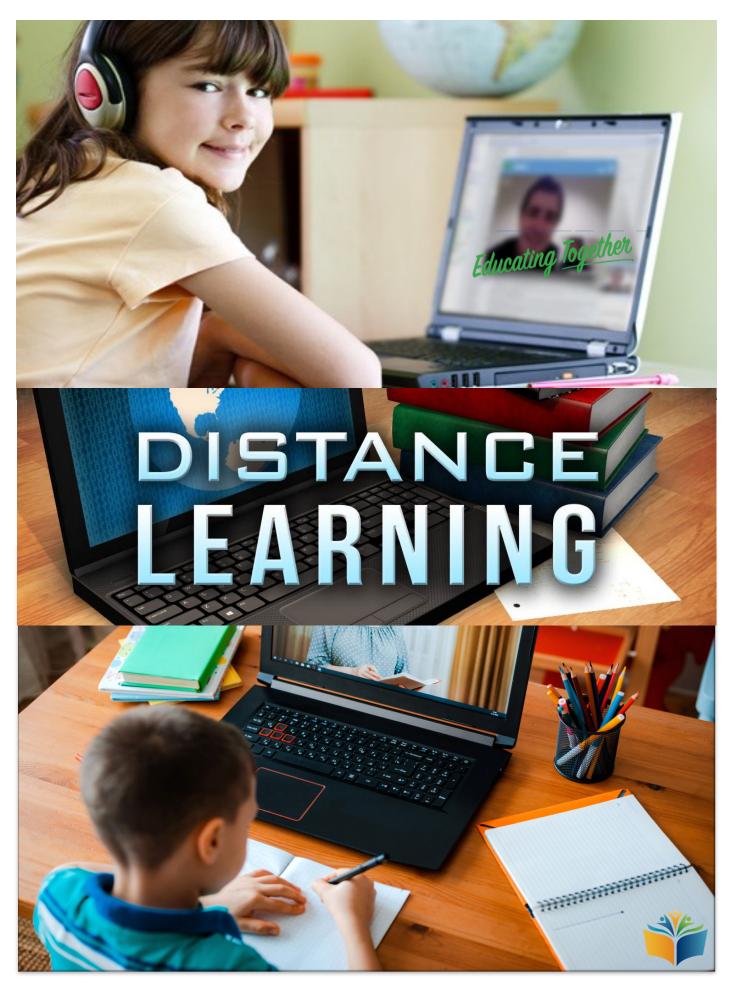
NOVEMBER 13, 2020 1:00 pm - 3:00 pm

**REGISTER ONLINE:** 

https://sbcss.k12oms.org/46-186903

This webinar focuses on using hands-on positive proactive approaches to classroom and behavior management to assist teachers with students with behavior challenges. The following behavioral principles will be introduced to empower teachers to manage problem behaviors effectively in their settings:

- ABC's and functions of behavior
- Reinforcement and Reinforcement Systems
- Visual Supports & other tools to manage behavior
- Sensory strategies
- Data Collection









# 7 STRATEGIES FOR FUN AND ENGAGING DISTANCE LEARNING

Do you have an hour and want to learn how to create fun and engaging virtual lessons for students with moderate to severe disabilities? Join us to learn about 7 free or low-cost strategies that engage your learners during Distance Learning.

# This webinar will:

- Define each strategy (what)
- Show an example of each strategy (how)
- Provide the source for each strategy (where)

# <u>Trainers:</u> Courtney Beatty and Susanne Ferguson EV SELPA Program Specialists

Friday September 11, 2020 9:00-10:00 am

Register Online:

https://sbcss.k12oms.org/46-188845

Friday September 11, 2020 3:00-4:00 pm

Register Online:

https://sbcss.k12oms.org/46-188846

Intended audience:
Educators who work with students with
Moderate to Severe Disabilities through Distance Learning









# **AUTISM & MENTAL HEALTH**

# **Presenters:**

Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist Jessica Lascano, M.A., LEP #3613, NCSP, SBCSS School Psychologist Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

Wednesday OCTOBER 21, 2020 1:00 pm - 3:00 pm

**Register Online:** 

https://sbcss.k12oms.org/46-186896

Mental health disorders occur frequently in students with Autism Spectrum Disorder (ASD). Untreated problems may be associated with the development or worsening of depression, aggression, self-injury, and anxiety. Moreover, students who struggle with mental health, have difficulty learning and focusing on instruction at school. This course will review evidence-based practices to support students with ASD who demonstrate mental health needs. Learn how to use a variety of visual supports and cognitive behavioral strategies to support students emotional well-being and mental health. Participants will leave with a tool-kit of ideas to use immediately with students.







# **IEP GOAL & PROGRESS MONITORING**

Tuesday & Wednesday
OCTOBER 6 & 7, 2020
8:30 - 10:30 AM

# Presenters:

EAST VALLEY SELPA PROGRAM SPECIALISTS
COURTNEY BEATTY, M.A., BCBA
SHANNON VOGT, M.A.

Join us for two, 2-hour courses on how to develop legally compliant IEP goals using a 13-part template and how to collect data (progress monitoring) on IEP goals. Participants will receive a goal bank to reference & help support future goal development.



# Day 1 Objectives - Participants will:

- Be able to identify significant parts of an effective IEP goal
- Be able to use an IEP Goal Template to guide the development or check the accuracy of current IEP goals
- Demonstrate knowledge of current grade level and functional grade level to develop appropriate goals (Backwards Mapping)



# Day 2 Objectives - Participants will:

- Be able to define Progress Monitoring and how it relates to IEP development.
- Practice completing progress monitoring sheets and develop new sheets based on current and future IEP goals
- Continue creating the goal bank from Day 1 and matching the goals to the correct progress monitoring sheets

This is a 2-day training, participants must attend both days

REGISTER ONLINE: https://sbcss.k12oms.org/46-186904



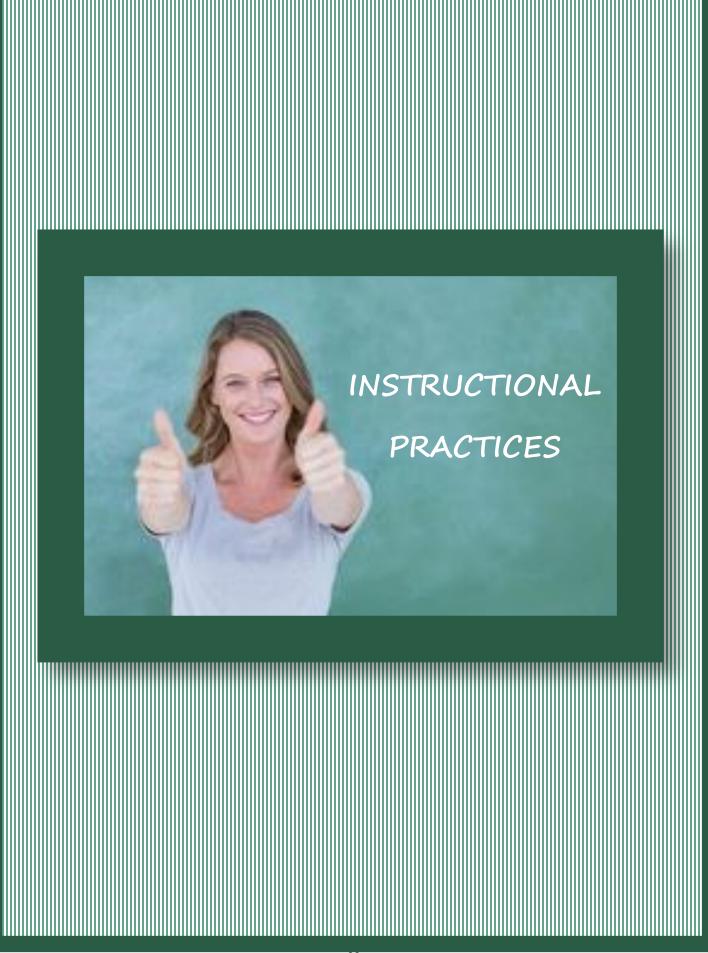






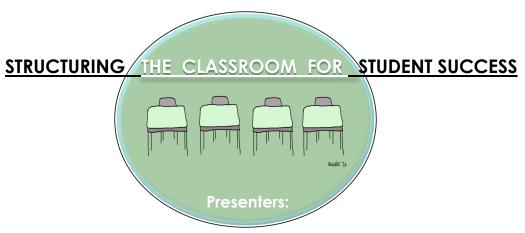
# **Objectives:**

- \* Participants will understand all the areas for implementation in an IEP
- Participants will learn to use the conditions of intervention as a guide for target skill instruction
- \* Participants will learn how to collect data while instructing the target skill
- Participants will understand self-management with checklists









Courtney Beatty, M.A., BCBA, EV SELPA Program Specialist Jo-Ann Vargas, OTR/L, EV SELPA Lead Occupational Therapist Shannon Vogt, M.A., EV SELPA Program Specialist

This live webinar is for teachers, paras and administrators at any stage of their career who would like to learn more about effective, well-run classrooms based on Evidence-Based Practices (EBP). Participants will leave with many tools to immediately implement in their classrooms!

### Objectives:

- Participants will learn several classroom environmental interventions
- Participants will learn the difference between modifications and accommodations
- Participants will understand behavioral management strategies including classroom rules and

This webinar is offered twice, so participants can select either a morning or an afternoon session.

Participants will only register for one webinar, NOT both.

THURSDAY

NOVEMBER 5, 2020 8:30 am - 10:30 am

REGISTER ONLINE:

https://sbcss.k12oms.org/46-186900

OR

FRIDAY

1:00 pm - 3:00 pm

**REGISTER ONLINE:** 

https://sbcss.k12oms.org/46-186901







# Region 10 Coordinating Council Presents the following training....



# **Legally Compliant OT/PT Assessments & Reports**

# Presented by Cynthia Vargas Attorney at Law from Fagen Friedman & Fulfrost LLP and Rick Homutoff, Ed.D., EV SELPA Due Process Program Manager

*Back by popular demand* with new information on IEPs and Distance Learning. This Live Webinar is a <u>must</u> for school-based Occupational and Physical Therapists who strive to be as legally compliant as possible when it comes to testing, assessing and documenting reports. NEW TOPICS include IEPs and Distance Learning issues. It will consist of a two hour seminar, followed by a one hour Q&A.

**Date:** Friday, September 11, 2020

**Time:** Webinar 8:00-11:00 am with the last hour for Q&A

**Location:** Webinar (Link will be sent prior to the event)

Fee: This webinar is offered at **No Cost** to participants

**Audience:** Occupational & Physical Therapists, Certified Occupational Therapy Assistants, PT Assistants

# **Outcomes:**

- 1. Participants will be able to name at least 3 legal tools to implement during Distance Learning including language for assessments and treatments.
- 2. Participants will understand the legal implications of IEPs and assessment timelines, especially during and after Distance Learning.
- 3. Participants will learn how legally compliant and evidence based treatment interventions may be different during and after school closures.

**CEUs:** Certificate of attendance will be provided, verifying 3 professional development units.

Questions: Tami Goldstein, SELPA Services Specialist, tami.goldstein@sbcss.net

# **Register online:**

https://sbcss.k12oms.org/46-186687



# **Region 10 Coordinating Council Presents:**



# **Back to School Basics OT/PT Webinar**

Presented by the OT/PT Region 10 Committee: Jek Barrozo (OT), Belinda Block (PT), Jo-Ann Vargas (OT), Amy Sadek(OT)

This 3-hour webinar will go over the role of the Occupational and Physical Therapist in the school setting. From basic concepts to application of new legal mandates, this training will review foundational principles for the school-based practitioner and best practices not only for in-person assessments and treatments, but also for distance learning. The Region 10 OT Committee will share their knowledge and expertise which has resulted in defensible assessments and treatment delivery in the Inland Empire and Orange County. Topics will include: referral process, assessment tools (formal and informal), assessment report templates, a list of evidence-based interventions, legally sound documentation forms, and more. This is your opportunity to ask the burning questions and receive responses from different perspectives yet derived from best practices.

Date: Thursday, December 3, 2020

Time: 8:30 a.m. to 11:30 am

**Location: Online Webinar** 

Fee: Free

**Audience**: Occupational Therapists, Certified Occupational Therapy Assistants, Physical Therapists, Physical Therapy Assistants, Special Education Teachers, General Educators, Instructional Assistants and Administrators.

# **Outcomes, Participants will:**

- 1. Define the roles of Occupational and Physical therapy in school-based practice
- 2. Understand the IEP process as related service providers
- 3. Identify common assessments and interventions
- 4. Learn best practices related to documentation

<u>CEUs:</u> Certificate of attendance will be provided, verifying 3 professional development units.

Questions: Jo-Ann Vargas, EV SELPA Lead Occupational Therapy at joann.vargas@sbcss.net

Register Online: https://sbcss.k12oms.org/46-188188



PARAPROFESSIONAL











# PARAPROFESSIONALS IN A VIRTUAL WORLD:

THREE MODELS FOR DISTANCE LEARNING UTILIZING PARAPROFESSIONALS SUPPORT



# Presented by:

EV SELPA Program Specialists
Courtney Beatty, M.A., BCBA
Mary Anne Klenske, M.A.
Colleen Meland, M.A.
Shannon Vogt, M.A.



This training will layout 3 learning models for teachers and paraprofessionals to work together to efficiently guide students when working in the virtual world. Paraprofessionals will learn, among other things, how to effectively remediate instructional lessons, how to prompt students remotely, how to use various instructional strategies, and how to use various support tools virtually.

Monday AUGUST 31, 2020 9:00—11:00 AM

Register Online: https://sbcss.k12oms.org/46-187985

Monday
AUGUST 31, 2020
1:00—3:00 PM

Register Online: https://sbcss.k12oms.org/46-187986

Following the Live Webinar a recording will be available for the attendees.

OR



Helping Professionals • Changing Lives

The following PCM Re-certification Trainings will be 4-hour Virtual Training and an exam on-line for both Practitioner and Practitioner 2(P) levels during the COVID-19 pandemic. Each training date includes two different time options for participants to choose from, 9:00am -1:00pm or 1:00-5:00pm . Confirmed registered participants will receive a PCM packet and a link to join the recertification training prior to the training event.

Re-certification Trainings - \$40.00 per training



PRACTITIONER LEVEL RE-CERTIFICATION TRAININGS		
DATE	TIME	ONLINE REGISTRATION
Tuesday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187599
AUGUST 25, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187609
Wednesday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187600
AUGUST 26, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187610
Thursday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187601
AUGUST 27, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187612
Thursday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187603
SEPTEMBER 3, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187613
Friday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187604
SEPTEMBER 4, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187615
Thursday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187606
OCTOBER 8, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187618
Friday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187607
OCTOBER 9, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187619

PRACTITIONER 2P LEVEL RE-CERTIFICATION TRAININGS		
DATE	TIME	ONLINE REGISTRATION
Tuesday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187560
AUGUST 25, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187584
Wednesday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187565
AUGUST 26, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187586
Thursday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187567
AUGUST 27, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187588
Thursday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187570
SEPTEMBER 17, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187590
Friday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187573
SEPTEMBER 18, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187592
Monday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187574
SEPTEMBER 21, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187595
Monday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187575
OCTOBER 19, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187596
Tuesday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187577
OCTOBER 20, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187597
Wednesday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187579
OCTOBER 21, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187598

# **School Psychologists** Virtual Training Opportunities





SCHOOL PSYCHOLOGISTS TRAINING



Presented by: Jessica Lascano M.A., LEP #3613, NCSP

Monday SEPTEMBER 14, 2020 9:00 — 11:00 AM

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: https://sbcss.k12oms.org/46-188146



# The School Psychologists Role in Determining Eligibility

# **Presented by:**

Jessica Lascano, M.A., LEP#3613, NCSP Anne-Marie Foley, M.S., Program Manager, Regional Services EV SELPA

Monday
November 2, 2020
9:00 am - 11:00 am

School psychologists are uniquely posed to support the IEP team in determining special education eligibility. They can help IEP teams to understand and use assessment findings to make data driven decisions. In this training school psychologists will learn best practices when presenting assessment results, determining eligibility, selecting a plan type, and working with the IEP team to utilize available data in an appropriate and defensible manner.

Register Online: https://sbcss.k12oms.org/46-188165



# SCHOOL PSYCHOLOGISTS TRAINING





# **Emotional Disturbance Assessment**

Presented by: Jessica Lascano, M.A., LEP #3613, NCSP

Monday
DECEMBER 7, 2020
9:00 am -11:00 am

This training is focused on assessment in the area of Emotional Disturbance. The trainer will explore the California Education Code definition of Emotional Disturbance, and the six characteristics associated with this eligibility area. Participants will learn how to conduct thorough assessment in the area of Emotional Disturbance, and will learn how to capture assessment findings in a legally defensible and comprehensive psycho-educational report. Participants will leave the training with several tools, and resources for use when assessing students in the area of Emotional Disturbance.

Register Online: https://sbcss.k12oms.org/46-188161







# AAC in the Classroom: Empowering All Students to Communicate

### **Presenters:**

EV SELPA Program Specialists
Courtney Beatty, M.A., BCBA
Susanne Ferguson, Ed.S., CCC-SLP, BCBA



This webinar is offered twice, so participants can select either a morning or an afternoon session.

Participants will only register for one webinar, not both.

THURSDAY
OCTOBER 29, 2020
9:00 AM - 11:00 AM
OR

Register Online:
https://sbcss.k12oms.org/46-186897

FRIDAY
OCTOBER 30, 2020
1:00 PM - 3:00 PM

Register Online:
https://sbcss.k12oms.org/46-186898

Do you work with students who have difficulty communicating verbally? Would you like to know more about how to give your students a "voice"? This 2-hour live webinar is an introduction to Augmentative and Alternative Communication (AAC) for teachers, paraprofessionals, and Speech-Language Pathologists who work in the classroom setting.

### We will cover many objectives, including:

- The guiding principals of AAC and its forms
- Core and fringe vocabularies
- How to model communication for an AAC learner
- Engineering the classroom for visual communication
- Planning and integrating AAC throughout the day
- Team collaboration for success
- Resources for communication systems, activities, and lesson plans

This training is an overview of AAC and focuses on classroom implementation. It does NOT cover programming of specific devices or their systems.

Following the Live Webinar a recording will be available for the attendees.









# Transition Teachers Instruction: Support for Teachers of High School Seniors <u>Training Series</u>

1	THURSDAY, AUGUST 20, 2020 1:00 - 2:30 PM  • Welcome Back • Overview of Google Classroom • Overview of Alliance for Education Partnership  Register Online: <a href="https://sbcss.k12oms.org/46-187408">https://sbcss.k12oms.org/46-187408</a>
2	THURSDAY, AUGUST 27, 2020 8:00 AM - 12:00 NOON  Overview of Progress Reports Presented by Department of Rehabilitation (DOR)  Register Online: https://sbcss.k12oms.org/46-188681
3	THURSDAY, SEPTEMBER 3, 2020 TBA  • Using additional resources remotely Presented by CRY/ROP—WIOA Team
4	OCTOBER 2020 TBA  • Overview of documenting transition services within the IEP

# Save the Date:

January 26, 2021 - Virtual Cross Training - 9:00 am - 12:00 pm & April 2021 - Career Information Day







# Transition Teachers Instruction: Support for Teachers of High School Juniors <u>Training Series</u>

1	<u>THURSDAY, AUGUST 20, 2020 1:00 - 2:30 рм</u> • Welcome Back
	<ul> <li>Overview of Google Classroom</li> <li>Overview of Virtual Job Shadowing</li> </ul>
	Register Online: https://sbcss.k12oms.org/46-188144
2	<ul> <li>THURSDAY, AUGUST 27, 2020 8:00 AM—12:00 PM</li> <li>Overview of Progress Reports         Presented by Department of Rehabilitation (DOR)</li> <li>Tips &amp; Tricks on using Career Choices while teaching virtually online         Register Online: https://sbcss.k12oms.org/46-188189</li> </ul>
3	THURSDAY, SEPTEMBER 3, 2020 TBA  • Using additional resources remotely Presented by CRY/ROP—WIOA Team
4	OCTOBER 2020 TBA  • Overview of documenting transition services within the IEP

# Save the Date:

January 26, 2021, 9:00 am-12:00 noon - Virtual Cross Training April 2021 - Career Information Day





# SUPPORT FOR HIGH SCHOOL TRANSITION TEACHERS OF 18-22 YEAR OLD YOUNG ADULTS

TRAINING SERIES

# TRANS!T!ON









# Thursday AUGUST 20, 2020 1:00 pm-2:30 pm

- Welcome Back
- Overview of Google Classroom & JR Virtual Job Shadow

Register Online: https://sbcss.k12oms.org/46-187127

# Thursday AUGUST 27, 2020 8:00 am-12:00 pm

Overview of Progress Reports
 Presented by DOR

Register Online: <a href="https://sbcss.k12oms.org/46-188193">https://sbcss.k12oms.org/46-188193</a>



# SEPTEMBER 3, 2020 TBA

 Using additional resources remotely Presented by CRY/ROP-WIOA Team



## OCTOBER 2020 TBA

 Overview of Documenting Transition Services within the IEP

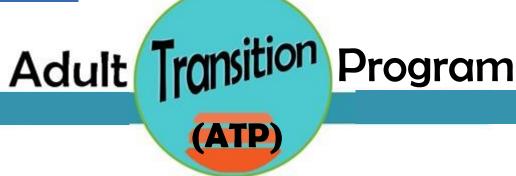
### SAVE THE DATE

January 26, 2021 - Virtual Cross Training - 9:00 am—12:00 pm

Career Information Day—APRIL 2021







# **Virtual Network Meeting**

**THURSDAY SEPTEMBER 17, 2020** 8:30-10:30 AM

Register Online: https://sbcss.k12oms.org/46-187108

8:30 - 9:30 am -

Teacher Meeting to share information and share concerns about students due to exit district programs in December 2020 or June 2021

9:30 - 10:30 am -Inland Regional Center Paid Internship Program (PIP) presented by Andrew Burdick

The ATP Network Meetings are intended to serve your interests and needs. Please e-mail, or bring suggestions to the meeting, topics for our subsequent meetings.

Colleen Meland's email address: colleen.meland@sbcss.net

# EAST VALLEY SELPA PRESENTERS

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

Courtney Beatty has been a Program Specialist with the East Valley SELPA for 3 years. She has worked in the field of special education for the past 13 years in various settings including in-home therapy, general and special education classrooms. Courtney received her Master's Degree in Special Education, Education Specialist Credential Moderate to Severe, and Multiple Subjects Credential from California State University of San Bernardino. She is also a Board Certified Behavior Analyst (BCBA). Her professional interests include behavioral intervention and analysis, Alternative and Augmentative Communication (AAC), and overall classroom management strategies for students across the continuum.

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

Susanne Ferguson is East Valley SELPA's Autism Program Specialist. She has worked with learners with Autism Spectrum Disorders and other exceptional needs in public schools since 1997 in various positions, including speech-language pathologist, inclusion specialist, and behavioral specialist. Susanne holds a Master's Degree in Communicative Disorders from California State University, Fullerton and an Ed.S. Degree in Special Education from Northcentral University. She is a nationally certified and state licensed Speech-Language Pathologist (SLP) and Board Certified Behavior Analyst (BCBA). In addition, Susanne possesses certificates in autism interventions from California State University, San Bernardino and the University of Massachusetts, Lowell as well as certification in Augmentative and Alternative Communication (AAC) from Diagnostic Center South, and the Picture Exchange Communication System (PECS). Her professional interests are broad. In addition to autism and AAC, they include Functional Communication Training, the development and implementation of visual supports, inclusion, and literacy for learners with complex communication needs. Susanne is a member of the California Autism Professional Training and Information Network (CAPTAIN) and dedicated to the dissemination of evidence-based practices for autism into schools.

# Mary Anne Klenske, M.A., Program Specialist

Mary Anne Klenske has been a Program Specialist with an emphasis in Behavior Support with the East Valley SELPA for 23 years. She received her Master's Degree in Special Education from California State University of San Bernardino in 1993. Mary Anne has been working in the field of education for 29 years. She taught special education full-time, as well as served as a district wide Inclusion Specialist, and is a member of the Positive Environments Network of Trainers (PENT) since its inception in 2003, joining the Leadership Team in 2011. Mary Anne continues to develop her professional skills and knowledge by attending classes, workshops, ad conferences with a focus in Applied Behavior Analysis (ABA).

# EAST VALLEY SELPA PRESENTERS

# Jessica M. Lascano, M.A., LEP #3613, NCSP, School Psychologist

Jessica M. Lascano is a school psychologist with the San Bernardino County Superintendent of Schools. She is embarking on her 17th year in education. During her time as an educator Jessica has worked as a special education teacher, program specialist, and school psychologist. She has two Master's Degrees from Azusa Pacific University in the areas of Special Education, and Educational Psychology. Jessica is credentialed as a mild to moderate education specialist, school counselor, and school psychologist. She is a NASP Nationally Certified School Psychologist, and a Licensed Educational Psychologist with the California Board of Behavioral Sciences. She has recently completed the ABAI 4th Edition ABA verified course sequence at Florida Institute of Technology. Jessica works to continually sharpen her skills, and has participated in on-going continuing education throughout her career. She enjoys giving back to the community, and the profession, and has worked as an adjunct professor, parent trainer, social skills trainer, and university level mentor for teachers and school psychologists. Jessica has an interest in helping others to grow in the profession, and is very dedicated to supporting

## Colleen Meland, M.A., Program Specialist

Colleen Meland has been a Program Specialist for the East Valley SELPA for over 20 years. She brings to her job 19 years of classroom experience. She taught general education and special education classes at the upper elementary, middle school and high school levels, and worked as both a Special Day Class Instructor and a Resource Specialist at middle and high schools. Colleen has supported classroom teachers addressing their variety of needs; academic, social skills, and assistive technology, with a particular interest supporting transition for secondary and young adult students. Her trainings have included staff development and strategies for parents. She teams with her colleagues providing school staff Professional Crisis Management Trainings for responding safely to students experiencing dangerous behaviors.

# Tracy Schroeder, LCSW, Behavioral Health Program Manager

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

# EAST VALLEY SELPA PRESENTERS

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

Jo-Ann Vargas is the Lead Occupational Therapist for the East Valley SELPA, with over 29 years of experience in Occupational Therapy. Jo-Ann holds a Master's Degree in Education with emphasis in Best Practices. She holds a California OT License and National Certification. Her latest trainings are in Sensory Processing, Handwriting Interventions, Alternative Dispute Resolution, and Distant Learning Interventions. Jo-Ann and her team of OT's, work with school-age children with a variety of special education needs throughout the member districts of the East Valley SELPA. Her special interest is in working with children that have behavioral, learning and attention difficulties impacting their education.

# Shannon Vogt, M.A., Program Specialist

Shannon Vogt has been a Program Specialist for the East Valley SELPA for 6 years. She has been working in the field of special education for the past 16 years in numerous settings supporting students with disabilities to progress behaviorally, socially, functionally, and academically. Shannon obtained a Master's Degree in Education, Curriculum and Instruction as well as extensive studies in Applied Behavior Analysis (ABA) through Arizona State University. As a model teacher in an ABA classroom and Teacher on Assignment, she had many unique experiences which provided her the ability to manage staff, train in class, complete assessments, and individualize curriculum for students. As a Program Specialist with East Valley SELPA, her focus has been working with teachers on developing legally compliant IEP goals and supports the implementation of the IEP document. She works in the areas of Professional Crisis Management, Alternative Dispute Resolution, and Behavioral Interventions. Shannon's passion continues to be mentoring new teachers and staff and working side-by-side with students to build their skill sets. She remains dedicated to learning the best practices in her field.



# **ACTION ITEM**

# Approve 2020-2021 SANDABS Membership

Administrator Metheny is requesting approval from the Board for the EV SELPA to be a participating member of the San Bernardino County District Advocates for Better Schools (SANDABS) during the 2020-2021 school year.

The following legislators represent school districts in San Bernardino County

### **United States Senators**

Dianne Feinstein California Kamala Harris California

### **United States House of Representatives**

Col. Paul Cook (ret.) 8th Congressional District Judy Chu 27th Congressional District Pete Aquilar 31st Congressional District Norma Torres 35th Congressional District Raul Ruiz 36th Congressional District Gil Cisneros 39th Congressional District Mark Takano 41st Congressional District

### California Senators

Shannon Grove 16th Senate District Connie Leyva 20th Senate District Scott Wilk 21st Senate District Mike Morrell 23rd Senate District Anthony Portantino 25th Senate District Ling Ling Chang 29th Senate District Richard Roth 31st Senate District

### **California Assembly Members**

**Devon Mathis** 26th Assembly District Jay Obernolte 33rd Assembly District Tom Lackey 36th Assembly District **James Ramos 40th Assembly District** Chris Holden 41st Assembly District **Chad Mayes 42nd Assembly District Eloise Reyes** 47th Assembly District Freddie Rodriquez 52nd Assembly District Phillip Chen 55th Assembly District Jose Medina 61st Assembly District



SANDABS is a unique collective impact approach that advocates for all students from cradle to career!

> Superintendent Yucaipa-Calimesa Joint Unified

### **SANDABS Executive Committee**

### **School District Board Trustees**

Karen Grav **SANDABS Co-Chair** 

CSBA Director of Region 16B At-Large Trustee Silver Valley Unified

Cindy Gardner **SANDABS Vice Co-Chair** 

East Valley

Rim of the World Unified

Barbara Dew Desert/Mountain Victor Valley Union High

**Patty Holohan** East Valley Redlands Unified

**Sue Ovitt** West End Chaffey Joint Union High

Mary Sandoval SBCSBA President At-Large Trustee Fontana Unified

Wilson So Desert/Mountain Apple Valley Unified

**Mondi Tayor** West End Etiwanda

**James Willingham** SBCSBA Legislative Chair At-Large Trustee Mountain View

### **School District Superintendents**

Cali Binks **SANDABS Co-Chair** 

East Valley Yucaipa-Calimesa Joint Unified

Cuauhtémoc Avila, Ed.D. SANDABS Vice Co-Chair East Valley

Rialto Unified

Randal Bassett East Valley Fontana Unified

Susan Bobbitt-Voth West End West End SELPA

Shawn Judson, Ed.D. West End

Donna L. Libutti West End

Etiwanda

Central

Amy Nauven-Hernandez, Ed.D. Desert Mountain

Adelanto Elementary

David Olney Desert/Mountain Hesperia Unified

Ron Williams, Ed.D. Desert/Mountain Victor Valley Union High

### Ted Alejandre County Superintendent

Richard De Nava Assistant Superintendent, **Business Services** 

Barbara Alejandre Chief Intergovernmental Relations Officer

Supriya Barrows Senior Manager Intergovernmental Relations

State Legislative Advocates Capitol Advisors Group, LLC

For more information on SANDABS go to http://bit.ly/SANDABS

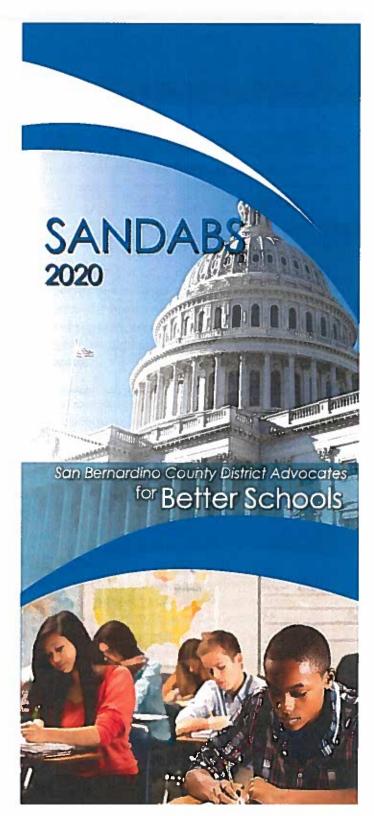
San Bernardino County Superintendent of Schools Intergovernmental Relations

601 North E Street, San Bernardino, CA 92415-0020 | 909.386.2947



Transforming lives through education www.sbcss.net

February 2020



### **Advocates for Better Schools**

San Bernardino County District Advocates for Better Schools (SANDABS) is a volunteer committee of school district board trustees and superintendents representing the member districts of San Bernardino County on state and federal issues. The purpose of SANDABS is to support the success of every child from cradle to career, by influencing the adoption of thoughtful state and federal legislation. SANDABS provides an opportunity for state and federal legislators or their designated staff to discuss and review issues affecting education in San Bernardino County.

SANDABS members include San Bernardino County school districts, special education local plan areas, regional occupational programs, and the County Superintendent of Schools. Member districts are eligible to have representation on the SANDABS Executive Committee, which is composed of nine school district board trustees, nine district superintendents, and the county superintendent. Superintendents are selected by region to serve on the SANDABS Executive Committee. School board trustees are elected to SANDABS by the San Bernardino County School Boards Association.

Working in collaboration with school district superintendents and board members, SANDABS is an invaluable resource for us to build relationships with our state and federal legislators and advocate on behalf of over 406,000 students in San Bernardino County.

Ted Alejandre

County Superintendent

**Benefits of SANDABS** 

Districts large and small benefit from SANDABS membership through high quality legislative advocacy services. Membership dues directly support advocacy services and related expenses and are not used to support staff salaries.

The Executive Committee directs the activities of SANDABS, which include:

- Monthly meetings with legislative updates from Sacramento and Washington D.C.
- Monthly legislative reports to actively track and monitor proposed bills as they progress through the legislature.
- Delegation trips to Sacramento to advocate for budget and legislative support for public education.

State and federal legislators and their staff are invited and encouraged to attend monthly SANDABS meetings.

### State and Federal Legislative Platforms

SANDABS adopts federal and state legislative platforms (http://bit.ly/SANDABS) each year to provide the basis for reviewing and taking positions on budgetary, legislative and regulatory issues addressed by Congress, U.S. Department of Education, California State Legislature, and California Department of Education.

The highest priorities for 2020 fall into the following areas:

### State

- Full and Fair Funding
- Adequate School Facilities
- Appropriately and Consistently Applied Accountability
- Student Support Mental and Behavioral Health Services, and School Safety

### **Federal**

- Fiscal Year 2021 Education Appropriations
- Full and Fair Funding for Special Education
- Student Support Services and School Safety
- Student Mental Health Services and Well-Being

SANDABS brings County, District
Superintendents, and Board leaders
together to review legislation, evaluate
impact on learning and advocate for policy
that enhances student success!

Karen Gray Silver Valley Unified Trustee

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# SANDABS EXECUTIVE COMMITTEE MEETING DATES

The SANDABS Executive Committee meets the second Wednesday of each month from 2:00–4:00 p.m. at the following locations:

Desert/Mountain Educational Service Center 17800 Highway 18, Apple Valley, CA 92307

Roy C Hill Education Center 601 North E Street, San Bernardino, CA 92415

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

### Fiscal Year 2019-20:

March 11, 2020 May 13, 2020 April 8, 2020 June 10, 2020

### Fiscal Year 2020-21:

 September 9, 2020
 February 10, 2021

 October 14, 2020
 March 10, 2021

 November 11, 2020
 April 14, 2021

 December 9, 2020
 May 12, 2021

 January 13, 2021
 June 9, 2021

### Note:

No meetings will be held in the months of July and August.

as of 2/28/20



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January 13, 2021 June 9, 2021

### Note:

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as of 2/28/20



# SAN BERNARDINO COUNTY DISTRICT ADVOCATES FOR BETTER SCHOOLS (SANDABS) 2020-21 MEMBERSHIP AGREEMENT AGREEMENT NO. 20/21-0282

THIS AGREEMENT, made and entered into between the San Bernardino County District Advocates for Better Schools (SANDABS) Executive Committee, hereinafter known as **COMMITTEE**, and the San Bernardino County Superintendent of Schools, hereinafter known as **SUPERINTENDENT** and the East Valley Special Education Local Plan Area, hereinafter known as **MEMBER**, mutually agree to the following terms and procedures for the conduct of San Bernardino County District Advocates for Better Schools, hereinafter known as SANDABS.

### A. Purpose and Eligibility

The purpose of SANDABS is to support the success of every child from cradle to career, by influencing the adoption of thoughtful state and federal legislation. SANDABS provides an opportunity for state and federal legislators or their designated staff to discuss and review issues affecting education in San Bernardino County. SANDABS does not endorse candidates or attempt to influence voters.

- All school districts; the West End, East Valley, and Desert/Mountain Special Education Local Plan Areas (SELPAs); the Colton-Redlands-Yucaipa and Baldy View Regional Occupational Programs (ROPs); and the San Bernardino County Superintendent of Schools (SBCSS) are eligible for membership in SANDABS.
- 2. Each school district, SELPA, ROP, and SBCSS shall sign a SANDABS Annual Membership Agreement and pay annual membership dues as established by the Executive Committee. The membership dues are based on the prior year P-2 revenue limit Average Daily Attendance (ADA).

### B. RESPONSIBILITIES OF SUPERINTENDENT

- 1. The SUPERINTENDENT may designate SBCSS staff to support and facilitate the activities of SANDABS. These responsibilities may include:
  - Preparation and distribution of meeting notices, appropriate backup materials, agendas, minutes, communication, and correspondence in cooperation with the co-chairs.
  - Coordination of advocacy efforts, delegation meetings, and development of annual state and federal legislative platforms with state and federal legislative advocates.
  - Work in concert with Executive Committee to identify opportunities to align and mobilize collective advocacy.
  - Evaluation of efforts to strategically align, abandon, and strengthen efforts.
- 2. The SUPERINTENDENT may provide meeting facilities, videoconferencing, and teleconferencing services for the COMMITTEE as appropriate, in each of the three regions. These facilities include but are not limited to Roy C Hill Education Center, the Desert/Mountain Educational Service Center, and the West End Educational Service Center.

### C. RESPONSIBILITIES OF COMMITTEE

Responsibilities of the Executive Committee may include, but are not limited to:

- Adopt positions relative to the proposed legislation, regulations, or budget proposals most critical to SANDABS state and federal legislative platform priorities.
- Testimony at committee hearings.
- Participation in meetings with legislators and/or legislative staff.
- Development of key messages and talking points, legislative platforms, and/or response to inquiries.
- Obtain input/feedback from SANDABS members within their respective region to engage and promote a unified voice in setting legislative priorities.
- Identify opportunities to align and mobilize collective advocacy.
- Build and foster relationships with municipalities, counties, sectors, and coalitions for strengthening collective advocacy efforts.
- Employ data informed decision-making to strategically align, abandon, and strengthen efforts in the most impactful and efficient manner.

### D. RESPONSIBILITIES OF MEMBER

- MEMBER shall submit a signed Membership Agreement and pay the annual membership due by purchase order or intra-district transfer payable to SANDABS by September 1 of the membership year on a fiscal year basis according to a membership dues schedule adopted by COMMITTEE.
- 2. MEMBER shall support, to the extent possible, the activities of COMMITTEE in the form of correspondence and contact with legislators representing San Bernardino County.

### E. MEMBERSHIP DUES SCHEDULE

The membership due schedule for 2020-21, based on prior year P-2 revenue limit ADA, shall be as follows:

ROPs, SELPAs and County Superintendent	=	\$200
Less than 1,000 ADA	=	\$125
1,001 to 2,500 ADA	-	\$300
2,501 to 5,000 ADA	=	\$500
5,001 to 10,000 ADA	-	\$1000
Over 10,000 ADA	-	\$2000

Payment of membership dues shall be made to the SANDABS account established by the San Bernardino County Superintendent of Schools on or before September 1, 2020, or by warrant payable to the SUPERINTENDENT. The MEMBER hereby certifies that prior year P-2 revenue limit ADA was N/A and accordingly, will pay a membership of \$200.00 for 2020-21.

Member's form of payment:				
☐ Intrafund Transfer from the general fund of the member district				
Member District's 26-Digit Account #:				
Warrant from the member district to the designated SANDABS budget				
☐ Interfund Transfer within SBCSS from SELPAs and SBCSS to the designated SANDABS budg	get			

### F. TERM OF AGREEMENT

The term of the Agreement shall be from July 1, 2020 to June 30, 2021.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS	EAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA
Amber L. Arias, Manager, Procurement Services Procurement and Warehouse Services	<del>,</del>
	Print Name, Title
Date: 495 060	Date:

# **OTHER**

2020-2021 EV SELPA Board Meeting Schedule

# 2020/2021 East Valley SELPA BOARD OF DIRECTORS MEETING SCHEDULE

September 16, 2020

November 18, 2020

February 24, 2021

March 24, 2021

May 19, 2021

June 16, 2021

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

# **OTHER**

NEXT MEETING – November 18, 2020